



UPGRIS

Universitas Persatuan Guru Republik Indonesia Semarang

MODULE HANDBOOK

Faculty of Education

Bachelor of Elementary Teacher Education



2025








MODULE HANDBOOK
BACHELOR OF ELEMENTARY TEACHER EDUCATION
STUDY PROGRAM (S1)
FACULTY OF EDUCATION

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
Jl. Sidodadi Timur No. 24, Dr. Cipto, Semarang,
Central Java 50125

MODULE HANDBOOK
Elementary Teacher Education Study Programme (Bachelor's Degree)
Semarang, December 2025

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Programme : Elementary Teacher Education Study Programme (Bachelor's Degree)
Faculty : Education

	UNIVERSITAS PERSATUAN GURU REPUBLIC INDONESIA SEMARANG Jl. Sidodadi Timur No. 24, Dr. Cipto, Semarang, Central Java 50125	Number : 001.A/PAUD/FE/ XII/2025
	Module Handbook	Revision : 00
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Approval Of The Module Handbook

for the Local Language and Literature Education Study Programme (Bachelor's Degree)

1. Higher Education : Universitas Persatuan Guru Republik Indonesia Semarang
2. Faculty : Education
3. Programme : Elementary Teacher Education
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A blue ink signature of Ervina Eka Subekti, S.Si., M.Pd. is shown in the image.

Ervina Eka Subekti, S.Si., M.Pd.
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Programme Identity

No	Name of Higher Education Institution (HEI)	Universitas Persatuan Guru Republik Indonesia Semarang
1	Faculty	Education
2	Study Programme	Elementary Teacher Education (Bachelor's Degree)
3	Accreditation Rating/ Predicate	Excellent
4	Number of Students	2342
5	Number of Lectures	84
6	Programme Address	Jl. Sidodadi Timur No. 24, Dr. Cipto, Semarang
7	Telephone	(024) 8316377
8	Programme Website	https://pgsd.upgris.ac.id/

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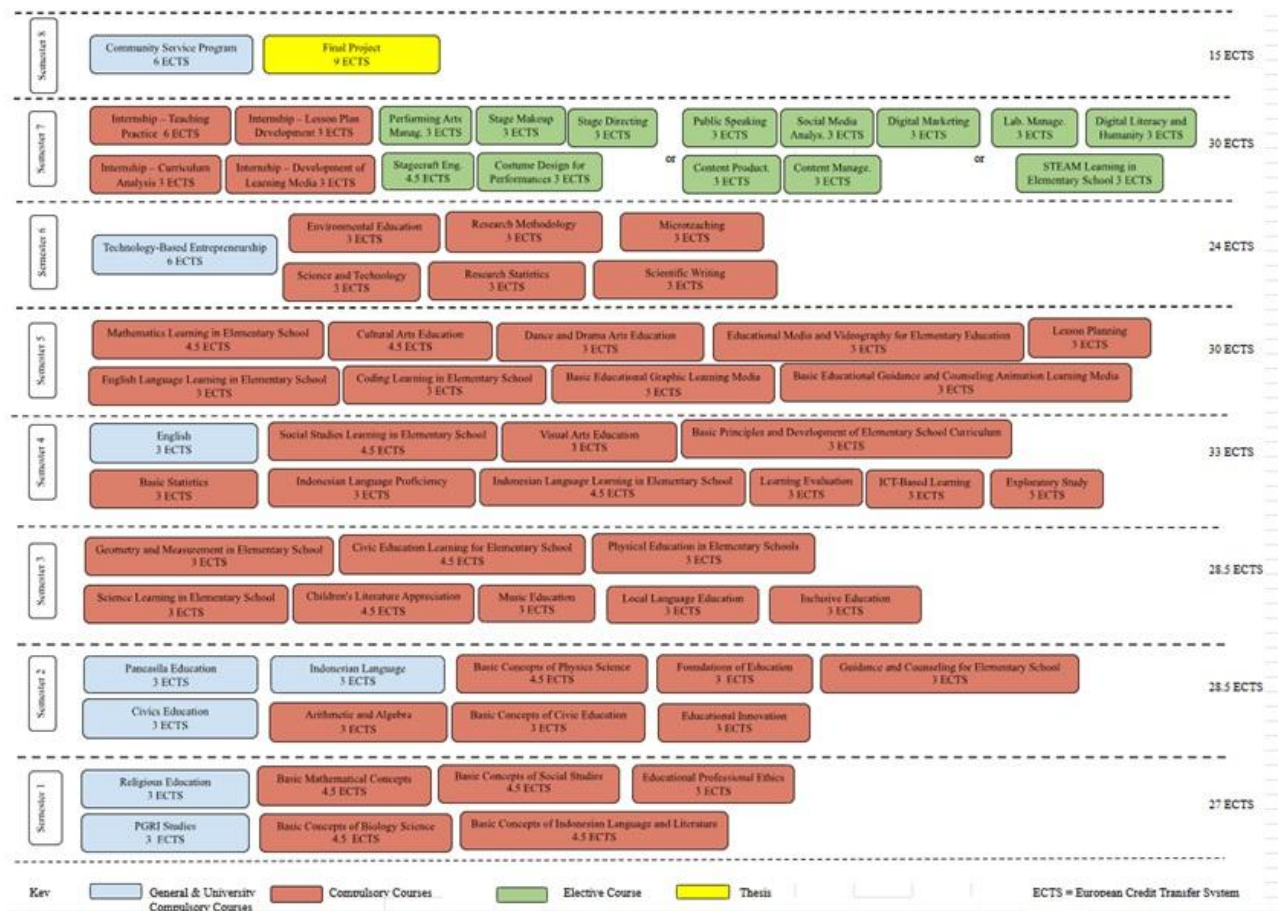
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Overview Curriculum

	Semester								
	Credit point	1	2	3	4	5	6	7	8
University Course	30.00	6	9	0	3	0	6	0	6
Compulsory Course	147.00	21	19.5	28.5	30	30	18	15	0
Elective Course	15.00	0	0	0	0	0	0	15	0
Final Project and Internship	24.00	0	0	0	0	0	0	0	9
Total ECTS Credit Points	216.00	27.00	28.50	28.50	33.00	30.00	24.00	30.00	15.00



1st Semester

Odd 2025/2026

Islam Religious Education

Module number 1225121601	Module name Islam Religious Education	
Type of course Compulsory	Semester / Rotation 1/odd	Student capacity: 40 Student
Teaching methods: Lectures, Discussions, Case-Based Learning, Presentations.	Prerequisites for attendance -	Language English (International) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignment (10%) 2. Quiz (5%) 3. Presentation (10%) 4. Discussion (10%) 5. Case report (35%) 6. Mid-term exam (10%) 7. Final exam (20%) 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Sunan Baedowi, S.Pd.I., M.Si.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Drs. Abidin, M.S.I. 2. Afiq Fikri Almas, M.Pd. 3. Nur Aksin, S.Ag., M.Si. 		
Syllabus The Islam Religious Education course aims to nurture students' spiritual development, ethical awareness, and religious literacy as an integral dimension of holistic higher education. Upon completion of this course, students are expected to demonstrate the ability to demonstrate faith and devotion to Allah SWT through habitual practices of worship such as prayer, fasting, and performing amar ma'ruf nahi mungkar; demonstrate ethics, morals, and character (including anti-corruption, anti-bullying, anti-intolerance, sexual violence, and anti-drugs); understand and implement the concepts of Islam in Indonesia, Islam and religiosity, Islam and modernisation, and Islam in the development of world civilisation to achieve balance between worldly and spiritual needs in personal and social life; and understand and implement the concepts of democracy, human rights, politics, and law from an Islamic perspective on		

contemporary issues through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the relationship between human beings and religion; the concepts of iman, Islam, and ihsan; Islamic ethics and morality with emphasis on anti-corruption, anti-bullying, anti-intolerance, anti-sexual violence, and anti-drug values; Islam in Indonesia; unity in diversity; Islam's historical and contemporary contributions to civilisation; and critical discussions on democracy, human rights, politics, law, and social transformation from Islamic viewpoints.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate faith and devotion to Allah SWT through habitual practices of worship such as prayer, fasting, and performing amar ma'ruf nahi mungkar. (A5)
2. CLO 2: Students are able to demonstrate ethics, morals, and character (including anti-corruption, anti-bullying, anti-intolerance, sexual violence, and anti-drugs). (A5)
3. CLO 3: Students are able to understand and implement the concepts of Islam in Indonesia, Islam and religiosity, Islam and modernisation, and Islam in the development of world civilisation to achieve balance between worldly and spiritual needs in personal and social life. (C3, A5)
4. CLO 4: Students are able to understand and implement the concepts of democracy, human rights, politics, and law from an Islamic perspective on contemporary issues. (C3, A5)

Core readings:

1. Umar, M., & Ismail, F. (2020). *Buku Ajar Pendidikan Agama Islam (Konsep Dasar bagi Mahasiswa Perguruan Tinggi Umum)*. Banyumas, Jawa Tengah: CV Pena Persada.
2. Susanti, S. S., Nursafitri, L., Hamzah, I., Zunarti, R., Darmanto., Fitriyah., Asy'arie, B. F., Sa'ad, M S., (2024). Innovative digital media in Islamic religious education learning. *Jurnal Pendidikan Agama Islam*, 21(1), 40-59
3. Lidyaningsih, W., & Hanif, M. (2023). Nurcholish Madjid's ideas on the renewal of Islamic education in Indonesia. *Indonesian Journal of Interdisciplinary Islamic Studies*, 6(2), 223–241.
4. Masturin. (2024). The Power of Two Learning Strategy in Islamic Religious Education Material Shaping Character Students. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 250-269.
5. Sapiudin. S & Ika, I (2025). The strategic role of Islamic religious education in the era of digital disruption. *Edukasi Islami: Jurnal Pendidikan Islam*, 14(3), 641-648.
6. Rahmawati, R., Rosita, R., & Asbari, M. (2022). The role and challenges of Islamic religious education in the age of globalisation. *Journal of Information Systems and Management (JISMA)*, 1(1), 6-11.

7. Rohmah, S., Baedowi, S., & Rahmawati, I. (2025). Strategi penanaman karakter religius siswa melalui pembiasaan shalat dhuha dan membaca Al-Qur'an di SDN Sendanggayam. *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan*, 23(1), 98–111.
8. Aksin, N., Nurjanah, E., & Kurniawan, M. R. (2025). The principles of democracy from an Islamic perspective and its review in the Qur'an. *Jurnal Indonesia Sosial Teknologi*, 6(2)

Christian Religious Education

Module number 1225121602	Module name Christian Religious Education		
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student	
Teaching methods Lectures, Discussions, Cased-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignments (10%) 2. Quiz (5%) 3. Presentation (10%) 4. Discussion (10%) 5. Case report (35%) <ol style="list-style-type: none"> 1. Mid-term exam (10%) 100 minutes 2. Final exam (20%) 100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Bambang Irianto, M.Th.		Semester week hours: 90	
Additional teacher involved: Drs. Sudjono Stefanus, M.M.			
Syllabus The Christian Religious Education course aims to strengthen students' understanding of Christian teachings and their relevance to ethical living, social harmony, and civic engagement within pluralistic societies. Upon completion of this course, students are expected to demonstrate the ability to demonstrate an attitude of accepting differences in interactions with others, respecting during discussions, and applying Christian values in the context of social life; demonstrate Christian responsibility in community life; explain the fundamental concepts and scope of Christian Religious Education; and apply relevant theories and procedures of Christian Religious Education in elementary education contexts through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA			

(Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . The materials covered include: theological reflections on God's work in creation, salvation, and guidance; humanity as created in the image of God; and the relationship between faith, knowledge, and service.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate an attitude of accepting differences in interactions with others, respecting during discussions, and applying Christian values in the context of social life. (A3)
2. CLO 2: Students are able to demonstrate Christian responsibility in community life. (A4)

Core readings:

1. Collet, B. A. (2022). Challenges and Opportunities for Conducting Comparative Research on Religious Education in the Global South. *The Bloomsbury Handbook of Religious Education in the Global South*, 457.
2. Francis, L. J. (2020). Psychological Perspectives on Religious Education: An Individual Differences Approach. *Brill Research Perspectives in Religion and Education*, 1(2), 1-89.
3. Horowski, J. (2020). Christian religious education and the development of moral virtues: a neo-Thomistic approach. *British Journal of Religious Education*, 42(4), 447-458.
4. Tambunan, D. M., & Iskandar, F. (2024). The impact of technology-based learning media on students' interests in Christian religious education. *Journal of Educational Management and Instruction (JEMIN)*, 4(1), 185-195.
5. Tandana, E. A., Yowa, E. K., & Manik, N. D. Y. (2022). Character education in forming student behaviour: A viewpoint of christian religious education learning. *Didache: Jurnal Teologi dan Pendidikan Kristen*, 3(2), 161-176.
6. Wolterstorff, N. (2011). Justice in love. Eerdmans

Catholic Religious Education

Module number 1225121603	Module name Catholic Religious Education	
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Discussion (15%) 2. Assignments (10%) 3. Quiz (5%) 4. Case report (20%) 5. Presentation (20%) 3. Mid-term exam (10%) 100 minutes 4. Final exam (20%) 100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Chr. Argo Widiharto, M.Si.		Semester week hours: 90
Additional teacher involved: Dr. FX. Didik Purwosetiyono, M.Pd.		
Syllabus The Catholic Religious Education course aims to provide a comprehensive understanding of Catholic teachings and their role in shaping ethical behaviour, social responsibility, and professional integrity in contemporary society. Upon completion of this course, students are expected to demonstrate the ability to demonstrate empathy and respect in living together, and analyse the role of the Church and faith in society; evaluate and integrate the concept of humanity from a Catholic perspective; evaluate and integrate the concept of God in Catholicism; and evaluate and integrate the teachings of Jesus Christ and His Work of Salvation through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is		

fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: theological perspectives on humanity as created in the image of God, the human vocation and mission, and the relationship between human beings, themselves, others, the environment, and God.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate empathy and respect in living together, and analyse the role of the Church and faith in society. (A4, C4)
2. CLO 2: Students are able to evaluate and integrate the concept of humanity from a Catholic perspective. (C5, A4)
3. CLO 3: Students are able to evaluate and integrate the concept of God in Catholicism. (C5, A4)
2. 4. CLO 4: Students are able to evaluate and integrate the teachings of Jesus Christ and His Work of Salvation. (C5, A4)

Core readings:

1. Hahn, S., & Mitch, C. (Eds.). (2024). *Ignatius Catholic study Bible: Old and New Testaments*. Ignatius Press.
2. Barron, R. (2025). *Catholicism: A journey to the heart of the faith* (2nd ed.). Word on Fire.
3. Meehan, A., & O'Connell, D. (2021). Religious education in Irish Catholic primary schools: Recent developments, challenges and opportunities. In S. Whittle (Ed.), *Irish and British reflections on Catholic education: Foundations, identity, leadership issues and religious education in Catholic schools* (pp. 199–210). Springer.
4. Buchanan, M. T., & Gellel, A.-M. (Eds.). (2019). *Global perspectives on Catholic religious education in schools: Volume II: Learning and leading in a pluralist world*. Springer.
5. Kristianus, K. (2022). The effect of Catholic religion on Dayak identity in West Kalimantan. *International Journal of Multi Discipline Science*, 5(1).
6. Hoon, C.Y. (2017). Putting religion into multiculturalism: Conceptualising religious multiculturalism in Indonesia. *Asian Studies Review*, 41(3), 476–493.
7. Robin, M. A. J. (2024). The spirituality of the catechists in Indonesia. *Proceedings International Conference on Catholic Religious Education and Philosophy*, 1(2).

Hindu Religious Education

Module number 1225121604	Module name Hindu Religious Education	
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations.	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignment (10%) 2. Quiz (5%) 3. Presentation (10%) 4. Discussion (10%) 5. Case report (35%) 6. Mid-term exam (10%) 100 minutes 5. Final exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Venty, M.Pd.		Semester week hours: 90
Additional teacher involved:		
Syllabus The Hindu Religious Education course aims to strengthen students' understanding of Hindu teachings and their role in shaping ethical behaviour, spiritual awareness, and social harmony in contemporary society. Upon completion of this course, students are expected to demonstrate the ability to demonstrate faith and devotion to Sang Hyang Widhi Wasa through the habitual practice of yadnya, dhyana, brata, and dharma consistently; abstract the concept of śraddhā in the Vedas and other sacred texts, the meaning of Divinity from a Hindu perspective, as well as spirituality and contemporary religious issues in daily life; summarise the conception of humanity in Hindu teachings, the purpose of life, and human dignity (puruṣārtha), as well as the role and social responsibility of Hindus in national development; and evaluate the contributions of Hindu teachings to Indonesia's legal, social, political, and cultural systems, as well as the synergy between yajña, tax awareness, Hindu nationalism, gender equality, and democracy through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using		

a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the concept of śraddhā in the Vedas, Upaniṣads, and the Bhagavad Gītā, including the typology of faith and its role in spiritual development.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate faith and devotion to Sang Hyang Widhi Wasa through the habitual practice of yadnya, dhyana, brata, and dharma consistently. (A5, P3)
2. CLO 2: Students are able to abstract the concept of śraddhā in the Vedas and other sacred texts, the meaning of Divinity from a Hindu perspective, as well as spirituality and contemporary religious issues in daily life. (C4, A4)
3. CLO 3: Students are able to summarise the conception of humanity in Hindu teachings, the purpose of life, and human dignity (puruṣārtha), as well as the role and social responsibility of Hindus in national development. (C3, A4)
4. CLO 4: Students are able to evaluate the contributions of Hindu teachings to Indonesia's legal, social, political, and cultural systems, as well as the synergy between yajña, tax awareness, Hindu nationalism, gender equality, and democracy. (C5, A4)
5. CLO 5: Students are able to analyse the values of moderation, pluralism, and inclusivism in Hindu teachings, as well as the legal basis for freedom of religion and tolerance practices in sacred texts and Hindu history. (C4, A4)

Core readings:

1. Peterson K. Ozili. (2025). Financial inclusion, religiosity and economic welfare in majority Christian, Hindu and Muslim countries. *Foresight*, 27(4), 727–751.
2. Thamanam, N., Lehwaldt, D., Sweeney, M. R., & Corbally, M. (2025). Measuring undergraduate nursing students' knowledge of Christian, Islamic, and Hindu death rituals: A national study. *Nurse Education Today*, 151, 106691.
3. Peterson K. Ozili. (2025). Financial inclusion, religiosity and economic welfare in majority Christian, Hindu and Muslim countries. *Foresight*, 27(4), 727–751.
4. Tomalin, E., (2024). Religion, ecology and Hindu nationalism in India. *Religion and Development*, 2(3), 463–482.
5. Sulasmi, N. K. A. (2023). Kepemimpinan Dalam Perspektif Susastra Hindu. *ŚRUTI: Jurnal Agama Hindu*, 3(2), 221-230.

Buddhist Religious Education

Module number 1225121605	Module name Buddhist Religious Education	
Type of course Compulsory	Semester / Rotation 1/odd	Student capacity: 40 Student
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Discussion (15%) 2. Assignments (10%) 3. Quiz (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Venty, M.Pd.		Semester week hours: 90
Additional teacher involved:		
Syllabus The Buddhist Religious Education course aims to this course introduces undergraduate students to the fundamental concepts, philosophy, and teachings of Buddhism as a foundation for forming a complete, wise, and morally responsible personality. Upon completion of this course, students are expected to demonstrate the ability to demonstrate faith and devotion to Sanghyang Adi Buddha through the habitual practice of worship, such as pujabakti, meditation, and practicing the precepts; abstract the concept of sādḍha in the suttas and other sources, the meaning of Divinity from a Buddhist perspective, as well as spirituality and contemporary religious issues in daily life; summarise the conception of humanity in Buddhism, the purpose and dignity of humans, as well as the social roles and responsibilities of Buddhists, including their contributions to national development; and evaluate the contributions of Buddhism to Indonesia's legal, social, political, and cultural systems, as well as the synergy between dāna pāramī, taxes, Buddhist nationalism, violence against women, and		

democracy in national life through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: Buddhist perspectives on humanity and the Divine (Godhead), moral discipline (Sīla), universal law, and mental cultivation.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate faith and devotion to Sanghyang Adi Buddha through the habitual practice of worship, such as pujabakti, meditation, and practicing the precepts. (A5)
2. CLO 2: Students are able to abstract the concept of sādḁha in the suttas and other sources, the meaning of Divinity from a Buddhist perspective, as well as spirituality and contemporary religious issues in daily life. (C4, A4)
3. CLO 3: Students are able to summarise the conception of humanity in Buddhism, the purpose and dignity of humans, as well as the social roles and responsibilities of Buddhists, including their contributions to national development. (C2, A3)
4. CLO 4: Students are able to evaluate the contributions of Buddhism to Indonesia's legal, social, political, and cultural systems, as well as the synergy between dāna pāramī, taxes, Buddhist nationalism, violence against women, and democracy in national life. (C5, A4)
5. CLO 5: Students are able to analyse the values of religious moderation, pluralism, and inclusivism in Buddhism, as well as the legal basis for freedom of religion and tolerance practices in the suttas and Buddhist history. (C4, A4)

Core readings:

1. Venty, V. (2021). Kalyana Mitta as the fundamental potential for happiness and suffering in Buddhist mindfulness counselling. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7(2), 125-135.
2. Lee, K. C. (George), & Oh, A. (2019). Introduction to compassionate view intervention: A Buddhist counselling technique based on Mahāyāna Buddhist teachings. *Journal of Spirituality in Mental Health*, 21(2), 132–151.
3. Theresia, S., & Tiatri, S. (2023). The effect of loving-kindness meditation intervention on self-compassion in teachers of children with intellectual disabilities. *International Journal of Application on Social Science and Humanities*, 1(2), 1396–1406.
4. Dounghummes, N., Bhibulbhanuvat, S., & Boonrugsā, T. (2024). Translating Buddhist mindfulness into action: Engaging older Thai adults in participatory action research. *Qualitative Research Journal*, 24(2), 183–193. <https://doi.org/10.1108/QRJ-11-2023-0178>
5. Keown, D. (2013). *Buddhism: A very short introduction* (2nd ed.). Oxford University Press.
6. Bodhi, B. (2016). *The Noble Eightfold Path: Way to the End of Suffering*. Buddhist Publication Society.

Confucian Religious Education

Module number 1225121606	Module name Confucian Religious Education	
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignments (10%) 2. Quiz (5%) 3. Presentation (10%) 4. Discussion (10%) 5. Case report (35%) 6. Mid-term exam (10%) 100 minutes 8. Final exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Venty, M.Pd.		Semester week hours: 90
Additional teacher involved:		
Syllabus The Confucian Religious Education course aims to cultivate ethical awareness, moral character, and social responsibility based on Confucian teachings and their relevance in contemporary multicultural societies. Upon completion of this course, students are expected to demonstrate the ability to demonstrate faith and devotion to Tian (Heaven) through habitual practice of li, xiu shen, and daily reflection as a manifestation of faith and moral virtue; abstract the concept of faith (xin) in Confucian teachings, understanding of Tian, and issues of spirituality and contemporary religion in modern life; summarise the concept of the noble human (junzi), dignity, and its social role and contribution to national development; and evaluate the contribution of Confucian teachings to Indonesia's legal, social, and cultural systems and the synergy between Ren, tax contributions, nationalism, gender justice, and democracy through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using		

a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . The materials covered include: the concept of xin (faith) in the Lun Yu, Zhong Yong, and Mengzi, and its relationship with sincerity, loyalty, and moral cultivation.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate faith and devotion to Tian (Heaven) through habitual practice of li, xiu shen, and daily reflection as a manifestation of faith and moral virtue. (C3, A5)
2. CLO 2: Students are able to abstract the concept of faith (xin) in Confucian teachings, understanding of Tian, and issues of spirituality and contemporary religion in modern life. (C4)
3. CLO 3: Students are able to summarise the concept of the noble human (junzi), dignity, and its social role and contribution to national development. (C2)
4. CLO 4: Students are able to evaluate the contribution of Confucian teachings to Indonesia's legal, social, and cultural systems and the synergy between Ren, tax contributions, nationalism, gender justice, and democracy. (C5)
5. CLO 5: Students are able to analyse the values of moderation, pluralism, and inclusivism in Confucian teachings and the legal basis for freedom of religion and tolerance practices in Confucian history and doctrine. (C4)

Core readings:

1. Ames, R. T., (2020). Confucian Role Ethics: A Vocabulary. State University of New York Press
2. Bell, D. A. (2020). Just Hierarchy: Why Social Hierarchies Matter in China and the Rest of the World. Princeton University Press.
3. Dan, Y.. (2021). Confucius from the Heart: Ancient Wisdom for Today's World (Updated ed.). Pan Macmillan.
4. Ivanhoe, P. J. (2000). Confucian Moral Self Cultivation (3rd ed.). Hackett Publishing Company, Incorporated.
5. Startup, R. (2022). The Confusion of the Symbol and That Which Is Symbolised: Religion, the Nation State, Politics and Society. Open Journal of Philosophy, 12, 54-68. <https://doi.org/10.4236/ojpp.2022.121004>.
6. Startup, R. (2022). The Confusion of the Symbol and That Which Is Symbolised: Religion, the Nation State, Politics and Society. Open Journal of Philosophy, 12, 54-68. <https://doi.org/10.4236/ojpp.2022.121004>.

PGRI Studies

Module number 1225221611	Module name PGRI Studies		
Type of course Compulsory	Semester / Rotation 1/odd	Student capacity: 40 Student	
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations.	Prerequisites for attendance -	Language English (International) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignments (10%) 2. Quiz (2%) 3. Discussion (10%) 4. Presentation (10%) 5. Case analysis report (36%) 6. Mid-term exam (10%) 100 minutes 7. Final exam (22%) 100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Dr. Sukaton Purtomo Priyatno, MM		Semester week hours: 90 hours	
Additional teacher involved: <ol style="list-style-type: none"> 1. Agus Wismanto, M.Pd. 2. Arisul Ulumuddin, M.Pd. 3. Dr. Erwan Rachmat, M.Pd. 4. Hari Waluyo, M.M. 5. Dr. Suyitno, M.Pd. 			
Syllabus The PGRI Studies course aims to familiarise students with the history, philosophy, values, and professional identity of the Indonesian Teachers Association (PGRI) while strengthening their commitment to the teaching profession and national educational development. Upon completion of this course, students are expected to demonstrate the ability to demonstrate character and adab that reflect adaptability, enthusiasm, and integrity in accordance with the ethical values of the PGRI organisation as an expression of devotion to Almighty God; evaluate the history and dynamics, characteristics and identity, challenges in the era of disruption, roles in human resource development, the profile of Pancasila students, PGRI organisational ethics, and technology-based global networks			

and 5A values (anti-sexual violence, anti-drugs, anti-corruption, anti-intolerance, and anti-bullying) to support the development of knowledge and professional practice; integrate the history and dynamics, characteristics and identity, challenges in the era of disruption, roles in human resource development, the profile of Pancasila students, PGRI organisational ethics, and technology-based global networks and 5A values (anti-sexual violence, anti-drugs, anti-corruption, anti-intolerance, and anti-bullying) to support the development of knowledge and professional practice; and identify, evaluate, and integrate the history and dynamics, characteristics and identity, challenges in the era of disruption, roles in human resource development, the profile of Pancasila students, PGRI organisational ethics, and technology-based global networks and 5A values (anti-sexual violence, anti-drugs, anti-corruption, anti-intolerance, and anti-bullying) to support the development of knowledge and professional practice in addressing challenges in the era of disruption and the Industrial Revolution 4.0 through 5A projects by utilising science and technology to adapt to existing situations through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the history and dynamics of PGRI, its organisational characteristics and identity, organisational ethics, the role of PGRI in human resource development, and the importance of professional networks in education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate character and adab that reflect adaptability, enthusiasm, and integrity in accordance with the ethical values of the PGRI organisation as an expression of devotion to Almighty God. (A5)
2. CLO 2: Students are able to evaluate the history and dynamics, characteristics and identity, challenges in the era of disruption, roles in human resource development, the profile of Pancasila students, PGRI organisational ethics, and technology-based global networks and 5A values (anti-sexual violence, anti-drugs, anti-corruption, anti-intolerance, and anti-bullying) to support the development of knowledge and professional practice. (A4)
3. CLO 3: Students are able to integrate the history and dynamics, characteristics and identity, challenges in the era of disruption, roles in human resource development, the profile of Pancasila students, PGRI organisational ethics, and technology-based global networks and 5A values (anti-sexual violence, anti-drugs, anti-corruption, anti-intolerance, and anti-bullying) to support the development of knowledge and professional practice. (C5, A4)
4. CLO 4: Students are able to identify, evaluate, and integrate the history and dynamics, characteristics and identity, challenges in the era of disruption, roles in human resource development, the profile of Pancasila students, PGRI organisational ethics, and technology-based global networks and 5A values (anti-sexual violence, anti-drugs, anti-corruption, anti-intolerance, and anti-bullying) to support the development of knowledge and professional practice in addressing challenges in the era of disruption and the Industrial Revolution 4.0 through 5A projects by utilising science and technology to adapt to existing situations. (C5, P4, A4)

Core readings:

1. Henawanto, A. (2014). Persepsi Guru terhadap Persatuan Guru Republik Indonesia dalam

- Meningkatkan Profesionalisme Guru. *Jurnal Kebijakan dan Pengembangan Pendidikan*, 2(1).
2. Erpiyana, I., & Mahardika, M. S. (2022). Peran Organisasi PGRI dalam Upaya Meningkatkan Kualitas Pendidikan. In *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)* (Vol. 5, pp. 1081-1087).
 3. Feriyansyah, A., Wulandari, R. P., Sanda, F., & Said, M. (2023). Perencanaan Stratejik Persatuan Guru Republik Indonesia Cimaung Dalam Meningkatkan Profesionalitas Guru Sekolah Dasar. *al-Afkar, Journal For Islamic Studies*, 6(2), 206-218.
 4. Anjani, K. T., & Rahmadi, D. (2022). Perjuangan PGRI dalam Mensejahterakan Guru: Kontribusi PGRI Dalam Pembentukan Undang-Undang Guru dan Dosen Tahun 2005. *WIKSA: Prosiding Pendidikan Sejarah Universitas Indraprasta PGRI*, 1(1).
 5. Taufik, T., Muthalib, N., & Ayu, J. S. (2024). Tak Pantang Aral melintang: Perjuangan PGRI Dalam Perbaikan Nasib Guru di DKI Jakarta (1998—2005). *WIKSA: Prosiding Pendidikan Sejarah Universitas Indraprasta PGRI*, 1(2), 366-378.
 6. Ning, N. R. A. (2014). *Perkumpulan Pembina Lembaga Pendidikan Dasar dan Menengah Persatuan Guru Republik Indonesia (PPLP DASMEN PGRI) Jawa Timur Tahun 2002-2005*. *Avatara: Jurnal Pendidikan Sejarah*, 2(3).
 7. Suryadi, A. (2022). *Menjadi guru profesional dan beretika*. CV Jejak (Jejak Publisher)

Educational Professional Ethics

Module number 1225321644	Module name Educational Professional Ethics		
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student	
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term exam (10%)100 minutes 7. Final exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study)	
		ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study)	
		Total 90 hours	
Module coordinator Prof. Dr. Soengeng Ysh, M.Pd.		Semester week hours: 90 hours	
Additional teacher involved: <ol style="list-style-type: none"> 1. Drs. Kiswoyo, M.M. 2. M. Aniq Khairul Basyar, S.Pd., M.Hum. 			
Syllabus The Educational Professional Ethics course aims to provide basic insights for prospective educators in order to carry out their duties as professional teachers. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in completing assignments in the educational professional ethics course; explain the basic concepts of the profession and professional ethics in education as a foundation for educator professionalism; explain the principles of professional ethics in the context of teaching and assessment in elementary schools; and identify the role of educators in using technology ethically and responsibly in learning through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is			

fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Educational Professional Ethics.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in completing assignments in the educational professional ethics course. (A3)
2. CLO 2: Students are able to explain the basic concepts of the profession and professional ethics in education as a foundation for educator professionalism. (C2)
3. CLO 3: Students are able to explain the principles of professional ethics in the context of teaching and assessment in elementary schools. (C2)
4. CLO 4: Students are able to identify the role of educators in using technology ethically and responsibly in learning. (C2)
5. CLO 5: Students are able to identify solutions to procedural problems related to ethical violations in educational practices in elementary schools. (C4)

Core readings:

1. Dounghummes, N., Bhibulbhanuvat, S., & Boonrugsa, T. (2024). Translating Buddhist mindfulness into action: engaging older Thai adults in participatory action research. *Qualitative Research Journal*, 24(2), 183-193.
2. Muzakki, M. S., Yuliawati, F., & Purwati, H. (2022). Peningkatan Kompetensi Guru KKG Sleman Kerjasama UIN Sunan Kalijaga Yogyakarta. *Pelita: Jurnal Pengabdian kepada Masyarakat*, 2(3), 79-82.
3. Sugiyanti, S., Prasetyowati, D., Harun, L., & Hartati, H. (2022). Pengabdian Kepada Masyarakat (PKM) Pendampingan Penulisan Karya Tulis Ilmiah Dan Publikasi Bagi Guru Sekolah Dasar Di Kota Semarang. *Jurnal Pengabdian Kepada Masyarakat Patikala*, 1(4), 204-208.
4. Andersson, H., Svensson, A., Frank, C., Rantala, A., Holmberg, M., & Bremer, A. (2022). Ethics education to support ethical competence learning in healthcare: an integrative systematic review. *BMC medical ethics*, 23(1), 29.
5. Buchanan, R. A., Forster, D. J., Douglas, S., Nakar, S., Boon, H. J., Heath, T., ... & Tesar, M. (2022). Philosophy of education in a new key: Exploring new ways of teaching and doing ethics in education in the 21st century. *Educational Philosophy and Theory*, 54(8), 1178-1197.
6. Peraturan Pemerintah Nomor 4 Tahun 2022 tentang Perubahan atas Peraturan Pemerintah Nomor 57 Tahun 2021 mengenai Standar Pendidikan Nasional.
7. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 5 Tahun 2022 tentang Standar Kompetensi Lulusan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.
8. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 7 Tahun 2022 tentang Standar Isi Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.
9. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 16 Tahun 2022 tentang Standar Proses Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.

10. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 21 Tahun 2022 tentang Standar Penilaian untuk Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.
11. Kusumaningtyas, D. W., Ngatmini, N., & Ulfiyani, S. (2023). Pengaruh penggunaan media YouTube terhadap kemampuan menceritakan kembali isi iklan pada peserta didik kelas VIII SMP Negeri 1 Karangawen tahun pelajaran 2023/2024. *Simpati: Jurnal Penelitian Pendidikan dan Bahasa*, 2(1), 117–131. <https://doi.org/10.59024/simpati.v2i1.516>
12. Ulfiyani, S., Mualafina, R. F., Mukhlis, M., Budiawan, R. Y. S., & Sunarya, S. (2024). Edukasi etika berbahasa di media sosial bagi peserta didik di SMA Teuku Umar Semarang: Membentuk generasi digital native positif. *Archive: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 166–177. <https://doi.org/10.55506/arch.v4i1.147>
13. Astuti, N. D., Marzuki, M., Hajaroh, M., Prihatni, Y., Kusumawardhani, R., Hartono, A., Setiawan, A., & Abd Aziz, M. K. N. (2025). Manajemen pendidikan karakter berbasis sekolah era digital di Indonesia. *Jurnal Pendidikan Karakter*, 16(1). 28-38.
14. Soegeng Ysh, A. Y. (2020). *Professional Educational Ethics*. Yogyakarta: Magnum Pustaka Utama.
15. Inu, I., & Mardiana, S. (2023). *Teaching Profession Ethics: Becoming a Professional and Integrity Educator*. Bandung: Alfabeta.
16. Mustari, M. (2022). *Educational Ethics: A Study of Morality in the Context of the Teaching Profession*. Jakarta: RajaGrafindo Persada.
17. Kurniawan, M. A., Ysh, A. S., & Artharina, F. P. (2021). "The Application of Religious Values in the Formation of Student Character at SD N Jamban 01 Pati". *DWIJALOKA Journal of Primary and Secondary Education*, 2(2), 197-204. <https://jurnal.unw.ac.id/index.php/dwijaloka/article/view/1174>
18. Soeharto Soeharto, Seyda Subasi Singh, Fitria Afriyanti. 2024. "Associations between attitudes toward inclusive education and teaching for creativity for Indonesian pre-service teachers". *Thinking Skills and Creativity*, Volume 51, 101469. (<https://www.sciencedirect.com/science/article/pii/S1871187124000087>)
19. Yusri Yusri, R. Mantasiah, Muhammad Anwar. 2024. "Assessing language impoliteness of primary school teachers in Indonesia". *Asian Education and Development Studies*, Vol. 13, Issue 1. 1-13. (<https://www.sciencedirect.com/org/science/article/abs/pii/S2046316223000846>)
20. Christopher Bjork, Dewi Susanti. 2023. "Can community participation leverage changes in teacher behaviour? Evidence from remote areas of Indonesia". *International Journal of Educational Development*. Volume 102. 102840. (<https://www.sciencedirect.com/science/article/pii/S0738059323001165>)

Basic Concepts of Indonesian Language and Literature

Module number 1225331629	Module name Basic Concepts of Indonesian Language and Literature		
Type of course Compulsory	Semester / Rotation 1/odd	Student capacity: 40 Student	
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language: English (international) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case report (20%) 5. Presentation (20%) 6. Mid-term exam (10%)150 minutes 7. Final exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours	
Module coordinator Ikha Listyarini, S.Pd., M.Hum.		Semester week hours: 135	
Additional teacher involved: <ol style="list-style-type: none"> 1. Mei Fita Asri Untari, S.Pd., M.Pd. 2. Mudzanatun, S.Pd., M.Pd. 3. Dr. Lina Putriyanti, S.Pd., M.Pd. 4. Dr. Ngatmini, M.Pd. 			
Syllabus The Basic Concepts of Indonesian Language and Literature course aims to this course equips students with a comprehensive understanding of the foundations of Indonesian language and literature through the study of history, theory, and their application. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions related to the basic concepts of the Indonesian language; demonstrate responsibility in completing assignments on the basic concepts of the Indonesian language; apply language and linguistic concepts in various contexts; and describe children's literature and its genres through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom			

sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: basic concepts and the history of the Indonesian language, the process of language acquisition in children, as well as an in-depth exploration of linguistic levels implemented in everyday communication.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions related to the basic concepts of the Indonesian language. (A3)
2. CLO 2: Students are able to demonstrate responsibility in completing assignments on the basic concepts of the Indonesian language. (A3)
3. CLO 3: Students are able to apply language and linguistic concepts in various contexts. (C3)
1. CLO 4: Students are able to describe children's literature and its genres. (C2)

Core readings:

1. Untari, Mei Fita Asri. Budiman, Muhammad Arief. Listyarini, Ikha. Putri, Anggun Dwi Setya. 2019. Basic Concepts of Indonesian Language and Literature. Semarang: UPGRIS Press.
2. Puspitaningrum, J. I., Untari, M. F. A., & Listyarini, I. (2019). "The Effectiveness of the Role Playing Model on Students' Speaking Ability in Indonesian Language Learning". *Mimbar PGSD Undiksha*, 7(3).
(<https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/20985>)
3. Afifah, M., Untari, M. F. A. U., & Listyarini, I. (2022). "Analysis of Initial Reading Difficulties of Primary School Students". *Jurnal Didaktis Indonesia*, 2(1), 40-51.
(<https://www.jurnal.didaktis.id/index.php/jurnaldidaktisindonesia/article/view/20>)
4. Sri Marmoah, Jenny Indrastoeti Siti Poerwanti, Suharno. 2022. "Literacy culture management of primary school in Indonesia". *Heliyon*. Volume 8, Issue 4.
(<https://www.sciencedirect.com/science/article/pii/S240584402200603X>)
5. Reinert Yosua Rumagit, Glenn Alexander, Irfan Fahmi Saputra. 2021. "Model Comparison in Speech Emotion Recognition for Indonesian Language". *Procedia Computer Science*. Volume 179. Pages 789-797. (<https://www.sciencedirect.com/science/article/pii/S1877050921001319>)

Basic Concepts of Biology Science

Module number 1225331621	Module name Basic Concepts of Biology Science		
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student	
Teaching methods Lectures, Discussions, Case-Based Learning, Guided Practicum, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. Assignment (5%) 4. Case report (10%) 5. Presentation (10%) 6. Practicum report (20%) 7. Mid-term exam (10%) 150 minutes 8. Final exam (20%) 150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours	
Module coordinator Dr. Fine Reffiane, S.Pd., M.Pd.		Semester week hours: 135	
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Siti Patonah, M.Pd. 2. Arfilia Wijayanti, S.Pd., M.Pd. 3. Henry Januar Saputra, S.Pd., M.Pd. 4. Diana Endah Handayani, S.Pd., M.Pd. 			
Syllabus The Basic Concepts of Biology Science course aims to equip students with a fundamental understanding and scientific skills in studying Biological Science. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions on the basic concepts of biology in natural sciences; demonstrate responsibility in discussions on the basic concepts of biology in natural sciences; explain the concepts of characteristics of living things, biodiversity, ecology, anatomy and physiology, diseases and their transmission, contemporary life process issues, and biotechnology; and apply solutions to procedural problems through practicum activities on the concepts of characteristics of living things, biodiversity, ecology, anatomy and			

physiology, diseases and their transmission, contemporary life process issues, and/or biotechnology through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the characteristics of living things, biodiversity, ecology, anatomy and physiology, diseases and their transmission, current biological issues, and biotechnology.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions on the basic concepts of biology in natural sciences. (A3)
2. CLO 2: Students are able to demonstrate responsibility in discussions on the basic concepts of biology in natural sciences. (A3)
3. CLO 3: Students are able to explain the concepts of characteristics of living things, biodiversity, ecology, anatomy and physiology, diseases and their transmission, contemporary life process issues, and biotechnology. (C3)\
4. CLO 4: Students are able to apply solutions to procedural problems through practicum activities on the concepts of characteristics of living things, biodiversity, ecology, anatomy and physiology, diseases and their transmission, contemporary life process issues, and/or biotechnology. (C3, P4)

Core readings:

1. Campbell, N. A., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Reece, J. B. (2020). *Campbell Biology* (12th ed.). Pearson Education.
2. Erna Noor S. 2020. *Basic Biology I for Science*. Semarang: State University of Semarang.
3. Ninasari, A, et al. 2023. *Introduction to Basic Biology*. Malang: PT Literasi Nusantara Abadi Group.
4. Ramadhani, S. 2019. *Basic Science Concepts: Concepts and Applications in Learning Development*. Depok: Yiesa Rich Foundation.
5. Susilawati. 2018. *Integrated Basic Biology*. Pekanbaru: Kreasi Edukasi.
6. Hasna, H. R., Fajriyah, K., & Saputra, H. J. (2021). The effect of blended learning based on the problem-based learning model assisted by puzzle media on the critical thinking skills of fifth grade students on ecosystem themes. *Journal of Education Technology*, 5(1), 14-22. (<https://ejournal.undiksha.ac.id/index.php/JET/article/view/29770>)
7. Patonah, S., & Rahardjo, S. B. (2021). The Effectiveness of STLC (Science Technology Learning Cycle) to Empowering Critical Thinking Skills. *International Journal of Instruction*, 14(3), 39-58. (<https://eric.ed.gov/?id=EJ1304703>)
8. Nuralita, A., Reffiane, F., & Mudzanatun, M. (2020). Keefektifan model PBL berbasis etnosains terhadap hasil belajar. *Mimbar Pgsd Undiksha*, 8(3), 457-467. (<https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/28185>)
9. Reffiane, F., & Saptono, S. (2020, June). Students' behaviour towards etno-STEM: instruments for students of etno-STEM based science education. In *Journal of Physics: Conference Series* (Vol. 1567, No. 4, p. 042021). IOP Publishing. (<https://iopscience.iop.org/article/10.1088/1742-6596/1567/4/042021/meta>)

10. Tyesha N. Burks. 2022. "Improving Student Attitudes and Academic Performance in Introductory Biology Using a Project-Based Learning Community". *Journal of Microbiology & Biology Education*. Volume 23. Issue 1.
(<https://www.sciencedirect.com/org/science/article/pii/S1935787722000971>)

Basic Concepts of Social Studies

Module number 1225331625	Module name Basic Concepts of Social Studies		
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student	
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (Regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. Assignment (5%) 4. Case report (20%) 5. Presentation (20%) 6. Mid-term exam (10%)150 minutes 7. Final exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours	
Module coordinator Qoriati Mushafanah, S.Pd., M.Pd.		Semester week hours: 135	
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Iin Purnamasari, M.Pd. 2. Husna Fahritsani, S.E., M.Pd. 3. Dr. Siswanto, S.Pd., M.Pd. 4. Veryliana Purnamasari, M.Pd. 			
Syllabus The Basic Concepts of Social Studies course aims to equip students with a comprehensive understanding of the dynamics of community life through the integration of various disciplines, with the aim that students are able to master the essence of Social Studies as well as the basic concepts of history, geography, economics, sociology, anthropology, and politics in a holistic manner. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm in discussing the basic concepts of social studies; demonstrate integrity in exploring and presenting the basic concepts of social studies; explain the nature, characteristics, and scope of social studies as an educational program; and explain the basic concepts of social studies in depth through reflective discussion, case-based learning, guided practice, and contextual assignments. In this			

course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Basic Concepts of Social Studies.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussing the basic concepts of social studies. (A3)
2. CLO 2: Students are able to demonstrate integrity in exploring and presenting the basic concepts of social studies. (A3)
3. CLO 3: Students are able to explain the nature, characteristics, and scope of social studies as an educational program. (C2)
5. CLO 4: Students are able to explain the basic concepts of social studies in depth. (C2)
1. CLO 5: Students are able to apply solutions to procedural problems related to the application of social studies concepts. (C3, P4)

Core readings:

1. Iin Purnamasari. (2020). Basic Concepts of Social Studies: Theoretical and Practical Analysis. Magnum Pustaka Utama
2. Purnamasari, Iin., Ginting, R. Cholifah, 2025. "Designing social science teaching materials with a culturally responsive teaching approach in primary schools". Journal of Counselling and Education. Vol. 13. No. 1. (<https://www.jurnal.konselingindonesia.com/index.php/jkp/article/view/1355>)
3. Iin Purnamasari, Singgih Adhi Prasetyo, Rofian, Nur Cholifah. 2025. "Collaborative project model based on a culturally responsive teaching approach to strengthening social awareness". Primary: Journal of Primary School Teacher Education. Vol. 14. No. 4. (<https://primary.ejournal.unri.ac.id/index.php/JPFKIP/article/view/173>)
4. Pradena, C., Prasetyo, S. A., & Purnamasari, V. (2023). "Development of Monopoly Knowledge Media (MONPEN) as Social Studies Learning Media for Indonesian Dance Diversity Material for Year IV Primary School". Didaktik: Scientific Journal of Primary Teacher Education STKIP Subang, 9(5), 2317-2325. (<https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/2271>)
5. Ama Otwiwah Adu-Marfo, Moses Kumi Asamoah, Abigail A. Aryeh-Adjei, Janice Miller-Young. 2024. "Beliefs and factors influencing teachers' deployment of social media in instructional delivery in public basic schools in a developing and low-tech country". Social Sciences & Humanities Open. Volume 10. 101126. (<https://www.sciencedirect.com/science/article/pii/S2590291124003231>)

Basic Mathematical Concepts

Module number 1225331615	Module name Basic Mathematical Concepts	
Type of course Compulsory	Semester / Rotation 1/ odd	Student capacity: 40 Student
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (international) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. Assignment (5%) 4. Case report (20%) 5. Presentation (20%) 6. Mid-term exam (10%)150 minutes 7. Final Exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study)
		ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study)
		Total 135 hours
Module coordinator Dr. Kartinah, M.Pd.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Bagus Ardi Saputro, S.Pd., M.Pd. 2. Aries Tika Damayanti, M.Pd. 3. Dr. Ryky Mandar Sari, S.Pd., M.Pd. 4. Ervina Eka Subekti, S.Si., M.Pd. 5. Dr. Joko Sulianto, S.Pd., M.Pd. 		
Syllabus The Basic Mathematical Concepts course aims to this Basic Concepts of Mathematics course aims to build a foundation of logical and systematic thinking for students through mastery of the basic structure of mathematics, which includes the nature of mathematics, set theory, mathematical logic, as well as the concepts of relations and functions. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments on the basic concepts of mathematics; explain the concepts of mathematical logic in depth and formulate solutions to procedural problems related to mathematical logic; identify correct solutions to procedural problems in mathematical logic; and describe the concepts of relations and functions in		

depth and formulate solutions to procedural problems related to relations and functions through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Basic Mathematical Concepts.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments on the basic concepts of mathematics. (A3)
2. CLO 2: Students are able to explain the concepts of mathematical logic comprehensively and formulate solutions to procedural problems related to mathematical logic. (C2, P3)
3. CLO 3: Students are able to identify correct solutions to procedural problems in mathematical logic. (C4)
4. CLO 4: Students are able to describe the concepts of relations and functions comprehensively and formulate solutions to procedural problems related to relations and functions. (C2, P3)

Core readings:

1. Kartinah, K., Prasetyowati, D., & Sugiyanti, S. (2022). Inventor Media To Overcome Cognitive Barrier On Integralmaterials. AKSIOMA: Jurnal Programme Studi Pendidikan Matematika, 11(4), 3130-3138.
2. Sutriyani, W., & Widiyono, A. (2021). Konsep Dasar Matematika. Jepara: UNISNU Press.
3. Rahayuningsih, S., Kartinah, K., & Nurhusain, M. (2023). Students' Creative Thinking Stages in Inquiry-Based Learning: A Mixed-Methods Study of Elementary School Students in Indonesia. Acta Scientiae, 25(3), 238-272. (<http://www.periodicos.ulbra.br/index.php/acta/article/view/7612>)
4. Kartinah, Tjang Daniel, Toto N, Sudirman. (2021). Identifying Cognitive Obstacle on the Topic of Definite Integral among Prospective Teacher. (<https://ilkogretim-online.org/index.php/pub/article/view/1621>)
5. Monikasari, F., Sugiyanti, S., & Kartinah, K. (2021). Profile of students' conceptual understanding in mathematical problem solving according to Polya's stages viewed from gender differences. Imajiner: Journal of Mathematics and Mathematics Education, 3(5), 411-417. (<https://journal.upgris.ac.id/index.php/imajiner/article/view/7805>)
6. Pranata, A. H., Saputro, B. A., & Handayani, A. (2023). Development of a teaching module using a problem-based learning model to improve critical thinking skills of primary school students. Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 9(2), 971-983. (<https://www.journal.stkipsubang.ac.id/index.php/didaktik/article/view/778>)
7. Chien-Heng Lin. 2022."Developing mental number line games to improve young children's number knowledge and basic arithmetic skills". Journal of Experimental Child Psychology. Volume 222. 105479. (<https://www.sciencedirect.com/science/article/abs/pii/S0022096522001084>)

2nd Semester

Even 2025/2026

Foundations of Education

Module number 1225321642	Module name Foundations of Education	
Type of course Compulsory	Semester / Rotation 2 / Even	Student capacity: 40 students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case report (20%) 5. Presentation (20%) 6. Mid-term exam (10%)100 minutes 7. Final exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Prof. Dr. AY. Soengeng, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. M. Aniq Khairul Basyar, S.Pd., M.Hum. 2. Mira Azizah, S.Pd., M.Pd. 3. Dr. Fenny Roshayanti, M.Pd. 4. M. Yusuf Setya Wardhana, S.Pd., M.Pd. 		
Syllabus The Foundations of Education course aims to this course presents a discussion on various educational assumptions. Upon completion of this course, students are expected to demonstrate the ability to demonstrate an adaptive attitude in discussions related to the foundations of education; demonstrate creativity in completing assignments on the foundations of education; explain the basic concepts of educational foundations in depth; and apply solutions to problems in the implementation of teaching and assessment in elementary schools based on theoretical studies and the context of educational foundations through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule		

and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the concept of educational foundations, philosophical foundations, sociological foundations, cultural foundations, psychological foundations, juridical foundations, and scientific foundations of education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate an adaptive attitude in discussions related to the foundations of education. (A3)
2. CLO 2: Students are able to demonstrate creativity in completing assignments on the foundations of education. (A3)
3. CLO 3: Students are able to explain the basic concepts of educational foundations in depth. (C3)
4. CLO 4: Students are able to apply solutions to problems in the implementation of teaching and assessment in elementary schools based on theoretical studies and the context of educational foundations. (C3, P3)

Core readings:

1. Soegeng, A. Y. (2022). *Foundations of Education: Theory and Its Application*. Magna Script Publishing: Yogyakarta.
2. Kristiawan, M. (2021). *Philosophy of Education: Theory and Its Schools*. Deepublish: Yogyakarta.
3. Rigianti, H. A. (2023). *Educational Foundations: Theory and Application*. Eureka Media Aksara: Surabaya.
4. Suwarno, W. (2020). *Fundamentals of Educational Science*. Ar-Ruzz Media: Yogyakarta.
5. Ratri, G. M., Artharina, F. P., & Ysh, A. S. (2024). Analysis of Teachers' Pedagogical Competence in the Implementation of the Independent Curriculum in Year IV at SDN 1 Tanggel. *Journal of Educational Insight*, 4(1), 19-31. <https://journal.upgris.ac.id/index.php/wp/article/view/16583/0>
6. Arlistiyanta, J., Azizah, M., & Paryati, P. (2024). Integration of the Global Diversity Dimension of the Pancasila Student Profile through Extracurricular Dance Activities in Primary Schools. *Ibtida'i: Journal of Primary Education*, 11(1), 15-24. (<https://ftk.uinbanten.ac.id/journals/index.php/ibtidai/article/view/10068>)
7. Sari, J. W., Wijayanti, A., & Azizah, M. (2024). Analysis of Learning Quality in the Implementation of the Independent Curriculum at SD Negeri Petompon 02 Semarang. *Al Qodiri: Journal of Education, Social and Religious Affairs*, 22(3), 402-423. (<https://ejournal.kopertais4.or.id/tapalkuda/index.php/qodiri/article/view/6472>.)
8. Jennifer H. Waddell, Bradley Poos, Loyce E. Caruthers. (2022). "Preparing antiracist educators through transformative teacher education". *Journal for Multicultural Education*. Volume 16. Issue 3. Pages 295-306. (<https://www.sciencedirect.com/org/science/article/abs/pii/S2>.)

Arithmetic and Algebra

Module number 1225321616	Module name Arithmetic and Algebra	
Type of course Compulsory	Semester / Rotation 2 / Even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Bahasa Indonesia (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Kartinah, M.Si.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Ryky Mandar Sari, S.Pd., M.Pd. 2. Aries Tika Damayanti, S.Pd.,M.Pd. 3. Dr. Bagus Ardi Saputro, M.Pd. 4. Prof. Dr. Ahmad Buchori, M.Pd. 5. Dr. Joko Sulianto, S.Pd., M.Pd. 		
Syllabus The Arithmetic and Algebra course aims to : The Arithmetic and Algebra for Primary School course examines the fundamental concepts of mathematics for Years 1 to 6 in primary school, guided by the current curriculum's Learning Outcomes. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions related to the basic concepts of mathematics; demonstrate responsibility in completing assignments; explain arithmetic concepts in depth and find solutions to arithmetic operation; and explain arithmetic concepts in depth and find solutions to algebraic operation through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning		

method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Arithmetic and Algebra.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions related to the basic concepts of mathematics. (A3)
2. CLO 2: Students are able to demonstrate responsibility in completing assignments. (A3)
3. CLO 3: Students are able to explain arithmetic concepts comprehensively and find solutions to arithmetic operation. (C3)
1. CLO 4: Students are able to explain arithmetic concepts comprehensively and find solutions to algebraic operation. (C3)

Core readings:

1. Hidayah, I., & Masrukan. (2022). Model of mathematics learning in primary schools: Theory and implementation of algebra and number concepts. Rajawali Pers: Jakarta.
2. Ministry of Education, Culture, Research, and Technology. (2022). Mathematics teacher's guidebook for primary schools: Number concepts and algebraic patterns. Centre for Books Kemendikbudristek.
3. Supriadi, & Fitrayati, D. (2023). Basic mathematics concepts for primary school teachers: Arithmetic, algebra, and geometry. Kencana: Jakarta.
4. Satuti, H. W. D., Fajriyah, K., & Damayani, A. T. (2023). Analysis of students' mathematical problem-solving abilities based on Polya's stages in solving story problems on flat shapes in Year IV at SD Negeri 2 Sumberagung. *Jurnal Wawasan Pendidikan*, 3(2), 595-608. (<https://journal.upgris.ac.id/index.php/wp/article/view/12299>)
5. Khotimah, W. D., Damayani, A. T., & Sary, R. M. (2023). Factors causing difficulties in mathematics in solving story problems on mixed operations material in Year IV of primary school. *Indonesian Journal of Elementary School*, 3(1), 204-213. (<https://journal.upgris.ac.id/index.php/ijes/article/view/17144>)
6. Monikasari, F., Sugiyanti, S., & Kartinah, K. (2021). Profile of students' conceptual understanding in mathematical problem solving according to Polya's stages viewed from gender differences. *Imajiner: Jurnal Matematika dan Pendidikan Matematika*, 3(5), 411-417. (<https://journal.upgris.ac.id/index.php/imajiner/article/view/7805>)
7. Asriningtyas, O. S., Kartinah, K., Agustini, F., & Nurhayati, S. (2024). Analysis of Diffic

Basic Concepts of Physics Science

Module number 1225331620	Module name Basic Concepts of Physics Science	
Type of course Compulsory	Semester / Rotation 2/ Even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations, Guided Practicum	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Participatory Activities (20%) (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (10%) 5. Presentation (10%) 6. Practicum report (20%) 7. Mid-term Exam (10%)150 minutes 8. Final Exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study)
		ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study)
		Total 135 hours
Module coordinator Arfilia Wijayanti, S.Pd., M.Pd.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Choirul Huda, S.Pd., M.Pd. 2. Diana Endah Handayani, S.Pd., M.Pd. 3. Dr. Fine Reffiane, S.Pd., M.Pd. 4. Dr. Siti Patonah, M.Pd. 5. Duwi Nuvitalia S.Pd., M.Pd. 6. Ferina Agustini, S.Pd., M.Pd. 7. Henry Januar Saputra, S.Pd., M.Pd. 		
Syllabus The Basic Concepts of Physics Science course aims to this course discusses the basic concepts of Natural Sciences (Physics), including force and motion, work and energy, electricity and magnetism, sound, light and optical instruments, as well as the Earth and the solar system. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions on the basic concepts of physics in natural sciences; demonstrate responsibility in discussions on the		

basic concepts of physics in natural sciences; explain the concepts of measurement, quantities and units, work, force, energy, light and optical instruments, sound, the Earth and the solar system, as well as electricity and magnetism; and apply solutions to procedural problems through practicum activities on measurement, quantities and units, work, force, light and optical instruments, sound, the Earth and the solar system, as well as electricity and/or magnetism through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Basic Concepts of Physics Science.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions on the basic concepts of physics in natural sciences. (A3)
2. CLO 2: Students are able to demonstrate responsibility in discussions on the basic concepts of physics in natural sciences. (A3)
3. CLO 3: Students are able to explain the concepts of measurement, quantities and units, work, force, energy, light and optical instruments, sound, the Earth and the solar system, as well as electricity and magnetism. (C2)
4. CLO 4: Students are able to apply solutions to procedural problems through practicum activities on measurement, quantities and units, work, force, light and optical instruments, sound, the Earth and the solar system, as well as electricity and/or magnetism. (C3, P4)

Core readings:

1. Sy'ari, M., & Ikhsan, M. (2022). Basic Concepts of Physics Science: Theory and its Application in Primary School Learning. PT RajaGrafindo Persada: Yogyakarta.
2. Suardana, I. N. (2022). Science Literacy in Physics Science Learning. Graha Ilmu: Yogyakarta.
3. Sulistyowati, S., Reffiane, F., & Handayani, D. E. (2020). The Influence of Project Based Learning Model Based on Ethnoscience on the Ecosystem Theme towards Students' Learning Activities. *Jurnal Pendidikan Surya Edukasi*, 6(2), 120-132. (<https://www.neliti.com/id/publications/477809/pengaruh-model-pembelajaran-project-based-learning-berbasis-etnosains-tema-ekosi>)
4. Amalia, F., & Reffiane, F. (2020). The Influence of Ethnoscience-Based Problem Based Learning (PBL) Model on Science Learning Outcomes in Primary Schools. *DWIJALOKA Journal of Primary and Secondary Education*. Vol.1 (3). (<https://jurnal.unw.ac.id/index.php/dwijaloka/article/view/694>)
5. Kurniawan, W., & Handayani, D. E. (2018). Development of Physics Teaching Aids on Friction Material Based on Ultrasonic Sensors: *Journal of Physics Science and Its Learning (JIFP)*, 2(2), 49-52. (<https://jurnal.radenfatah.ac.id/index.php/jifp/article/view/2748>)
6. Handayani, D. E., Khuluq, S. K., & Suyitno, S. (2020). Analysis of HOTS-Based Science Learning Devices for Upper Classes in Primary Schools. *Jurnal Ilmiah Wahana Pendidikan*, 6(4), 699-712. (<https://jurnal.peneliti.net/index.php/JIWP/article/view/479>)

7. Huda, C., Siswoningsih, D., & Nuvitalia, D. (2020). Effectiveness of Physics Learning Using Science Modules Based on Local Wisdom

Basic Concepts of Civics Education

Module number 1225321627	Module name Basic Concepts of Civics Education	
Type of course Compulsory	Semester / Rotation 2/ Even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Discussion (25%) 2. Case Report (25%) 3. Presentation (20%) 4. Mid-term Exam (10%)100 minutes 5. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Khusnul Fajriyah, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Intan Rahmawati, M.Pd. 2. Drs. Kiswoyo, M.M. 3. Veryliana Purnamasari, S.Pd., M.Pd. 4. Dr. Sri Suneki, M.Si. 5. Dr. Wawan Priyanto, S.Pd., M.Pd. 		
Syllabus The Basic Concepts of Civics Education course aims to this compulsory prerequisite course equips PGSD students with philosophical and theoretical foundations regarding Citizenship Education in Primary Schools. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm in discussions on the basic concepts of civics; demonstrate responsibility in completing assignments in the Basic Concepts of Civics course; explain the concepts of citizenship, the state, the constitution, democracy, Pancasila as the foundational ideology, human rights, and the system of government; and apply solutions to procedural problems related to issues of human rights, globalisation, and national challenges through reflective discussion, case-based learning, guided		

practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the functions and objectives of Citizenship Education, the study of values and morals, character education, and the relationship between norms and the behaviour of citizens in a diverse society.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussions on the basic concepts of civics. (A3)
2. CLO 2: Students are able to demonstrate responsibility in completing assignments in the Basic Concepts of Civics course. (A3)
3. CLO 3: Students are able to explain the concepts of citizenship, the state, the constitution, democracy, Pancasila as the foundational ideology, human rights, and the system of government. (C2)
4. CLO 4: Students are able to apply solutions to procedural problems related to issues of human rights, globalisation, and national challenges. (C3, P4)

Core readings:

1. Mujtahidin. 2017. Civic Education in Schools. Jakarta: Pustaka Radja.
2. Winataputra S. Udin. 2018. Citizenship Education Learning in Primary Schools. Universitas Terbuka
3. Winarno. (2020). A New Paradigm of Citizenship Education: A Guide for University Lectures. Jakarta: Bumi Aksara.
4. Lickona, T. (2022). Educating for Character: Teaching to Shape Character (Latest Translation Edition). Jakarta: Bumi Aksara.
5. Adesita, D., Rofian, R., & Rahmawati, I. (2019). Parents' Perceptions of Year IV Pupils on the Importance of Forming Socially Caring Character. Indonesian Values and Character Education Journal, 2(2), 61-68. (<https://ejournal.undiksha.ac.id/index.php/IVCEJ/article/view/19435>)
6. Maulidiana, N., Subekti, E. E., & Rahmawati, I. (2020). Analysis of Strengthening Character Education in Year IV Learning at Gayamsari 01 Primary School, Semarang. DWIJALOKA Journal of Primary and Secondary Education, 1(3), 342-347. (<https://jurnal.unw.ac.id/index.php/dwijaloka/article/view/691>)
7. Milasari, A., Untari, M. F. A., & Kiswoyo, K. (2021). Improving Citizenship Learning Outcomes through Role Playing Method Using Sound Card Media on Election and Regional Election Material for Year VI Pupils at Palebon 01 Primary School, Pedurungan District. DWIJALOKA Journal of Primary and Secondary Education, 2(1), 32-39. (<https://jurnal.unw.ac.id/index.php/dwijaloka/article/view/930>)
8. Fajriyah, K., Wijayanti, A., Kiswoyo, K., & Nugroho, B. A. (2024). Development of Pancasila Education Teaching Materials Based on the Pancasila Student Profile in the Dimensions of Critical and Creative Thinking. Edukasi: Research Journal. <https://journal.unimma.ac.id/index.php/edukasi/article/view/11392>
9. Meng-Ning Tsai, Yu-Fan Liao, Yu-Lin Chang, Hsueh-Chih Chen. (2020). A brainstorming flipped classroom approach for improving students' learning performance,

motivation, teacher-student interaction and creativity in a civics education class, *Thinking Skills and Creativity*, Volume 38. <https://doi.org/10.1016/j.tsc.2020.100747>

10. Mao Li. (2024). Integration of Traditional Cultural Elements Into Civics Teaching Practice in Colleges and Universities Based on Internet Distance Education, *International Journal of Web-Based Learning and Teaching Technologies*, Volume 19, Issue 1. <https://doi.org/10.4018/IJWLTT.348962>.
11. Daicy Diaz-Granados. (2025). Standing in the gap with students: amplifying multicultural education with Culturally Sustaining Civics (CSC), *Journal for Multicultural Education*, Volume 19, Issues 2–3. <https://doi.org/10.1108/JME-12-2024-0171>.

Pancasila Education

Module number 1225121608	Module name Pancasila Education	
Type of course Compulsory	Semester / Rotation 2/ even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language Indonesia (regular) English (International)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Mid-term Exam (20%) 100 minute 2. Final Exam (20%)100 minute 3. Case Report (35%). 4. Discussion (10%) 5. Presentation (15%) 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Rahmat Sudrajat, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Agus Sutono, S.Fil., M.Phil. 2. Fuad Noorzeha, S.Fil.I., M.Phil. 3. Andhika Nanda P., S.Pd., M.Pd. 4. Drs. Kiswoyo, M.M. 5. Dr. Rosalina Br. Ginting, <u>M.Si.</u> 6. Dr. Sri Suneki, M.Si. 		
Syllabus <p>The Objective of this course is to provide students with an understanding and appreciation of Pancasila as the ideology and foundation of the Republic of Indonesia. Upon completion of this course, students are expected to demonstrate the ability to demonstrate an ethical attitude as the implementation of Pancasila values in determining the foundation of state policies; demonstrate the conceptual foundation of Pancasila as a philosophical system and national ideology within the context of the 1945 Constitution and the foundation of the state; actualise the values of Pancasila by</p>		

correlating them with the 5A values (anti-corruption, anti-intolerance, anti-bullying, anti-sexual violence, and anti-drugs) within Indonesia's legal foundation; and be responsible for developing Pancasila as a field of knowledge through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the history and urgency of Pancasila Education, Pancasila as a worldview and ethical system, Pancasila values in civic life, religion-state-Pancasila relations, Pancasila as the foundation for scientific development and national unity, 4A-based case studies, and scientific article writing.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate an ethical attitude as the implementation of Pancasila values in determining the foundation of state policies. (A4)
2. CLO 2: Students are able to demonstrate the conceptual foundation of Pancasila as a philosophical system and national ideology within the context of the 1945 Constitution and the foundation of the state. (C3)
3. CLO 3: Students are able to actualise the values of Pancasila by correlating them with the 5A values (anti-corruption, anti-intolerance, anti-bullying, anti-sexual violence, and anti-drugs) within Indonesia's legal foundation. (C4, A5)
4. CLO 4: Students are able to be responsible for developing Pancasila as a field of knowledge. (A5, C6)

Core readings:

1. Dewantara, J. A., Hermawan, Y., Yunus, D., Prasetyo, W. H., Efriani, E., Arifiyanti, F., & Nurgiansah, T. H. (2024). Anti-corruption education as an effort to form students with character humanist and lawcompliant. *Jurnal Civics: Media Kajian Kewarganegaraan*, 18(1), 70-81.
2. Sutono, A., Noorzeha, F., & Purwosaputro, S. (2025). Konsep Negara Integral Soepomo dan Relevansinya pada Penerapan Konstitusi di Indonesia Tahun 2024. *PACIVIC: Jurnal Pendidikan Pancasila dan Kewarganegaraan*, 5(1), 30-46.
3. Noorzeha, F., & Maharani, S. D. (2024). Aktualisasi Pancasila sebagai Upaya Penghayatan Humanis: Relevansinya pada Reklamasi dan Relokasi Berdasarkan UU Pembangunan Nasional. *Jurnal Hukum Agama Hindu Widya Kerta*, 7(1), 33-46.
4. Arifin, S., Kusumah, M. A., Melati, H., Yusrifal, S. A., & Faradisha, R. Z. (2023). The importance of pancasila education as learning material in higher education. *NURTURE: Indonesian Journal of Educational Science and Technology*, 2(2), 207-214.
5. Rosyad, A. M., & Mahamood, S. F. (2025). A Systematic Literature Review of Pancasila Education in Higher Education: Trends, Pedagogical Innovations, and Learner Competencies. *International Journal of Science Education and Cultural Studies*, 4(2), 28-46.
6. Sudrajat, T. (2021). The role of higher education in implementing pancasila education MKWU policy for national character development. In *Social, Humanities, and Educational Studies (SHES): Conference Series* (Vol. 4, No. 4, pp. 53-62).
7. Zuhlilmi, F., & Sudrajat, R. (2023). Aktualisasi nilai-nilai Pancasila melalui kesenian Jaran

Kepang di Desa Gilingsari Temanggung. *Spirit Edukasia: Journal of Social Science Education and Sports*, 3(1)

Guidance and Counselling for Elementary Education

Module number 1225321655	Module name Guidance and Counseling for Elementary Education	
Type of course Compulsory	Semester / Rotation 2 / Even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%) 100 minute 7. Final Exam (20%) 100 minute 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Husni Wakhyudin, M.Pd		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Dini Rahmawati, M.Pd. 2. Eka Sari Setianingsih, S.Pd., M.Pd. 		
Syllabus The Guidance and Counselling for Elementary Education course aims to provide students with the knowledge and skills to explain guidance and counselling in elementary school. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in completing assignments in the elementary school guidance and counselling course; understand elementary school guidance and counselling problems in a logical, critical, and systematic manner; identify alternative guidance and counselling solutions in a creative and innovative way; and implement guidance and counselling services in an adaptive and responsible manner through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated		

within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the concepts of social and emotional self, character and moral development, mental and physical health, the definition and objectives of guidance and counselling services, principles of guidance and counselling services, guidance and counselling procedures, and the profession of elementary school guidance and counselling teachers.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in completing assignments in the elementary school guidance and counselling course. (A3)
2. CLO 2: Students are able to understand elementary school guidance and counselling problems in a logical, critical, and systematic manner. (C2)
3. CLO 3: Students are able to identify alternative guidance and counselling solutions in a creative and innovative way. (C4)
4. CLO 4: Students are able to implement guidance and counselling services in an adaptive and responsible manner. (P4, A3)

Core readings:

1. Gladding, S. T. (2018). *Counselling: A comprehensive profession* (8th ed.). Pearson.
2. Irawan, D., & Suryani, N. (2019). *Guidance counselling media in primary schools*. Deepublish.
3. Neukrug, E. (2017). *The world of the counselor: An introduction to the counselling profession* (5th ed.). Cengage Learning.
4. Ramadhani, S. N., Ismanto, H. S., Lestari, F. W., & Paramartha, W. E. (2020). The Influence of Group Guidance Services with Simulation Game Techniques to Develop Self-Concept. *Bisma The Journal of Counselling*, 4(3), 254-259.
5. Safitri, M.A., Setiawan, A., & Lestari, F.W. (2024). Utilisation of the Canva Website to Enhance Empathy in Year 7 Students at SMP N 1 Boja. *Innovative: Journal of Social Science Research*, 4(2), 8223–8237.
6. Rahmadhianti, K. N., Setiawan, A., & Lestari, F. W. (2024). The Influence of Canva Media on Students' Career Decision Making. *Jurnal Wahana Konseling*, 7(1), 36-49.
7. Ratih Arruum Listiyandini, Annisa Andriani, Nyda Afsari, Elya Marfu'atun, Nurul Hafizah, Achmad Sholeh, Rizky Bina Nirbayaningtyas, Michelle L. Moulds, Alison E.J. Mahoney, Jill M. Newby. (2025). A culturally adapted internet-delivered mindfulness intervention with counsellor guidance for reducing distress among Indonesian university students: A randomised waitlist-controlled trial, *Behaviour Research and Therapy*, Volume 193,104827. <https://doi.org/10.1016/j.brat.2025.104827>.

Educational Innovation

Module number 1225321643	Module name Educational Innovation	
Type of course Compulsory	Semester / Rotation 2 / Even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case report (20%) 5. Presentation (20%) 6. Midterm Examination (10%)100 minutes 7. Final Examination (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Wawan Priyanto, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Riris Setyo Sundari, M.Pd. 2. Choirul Huda, S.Si., S.Pd, M.Si., M.Pd. 3. Prasena Arisyanto, M.Pd. 4. M. Yusuf Setia Wardhana, M.Pd. 		
Syllabus The Educational Innovation course aims to equip students with the ability to design and implement innovations in educational practice to enhance the quality and effectiveness of teaching and learning processes. Upon completion of this course, students are expected to demonstrate the ability to demonstrate creativity in completing assignments in Educational Innovation; explain the concept of educational innovation based on theoretical studies and contextual practices; explain educational innovation in depth; and apply learning theories and instructional concepts to design and implement educational innovation in elementary schools through reflective discussion, case-based learning, guided practice, and contextual assignments.		

In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. The materials covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Educational Innovation.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate creativity in completing assignments in Educational Innovation. (A3)
2. CLO 2: Students are able to explain the concept of educational innovation based on theoretical studies and contextual practices. (C2)
3. CLO 3: Students are able to explain educational innovation in depth. (C2)
4. CLO 4: Students are able to apply learning theories and instructional concepts to design and implement educational innovation in elementary schools. (C3, P4)
5. CLO 5: Students are able to describe learning in elementary schools based on logical, critical, creative, innovative, systematic, and adaptive thinking. (C2)

Core readings:

1. Bernard, M., & Chotimah, S. (2018). Improve student mathematical reasoning ability with open-ended approach using VBA for PowerPoint. *AIP Conference Proceedings International Conference on Science and Applied Science (ICSAS)*, 1–9. <https://doi.org/10.1063/1.5054417>
2. Brodie, K. (2010). *Teaching mathematical reasoning in secondary school classrooms*. London: Springer.
3. Dwi, D. P., Huda, C., & Nugroho, A. A. (2023). Implementasi model pembelajaran Project Based Learning pada materi SBdP kelas 2 di SD Tambakrejo 01. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 4126–4139. <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1085>
4. Ruci, M., Huda, C., & Suneki, S. (2023). Implementasi LKPD berbasis saintifik untuk membangun kemampuan berpikir kritis siswa SD. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 2808–2822. <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/948>
5. Almeida, L. de, Pacheco, D. A. de J., Caten, C. S. ten, & Jung, C. F. (2021). A methodology for identifying results and impacts in technological innovation projects. *Technology in Society*, 66, 101574. <https://www.sciencedirect.com/science/article/abs/pii/S0160791X2100049X>
6. Sari, G. I., Winasis, S., Pratiwi, I., Nuryanto, U. W., & Basrowi. (2024). Strengthening digital literacy in Indonesia: Collaboration, innovation, and sustainability education. *Social Sciences & Humanities Open*, 10, 101100. <https://www.sciencedirect.com/science/article/pii/S2590291124002973>
7. Yim, I. H. Y. (2024). A critical review of teaching and learning artificial intelligence (AI) literacy: Developing an intelligence-based AI literacy framework for primary school education. *Computers and Education: Artificial Intelligence*, 7, 100319. <https://www.sciencedirect.com/science/article/pii/S2666920X2400122X>

Indonesia Language proficiency

Module number 1225331630	Module name Indonesia Language proficiency	
Type of course Compulsory	Semester / Rotation 2/ Even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (international) Indonesia (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Midterm Examination (10%)100 minutes 7. Final Examination (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Ikha Listyarini, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Lina Putriyanti, S.Pd., M.Pd. 2. Drs. Suyitno, M.Pd. 3. Mei Fita Asri Untari, S.Pd., M.Pd. 4. Arisul Ulumudin, S.Pd., M.Pd. 5. Prof. Dr. Harjito, M.Hum. 		
Syllabus The Indonesian Language Proficiency course aims to students to acquire skills in both oral and written communication, as well as to be able to appreciate and present children's literature creatively through mastery of four main domains: listening, speaking, reading, and writing. Upon completion of this course, students are expected to demonstrate the ability to show enthusiasm in discussing topics related to Indonesian language proficiency; demonstrate integrity in exploring and presenting Indonesian language proficiency materials; explain the urgency of Indonesian language and literature proficiency; and identify language proficiency and put it into practice through reflective discussion,		

case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the basic concepts of language and literature, the essence of each language skill, and the practice of storytelling in children's literature, which is carried out using active participation methods, discussions, and case-based learning.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to show enthusiasm in discussing topics related to Indonesian language proficiency. (A2)
2. CLO 2: Students are able to demonstrate integrity in exploring and presenting Indonesian language proficiency materials. (A2)
3. CLO 3: Students are able to explain the urgency of Indonesian language and literature proficiency. (C2)
4. CLO 4: Students are able to identify language proficiency and put it into practice. (C3, P3)
5. CLO 5: Students are able to analyse literacy and appreciation. (C4)

Core readings:

1. Budiman, M. A., & Listyarini, I. (2022). The Value of the Character of Responsibility in the Children's Storybook "Keluarga Cemara" by Arswendo Atmowiloto. *Jurnal CULTURE (Culture, Language, and Literature Review)*, 9(1), 1-11. (<https://www.unaki.ac.id/ejournal/index.php/jurnal-culture/article/view/286>)
2. Afifah, M., Untari, M. F. A. U., & Listyarini, I. (2022). Analysis of Early Reading Difficulties of Primary School Pupils. *Jurnal Didaktis Indonesia*, 2(1), 40-51. (<https://www.jurnal.didaktis.id/index.php/jurnaldidaktisindonesia/article/view/20>)
3. Alimah, I. N., Untari, M. F. A., & Listyarini, I. (2023). Analysis of Character Values in the Animated Film "Kiko" by MNC Animation. *Jurnal Wawasan Pendidikan*, 3(1), 388-394. (<https://journal.upgris.ac.id/index.php/wp/article/view/11722>)
4. Alifa, J., Listyarini, I., & Putriyanti, L. (2024). Development of Smart Box Media to Improve Personal Letter Writing Skills in Indonesian Language Subject for Year IV Primary School. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 426-438. (<https://journal.unpas.ac.id/index.php/pendas/article/view/17606>)
5. Cahyaningrum, D. E., Putriyanti, L., & Sulianto, J. (2024). TRANSITION FROM KINDERGARTEN TO PRIMARY SCHOOL PARENTS' MISCONCEPTIONS: IS IT COMPULSORY FOR CHILDREN TO BE PROFICIENT IN READING SKILLS?. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2), 487-500. (<https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/2881>)
6. Nyoman Putra Sastra, Linawati, Gede Sukadarmika, I.P.G.H. Suputra, Ni Made Ariwilani, Ni Luh Indah Desira Swandi. (2025). Dataset on cognitive

Indonesian Language

Module number 1225121609	Module name Indonesian Language	
Type of course Compulsory	Semester / Rotation 2/ even	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignment (10%) 2. Case report (30%) 3. Discussion (10%) 4. Presentation (15%) 5. Quiz (5%) 6. Mid-term exam (10%)100 minutes 7. Final exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Icuk Prayogi, S.S., MA.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Hadi Riwayati Utami, M.Hum. 2. Azzah Nayla, S.Pd., M.Pd. 3. Muhajir, S.Pd., M.Hum. 4. Mukhlis, S.Pd., M.Pd. 5. Murywantobroto, Drs., M.Hum. 6. Nanik Setyawati, S.S., M.Hum. 7. Rawinda Fitrotul Mualafina, S.S., M.A. 8. Siti Fatimah, Dr., S.S., M.Pd. 9. Siti Ulfiyani, S.Pd., M.Pd. 10. Suyoto, Drs., M.Pd. 11. Zainal Arifin, S.Pd., M.Hum. 		

Syllabus

The Indonesian Language course **aims to** enhance students' academic literacy and professional communication skills in Indonesian within higher education and professional contexts while fostering integrity and ethical language use. Upon completion of this course, **students are expected** to demonstrate the ability to demonstrate high integrity in studying the principles of the Indonesian language; implement knowledge of the history of the Indonesian language, its grammar, writing standards, and writing ethics in solving problems; analyse the concepts and intricacies related to the knowledge of the history of the Indonesian language, grammar, writing standards, and writing ethics to solve problems in the context of proper and correct language use aligned with the 5A values; and explain the fundamental concepts and scope of Indonesian Language through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the nature of Indonesian as the national and state language and its role as a vehicle for knowledge development and academic discourse.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate high integrity in studying the principles of the Indonesian language. (A5)
2. CLO 2: Students are able to implement knowledge of the history of the Indonesian language, its grammar, writing standards, and writing ethics in solving problems. (C3)
3. CLO 3: Students are able to analyse the concepts and intricacies related to the knowledge of the history of the Indonesian language, grammar, writing standards, and writing ethics to solve problems in the context of proper and correct language use aligned with the 5A values. (C4)

Core readings:

1. Badan Pengembangan dan Pembinaan Bahasa. (2022). Pedoman umum ejaan bahasa Indonesia (PUEBI) edisi terbaru. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Prayogi, I., & Oktavianti, I. N. (2025). Kesalahan Penulisan Kata-Kata Momentum dalam Bahasa Indonesia: Studi Berbasis Korpus. *ESTETIK: Jurnal Bahasa Indonesia*, 8(1), 86-113. <https://doi.org/10.29240/estetik.v8i1.11613>.
3. Putro, R. W. S., & Supriyono, A. Y. (2025). Bahasa Indonesia sebagai instrumen integrasi sosial dan budaya: Perspektif sejarah dan pendidikan. *Innovative: Journal Of Social Science Research*, 5(3), 2437-2453.
4. Rawinda, R. (2024). A Phenomenological Analysis of Indonesian Primary School Teachers' Experiences with Post-Classroom Observation Feedback.
5. Utami, H. R., Sumardiyani, L., Zahraini, D. A., & Ambarini, R. (2025). Addressing the gap between language literacy and physical education: A bilingual Socratic play-based inquiry model for vocabulary and grammar development. *Jurnal Penelitian Multidisiplin Bangsa*, 2(7), 1199–1210. <https://doi.org/10.59837/jpnmb.v2i7.656>
6. Williams, J., & Cui, G. (2005). Teaching writing in second and foreign language classrooms. New York: McGraw-Hill.

3rd Semester

Odd 2025/2026

Children's Literature Appreciation

Module number 1225331631	Module name Children's Literature Appreciation	
Type of course Compulsory	Semester / Rotation 3/ Odd	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations, Guided practice	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Practice report (20%) 5. Case Report (10%) 6. Presentation (10%) 7. Mid-term Exam (10%)150 minutes 8. Final Exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours
Module coordinator Ikha Listryarini, S.Pd., M.Hum.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Lina Putriyanti, S.Pd., M.Pd 2. Mei Fita Asri Untari, M.Pd. 3. Mudzanatun, S.Pd., M.Pd. 4. Muhammad Arif Budiman, M.Hum. 		
Syllabus The Children's Literature Appreciation course aims to in the children's literature appreciation course, students learn about the basic concepts of literary art and literary appreciation, as well as the approaches to literary appreciation that can be used as a foundation for appreciating children's literature in primary schools, whether in the form of poetry, prose, or drama, both receptively and productively. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm in discussing children's literary appreciation; demonstrate integrity in exploring and presenting children's literary appreciation materials; explain approaches to children's literary appreciation; and implement receptive literary appreciation activities through reflective		

discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Children's Literature Appreciation.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussing children's literary appreciation. (A3)
2. CLO 2: Students are able to demonstrate integrity in exploring and presenting children's literary appreciation materials. (A3)
3. CLO 3: Students are able to explain approaches to children's literary appreciation. (C2)
5. CLO 4: Students are able to implement receptive literary appreciation activities. (C3, P3)
6. CLO 5: Students are able to implement productive literary appreciation activities. (C3, P3)

Core readings:

1. Short, K. G., Lynch-Brown, C., & Tomlinson, C. M. (2022). *Essentials of Children's Literature* (10th ed.). Pearson.
2. Nizma, S. N., Untari, M. F. A., & Budiman, M. A. (2020). The effectiveness of the Think–Talk–Write learning model using puzzle media on early reading skills of second-grade pupils at SDN Rejosari 03 Semarang. *Journal for Lesson and Learning Studies*, 3(1), 80–87. <https://ejournal.undiksha.ac.id/index.php/JLLS/article/view/24266>
3. Husada, A., Untari, M. F. A., & Tsalatsa, A. N. (2019). Improving speaking skills using role-playing methods in students. *Journal of Education Action Research*, 3(2), 124–130. (<https://ejournal.undiksha.ac.id/index.php/JEAR/article/view/17268>)
4. Harry R.M. Purser, Jo Van Herwegen, Michael S.C. Thomas. (2020). The development of children's comprehension and appreciation of riddles, *Journal of Experimental Child Psychology*. Volume 189. <https://doi.org/10.1016/j.jecp.2019.104709>
5. Yue Zhou, Yongcan Liu. (2024). A “positive” turn in heritage language education: Multilingual children's voices on language learner well-being, *System*, Volume 125. <https://doi.org/10.1016/j.system.2024.103446>
6. Wijaya, A. B. K., Aini, W. N., & Putriyanti, L. (2025). Analysis of the Emotive Approach in the Short Story ‘Robohnya Surau Kami’ by Aa Navis. *Argopuro: Journal of Linguistics*, 11(5), 271-280. (<https://ejournal.cibinstitit.com/index.php/argopuro/article/view/2202>)
7. Zahro, Y. A., Putriyanti, L., & Wakhyudin, H. (2025). Development of pop-up books featuring Indonesian folklore to improve listening skills in Grade IV Indonesian language learning. *Pendas: Journal of Primary Education*, 10(03), 230-244. <https://journal.unpas.ac.id/index.php/pendas/article/view/31792>

Civics Education

Module number 1222121607	Module name Civics Education	
Type of course Compulsory	Semester / Rotation 3/Odd	Student capacity: 40 students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Discussion (15%) 2. Presentation (20%) 3. Case report (40%) 4. Mid-term exam (10%)100 minutes 5. Final exam (15%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Rosalina Br. Ginting, M.Si.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Agus Sutono, S.Fil., M.Phil. 2. Andhika Nanda P., M.Pd. 3. Fuad Noorzeha, M.Phil. 4. Drs. Kiswoyo, MM. 5. Rahmat Sudrajat, M.Pd. 6. Dr. Sri Suneki, M.Si. 		
Syllabus The Civics Education course aims to foster democratic citizenship, national resilience, and responsible participation in public life by strengthening students' understanding of constitutional values, national identity, and civic responsibility within the Indonesian context. Upon completion of this course, students are expected to demonstrate the ability to demonstrate a responsible, honest,		

and civilised attitude as an Indonesian citizen who upholds the values of Pancasila and the 1945 Constitution; possess moral, ethical, and citizenship personality traits and character that are tolerant, anti-corruption, and inclusive in social and academic environments, and become an agent of social change in performing tasks; work collaboratively and analyse the basic concepts of citizenship, democracy, constitution, human rights, and diversity in the context of national life; and uphold and participate in the rule of law and prioritize the interests of the nation and society at large through active participation in academic and social activities as a form of responsibility as a citizen aware of law and constitutional rights through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the introduction to civic education, Indonesian national identity and anti-intolerance values, the concepts and challenges of national unity in diversity, the development of Indonesian constitutional governance, and Indonesian citizenship.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate a responsible, honest, and civilised attitude as an Indonesian citizen who upholds the values of Pancasila and the 1945 Constitution. (A5)
2. CLO 2: Students are able to possess moral, ethical, and citizenship personality traits and character that are tolerant, anti-corruption, and inclusive in social and academic environments, and become an agent of social change in performing tasks. (A5)
3. CLO 3: Students are able to work collaboratively and analyse the basic concepts of citizenship, democracy, constitution, human rights, and diversity in the context of national life. (C4, A4)
4. CLO 4: Students are able to uphold and participate in the rule of law and prioritize the interests of the nation and society at large through active participation in academic and social activities as a form of responsibility as a citizen aware of law and constitutional rights. (P3, A5)

Geometry And Measurement For Elementary School

Module number 1225321617	Module name Geometry And Measurement For Elementary School	
Type of course Compulsory	Semester / Rotation 3/odd	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%) 100 minutes 7. Final Exam (20%) 100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Ryky MandarSary, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Fajar Cahyadi, M.Pd. 2. Dr. Joko Sulianto, M.Pd. 3. Dr. Bagus Ardi Saputro, S.Pd., M.Pd. 4. Husni Wahyudi, M.Pd. 5. Dr. Aryo Andri Nugroho, M.Pd. 		
Syllabus The Geometry And Measurement For Elementary School course aims to the course on geometry and measurement is a compulsory subject that examines branches of mathematics studying the elements of geometry and measurement content in primary schools, and explores the application of geometry and measurement concepts as preparation for conducting relevant teaching in primary schools, in line with the development of the times based on analysis of pupil development according to learning theory. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions related to the basic concepts of mathematics; demonstrate		

responsibility in completing assignments; explain geometry concepts in elementary school in depth and make solutions to procedural problems; and explain measurement concepts in elementary school in depth and make solutions to procedural problems through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Geometry And Measurement For Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions related to the basic concepts of mathematics. (A3)
2. CLO 2: Students are able to demonstrate responsibility in completing assignments. (A3)
3. CLO 3: Students are able to explain geometry concepts in elementary school comprehensively and make solutions to procedural problems. (C2, P3)
4. CLO 4: Students are able to explain measurement concepts in elementary school comprehensively and make solutions to procedural problems. (C2, P3)

Core readings:

1. Toybah, S. H., & Suganda, V. A. (2020). *Geometry and measurement based on the scientific approach*. Bening Media Publishing.
2. Research reports focusing on geometry and measurement content.
3. Mawarini, D., Cahyadi, F., & Rahmawati, I. (2022). The effect of the Project-Based
4. Learning model on students' cognitive learning outcomes in the topic of cubes and cuboids among Year 5 pupils. *Jurnal Wawasan Pendidikan*, 2(2), 459–468. (<https://journal.upgris.ac.id/index.php/wp/article/view/9885>).
5. Subakti, E. E., & Cahyadi, F. (2023). Errors made by fourth-grade pupils of SD Negeri 2 Bacem in solving mathematical problems on the area and perimeter of triangles. *Cendekiawan*, 5(1), 32–38. (<https://core.ac.uk/reader/568524200>).
6. Setyaningsih, L., Huda, C., & Cahyadi, F. (2023). The effectiveness of augmented reality–based interactive learning media on students' learning outcomes in solid geometry among Year 5 pupils at SD Negeri Trengguli 3 Demak. *Literasi (Jurnal Pendidikan Dasar)*, 3(1). (<https://journal.upgris.ac.id/index.php/jpd/article/view/18314>).
7. Buchori, A., Sulianto, J., & Osman, S. (2023). Interactive learning media using augmented reality (AR) GeoGebra for teaching geometry in elementary schools. *Profesi Pendidikan*.
8. Carlos R. Cunha, André Moreira, Sílvia Coelho, Vítor Mendonça, João Pedro Gomes. (2025). Converging extended reality and Machine Learning to improve the lecturing of geometry in basic education, *Journal of Engineering Research*, Volume 13, Issue 4. <https://doi.org/10.1016/j.jer.2024.10.016>.
9. Helle Hovgaard Jørgensen, Kim Holflod, Mikkel Snorre Wilms Boysen, Linda Ahrenkiel, Tina Visgaard Duedahl, Helle Marie Skovbjerg. (2025). Playful learning and participation in secondary school mathematics and language teaching, *Social Sciences & Humanities Open*, Volume 12. <https://doi.org/10.1016/j.ssaho.2025.102289>

Science Learning in Elementary School

Module number 1225331622	Module name Science Learning in Elementary School	
Type of course Compulsory	Semester / Rotation 3/odd	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance Basic Concepts of Physics Basic Concepts of Natural Sciences Biology	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)150 minutes 7. Final Exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours
Module coordinator Arfilia Wijayanti, S.Pd., M.Pd.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Ferina Agustini, S.Pd., M.Pd. 2. Dr. Fine Reffiane, S.Pd., M.Pd. 3. Duwi Nuvitalia, S.Pd., M.Pd. 4. Dr. Fenny Roshayanti, M.Pd. 5. Dr. Syaipul Hayat, M.Pd. 		
Syllabus <p>The aims to Primary School Science Education course is a fundamental subject in the study programme and is compulsory for undergraduate students of the Primary School Teacher Education programme, with a weight of 3 credits. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions on science learning in elementary schools; demonstrate responsibility in discussions on science learning in elementary schools; explain</p>		

the concepts of the nature of elementary science learning, its functions and objectives, the development of teaching materials, learning media, assessment in science learning, and science process skills in elementary science learning; and implement science learning in elementary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Science Learning in Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions on science learning in elementary schools. (A3)
2. CLO 2: Students are able to demonstrate responsibility in discussions on science learning in elementary schools. (A3)
3. CLO 3: Students are able to explain the concepts of the nature of elementary science learning, its functions and objectives, the development of teaching materials, learning media, assessment in science learning, and science process skills in elementary science learning. (C2)
4. CLO 4: Students are able to implement science learning in elementary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations. (C3, P3)

Core readings:

1. Nurani, D., et al. (2022). *An overview of the Merdeka Curriculum: Distinctive features of primary schools*. Jakarta: Ministry of Education, Culture, Research, and Technology.
2. Suryani, N., Setiawan, A., & Putria, A. (2019). *Innovative instructional media and their development*. Bandung: PT Remaja Rosdakarya.
3. Roshayanti, F., Wijayanti, A., & Purnamasari, V. (2022). *STEAM-based learning models oriented towards life skills*. NEM Publisher.
4. Wijayanti, A., Fajriyah, K., & Priyanto, W. (2020). Implementation of a scientific approach based on STEM education to enhance scientific literacy. *Unnes Science Education Journal*, 9(2), 84–90.
5. Wijayanti, A., & Fajriyah, K. (2018). Implementation of STEM project-based learning to enhance scientific work skills of prospective primary school teacher students. *Jurnal Pendidikan Sains Universitas Muhammadiyah Semarang*, 6(2), 62–69.
6. Wijayanti, A., Fajriyah, K., & Suyitno, S. (2021). Analysis of science self-directed learning (SSDL) among prospective primary school teachers in hybrid-based science learning. *Pancasakti Science Education Journal (PSEJ)*, 6(1), 38–45. (Week 7 meeting).
7. Wijayanti, A., Subekti, E. E., Agustini, F., & Cahyadi, F. (2021, December). Online assessment training using the Quizizz application for primary school teachers. In *Proceedings of the National Seminar on Research and Community Service* (Vol. 2, pp. 24–33).
8. Leonard A. Annetta, Mark H. Newton, Yvonne Franco, Ashley Johnson, Denise Bressler. (2024). Examining reading proficiency and science learning using mixed reality in

elementary school science, *Computers & Education: X Reality*, Volume 5.

<https://doi.org/10.1016/j.cexr.2024.100086>

9. Phillip R. Myer, Jennie L. Zambito Ivey. (2025). Integrating bones and biomes: bringing biological science education to elementary school communities through a tangible learning tool, *Journal of Microbiology & Biology Education*, Volume 26, Issue 2.

<https://doi.org/10.1128/jmbe.00077-25>.

10. Raras Setyo Retno, Purnomo Purnomo, Arif Hidayat, Aynin Mashfufah. (2025). Conceptual framework design for STEM-integrated project-based learning (PjBL-STEM) for elementary schools, *Asian Education and Development Studies*, Volume 14, Issue 3.

<https://doi.org/10.1108/AEDS-08-2024-0188>

Civics Education Learning For Elementary School

Module number 1225331628	Module name Civics Education Learning For Elementary School	
Type of course Compulsory	Semester / Rotation 3/Odd	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance Basic Concepts of Civics for Elementary School	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)150 minutes 7. Final Exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours
Module coordinator Nur Cholifah, M.Pd.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Intan Rahmawati, S.Pd., M.Pd. 2. Drs. Kiswoyo, M.M. 3. Veryliana Purnamasari, S.Pd., M.Pd. 4. M. Yusuf Setya Wardhana, S.Pd., M.Pd. 5. Qoriati Mushafanah, S.Pd., M.Pd. 		
Syllabus The Civics Education Learning For Elementary School course aims to this course is a compulsory subject for PGSD students taken in the third semester, and is expected to equip students with national and professional attitudes, mastery of basic concepts of Civic Education (PPKn), understanding of the curriculum and learning strategies, the ability to carry out educational learning, and logical and systematic , and implement Civic Education (PPKn) learning in primary schools in an innovative and responsible manner. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in completing civics learning assignments in elementary schools;		

identify the nature of civics education in elementary schools, civics learning in elementary schools, as well as approaches, models, methods, and learning media used; apply solutions to procedural problems in civics learning in elementary schools; and implement civics learning in elementary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Civics Education Learning For Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in completing civics learning assignments in elementary schools. (A3)
2. CLO 2: Students are able to identify the nature of civics education in elementary schools, civics learning in elementary schools, as well as approaches, models, methods, and learning media used. (C2)
3. CLO 3: Students are able to apply solutions to procedural problems in civics learning in elementary schools. (C3, P3)
4. CLO 4: Students are able to implement civics learning in elementary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations. (C3, P3)

Core readings:

1. Nissa, A. K., Agustini, F., & Kiswoyo, K. (2019). The effectiveness of the traditional game *engklek* in enhancing learning engagement in Civic Education among Year 3 pupils at SD Negeri 1 Karangmulyo Kendal. *MODELING: Jurnal Programme Studi PGMI*, 6(1), 45–55. <https://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/350>
2. Milasari, A., Untari, M. F. A., & Kiswoyo, K. (2021). Improving Civic Education learning outcomes through the role-playing method using voting card media on election and local election topics among Year 6 pupils at SDN Palebon 01, Pedurungan District. *Dwihaloka: Jurnal Pendidikan Dasar dan Menengah*, 2(1), 32–39. <https://core.ac.uk/download/pdf/555322492.pdf>
3. Usaita, A. S., Arisyanto, P., & Rahmawati, I. (2024). ANALYSIS OF DIFFERENTIATED LEARNING IN PANCASILA AND CIVIC EDUCATION (PPKn) IN THE MERDEKA CURRICULUM OF CLASS I OF STATE ELEMENTARY SCHOOL 2 JLADRI. *Indonesian Journal of Elementary School*, 4(1), 123-131. <https://journal.upgris.ac.id/index.php/ijes/article/view/18192>
4. Esther A. Enright, William Toledo, Stacy Drum, Sarah Brown. (2022). Collaborative elementary civics curriculum development to support teacher learning to enact culturally sustaining practices, *The Journal of Social Studies Research*, Volume 46, Issue 1, Pages 69-83. <https://doi.org/10.1016/j.jssr.2021.11.007>.
5. Jana M. Willis, Sheila F. Baker, Debby Shulsky. (2025). Elementary school teacher candidates' perceptions on defining and integrating civic literacy, *Social Studies Research*

and Practice, Volume 20, Issue 1, Pages 105-120. <https://doi.org/10.1108/SSRP-07-2024-0040>

Physical Education In Elementary School

Module number 1225322639	Module name Physical Education In Elementary School	
Type of course Compulsory	Semester / Rotation 3/ Odd	Student capacity: 40 students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations, Guided practice	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Practice report (20%) 5. Case Report (10%) 6. Presentation (10%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Asep Ardiyanto, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. M. Yusuf Setya Wardana, S.Pd., M.Pd. 2. Ibnu Fatkhu Royana, M.Pd. 3. Maftukhin Huda, S.Pd., M.Pd. 		
Syllabus The Physical Education In Elementary School course aims to physical education classes in primary schools are a learning process through physical activities involving games and recreation designed to improve physical fitness, develop motor skills and physical literacy, growth and development patterns, healthy and active lifestyles, sportsmanship, emotional intelligence, and mastery of basic motor skills in the process of physical education learning in primary schools. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility, sportsmanship, discipline, and concern for the safety and health of children in conducting physical education learning in elementary schools; explain the nature and scope of physical education in elementary schools as well as the characteristics of elementary school-aged children; apply physical		

education learning that is active, enjoyable, and safe based on the needs and developmental stages of elementary school students; and manage physical education learning in an inclusive manner and oriented toward character building and the habituation of an active lifestyle through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Physical Education In Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility, sportsmanship, discipline, and concern for the safety and health of children in conducting physical education learning in elementary schools. (A3)
2. CLO 2: Students are able to explain the nature and scope of physical education in elementary schools as well as the characteristics of elementary school-aged children. (C2)
3. CLO 3: Students are able to apply physical education learning that is active, enjoyable, and safe based on the needs and developmental stages of elementary school students. (C3, P3)
4. CLO 4: Students are able to manage physical education learning in an inclusive manner and oriented toward character building and the habituation of an active lifestyle. (P4, A3)

Core readings:

1. Apriliyanto, M. A., Royana, I. F., & Pratama, D. S. (2021). Development of Android-based learning media for basic football techniques. *Journal of Primary and Secondary Education*, 1(1), 34–44. (<https://mahardhika.or.id/jurnal/index.php/jpdm/article/view/145>)
2. Eni, U. A., Wijayanti, A., & Ardiyanto, A. (2020). Development of HOTS (Higher Order Thinking Skill)-based educational carom games as a medium for teaching science in Year 4 primary school. *Jurnal Pijar Mipa*, 15(5), 509-514.
3. Lizza, F. S., Purnamasari, I., & Ardiyanto, A. (2024). Analysis of Misconceptions in Physical Education, Sports and Health (PJOK) Learning Among Primary School Teachers in Kayen District. *Pena Edukasia*, 2(3), 130-139. <https://journal.cvsupernova.com/index.php/pe/article/view/129>
4. Kian Vanluyten, Shu Cheng, Cédric Roure, Jan Seghers, Phillip Ward, Peter Iserbyt. (2023). Participation and physical activity in organized recess tied to physical education in elementary schools: An interventional study, *Preventive Medicine Reports*, Volume 35. <https://doi.org/10.1016/j.pmedr.2023.102355>.
5. Carolina Lunde, Tommy Reinholdsson, Therése Skoog. (2023). Unexcused absence from physical education in elementary school. On the role of autonomous motivation and body image factors, *Body Image*, Volume 45. <https://doi.org/10.1016/j.bodyim.2023.03.007>.

Music Education

Module number 1225322638	Module name Music Education		
Type of course Compulsory	Semester / Rotation 3/ Odd		Student capacity: 40 students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations, Guided practice	Prerequisites for attendance -		Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Practice report (20%) 5. Case Report (10%) 6. Presentation (10%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Prasena Arisyanto, M.Pd.		Semester week hours: 90	
Additional teacher involved: <ol style="list-style-type: none"> 1. Purwadi, M.Pd. 2. Dr. Riris Setyo Sundari, S.Pd., M.Pd. 3. Dr. Wawan Priyanto, S.Pd., M.Pd. 			
Syllabus The Music Education course aims to provide a comprehensive overview of music theory and the principles of music education in primary schools. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments and preparing for a music performance; explain the concept of music education in elementary schools; demonstrate music appreciation materials; and conduct a music performance through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring),			

which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Music Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments and preparing for a music performance. (A3)
2. CLO 2: Students are able to explain the concept of music education in elementary schools. (C2)
3. CLO 3: Students are able to demonstrate music appreciation materials. (P3)
4. CLO 4: Students are able to conduct a music performance. (C3)

Core readings:

1. Anderson, W. M., & Lawrence, J. E. (2021). *Integrating music into the elementary classroom* (11th ed.). Cengage Learning.
2. Campbell, P. S., & Scott-Kassner, C. (2023). *Music in childhood: From preschool through the elementary grades* (5th ed.). Cengage Learning.
3. Priyanto, W., Rozzaqi, A. R., Yarisma, F. W., Saputri, P. S. A., Nugroho, D., & Layinnatussyifa, E. (2023). Development of a Musical Intelligence Test Application for Primary School Students. *Malih Peddas (Journal of Primary Education)*, 13(2). <https://journal.upgris.ac.id/index.php/malihpeddas/article/view/18441>
4. Priyanto, W., Mustadi, A., & Haryanto, H. (2024). ENHANCING MUSICAL INTELLIGENCE USING AMKA APP IN FOURTH GRADE OF SD SUPRIYADI 02 SEMARANG. *PIONIR: JURNAL PENDIDIKAN*, 13(3), 102-115. <https://jurnal.ar-raniry.ac.id/index.php/Pionir/article/view/25540>
5. Xiaolong Ye, Jingzhi Yang, Xuesheng Huang. (2025). Transforming communication skills in music education: A cross-cultural study of virtual reality training in the 21st century, *Acta Psychologica*, Volume 261. <https://doi.org/10.1016/j.actpsy.2025.105800>.
6. Wanchen Li. (2025). Research on music education simulation based on interactive experience of virtual and reality, *Systems and Soft Computing*, Volume 7. <https://doi.org/10.1016/j.sasc.2025.200343>.

Local Language Education

Module number	Module name	
1225321656	Local Language Education	
Type of course Compulsory	Semester / Rotation 3/ Odd	Student capacity: 40 Students
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Suyitno, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Prasena Arisyanto, M.Pd. 2. Alfiah, S.Pd., M.Pd. 3. Yuli Kurniawati, M.Pd. 		
Syllabus The Local Language Education course aims to equip prospective teachers with the competencies to design, implement, and evaluate the teaching of Javanese Language and Literature at the primary school level. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm in discussing regional language learning in elementary schools; demonstrate integrity in exploring and presenting regional language learning materials in elementary schools; identify problems in regional language learning; and apply regional language learning in elementary schools through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid		

learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: understanding the position of the Javanese language in primary education, mastery of fundamental principles, various approaches, and effective and innovative methods and techniques for teaching Javanese Language and Literature in elementary schools.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussing regional language learning in elementary schools. (A3)
2. CLO 2: Students are able to demonstrate integrity in exploring and presenting regional language learning materials in elementary schools. (A3)
3. CLO 3: Students are able to identify problems in regional language learning. (C4)
4. CLO 4: Students are able to apply regional language learning in elementary schools. (C3, P3)

Core readings:

1. Prayitno, S., & Suyitno, S. (2020). *TRIMA: Metu-Manten_Mati Gegaran Jangkep Tatacara, Upacara, tuwin Tuladha Mambiwara*. Yogyakarta: CV Mahata.
2. Hartono, S., et al. (2012). *Cerita Rakyat Basa Jawi*. Yogyakarta: Familia.
3. Hidayati, R., Suyitno, Y. P., & Artharina, F. P. (2019). The effectiveness of letter card media on reading skills of Legena script students. *Jurnal Penelitian dan Pengembangan Pendidikan*, 3(2), 112–116.
<https://ejournal.undiksha.ac.id/index.php/JJL/article/view/17388>
4. Ysh, A. S., Ngatmini, N., & Suyitno, S. (2019). Teachers' issues in implementing the 2013 curriculum for local content Javanese language in primary schools in Semarang City. *JISABDA: Jurnal Ilmiah Sastra dan Bahasa Daerah, Serta Pengajarannya*, 1(2), 109–119. <https://journal.upgris.ac.id/index.php/jisabda/article/view/4748>
5. Alfiah, A. (2018). Overcoming Javanese script literacy obstacles using mnemonic devices. *LOKABASA*, 8(2), 127–134.
<https://ejournal.upi.edu/index.php/lokabasa/article/view/11176>
6. Alfiah, A. (2022). The ability of prospective Javanese language teachers in determining assessment techniques for Javanese language learning in schools. *Piwulang: Jurnal Pendidikan Bahasa Jawa*, 10(1), 21–34.
https://www.researchgate.net/publication/362187083_Kemampuan_Calon_Pendidik_Bahasa_Jawa_dalam_Menentukan_Teknik_Penilaian_Pembelajaran_Bahasa_Jawa_di_Sekolah
7. Ahmed, N., Saha, A. K., Al Noman, M. A., Jim, J. R., Mridha, M. F., & Kabir, M. (2024). Deep learning-based natural language processing in human-agent interaction: Applications, advancements, and challenges. *Natural Language Processing Journal*, 9, 100112. <https://www.sciencedirect.com/science/article/pii/S2949719124000608>
8. Pribadi, N. H., Said, D. P., Wijayanti, K. D., Kurwidaria, F., Rahadini, A. A., & Veronika, P. (2025). Vocabulary data presented in the local traditions of Central Java and East Java. *Data in Brief*, 63, 112278.
<https://www.sciencedirect.com/science/article/pii/S2352340925009990>

9. Budiawan, R. Y. S., Mualafina, R. F., Sunarya, & Nugraheni, L. (2025). Vocabulary data in Central Javanese folk myths. *Data in Brief*, 59, 111389.
<https://www.sciencedirect.com/science/article/pii/S2352340925001210>

Inclusive Education

Module number 1225321654	Module name Inclusive Education		
Type of course Compulsory	Semester / Rotation 3/ Odd	Student capacity: 40 Students	
Teaching methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance -	Language English (international) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Asep Ardiyanto, S.Pd., M.Or.		Semester week hours: 90	
Additional teacher involved: <ol style="list-style-type: none"> 1. Eka Sari Setianingsih, S.Pd., M.Pd. 2. Khusnul Fajriyah, S.Pd., M.Pd. 			
Syllabus <p>The aims to Inclusive Education course is an elective course worth 2 credits, consisting of 2 credits of theory and practice. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm and integrity in discussions on inclusive education in elementary schools; demonstrate an adaptive attitude when modifying learning in inclusive education in elementary schools; explain types of services for students with special needs based on needs assessment results in a logical and critical manner grounded in 5A values; and apply solutions to problems in modifying learning for students with special needs procedurally, based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations, grounded in 5A values and carried out responsibly through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to</p>			

the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Inclusive Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm and integrity in discussions on inclusive education in elementary schools. (A3)
2. CLO 2: Students are able to demonstrate an adaptive attitude when modifying learning in inclusive education in elementary schools. (A3)
3. CLO 3: Students are able to explain types of services for students with special needs based on needs assessment results in a logical and critical manner grounded in 5A values. (C2)
4. CLO 4: Students are able to apply solutions to problems in modifying learning for students with special needs procedurally, based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations, grounded in 5A values and carried out responsibly. (C3, P4)

Core readings:

1. Hidayat, A., & Suwandi, J. (2020). *Education for children with special needs: Obstacles and solutions*. PT Remaja Rosdakarya.
2. Marlina. (2021). *Learning strategies for children with special needs in inclusive schools*. Prenada Media.
3. Rohendi, A. (2021). *Child-friendly schools: Theory and implementation*. Alfabeta.
4. Pratama, I. D. M., Fajriyah, K., & Subekti, E. E. (2021). Implementation of inclusive education at SD Negeri 14 Mulyoharjo, Pemalang. *DWIJALOKA Jurnal Pendidikan Dasar dan Menengah*, 2(3), 364–376.
(<https://jurnal.unw.ac.id/index.php/dwijaloka/article/view/1253>)
5. Nurjanah, R. S. A. N., Setianingsih, E. S., & Maulia, D. (2024). The Role of Group Counselling Services Using Problem Solving Techniques to Improve Students' Understanding of Mental Health. *Journal of Psychoeducation and Counselling*, 8(2), 53-61.
<https://jurnal.uns.ac.id/jpk/article/view/95436>
6. Damayanti, K., Setianingsih, E. S., & Kiswoyo, K. (2025). The Influence of Parental Parenting Styles on the Discipline Attitudes of Fourth Grade Students at SD N 2 Mojoagung, Plantungan District, Kendal Regency. *Jurnal Cerdas Mendidik*, 4(2), 431-437.
<https://journal.upgris.ac.id/index.php/cm/article/view/24386>
7. Elga Andriana, David Evans. (2020). Listening to the voices of students on inclusive education: Responses from principals and teachers in Indonesia, *International Journal of Educational Research*, Volume 103. <https://doi.org/10.1016/j.ijer.2020.101644>.
8. Nurul Hidayati Rofiah, Norimune Kawai. (2025). Integrating disability-inclusive disaster education in primary schools: A CASE from Yogyakarta, Indonesia,
Progress in Disaster Science, Volume 28. <https://doi.org/10.1016/j.pdisas.2025.100482>.
9. *Progress in Disaster Science*, Volume 28. <https://doi.org/10.1016/j.pdisas.2025.100482>.

4th Semester

Even 2025/2026

English

Module number 1225221610	Module name English		
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 students	
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Discussion (20%) 2. Assignment (5%) 3. Quiz (5%) 4. Case report (25%) 5. Presentation (20%) 6. Mid-term exam (10%) 100 minutes 7. Final exam (15%) 100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study)	
		ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study)	
		Total 90 hours	
Module coordinator Dr. AB Prabowo K.A., S.Pd., M.Hum.		Semester week hours: 90	
Additional teacher involved: <ol style="list-style-type: none"> 1. Ajeng Setyorini, S.S., M.Pd. 2. Dr. Dias Andris Susanto, S.Pd., M.Pd. 3. Dr. Dyah Nugrahani, S.Pd., M.Hum. 4. Entika Fani Prastikawati, S.Pd., M.Pd. 5. Faiza Hawa, S.Pd., M.Hum. 6. Fitri Yulianti, S.Pd., M.Pd. 7. Indri Kustantinah, S.S., M.Hum. 8. Dr. Jafar Sodiq, S.Pd., M.Pd. 9. Dra. Maria Yosephin W.L., M.Pd. 10. Ririn Ambarini, S.Pd., M.Hum. 11. R.R. Festi Himatu Karima, S.S., M.Hum. 12. Siti Musarokah, S.Pd., M.Hum. 13. Siti Nur'Aini, S.Pd., M.Hum., Ph.D. 14. Sri Wahyuni, S.Pd., M.Pd. 			

15. Dr. Sukma Nur Ardini, S.S., M.Pd.
16. Theresia Cicik Sophia B., S.S., M.Pd.

Syllabus

The English course **aims to** introduce undergraduate students to General Academic English, focusing on the development of basic grammatical competence and written communication skills for academic contexts. Upon completion of this course, **students are expected** to demonstrate the ability to demonstrate enthusiasm and adaptability in communicating in English; analyse the theoretical concepts of tenses and specific text types used in academic writing in English based on the 5A values; apply the theoretical concepts of various tenses and specific text types and use them correctly in academic writing in English based on the 5A values; and explain the fundamental concepts and scope of English through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: essential English tenses, including the Simple Present, Continuous, Simple Past, Simple Future, and Simple Present Perfect tenses, as well as common academic text types such as descriptive, procedure, and recount texts.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm and adaptability in communicating in English. (A4)
2. CLO 2: Students are able to analyse the theoretical concepts of tenses and specific text types used in academic writing in English based on the 5A values. (C4)
3. CLO 3: Students are able to apply the theoretical concepts of various tenses and specific text types and use them correctly in academic writing in English based on the 5A values. (C3)

Core readings:

1. Sudiran, S. & Prabowo, A. B. K. A., (2023). An analysis of students' competence in writing abstracts. *ETERNAL: English Teaching Journal*, 14(2), 177–186.
2. Wulandari, W., Susanto, D. A., & Hawa, F. (2024). Exploring Bamboozle as games-based learning media to support students' vocabulary: Its application in the classroom. *Innovative: Journal of Social Science Research*, 4(2), 6542–6551.
3. Takrim, M., & Mikkael, R. H. (2020). Pengaruh kompetensi dosen, motivasi, dan lingkungan belajar terhadap prestasi belajar mahasiswa pada mata kuliah Bahasa Inggris. *Economics and Digital Business Review*, 1(2), 90-101.
4. Susanto, D. A., Setyorini, A., & Priyolistiyanto, A. (2026). Cross-Cultural Classroom Discourse in English Language Education: A Comparative Exploration of Pedagogical Practices at (UPGRIS) Indonesia and (NRRU) Thailand. In 8th International Conference on Education and Social Science Research (ICESRE 2025) (pp. 297-313). Atlantis Press.
5. Palupi, R. E. A., Purwanto, B., & Sutriyono, S. (2022). Analisis kecemasan pada proses keterampilan berbicara peserta didik tingkat I pada mata kuliah Bahasa Inggris. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 10(2), 138-145.

6. Aldizeeri, M., Nur'Aini, S., & Susanto, D. A. (2023). Investigating communicative language teaching barriers for English students in higher education. *VELES: Voices of English Language Education Society*, 7(2), 348–360.

Indonesian Language Learning In Elementary School

Module number 1225331632	Module name Indonesian Language Learning In Elementary School		
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 students	
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance Indonesian language indonesian language proficiency Children literature appreciation	Language English (international) Indonesian (regular)	
Type of examination (Final Grade Composition) 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)150 minutes 7. Final Exam (20%)150 minutes		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours	
Module coordinator Mei Fita Asri Untari, M.Pd.		Semester week hours: 135	
Additional teacher involved: 1. Ikha Listyarini, S.Pd., M.Hum. 2. Mudzanatun, S.Pd., M.Pd. 3. Dr. Ngatmini, M.Pd. 4. Dr. Suyitno, M.Pd. 5. Dr. Lina Putriyanti, S.Pd., M.Pd.			
Syllabus The Indonesian Language Learning In Elementary School course aims to this course covers the concepts of learning strategy fundamentals, human generational development, learning approaches, models and methods, case-based learning, implementation of concepts in learning design, and			

collaborative, independent and responsible learning design simulation of collaborative, independent, and responsible learning design. Upon completion of this course, **students are expected** to demonstrate the ability to demonstrate enthusiasm in discussing Indonesian language learning materials; demonstrate integrity in exploring and presenting Indonesian language learning materials; explain the nature of Indonesian language and literature learning in elementary schools; and apply instructional materials for Indonesian language learning in elementary schools through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id> . **The materials** covered include: the concepts of learning strategy fundamentals, human generational development, learning approaches, models and methods, case-based learning, implementation of concepts in learning design, and collaborative, independent and responsible learning design simulation of collaborative, independent, and responsible learning design.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussing Indonesian language learning materials. (A3)
2. CLO 2: Students are able to demonstrate integrity in exploring and presenting Indonesian language learning materials. (A3)
3. CLO 3: Students are able to explain the nature of Indonesian language and literature learning in elementary schools. (C2)
4. CLO 4: Students are able to apply instructional materials for Indonesian language learning in elementary schools. (C3, P3)
5. CLO 5: Students are able to simulate teaching Indonesian language and literature in phases A, B, and C. (P4)
6. CLO 6: Students are able to analyse solutions to problems in Indonesian language and literature learning in elementary schools. (C4)

Core readings:

1. Utari, M. F. A., et al. (2019). *Pembelajaran Bahasa dan Sastra Indonesia* [Indonesian Language and Literature Learning]. Semarang: UPGRIS Press.
2. Listyarini, I., Ulumudin, A., & Saputra, H. J. (2021). Development of learning media using the Anyflip application in primary schools in Semarang City. In *Proceedings of UPGRIS Seminar on Research and Community Service* (Vol. 1, pp. 366–384). Semarang: UPGRIS
3. Nur Sitha Afrilia. (2024). Optimize Indonesian Language Learning by Usability Evaluation of UKBI Test Simulator with The SUS Method, *Procedia Computer Science*, Volume 245. <https://doi.org/10.1016/j.procs.2024.10.312>.
4. Nyoman Putra Sastra, Linawati, Gede Sukadarmika, I.P.G.H. Suputra, Ni Made Ariwilani, Ni Luh Indah Desira Swandi. (2025). Dataset on cognitive distortions for text classification in Indonesian language, *Data in Brief*, Volume 61. <https://doi.org/10.1016/j.dib.2025.111836>.

Social Studies Learning In Elementary School

Module number 1225331626	Module name Social Studies Learning In Elementary School	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance Basic Concepts of Social Studies	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)150 minutes 7. Final Exam (20%)150 minutess 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours
Module coordinator Veryliana Purnamasari, M.Pd.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Siswanto, S.Pd., M.Pd. 2. Qoriati Mushafanah, M.Pd. 3. Dr. Iin Purnamasari, M.Pd. 4. Dr. Wawan Priyanto, S.Pd., M.Pd. 5. Khusnul Fajriyah, S.Pd., M.Pd. 		
Syllabus The aims to Elementary School Social Studies Education course equips students with the knowledge, skills, and professional attitudes necessary to understand social studies concepts and curriculum, as well as to use comprehensive learning tools, and implement creative, contextual, collaborative, and character-building learning practices in line with the development of elementary school students. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm in discussing the components of social studies learning; describe the important components of social studies learning in elementary schools; identify solutions to		

procedural problems related to social studies learning in elementary schools; and apply theoretical concepts to design and implement social studies learning in elementary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Social Studies Learning In Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussing the components of social studies learning. (A3)
2. CLO 2: Students are able to describe the important components of social studies learning in elementary schools. (C2)
3. CLO 3: Students are able to identify solutions to procedural problems related to social studies learning in elementary schools. (C4)
4. CLO 4: Students are able to apply theoretical concepts to design and implement social studies learning in elementary schools based on logical, critical, creative, innovative, systematic thinking, and adaptability to changing situations. (C3, P4)

Core readings:

1. Djahiri, K., & Ma'mun, F. (2015). *Pengajaran Studi Sosial / IPS (Dasar-Dasar Pengertian, Metodologi, dan Model Belajar Mengajar Ilmu Pengetahuan Sosial)* [Teaching Social Studies: Fundamental Concepts, Methodology, and Teaching–Learning Models in Social Studies]. Bandung: LPPP–IPS, FKIS–IKIP.
2. Trianto. (2007). *Model Pembelajaran Terpadu dalam Teori dan Praktik* [Integrated Learning Models: Theory and Practice]. Jakarta: Prestasi Pustaka.
3. Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of Teaching* (9th ed.). New Jersey: Pearson Education, Inc.
4. Pradena, C., Prasetyo, S. A., & Purnamasari, V. (2023). Development of the Knowledge Monopoly (MONPEN) media as a social studies learning medium on Indonesian dance diversity for fourth-grade primary school students. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(5), 2317–2325. (<http://journal.stkipsubang.ac.id/index.php/didaktik/article/view/2271>)
5. Krisanti, R., Priyanto, W., & Rofian, R. (2022). Analysis of social studies learning materials for Themes 4–5 of Grade IV primary school textbooks published by the Ministry of Education and Culture. *DWIJALOKA: Jurnal Pendidikan Dasar dan Menengah*, 3(1), 54–60. (<https://jurnal.unw.ac.id/index.php/dwijaloka/article/view/1577>)
6. Kurniawan, B. A., Priyanto, W., & Ardiyanto, A. (2022). Analysis of social studies learning materials for Themes 1–3 of Grade IV primary school textbooks published by the Ministry of Education and Culture. *DWIJALOKA: Jurnal Pendidikan Dasar dan Menengah*, 3(1), 31–34.

Visual Arts Education

Module number 1225322637	Module name Visual Arts Education	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 students
Teaching methods Lectures, discussions, presentations, project-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Project Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Singgih Adhi Prasetyo, S.Sn., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Rofian, M.Pd. 2. Dr. Wawan Priyanto, S.Pd., M.Pd. 3. Prasena Arisyanto, M.Pd. 		
Syllabus <p>The aims to Fine Arts course equips students with knowledge and understanding of fine arts and skills in the process of teaching fine arts in primary schools and organising fine arts exhibitions. The course also emphasises the development of creativity, critical appreciation of art, integration of local cultural values, the use of appropriate media and technology in art instruction, and the design of engaging, student-centred learning experiences. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments and preparing for a visual arts exhibition; explain the concept of visual arts education in elementary schools; demonstrate visual arts appreciation materials; and create visual artworks for elementary schools through reflective discussion, case-based learning, guided practice, and contextual</p>		

assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at <https://simekar.upgris.ac.id>. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Visual Arts Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments and preparing for a visual arts exhibition. (A3)
2. CLO 2: Students are able to explain the concept of visual arts education in elementary schools. (C2)
3. CLO 3: Students are able to demonstrate visual arts appreciation materials. (P3)
4. CLO 4: Students are able to create visual artworks for elementary schools. (P4)
5. CLO 5: Students are able to design a visual arts exhibition. (C6)

Core readings:

1. Arina, R. (2020). *Aesthetic visual arts education in primary schools*. Universitas Muhammadiyah Malang.
2. Gombrich, E. H. (2006). *The story of art*. London: Phaidon Press.
3. Mansyur, M. (2022). *Elementary school visual arts skills*. Deepublish.
4. Prawira, N. G., & Tarjo, E. (2017). *Learning and teaching visual arts*. Bandung: Remaja Rosdakarya.
5. Yunisrul. (2020). *Visual arts learning in primary schools*. Deepublish.
6. Rofian, R., & Asrori, L. A. (2022). Montage art in the development of Articulate Storyline-based learning media for SBdP subjects in Grade IV elementary schools. *Jurnal Wawasan Pendidikan*, 2(1), 1–10. (<https://journal.upgris.ac.id/index.php/wp/article/view/9422>)
7. Atte Oksanen, Anica Cvetkovic, Nalan Akin, Rita Latikka, Jenna Bergdahl, Yang Chen, Nina Savela. (2023). Artificial intelligence in fine arts: A systematic review of empirical research, *Computers in Human Behaviour: Artificial Humans*, Volume 1, Issue 2. <https://doi.org/10.1016/j.chbah.2023.100004>.
8. Vishwas Rathi, Abhilasha Sharma, Aditya Venkata Nithin, Amit Kumar Singh, Brij B. Gupta. (2025). A survey of computational techniques for fine art painting classification, *Image and Vision Computing*, Volume 161. <https://doi.org/10.1016/j.imavis.2025.105626>.

Basic Statistics

Module number 1225321618	Module name Basic Statistics	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Ervina Eka Subekti,S.Si., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Kartinah, M.Pd. 2. Sukamto, S.Pd., M.Pd. 3. Dr. Joko Sulianto, S.Pd., M.Pd. 4. Dr. Muhtarom, M.Pd. 		
Syllabus <p>The aims to Statistics is a branch of mathematics that we most frequently encounter in everyday life, as well as in the field of education. Therefore, the main objective of this course is to equip students with mastery of statistics so that they can apply it to data processing in the teaching and learning process, as well as when conducting quantitative research. This , it is expected that students will be able to understand the concepts of Statistics, particularly those related to the Definition of Statistics, Data, Population, Sample, Data Presentation, Measures of Central Tendency, Measures of Position, Measures of Dispersion, and Sampling Techniques. Lectures are conducted in a blended format. Blended learning is implemented through offline, face-to-face classroom sessions and online learning supported by UPGRIS's SSO platform (simekar.upgris.ac.id). The Materials covered in this course include Definition of Statistics; Data; Population and Sample; Data Presentation; Measures of Central Tendency; Measures of Position; Measures of Dispersion; and Sampling Techniques.</p>		

Learning goals and qualifications.

In this module students learn to:

1. Demonstrating honesty in discussions. (A3)
2. Responsible for completing tasks. (A3)
3. Describe theoretical concepts of descriptive statistics in depth. (C2)
4. Apply procedural solutions to problems related to descriptive statistics. (C3)

Core readings:

1. Helsa, Y., & Fitria, D. (2024). *Introduction to statistics for primary school teacher education students and general audiences* (Vol. 2). Deepublish. [Deepublish Store](#)
2. Arifin, M. B. U., & Aunillah. (2022). *Educational statistics textbook*. Umsida Press. [Umsida Press](#)
3. Kariadinata, R., & Abdurahman, M. (n.d.). *Fundamentals of educational statistics* (Digital ed.). Open Library. [Open Library](#)
4. Arifin, Z. (2025). *Educational statistics*. KBM Indonesia. [Library Penerbit KBM](#)
5. Paul A. Jargowsky. (2025). *Descriptive statistics, Reference Module in Social Sciences*, Elsevier. <https://doi.org/10.1016/B978-0-443-26629-4.00054-X>
6. Yasaman Yazdani, Monica Taljaard, Merrick Zwarenstein. (2025). Definitions of validity terms for use in discussions of randomized controlled trials, *Journal of Clinical Epidemiology*, Volume 182. <https://doi.org/10.1016/j.jclinepi.2025.111752>

Learning Evaluation

Module number 1225321645	Module name Learning Evaluation	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Aries Tika Damayanti, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Fenny Roshayanti, M.Pd. 2. Filia Prima Artharina, M.Pd. 3. Sukamto, S.Pd., M.Pd. 		
Syllabus The Learning Evaluation course aims to this course is a subject that examines the basic concepts of evaluation, principles of assessment, assessment procedures, Bloom's taxonomy domains, diagnostic analysis in the independent curriculum, validity, reliability, level of difficulty, item discrimination, and the preparation of end-of-semester reports in primary schools. Upon completion of this course, students are expected to demonstrate the ability to demonstrate integrity in exploring and presenting learning evaluation materials; explain the fundamental concepts of learning evaluation in depth; describe various types and techniques of learning evaluation in depth; and apply theoretical concepts to design and implement learning evaluation in elementary schools based on logical, critical, creative, innovative, and systematic thinking, while adapting to changing situations through reflective		

discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Learning Evaluation.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate integrity in exploring and presenting learning evaluation materials. (A3)
2. CLO 2: Students are able to explain the fundamental concepts of learning evaluation in depth. (C2)
3. CLO 3: Students are able to describe various types and techniques of learning evaluation in depth. (C2)
4. CLO 4: Students are able to apply theoretical concepts to design and implement learning evaluation in elementary schools based on logical, critical, creative, innovative, and systematic thinking, while adapting to changing situations. (C3, P4)

Core readings:

1. Huda, C., Damayanti, F. F., & Nuvitalia, D. (2019). Analysis of validity and reliability of horizontal resonance tube teaching aids and instruments to support students' generic science skills. *Physics Education Research Journal*, 1(1), 1–10.
2. M. Pangestika, C. Huda, & J. Susanto. (2021). Improving learning outcomes through discovery learning model assisted by audiovisual media in thematic learning for fifth-grade students of SDN Ngurenrejo, Academic Year 2020/2021. *Jurnal Sekolah PGSD FKP Unimed*, 5(3), 100–105.
3. Pangestika, M., Huda, C., & Susanto, J. (2021). *Peningkatan hasil belajar melalui model discovery learning berbantu media audiovisual pada pembelajaran tematik siswa kelas V Tema 8 di SDN Ngurenrejo Tahun Pelajaran 2020/2021*. *Jurnal Sekolah PGSD FKP Unimed*, 5(3), 100–105.
4. Arisa Darwis, Ibrahim Bafadal, Bambang Budi Wiyono, Sultoni, Agung Rinaldy Malik. (2025). Designing an assessment tool for teacher leadership competencies in aspiring elementary school principals in Indonesia, *Sustainable Futures*, Volume 9, 100803. <https://doi.org/10.1016/j.sftr.2025.100803> .
5. pik Abdurrahman Taufik, Soeharto Soeharto, Abdul Kadir Ahmad, Suprpto, Sumarni, Nunu Ahmad An-Nahidl, Onok Yayang Pamungkas, Siti Mariah, Dinar Westri Andini, Pramudya Cahyandaru,
6. The path to teaching Excellence: Examining self-efficacy of pre-service teachers during school internship programs in Indonesia. (2025). *Social Sciences & Humanities Open*, Volume 11, 101619. <https://doi.org/10.1016/j.ssaho.2025.101619>.

Basic Principles Development of Elementary School Curriculum

Module number 1225321640	Module name Basic Principles Development of Elementary School Curriculum	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance Foundation of education	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Siti Patonah, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Filia Prima Artharina, M.Pd. 2. Mudzanatun, S.Pd., M.Pd. 3. Mudzanatun, M.Pd. 4. M. Yusuf Setya Wardhana, M.Pd. 		
Syllabus The Basic Principles Development of Elementary School Curriculum course aims to develop the potential of prospective teachers to build expertise in designing, implementing, and evaluating curriculum and instruction comprehensively. Upon completion of this course, students are expected to demonstrate the ability to demonstrate an adaptive attitude during discussions related to elementary school curriculum development topics; demonstrate creativity in completing tasks related to elementary school curriculum development; analyse theoretical concepts of education, learning, assessment, and instructional technology by engaging in reflective actions through the review and development of learning curricula; and be able to project reflective actions aimed at improving the		

quality of learning through curriculum development activities through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Basic Principles Development of Elementary School Curriculum.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate an adaptive attitude during discussions related to elementary school curriculum development topics. (A3)
2. CLO 2: Students are able to demonstrate creativity in completing tasks related to elementary school curriculum development. (A3)
3. CLO 3: Students are able to analyse theoretical concepts of education, learning, assessment, and instructional technology by engaging in reflective actions through the review and development of learning curricula. (C4)
4. CLO 4: Students are able to be able to project reflective actions aimed at improving the quality of learning through curriculum development activities. (C6, P4)

Core readings:

1. Agustina, N. I. M., Mudzanatun, M., & Patonah, S. (2023). Analysis of strategies to strengthen the Pancasila Student Profile through differentiated learning and socio-emotional competence at SDN Gadjahmungkur. *AS-SABIQUN*, 5(3), 659–668. <https://ejournal.stitpn.ac.id/index.php/assabiqun/article/view/3225>
2. Nurdiyati, N., Indiati, I., & Patonah, S. (2023). Meta-analysis of differentiated learning oriented towards ESD to enhance critical and creative thinking. *JP3 (Jurnal Pendidikan dan Profesi Pendidik)*, 9(2), 101–109. <https://journal.upgris.ac.id/index.php/JP3/article/view/18234>
3. Artharina, F. P. (2022). Implementation of lesson study as an effort to improve the quality of learning in the Merdeka Curriculum at SDS IT Permata Bunda. *Literasi (Jurnal Pendidikan Dasar)*, 2(1). (<https://journal.upgris.ac.id/index.php/jpd/article/view/11994>)
4. Safrul Muluk, Habiburrahim Habiburrahim, Teuku Zulfikar, Janice Orrell, Mujiburrahman Mujiburrahman. (2019). Developing generic skills at an Islamic higher education institution curriculum in Aceh, Indonesia, Higher Education, Skills and Work-based Learning, Volume 9, Issue 3, Pages 445-455. <https://doi.org/10.1108/HESWBL-06-2018-0064>.
5. Ni Made Wiwik Astuti, I Komang Werdhiana, Unggul Wahyono. (2021). Impacts of direct disaster experience on teachers' knowledge, attitudes and perceptions of disaster risk reduction curriculum implementation in Central Sulawesi, Indonesia, International Journal of Disaster Risk Reduction, Volume 53, 101992. <https://doi.org/10.1016/j.ijdr.2020.101992>.
7. Aji Prasetya Wibawa, Imanuel Hitipeuw, Roni Herdianto, Febri Dwi Hariyanto, Ilham Mulya Putra Pradana, Felix Andika Dwiyanto, Leonel Hernandez. (2022). Publishing management curriculum in Indonesia, International Journal of Educational Research Open, Volume 3, 100103. <https://doi.org/10.1016/j.ijedro.2021.100103>.

ICT Based Learning

Module number 1225322646	Module name ICT Based Learning	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, Guided practice	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Practice report (20%) 5. Case Report (10%) 6. Presentation (10%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Ervina Eka Subekti, S.Si., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Fajar Cahyadi, M.Pd. 2. Husni Wakhyudin , M.Pd. 3. Dr. Riris Setyo Sundari, S.Pd., M.Pd. 		
Syllabus The ICT Based Learning course aims to this course is a compulsory course that aims to facilitate students in developing computational thinking skills, honing creativity, improving logical skills, increasing technological knowledge through simple coding, creating coding learning plans for primary school students, implementing coding teaching practices for primary school children, and creating coding learning practice reports at school. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing ICT-based learning; explain the concepts and principles of ICT-based learning innovations and their applications in elementary schools; describe educational innovation strategies and their implementation stages in the context of elementary school learning; and apply educational technology and ICT in designing, managing, and evaluating learning in elementary schools through reflective		

discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to ICT Based Learning.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing ICT-based learning. (A3)
2. CLO 2: Students are able to explain the concepts and principles of ICT-based learning innovations and their applications in elementary schools. (C2)
3. CLO 3: Students are able to describe educational innovation strategies and their implementation stages in the context of elementary school learning. (C2)
4. CLO 4: Students are able to apply educational technology and ICT in designing, managing, and evaluating learning in elementary schools. (C3, P4)
5. CLO 5: Students are able to apply innovative technology-based learning models (flipped learning) with consideration of instructional design and ethics. (C3, P4)
6. CLO 6: Students are able to implement effective online/blended learning solutions by utilising technology and appropriate evaluation principles. (C3, P4)

Core readings:

1. Kong, S.-C., & Abelson, H. (Eds.). (2022). *Computational thinking education in K-12: Artificial intelligence, robotics, and research-based practices*. MIT Press.
2. Morris, D. (2018). *Teaching computational thinking and coding in primary schools*. SAGE.
3. Denning, P. J., & Tedre, M. (2019). *Computational thinking*. MIT Press.
4. Prottzman, K. (2020). *Computational thinking meets student learning: Transform your teaching and empower students*. Teachers College Press.
5. Umaschi Bers, M. (2018). *Coding as a playground: Programming and computational thinking in the early childhood classroom*. Routledge.
6. Beecher, K. (2018). *Computational thinking: A beginner's guide to problem-solving in the digital age*. Icon Books.
7. Brooks-Quinn, J. (2021). *No fear coding: Computational thinking across the K-5 curriculum*. Corwin.
8. Hu, T., & Diwan, A. (2024). *Computational thinking: First algorithms, then code*. Springer.

Exploratory Studies

Module number 1225322650	Module name Exploratory Studies	
Type of course Compulsory	Semester / Rotation 4/ Even	Student capacity: 40 students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Arfilia Wijayanti, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: -		
Syllabus The Exploratory Studies course aims to this Exploratory Studies course is expected to equip students with a comprehensive understanding of art and culture in Indonesia. Upon completion of this course, students are expected to demonstrate the ability to demonstrate a responsible attitude in carrying out exploratory assignments based on the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, and Compassion (Empathy); demonstrate honesty in completing exploratory assignments based on the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, and Compassion (Empathy); explain the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, and Compassion (Empathy); and implement 6C skills in solving problems in elementary school learning through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to		

the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Exploratory Studies.

Additional teacher involved:

1. Aries Tika Damayanti, M.Pd.
2. Dr. Joko Sulianto, M.Pd.
3. Dr. Lina Putriyanti, S.Pd., M.Pd.
4. Dr. Ryky Mandar Sari, S.Pd., M.Pd.
5. Drs. Suyitno, M.Pd.
6. Henry Januar Saputra, S.Pd., M.Pd.
7. Intan Rahmawati, S.Pd., M.Pd.
8. M. Yusuf Setya Wardana, S.Pd., M.Pd.
9. Mei Fita Asri Untari, S.Pd., M.Pd.
10. Rofian, S.Pd., M.Pd.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate a responsible attitude in carrying out exploratory assignments based on the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, and Compassion (Empathy). (A3)
2. CLO 2: Students are able to demonstrate honesty in completing exploratory assignments based on the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, and Compassion (Empathy). (A3)
3. CLO 3: Students are able to explain the 6C skills: Critical Thinking, Communication, Collaboration, Creativity, Citizenship and Culture, Character, and Compassion (Empathy). (C2)
4. CLO 4: Students are able to implement 6C skills in solving problems in elementary school learning. (C3, P4)

Core readings:

1. Wigunadika, I. W. S. (2018). Character education based on the local wisdom of Balinese society. *Purwadita: Jurnal Agama dan Budaya*, 2(2), 91–100.
2. Njatrijani, R. (2018). Local wisdom in the cultural perspective of Semarang City. *Gema Keadilan*, 5(1).
3. Senoprabowo, A., Khamadi, K., & Septian, Y. A. (2021, October). Digital comic *Warak Ngendog* to introduce local wisdom values to children in Semarang City. In *Proceedings of the National Seminar on Visual Communication Design* (Vol. 1, pp. 1–13).
4. Alfiyanti, N., & Lestari, P. (2022). Analysis of local wisdom values of the Kandri community, Gunungpati District, as an alternative learning resource for social studies in SMP Negeri 22 Semarang. *Sosiolium: Journal of Social Studies Learning*, 4(1), 15–20.
5. Darmastuti, R., Purnomo, J. T., Utami, B. S., & Yulia, H. (2019). Media literacy based on local wisdom in Balinese society. *Journal of Communication Studies*, 3(3), 402–423.
6. Yuliani, E., & Aprilina, M. (2020). Local wisdom in community efforts to manage water resources in Lerep Village, West Ungaran District, Semarang Regency. *Journal of Planology*, 17(1), 114–125.

7. Maharani, I. R., Al Bukhori, A. M., & Putriyanti, L. (2023, October). The role of Indonesian as the medium of instruction in education and the influencing factors. In *National Education Seminar (SENDIKA)* (Vol. 3, No. 1).
8. Fajriyah, K., Priyanto, W., Untari, M. F. A., & Putriyanti, L. (2024). Training on preparing illustration-based teaching language for primary school teachers in Gayamsari District, Semarang. *JAMU: Journal of Community Service UMUS*, 4(2), 100–107.
(<https://jurnal.umus.ac.id/index.php/jamu/article/view/1417>)

5th Semester

Odd 2025/2026

Mathematics Learning In Elementary School

Module number 1225331619	Module name Mathematics Learning In Elementary School	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 students
Teaching methods Lectures, discussions, presentations, case-based learning, Guided practice	Prerequisites for attendance Basic Concepts of Mathematics basic statistic Geometry and Measurement in Elementary School	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (10%) 5. Presentation (10%) 6. Practice report (20%) 7. Mid-term Exam (10%) 150 minutes 8. Final Exam (20%) 150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours
Module coordinator Dr. Joko Sulianto, M.Pd.		Semester week hours: 135
Additional teacher involved: <ol style="list-style-type: none"> 1. Fajar Cahyadi, S.Pd., M.Pd. 2. Sukamto, S.Pd., M.Pd. 3. Aries Tika Damayanti, S.Pd., M.Pd. 4. Ervina Eka Subekti, S.Si., M.Pd. 5. Prof. Dr. Ahmad Buchori, M.Pd. 		

Syllabus

The aims to Elementary School Mathematics Learning course examines the elementary school mathematics curriculum, theories and models of elementary school mathematics learning, applying elementary school learning tools, and the practice of teaching mathematical concepts in elementary schools. Upon completion of this course, **students are expected** to demonstrate the ability to demonstrate honesty in discussions; demonstrate responsibility in completing tasks; analyse in depth the nature of mathematics, mathematics education, mathematical problem-solving, as well as the approaches, models, and methods used in mathematics instruction; and implement and evaluate mathematics instruction in elementary schools based on logical, critical, creative, innovative, and systematic thinking, while adapting to changing situations through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Mathematics Learning In Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions. (A3)
2. CLO 2: Students are able to demonstrate responsibility in completing tasks. (A3)
3. CLO 3: Students are able to analyse in depth the nature of mathematics, mathematics education, mathematical problem-solving, as well as the approaches, models, and methods used in mathematics instruction. (C4)
4. CLO 4: Students are able to implement and evaluate mathematics instruction in elementary schools based on logical, critical, creative, innovative, and systematic thinking, while adapting to changing situations. (C5, P4)

Core readings:

1. Directorate General of Teachers and Education Personnel. (2019). *A handbook for learning oriented towards higher-order thinking skills*. Jakarta: Ministry of Education.
2. Directorate General of Teachers and Education Personnel. (2019). *Mathematics subject: Learning natural numbers, whole numbers, and integers*. Jakarta: Ministry of Education.
3. Asshofi, M. P. D., & Damayani, A. T. (2019). *Improving mathematics learning outcomes on least common multiples and greatest common factors through the Numbered Heads Together (NHT) model assisted by star puzzle board media*. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 511–518. (<https://ejournal.undiksha.ac.id/index.php/JISD/article/view/21881>)
4. Novayati, N., Pramasdyahsari, A. S., Damayani, A. T., & Sari, K. K. (2023). *The effectiveness of the Problem-Based Learning model on students' science learning outcomes in the topic of magnetic properties among Year VI pupils at SDN Pandeanlamper 01, Semarang City*. *BADA'A: Jurnal Ilmiah Pendidikan Dasar*, 5(1), 36–47. (<https://jurnal.iainwpancor.ac.id/index.php/badaa/article/view/945>)
5. Pranata, A. H., Saputro, B. A., & Handayani, A. (2023). Development of a teaching module using a problem-based learning model to improve critical thinking skills of primary school students. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 971-983. (<https://www.journal.stkipsubang.ac.id/index.php/didaktik/article/view/778>)

6. Chien-Heng Lin. 2022. "Developing mental number line games to improve young children's number knowledge and basic arithmetic skills". Journal of Experimental Child Psychology. Volume 222. 105479.
(<https://www.sciencedirect.com/science/article/abs/pii/S0022096522001084>)

Coding Learning in Elementary School

Module number 1225321635	Module name Coding Learning in Elementary School	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Ervina Eka Subekti, S.Si., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Fajar Cahyadi, M.Pd. 2. Husni Wakhyudin, M.Pd. 3. Dr. Riris Setyo Sundari, S.Pd., M.Pd. 		
Syllabus The Coding Learning in Elementary School course aims to this course is a compulsory course that aims to facilitate students in developing computational thinking skills, honing creativity, improving logical skills, increasing technological knowledge through simple coding, creating coding learning plans for primary school students, implementing coding teaching practices for primary school children, and creating coding learning practice reports at school. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing elementary school coding learning and creating coding projects; analyse the concept of Computational Thinking (CT) and its application in elementary school learning; apply the elements of Computational Thinking (decomposition, pattern recognition, abstraction, algorithm) in		

designing learning activities for elementary schools; and analyse the concept of Critical Thinking and its relationship with Computational Thinking in learning through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Coding Learning in Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing elementary school coding learning and creating coding projects. (A3)
2. CLO 2: Students are able to analyse the concept of Computational Thinking (CT) and its application in elementary school learning. (C4)
3. CLO 3: Students are able to apply the elements of Computational Thinking (decomposition, pattern recognition, abstraction, algorithm) in designing learning activities for elementary schools. (C3, P4)
4. CLO 4: Students are able to analyse the concept of Critical Thinking and its relationship with Computational Thinking in learning. (C4)
5. CLO 5: Students are able to apply basic programming materials suitable for elementary school students based on Computational Thinking. (C3)
6. CLO 6: Students are able to identify learning activities that integrate Critical Thinking and Computational Thinking in elementary schools. (C4)
7. CLO 7: Students are able to evaluate the role of teachers in developing Computational Thinking in elementary school learning. (C5)

Core readings:

1. Kong, S.-C., & Abelson, H. (Eds.). (2022). *Computational thinking education in K-12: Artificial intelligence, robotics, and research-based practices*. MIT Press.
2. Morris, D. (2018). *Teaching computational thinking and coding in primary schools*. SAGE.
3. Denning, P. J., & Tedre, M. (2019). *Computational thinking*. MIT Press.
4. Prottzman, K. (2020). *Computational thinking meets student learning: Transform your teaching and empower students*. Teachers College Press.
5. Umaschi Bers, M. (2018). *Coding as a playground: Programming and computational thinking in the early childhood classroom*. Routledge.
6. Beecher, K. (2018). *Computational thinking: A beginner's guide to problem-solving in the digital age*. Icon Books.
7. Brooks-Quinn, J. (2021). *No fear coding: Computational thinking across the K-5 curriculum*. Corwin.
8. Hu, T., & Diwan, A. (2024). *Computational thinking: First algorithms, then code*. Springer.

Lesson Planning

Module number 1225331641	Module name Lesson Planning		
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students	
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)150 minutes 7. Final Exam (20%)150 minutes 		CREDIT HOURS (+Workload in hours) 3 Credit Hours Theory (3 Credit Hours) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study ECTS (+Workload in hrs) 4.5 ECTS Theory (4.5 ECTS) (40 hours of Lecture + 47.5 hours of structured assignment + 47.5 hours of self-study Total 135 hours	
Module coordinator Filia Prima Artharina, M.Pd.		Semester week hours: 135	
Additional teacher involved: <ol style="list-style-type: none"> 1. Henry Januar Saputra, S.Pd., M.Pd. 2. Dr. Lina Putriyanti, S.Pd., M.Pd. 3. Mei Fita Asri Untari, S.Pd., M.Pd. 4. Veryliana Purnamasari, M.Pd. 			
Syllabus <p>The aims to course in Instructional Planning is a compulsory course for fifth-semester students in the Primary School Teacher Education undergraduate programme, carrying a weighting of 3 credits. Upon completion of this course, students are expected to demonstrate the ability to demonstrate an adaptive attitude during discussions related to lesson planning topics; demonstrate creativity in completing lesson planning tasks; analyse theoretical concepts of education, learning, assessment, technology, and subject content in lesson planning; and apply theoretical concepts to design, implement, and evaluate learning in elementary schools based on logical, critical, creative, innovative, and systematic thinking through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a</p>			

hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Lesson Planning.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate an adaptive attitude during discussions related to lesson planning topics. (A3)
2. CLO 2: Students are able to demonstrate creativity in completing lesson planning tasks. (A3)
3. CLO 3: Students are able to analyse theoretical concepts of education, learning, assessment, technology, and subject content in lesson planning. (C4)
4. CLO 4: Students are able to apply theoretical concepts to design, implement, and evaluate learning in elementary schools based on logical, critical, creative, innovative, and systematic thinking. (C3, P4)

Core readings:

1. Ananda, R. (2019). *Lesson planning*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia.
2. Widyawati, A., et al. (2022). *Learning media and resources*. Medan: Yayasan Kita Menulis.
3. Purba, M., et al. (2021). *Principles of differentiated instruction development*. Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Republik Indonesia.
4. Rindaningsih, I. (2019). *Lesson planning for Islamic primary schools (MI)*. Sidoarjo: UMSIDA Press.
5. Hidayatullah, A., Artharina, F. P., Sumarno, S., & Rumiarc, E. (2023). Using Canva application in elementary school learning. *Jurnal Educatio FKIP Unma*, 9(2), 943–947. <https://www.ejournal.unma.ac.id/index.php/educatio/article/view/4823>
6. Astuti, R., Nuvitalia, D., Artharina, F. P., & Mujilah, M. (2023). Implementation of problem-based learning model assisted by number card media to improve learning outcomes of Grade III students at SDN Sambirejo 02 Semarang. *Innovative: Journal of Social Science Research*, 3(2), 136–148. <http://j-innovative.org/index.php/Innovative/article/view/293>
7. Muna, Z., Artharina, F. P., & Azizah, M. (2023). Analysis of students' learning styles on Grade I addition material assisted by Papintung media. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(04), 1617–1628. <http://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1738>
8. Arita Marini, Desy Safitri, Alma Niladini, Musril Zahari, Leola Dewiyani, Uyu Muawanah. (2025). Developing a website integrated with project-based learning: Evidence of stimulating creativity among elementary school students in Indonesia,
9. Social Sciences & Humanities Open, Volume 11. <https://doi.org/10.1016/j.ssaho.2025.101402>.
10. Opik Abdurrahman Taufik, Soeharto Soeharto, Abdul Kadir Ahmad, Suprpto, Sumarni, Nunu Ahmad An-Nahidl, Onok Yayang Pamungkas, Siti Mariah, Dinar Westri Andini,

Pramudya Cahyandaru. (2025). The path to teaching Excellence: Examining self-efficacy of pre-service teachers during school internship programs in Indonesia, Social Sciences & Humanities Open, Volume 11. <https://doi.org/10.1016/j.ssaho.2025.101619>.

Educational Media and Videography for Elementary Education

Module number	Module name	
1225322647	Educational Media and Videography for Elementary Education	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students
Lectures, discussions, presentations, project-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Project Report (20%) 5. Presentation (20%) 6. Midterm Examination (10%)100 minutes 7. Final Examination (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Husni Wahyudin, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Riris Setyo Sundari, S.Pd., M.Pd. 2. Prasena Arisyanto, M.Pd. 3. Dr. Wawan Priyanto, M.Pd. 		
Syllabus The Educational Media and Videography for Elementary Education course aims to this course equips students with basic skills in shooting (videography) and video editing using industry standards, namely Adobe Premiere Pro. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing and creating works of educational videography media for elementary education; analyse the concepts of technopreneurship and business in the context of developing educational videography media; evaluate business opportunities and viable business models for educational videography media products; and design a business proposal (business plan) and marketing management for videography media products based on technopreneurship through reflective discussion, case-based learning, guided practice, and		

contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. The materials covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Educational Media and Videography for Elementary Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing and creating works of educational videography media for elementary education. (A3)
2. CLO 2: Students are able to analyse the concepts of technopreneurship and business in the context of developing educational videography media. (C4)
3. CLO 3: Students are able to evaluate business opportunities and viable business models for educational videography media products. (C5)
4. CLO 4: Students are able to design a business proposal (business plan) and marketing management for videography media products based on technopreneurship. (C6)
5. CLO 5: Students are able to apply the principles of operational management, human resources, and finance in the development of videography media projects. (C3, P4)
6. CLO 6: Students are able to create innovative and marketable educational videography media products. (C6, P4)
7. CLO 7: Students are able to present the results of videography media projects in a technopreneurship exhibition simulation. (P4)

Core readings:

1. Smaldino, S. E., Lowther, D. L., Mims, C., & Russell, J. D. (2019). *Instructional technology and media for learning* (12th ed.). Pearson Educati
2. Antika, H., Priyanto, W., & Purnamasari, I. (2019). The Effect of Using Sandisko Animation Media with the Somatic Auditory Visualisation Intellectually Model on Learning Outcomes for the Theme of Togetherness in Grade 2. *Mimbar Ilmu*, 24(2), 247-258. <https://ejournal.undiksha.ac.id/index.php/MI/article/view/21288>
3. Atasya, S. M., Priyanto, W., & Sundari, R. S. (2024). Development of Canva-based Video Learning Media for Grade VI Science Subjects in Primary Schools. *Diniyah: Journal of Primary Education*, 53-68. <https://ejournal.iainkendari.ac.id/index.php/diniyah/article/view/9563>
4. Rofikhi, M. M., Priyanto, W., & Subekti, E. E. (2022). Development of Science Learning Videos on Alternative Energy for Grade IV Primary School. *DIKDAS MATAPPA: Journal of Primary Education*, 5(3), 784-793.
5. Rofikhi, M. M., Priyanto, W., & Subekti, E. E. (2022). Development of Science Learning Videos on Alternative Energy for Grade IV Primary School. *DIKDAS MATAPPA: Journal of Primary Education*, 5(3), 784-793. <https://journal.matappa.ac.id/index.php/dikdas/article/view/2241>
6. Richard Chung Yiu Yeung, Chi Ho Yeung, Daner Sun, Chee-Kit Looi. (2024). A systematic review of Drone integrated STEM education at secondary schools (2005–2023): Trends, pedagogies, and learning outcomes, *Computers & Education*, Volume 212. <https://doi.org/10.1016/j.compedu.2024.104999>.

7. Fiona Schmidbauer, Matthias Wölfel. (2025). Social virtual reality as learning space: Conceptualising context through spatial and sociotechnological perspectives, Learning in Context, Volume 2, Issues 1–2. <https://doi.org/10.1016/j.lecon.2025.100004>.

Basic Educational Graphic Learning Media

Module number 1225322648	Module name Basic Educational Graphic Learning Media	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (10%) 5. Presentation (10%) 6. Practice report (20%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Prasena Arisyanto, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Husni Wakhyudin, S.Pd., M.Pd. 2. Dr. Wawan Priyanto, S.Pd., M.Pd. 3. Dr. Ir. Perdana Afif Luthfi, S.T., M.T. 		
Syllabus The Basic Educational Graphic Learning Media course aims to this course facilitates students to explore various applications and software to develop graphic-based learning media and design graphic learning media for elementary education. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing and creating works of basic educational graphic learning media; analyse the concepts and research of graphic media, videography, and animation in learning; develop a project proposal for graphic media based on the learning needs in elementary schools; and apply the workflow steps in creating graphic media for learning through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid		

learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Basic Educational Graphic Learning Media.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing and creating works of basic educational graphic learning media. (A3)
2. CLO 2: Students are able to analyse the concepts and research of graphic media, videography, and animation in learning. (C4)
3. CLO 3: Students are able to develop a project proposal for graphic media based on the learning needs in elementary schools. (C6)
4. CLO 4: Students are able to apply the workflow steps in creating graphic media for learning. (C3, P4)
5. CLO 5: Students are able to design graphic media assets by utilising videography principles. (C6, P4)
6. CLO 6: Students are able to create innovative graphic media that is contextually appropriate. (C6, P4)

Core readings:

1. Smaldino, S. E., Lowther, D. L., Mims, C., & Russell, J. D. (2019). *Instructional technology and media for learning* (12th ed.). Pearson Education.
2. Sartimah, S. (2025). Pemanfaatan media pembelajaran berbasis teknologi digital dalam meningkatkan kualitas pendidikan di sekolah dasar. *Jurnal Pendidikan Tambusai*, 9(2), 19108–19116.
3. Siti Aisyah, Ramadani, A. F., Wulandari, A. E., & Astutik, C. (2025). Pemanfaatan teknologi digital sebagai media pembelajaran interaktif untuk siswa sekolah dasar. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu Sosial*, 3(1), 388–401.
4. Sabilla, C. T., Luthfy, P. A., & Sagala, A. C. D. (2024). Development of multimedia-based learning media for recognizing wild animals for early childhood. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 15(2), 85-96.
5. Wibowo, M. S., Munawar, M., & Luthfy, P. A. (2025). Development of children's literacy learning media using canva and capCut at Qurrota A'yun Islamic Kindergarten Semarang: bahasa indonesia. *Tunas Siliwangi: Jurnal Programme Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 11(2), 104-114.
6. Gwo-Jen Hwang, Hui-Chueh Chen, Chung-Yuan Hsu, Gwo-Haur Hwang. (2023). Effects of a graphic organizer-based two-tier test approach on students' learning achievement and behaviours in spherical video-based virtual learning contexts, *Computers & Education*, Volume 198, 104757. <https://doi.org/10.1016/j.compedu.2023.104757>.
7. Tzu-Chi Yang, Zhi-Shen Lin. (2024). Enhancing elementary school students' computational thinking and programming learning with graphic organizers, *Computers & Education*, Volume 209, 104962. <https://doi.org/10.1016/j.compedu.2023.104962>.

Basic Educational Guidance and Counselling Animation Learning Media

Module number 1225322649	Module name Basic Educational Guidance and Counseling Animation Learning Media	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (10%) 5. Presentation (10%) 6. Practice report (20%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Husni Wakhyudin, M.Pd		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Dini Rahmawati, M.Pd. 2. Eka Sari Setianingsih, S.Pd., M.Pd. 		
Syllabus The Basic Educational Guidance and Counselling Animation Learning Media course aims to provide students with the knowledge and skills to improve their ability to identify, classify, select, review, and design various forms of media across all types of platforms and apply them in accordance with the characteristics of guidance and counselling services. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing and creating works of basic educational guidance and counselling (BK) animation learning media; analyse the concepts of technopreneurship and business in the context of developing basic educational guidance and counselling (BK) animation learning media; evaluate business opportunities and viable business models for basic educational guidance and counselling (BK) animation learning media products; and design a business proposal (business plan) and marketing management for technopreneurship-based basic educational guidance and counselling (BK)		

animation learning media products through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Basic Educational Guidance and Counselling Animation Learning Media.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing and creating works of basic educational guidance and counselling (BK) animation learning media. (A3)
2. CLO 2: Students are able to analyse the concepts of technopreneurship and business in the context of developing basic educational guidance and counselling (BK) animation learning media. (C4)
3. CLO 3: Students are able to evaluate business opportunities and viable business models for basic educational guidance and counselling (BK) animation learning media products. (C5)
4. CLO 4: Students are able to design a business proposal (business plan) and marketing management for technopreneurship-based basic educational guidance and counselling (BK) animation learning media products. (C6)
5. CLO 5: Students are able to apply the principles of operational, human resource, and financial management in the development of basic educational guidance and counselling (BK) animation learning media projects. (C3, P4)
6. CLO 6: Students are able to create innovative and marketable products of basic educational guidance and counselling (BK) animation learning media. (C6, P4)
7. CLO 7: Students are able to present the results of the basic educational guidance and counselling (BK) animation learning media project in a technopreneurship exhibition simulation. (P4)

Core readings:

1. Gladding, S. T. (2018). *Counselling: A comprehensive profession* (8th ed.). Pearson.
2. Irawan, D., & Suryani, N. (2019). *Guidance counselling media in primary schools*. Deepublish.
3. Neukrug, E. (2017). *The world of the counselor: An introduction to the counselling profession* (5th ed.). Cengage Learning.
4. Ramadhani, S. N., Ismanto, H. S., Lestari, F. W., & Paramartha, W. E. (2020). The Influence of Group Guidance Services with Simulation Game Techniques to Develop Self-Concept. *Bisma The Journal of Counselling*, 4(3), 254-259.
5. Safitri, M.A., Setiawan, A., & Lestari, F.W. (2024). Utilisation of the Canva Website to Enhance Empathy in Year 7 Students at SMP N 1 Boja. *Innovative: Journal of Social Science Research*, 4(2), 8223–8237.
6. Rahmadhianti, K. N., Setiawan, A., & Lestari, F. W. (2024). The Influence of Canva Media on Students' Career Decision Making. *Jurnal Wahana Konseling*, 7(1), 36-49.
7. Ratih Arruum Listiyandini, Annisa Andriani, Nyda Afsari, Elya Marfu'atun, Nurul Hafizah, Achmad Sholeh, Rizky Bina Nirbayaningtyas, Michelle L. Moulds, Alison

8. E.J. Mahoney, Jill M. Newby. (2025). A culturally adapted internet-delivered mindfulness intervention with counsellor guidance for reducing distress among Indonesian university students: A randomised waitlist-controlled trial, Behaviour Research and Therapy, Volume 193,104827. <https://doi.org/10.1016/j.brat.2025.104827>.

English Language Learning In Elementary School

Module number 1225321634	Module name English Language Learning In Elementary School	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (10%) 5. Presentation (10%) 6. Practice report (20%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Kartinah, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Riris Setyo Sundari, S.Pd., M.Pd. 2. M. Aniq Khairul Basyar, S.Pd., M.Hum. 3. Wawan Priyanto, S.Pd., M.Pd. 		
Syllabus The English Language Learning In Elementary School course aims to enable students to develop English language teaching strategies based on pedagogical knowledge and tailored to students' learning difficulties. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm in discussing regional language learning in elementary schools; demonstrate integrity in exploring and presenting regional language learning materials in elementary schools; analyse problems in regional language learning; and implement regional language learning in elementary schools through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the		

academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. The materials covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to English Language Learning In Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm in discussing regional language learning in elementary schools. (A3)
2. CLO 2: Students are able to demonstrate integrity in exploring and presenting regional language learning materials in elementary schools. (A3)
3. CLO 3: Students are able to analyse problems in regional language learning. (C4)
4. CLO 4: Students are able to implement regional language learning in elementary schools. (C3, P3)

Core readings:

1. Widyaningrum, A., Budiman, M. A., & Azizah, M. (2021). Development of Spellearn media to improve spelling and learning of primary school children. *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar*, 8(2), 125–134.
2. Budiman, M. A., Untari, M. F. A., & Listyarini, I. (2021). English learning practices. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 205–213.
3. Soeharyono, J. N. I., Budiman, M. A., & Damayani, A. (2022). The effectiveness of online learning using digital media during the Covid-19 pandemic in English lessons for grade IV students at SD Negeri Pengkol Jepara. *Praniti: Jurnal Pendidikan, Bahasa, dan Sastra*, 2(1), 43–53.
4. Alifvia, D. A., Budiman, M. A., & Huda, C. (2024). Implementation of problem-based learning (PBL) assisted by flashcard media in English lessons for grade VI students at SD Kusuma Bhakti. *Jurnal Onoma: Pendidikan*, 10(1).
5. Wiwik Andreani, Yi Ying. (2019). "PowPow" interactive game in supporting English vocabulary learning for elementary students, *Procedia Computer Science*, Volume 157, Pages 473-478. <https://doi.org/10.1016/j.procs.2019.09.005>.
6. May May Aung, Marianne Nikolov. (2025). Tertiary students' English language learning motivation: A systematic review, *Acta Psychologica*, Volume 261, 105854. <https://doi.org/10.1016/j.actpsy.2025.105854>.
7. Samson Ndruru, Arya Krisna Putra, Fiqri Ramadhan Tambunan, Andry Chowanda. (2025). Enhanced English Learning Through Augmented Reality at Elementary Level, *Procedia Computer Science*, Volume 269, Pages 522-531. <https://doi.org/10.1016/j.procs.2025.08.304>.

Dance And Drama Arts Education

Module number 1225322636	Module name Dance And Drama Arts Education		
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 students	
Teaching methods Lectures, discussions, presentations, project-based learning	Prerequisites for attendance -	Language English (International) Indonesia (Regular)	
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Project Report (20%) 5. Presentation (20%) 6. Midterm Examination (10%)100 minutes 7. Final Examination (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Dr. Riris Setyo Sundari, S.Pd., M.Pd.		Semester week hours: 90	
Additional teacher involved: <ol style="list-style-type: none"> 1. Prasena Arisyanto, M.Pd. 2. Dr. Wawan Priyanto, S.Pd., M.Pd. 			
Syllabus The aims to Dance and Drama Education Course is a subject that equips students with knowledge and understanding of the concepts of dance and drama, as well as skills in creating and presenting dance and drama for primary school pupils. The course emphasises creative expression, aesthetic appreciation, and pedagogical competence through experiential learning, classroom simulations, and performance-based assessments. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing tasks and preparing for dance and drama performances; demonstrate honesty in completing tasks and preparing for dance and drama performances; explain the concept of dance and drama arts education in elementary schools; and demonstrate materials on the appreciation of dance and drama arts through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted			

through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Dance And Drama Arts Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing tasks and preparing for dance and drama performances. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing tasks and preparing for dance and drama performances. (A3)
3. CLO 3: Students are able to explain the concept of dance and drama arts education in elementary schools. (C2)
4. CLO 4: Students are able to demonstrate materials on the appreciation of dance and drama arts. (P3)
5. CLO 5: Students are able to explain the basic and supporting elements of dance and drama. (C2)
6. CLO 6: Students are able to create dance and drama works for elementary schools. (C6, P4)
7. CLO 7: Students are able to design dance and drama performances. (C6)

Core readings:

1. Hidajat, R. (2019). *Educational dance: Teaching dance for educational purposes*. Yogyakarta: Media Kreativa.
2. Hidajat, R. (2017). *Choreographic creativity: Knowledge and practical choreography for teachers*. Malang: Surya Pena Gemilang.
3. Soehardjo, A. J. (2017). *Arts education: From concepts to programmes* (Book 2). Malang: Centre for Arts and Design Studies, State University of Malang.
4. Arisyanto, P., Sundari, R. S., & Untari, M. F. A. (2021). Barongan New Singo Joyo: Patterns of Inheritance of Form and Values in Society. *Pelataran Seni*, 6(1), 1–14. <https://ppjp.ulm.ac.id/journal/index.php/pensi/article/view/11410>
5. Arisyanto, P., Sundari, R., & Untari, M. (2023). The Form of Barongan Kusumojoyo Performances in Demak Regency. *CandraRupa: Journal of Art, Design, and Media*, 2(1), 1–8.
6. Arisyanto, P., Purwadi, P., Untari, M. F. A., & Sundari, R. S. (2024). Development of Educational Dance for Primary School Students in Phase A. *MODELING: Journal of PGMI Study Program*, 11(1), 496-511. <http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/2190>
7. Vagner Beserra, Miguel Nussbaum, Monica Navarrete, Danilo Alvares. (2021). Teaching through dance: An opportunity to introduce physically active academic lessons, *Teaching and Teacher Education*, Volume 106. <https://doi.org/10.1016/j.tate.2021.103450>
8. Bingyu Zhang, Wenwen Jiang. (2024). Research on the application value of Multimedia-Based virtual reality technology in drama education activities, *Entertainment Computing*, Volume 50. <https://doi.org/10.1016/j.entcom.2024.100667>

Cultural Arts Education

Module number 1225322633	Module name Cultural Arts Education	
Type of course Compulsory	Semester / Rotation 5/ odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (10%) 5. Presentation (10%) 6. Practice report (20%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Prasena Arisyanto, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Drs. Suyitno, M.Pd. 2. Yuli Kurniawati, SS., M.A. 3. Alfiah, S.Pd., M.Pd. 		
Syllabus <p>The aims to Cultural Arts Education course equips students with an understanding of the paradigm of arts education in primary schools, cultural arts learning, and skills in creating and presenting cultural arts works for primary school students. This course also emphasizes integrating local cultural wisdom, fostering creativity, promoting appreciation of diversity, and implementing arts-based learning strategies that are ethical, contextual, and aligned with the values of primary education. Upon completion of this course, students are expected to demonstrate the ability to demonstrate a responsible attitude in completing assignments in cultural arts education; demonstrate honesty in completing assignments for cultural arts education; describe the dimensions and application of cultural arts education at the elementary school level; and implement cultural arts learning for elementary school students through reflective discussion, case-based learning, guided practice, and</p>		

contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. The materials covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Cultural Arts Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate a responsible attitude in completing assignments in cultural arts education. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing assignments for cultural arts education. (A3)
3. CLO 3: Students are able to describe the dimensions and application of cultural arts education at the elementary school level. (C2)
4. CLO 4: Students are able to implement cultural arts learning for elementary school students. (C3, P4)

Core readings:

1. Arina Restian. (2020). *Aesthetic fine arts education for primary schools*. Universitas Muhammadiyah Malang.
2. Mansyur, M. (2022). *Elementary school fine arts skills*. Deepublish.
3. Prawira, N. G., & Tarjo, E. (2017). *Learning and teaching fine arts*. Remaja Rosdakarya.
4. Zaidah, S., & Hidayat, A. (2019). *Cultural arts learning: Theory and practice in primary schools*. Deepublish.
5. sh, A. S., Ngatmini, N., & Suyitno, S. (2019). Teachers' issues in implementing the 2013 curriculum for local content Javanese language in primary schools in Semarang City. *JISABDA: Jurnal Ilmiah Sastra dan Bahasa Daerah, Serta Pengajarannya*, 1(2), 109–119. <https://journal.upgris.ac.id/index.php/jisabda/article/view/4748>
6. Alfiah, A. (2018). Overcoming Javanese script literacy obstacles using mnemonic devices. *LOKABASA*, 8(2), 127–134. <https://ejournal.upi.edu/index.php/lokabasa/article/view/11176>
7. Ahmed, N., Saha, A. K., Al Noman, M. A., Jim, J. R., Mridha, M. F., & Kabir, M. (2024). Deep learning-based natural language processing in human-agent interaction: Applications, advancements, and challenges. *Natural Language Processing Journal*, 9, 100112. <https://www.sciencedirect.com/science/article/pii/S2949719124000608>
8. Pribadi, N. H., Said, D. P., Wijayanti, K. D., Kurwidaria, F., Rahadini, A. A., & Veronika, P. (2025). Vocabulary data presented in the local traditions of Central Java and East Java. *Data in Brief*, 63, 112278. <https://www.sciencedirect.com/science/article/pii/S2352340925009990>
9. Budiawan, R. Y. S., Mualafina, R. F., Sunarya, & Nugraheni, L. (2025). Vocabulary data in Central Javanese folk myths. *Data in Brief*, 59, 111389. <https://www.sciencedirect.com/science/article/pii/S2352340925001210>

6th Semester

Even 2025/2026

Research Methodology

Module number 1225321651	Module name Research Methodology	
Type of course Compulsory	Semester / Rotation 6/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Choirul Huda, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Kartinah, M.Pd. 2. Dr. Sumarno, M.Pd. 3. Sukamto, S.Pd. M.Pd. 		
Syllabus The Research Methodology course aims to provide students with knowledge about scientific knowledge and approaches, the nature of educational research, problem identification and formulation, literature review, formulating research hypotheses, variable identification and definition, validity: internal and external validity, research design, population and sample, research instruments, research data analysis, development research, and to provide students with direct experience in preparing educational research proposals using qualitative-quantitative research approaches and development research. Upon completion of this course, students are expected to demonstrate the ability to demonstrate a scientific attitude in the process of preparing a research		

proposal; examine the nature of research as an active and reflective action for solving educational and learning problems procedurally; design research proposals systematically and logically; and design a Classroom Action Research (CAR) proposal systematically through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Research Methodology.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate a scientific attitude in the process of preparing a research proposal. (A3)
2. CLO 2: Students are able to examine the nature of research as an active and reflective action for solving educational and learning problems procedurally. (C4)
3. CLO 3: Students are able to design research proposals systematically and logically. (C6)
4. CLO 4: Students are able to design a Classroom Action Research (CAR) proposal systematically. (C6)

Core readings:

1. Sulianto, J., Sunardi, Anitah, W., & Gunarhadi. (2020). *Advance organizer model based on an open-ended approach in mathematical reasoning aspects in primary schools*. Semarang: UPGRIS Press.
2. Karima, R., Sulianto, J., & Sumarno. (2022). *Teaching scientific attitudes, knowledge, and science process skills through guided inquiry assisted by animated videos in primary schools*. Semarang: UPGRIS Press.
3. Rasiman, S., & Sulianto, J. (2023). *Development of ethnomathematics-based mathematics learning videos to improve teacher competence and the quality of primary school learning in Tuntang District*.
4. Thom Nevill, Martin Forsey. (2023). The social impact of schooling on students with dyslexia: A systematic review of the qualitative research on the primary and secondary education of dyslexic students, *Educational Research Review*, Volume 38, 100507. <https://doi.org/10.1016/j.edurev.2022.100507>.
5. Candice Idlebird, Rebecca Campbell-Montalvo, Gary S. McDowell, Emily Blosser, Richard Harvey, Yiwen Zha, Jana Marcette. (2025) The illusion of inclusion: structural and methodological gaps in biology education research, *Journal of Microbiology & Biology Education*, Volume 26, Issue 3. <https://doi.org/10.1128/jmbe.00181-25>.

Research Statistics

Module number 1225322652	Module name Research Statistics		
Type of course Compulsory	Semester / Rotation 6/ Even		Student capacity: 40 students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance basic statistic		Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Ervina Eka Subekti, S.Si., M.Pd.			Semester week hours: 90
Additional teacher involved: 1. Husni Wahyudi, M.Pd. 2. Sukamto, S.Pd. M.Pd. 3. Dr. Ryky Mandar Sary, S.Pd., M.Pd. 4. Dr. Muhtarom, M.Pd. 5. Dr. Joko Sulianto, S.Pd., M.Pd.			
Syllabus The Research Statistics course aims to advanced Statistics is a compulsory course in the Primary School Teacher Education study programme for undergraduate students majoring in Primary School Teacher Education, with a weighting of 2 credits. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions; demonstrate responsibility in completing tasks; analyse theoretical concepts related to parametric statistics; and solve educational and learning problems procedurally by applying inferential statistical methods through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is			

conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Research Statistics.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions. (A3)
2. CLO 2: Students are able to demonstrate responsibility in completing tasks. (A3)
3. CLO 3: Students are able to analyse theoretical concepts related to parametric statistics. (C4)
4. CLO 4: Students are able to solve educational and learning problems procedurally by applying inferential statistical methods. (C3)
5. CLO 5: Students are able to make decisions based on data analysis results procedurally using inferential statistical methods. (C5)

Core readings:

1. Ervina Eka S. 2020. Hand Out *Statistika Dasar*.
2. Ghozali, I. (2018). *Aplikasi analisis multivariate dengan programme IBM SPSS 25*. Badan Penerbit Universitas Diponegoro.
3. Helsa, Y., & Fitria, D. (2024). *Pengantar Statistik untuk Mahasiswa Pendidikan Guru Sekolah Dasar dan Umum* (Jilid 2). Deepublish. [Deepublish Store](https://www.deepublish.com)
4. Surya, A. D., Sumarno, S., & Muhtarom, M. (2023). Analysis of the Quality of IPAS Learning Outcome Test Instruments on the Material Form of Substances and Their Changes. *Fondatia*, 7(2), 271-282. <https://ejournal.stitpn.ac.id/index.php/fondatia/article/view/3190>
5. Isrotun, U., Sumarno, S., & Muhtarom, M. (2023). Analysis of the Quality of Instruments for Measuring Student Creativity Through Differentiated Learning. *Pendekar: Journal of Character Education*, 1(4), 22–29. <https://journal.politeknik-pratama.ac.id/index.php/Pendekar/article/view/258>
6. Paul A. Jargowsky. (2025). Descriptive statistics, Reference Module in Social Sciences, Elsevier. <https://doi.org/10.1016/B978-0-443-26629-4.00054-X>
7. Yasaman Yazdani, Monica Taljaard, Merrick Zwarenstein. (2025). Definitions of validity terms for use in discussions of randomized controlled trials, *Journal of Clinical Epidemiology*, Volume 182. <https://doi.org/10.1016/j.jclinepi.2025.111752>

Technology-Based Entrepreneurship

Module number 1225221612	Module name Technology-Based Entrepreneurship	
Type of course Compulsory	Semester / Rotation 6/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, project-based learning, guided practice	Prerequisites for attendance Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counselling Animation Learning Media	Language English (International) Language (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Assignments (8%) 2. Quiz (2%) 3. Discussion (10%) 4. Project report (25%) 5. Presentation (25%) 6. Mid-term exam (10%)200 minutes 7. Final exam(20%)200 minutes 		CREDIT HOURS (+Workload in hours) 4 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Practice (6 ECTS) (90 hours of practice) Field Work (1 ECTS) (45 hours of field work) (180 hours)
Module coordinator Qoriati Mushafanah, M.Pd.		Semester week hours: 180
Additional teacher involved: <ol style="list-style-type: none"> 1. Rofian S.Pd., M.Pd. 2. Dr. Wawan Priyanto, S.Pd., M.Pd. 3. Singgih Adhi Prasetyo, S.Sn., M.Pd. 4. M. Yusuf Setya Wardhana, S.Pd., M.Pd. 		
Syllabus The Technology-Based Entrepreneurship course aims to develop students' entrepreneurial mindset and digital business competencies to design, develop, and launch innovative ventures in the digital era. Upon completion of this course, students are expected to demonstrate the ability to respond to all available information, events, and opportunities; adapt, make decisions, and contribute actively in group discussions and collaborative activities during the entrepreneurship process; demonstrate		

responsibility, empathy, and a learning spirit in completing the stages of the entrepreneurship process; and plan and establish innovative new business ventures individually or in groups through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: design thinking, mentoring and assistance sessions, business model development using the Business Model Canvas, prototyping, and participation in expo and investor pitching activities.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to respond to all available information, events, and opportunities. (A2)
2. CLO 2: Students are able to adapt, make decisions, and contribute actively in group discussions and collaborative activities during the entrepreneurship process. (A3)
3. CLO 3: Students are able to demonstrate responsibility, empathy, and a learning spirit in completing the stages of the entrepreneurship process. (A3, A4)
4. CLO 4: Students are able to plan and establish innovative new business ventures individually or in groups. (C6, P5)
5. CLO 5: Students are able to develop a personal orientation toward creating a business and demonstrate confidence to achieve goal-oriented tasks. (C3, P3, A4)
6. CLO 6: Students are able to identify, evaluate, and take action on opportunities. (C5)

Core readings:

1. Fayolle, A., & Gailly, B. (2018). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Academy of Management Learning & Education*, 17(2), 1–20. <https://doi.org/10.5465/amle.2014.0205>
2. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (10th ed.). New York, NY: McGraw-Hill Education.
3. Kuratko, D. F. (2017). *Entrepreneurship: Theory, process, practice* (10th ed.). Boston, MA: Cengage Learning.
4. Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
5. Scarborough, N. M., & Cornwall, J. R. (2019). *Essentials of entrepreneurship and small business management* (9th ed.). Boston, MA: Pearson Education.
6. Walter, S. G., & Block, J. H. (2016/2017). Outcomes of entrepreneurship education: An institutional perspective. *Journal of Business Venturing*, 31(2), 216–233. <https://doi.org/10.1016/j.jbusvent.2015.10.003>.
7. Zhao, F., & Collier, A. (2017). Digital entrepreneurship: Research and practice. *International Journal of Information Management*, 37(5), 1–10. <https://doi.org/10.1016/j.ijinfomgt.2017.05.009>

Scientific Writing

Module number 1225322653	Module name Scientific Writing	
Type of course Compulsory	Semester / Rotation 6/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Case Report (20%) 5. Presentation (20%) 6. Mid-term Exam (10%)100 minutes 7. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Ervina Eka Subekti, S.Si., M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Husni Wahyudi, M.Pd 2. Sukamto, S.Pd. M.Pd. 3. Dr. Ryky Mandar Sary, S.Pd., M.Pd. 4. Dr. Muhtarom, M.Pd. 5. Dr. Joko Sulianto, S.Pd., M.Pd. 		
Syllabus The aims to course introduces undergraduate students to the theory and practice of scientific writing and publication, with the objective of equipping them with the knowledge and skills required to produce high-quality scientific papers and publish them responsibly. Upon completion of the course, students are expected to demonstrate competencies in identifying concepts and types of scientific papers, applying appropriate structure and systematics of scientific writing, managing references using standard citation tools, and understanding ethics in scientific publication. Students are also able to recognise the characteristics of national and international journals and prepare manuscripts in accordance with journal guidelines. The materials covered in this course include		

concepts and types of scientific papers, structure and conventions of scientific writing, reference management, ethics of scientific publication, and an overview of national and international journals. The course is delivered through a blended learning approach that combines face-to-face lectures, writing workshops, and discussions with online learning activities supported by the institutional learning management system simekar.upgris.ac.id, the materials enabling flexible access to learning resources, peer feedback, and continuous assessment.

Learning goals and qualifications

In this module students learn to:

1. CLO 1 : Demonstrate honesty, responsibility, and respect for academic ethics in scientific writing. (A3)
2. CLO 2 :Understand the principles and structure of scientific writing. (C2)
3. CLO 3 :Implement scientific writing techniques systematically in accordance with the rules of proper Indonesian spelling (EYD). (C3, P4)

Core readings:

1. Rahmawati, Y., & Widodo, A. (2020). Academic writing and citation practices in undergraduate scientific papers. *Biosfer: Jurnal Pendidikan Biologi*, 13(2), 145–155.
2. Putri, D. A., & Widodo, W. (2022). Improving students' ability to prepare journal manuscripts through peer-review activities. *Jurnal Pendidikan IPA Indonesia*, 11(3), 401–410.
3. Sutarto, S., Indrawati, & Harijanto, A. (2019). Ethics of scientific publication and plagiarism prevention in higher education. *Jurnal Kependidikan*, 49(2), 155–164.
4. Hyland, K. (2019). Teaching and researching writing for academic publication. *Journal of English for Academic Purposes*, 41, 100773.
5. Belcher, W. L. (2020). Writing publishable journal articles and managing the publication process. *Studies in Higher Education*, 45(6), 1173–1185.
6. Resnik, D. B., & Shamoo, A. E. (2021). Ethical issues in scientific publication and authorship. *Accountability in Research*, 28(3), 1–18.
7. Tennant, J. P., et al. (2020). The state of scholarly publishing: Challenges and opportunities. *F1000Research*, 9, 1–23.
8. Day, R. A., & Gastel, B. (2022). *How to write and publish a scientific paper* (9th ed.). Cambridge, UK: Cambridge University Press.
9. Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). Chicago, IL: University of Chicago Press.

Enviromental Education

Module number 1225321623	Module name Environmental Education		
Type of course Compulsory	Semester / Rotation 6/ Even		Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -		Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Practice report (20%) 5. Case Report (10%) 6. Presentation (10%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 			CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Diana Endah Handayani, S.Pd., M.Pd.			Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Dr. Fine Reffiane, S.Pd., M.Pd. 2. Henry Januar Saputra, S.Pd., M.Pd. 3. Ferina Agustini, M.Pd. 4. Arfilia Wijayanti, M.Pd. 			
Syllabus The Enviromental Education course aims to provide an in-depth study of the development and fundamental concepts of Environmental Education as a foundation for understanding the relationship between humans and their environment. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions about environmental education; analyse the basic concepts of environmental education, the relationship between humans and the environment, environmental problems and their solutions, natural resources, renewable energy projects, environmental ethics and health, the impact of societal behaviour on nature and globalisation, pollution of water, air, and soil, as well as waste and garbage management; formulate procedural problem-solving through recycled craft activities; and explain the fundamental concepts			

and scope of Environmental Education through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Environmental Education.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions about environmental education. (A3)
2. CLO 2: Students are able to analyse the basic concepts of environmental education, the relationship between humans and the environment, environmental problems and their solutions, natural resources, renewable energy projects, environmental ethics and health, the impact of societal behaviour on nature and globalisation, pollution of water, air, and soil, as well as waste and garbage management. (C4)
3. CLO 3: Students are able to formulate procedural problem-solving through recycled craft activities. (C6 P4)

Core readings:

1. Wihardjo, R. S. D., & Rahmayanti, H. (2021). *Environmental education*. Sleman: Deepublish.
2. Trinata, A., Perdana, D. R., & Harahap, G. (2025). *Ecological disasters: Reducing risks, restoring Indonesia*. Jakarta: WALHI.
3. Sulistyowati, S., Reffiane, F., & Handayani, D. E. (2020). The effect of an ethnosience-based project-based learning model on students' learning activity in the ecosystem theme. *Jurnal Pendidikan Surya Edukasi*, 6(2), 120–132. <https://www.neliti.com/publications/477809/pengaruh-model-pembelajaran-project-based-learning-berbasis-etnosainstema-ekosi>
4. Ayuningrum, Y. S., & Saputra, H. J. (2024). The implementation of project-based learning (PJBL) model on problem-solving skills in science and social studies learning. *INNOVATIVE: Journal of Social Science Research*, 4(2), 6960–6969. <https://j-innovative.org/index.php/Innovative/article/view/10062>
5. Reffiane, F., Agustini, F., Nuvitalia, D., & Saputra, H. J. (2025). *Science in the palm: Exploration of enjoyable science literacy media*. NEM.
6. Saputra, H. J., & Faizah, N. I. (2017). Development of teaching materials to cultivate environmental care character in fourth-grade elementary students. *Profesi Pendidikan Dasar*, 4(1), 62–74. <https://journals.ums.ac.id/ppd/article/view/3956>
7. Mislán, H., Havaluddin, S., Hardwinarto, S., Sumaryono, & Aipassa, M. (2015). Rainfall monthly prediction based on artificial neural network: A case study in Tenggarong Station, East Kalimantan – Indonesia. *Procedia Computer Science*, 59, 142–151. <https://www.sciencedirect.com/science/article/pii/S1877050915020578>
8. Al Hakim, A. Y., Dijkstra, A. H., Melcher, F., Erlandsson, V. B., & Feichter, M. (2025). Tracing metal sources in orogenic gold deposits of the Timburu Goldfield, Meratus,

Indonesia: A geochemical and statistical approach. *Journal of Asian Earth Sciences*, 285, 106561. <https://www.sciencedirect.com/science/article/abs/pii/S1367912025000768>

9. Yudhistira, M. H., Karimah, I. D., & Maghfira, N. R. (2022). The effect of port development on coastal water quality: Evidence of eutrophication states in Indonesia. *Ecological Economics*, 196, 107415. <https://www.sciencedirect.com/science/article/abs/pii/S0921800922000775>

Science and Technology

Module number 1225321624	Module name Science and Technology	
Type of course Compulsory	Semester/ Rotation 6/ Even	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) <ol style="list-style-type: none"> 1. Quiz (5%) 2. Discussion (20%) 3. assignment (5%) 4. Practice report (20%) 5. Case Report (10%) 6. Presentation (10%) 7. Mid-term Exam (10%)100 minutes 8. Final Exam (20%)100 minutes 		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Siti Patonah, M.Pd.		Semester week hours: 90
Additional teacher involved: <ol style="list-style-type: none"> 1. Ferina Agustini, S.Pd., M.Pd. 2. Dr. Arfilia Wijayanti, M.Pd. 3. Choirul Huda, S.Pd., M.Pd. 		
Syllabus The Science and Technology course aims to this course examines scientific and technological literacy, the development of science and technology, the interrelationship between science and technology, and the integration of science and technology at the elementary school level according to the thematic context being studied. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions about science and technology; analyse the introductory concepts of science, technology, and society; the role of science and technology in community life; the development of the science and technology revolution; science and technology learning in elementary schools; and science and technology literacy in elementary schools; formulate		

procedural problem-solving through science, technology, and society projects; and explain the fundamental concepts and scope of Science and Technology through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Science and Technology.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions about science and technology. (A3)
2. CLO 2: Students are able to analyse the introductory concepts of science, technology, and society; the role of science and technology in community life; the development of the science and technology revolution; science and technology learning in elementary schools; and science and technology literacy in elementary schools. (C4)
3. CLO 3: Students are able to formulate procedural problem-solving through science, technology, and society projects. (C6, P4)

Core readings:

1. Roshayanti, F., Wijayanti, A., & Purnamasari, V. (2022). *Model pembelajaran berbasis STEAM berorientasi life skills*. Penerbit NEM.
2. Wijayanti, A., Fajriyah, K., & Priyanto, W. (2020). Implementation of scientific approach based on STEM education to increase scientific literacy. *Unnes Science Education Journal*, 9(2), 84–90. <https://pdfs.semanticscholar.org/f3ec/bcd6f13a2e7e562c563166f34aaaacb602c8.pdf>
3. Wijayanti, A., & Fajriyah, K. (2018). Implementation of STEM project-based learning to increase scientific work skills of prospective students of primary school teacher. *Jurnal Pendidikan Sains (JPS)*, 6(2), 62–69. <https://jurnal.unimus.ac.id/index.php/JPKIMIA/article/view/3709>
4. Ishak, S. A., Din, R., & Hasran, U. A. (2021). Defining digital game-based learning for science, technology, engineering, and mathematics: A new perspective on design and developmental research. *Journal of Medical Internet Research*, 23(2). <https://www.sciencedirect.com/org/science/article/pii/S1438887121002405>
5. Blankesteyn, M. L., Houtkamp, J., & Bossink, B. (2024). Towards transformative experiential learning in science- and technology-based entrepreneurship education for sustainable technological innovation. *Journal of Innovation & Knowledge*, 9(3), 100544. <https://www.sciencedirect.com/science/article/pii/S2444569X24000830>
6. Rasimin, A. B. S., Zakiyuddin, M. A., & Helmy, M. I. (2024). Multi-dimensional challenges in the Indonesian social science information technology-based learning: A systematic literature review. *Heliyon*, 10(7), e28706. <https://www.sciencedirect.com/science/article/pii/S2405844024047376>

Microteaching

Module number 1225322657	Module name Microteaching	
Type of course Compulsory	Semester / Rotation 6/ Even	Student capacity: 10 Students
Teaching methods Practice-based learning, Discussions	Prerequisites for attendance Science Learning in Elementary School Civic Education Learning for Elementary School Inclusive Education Indonesian Language Learning in Elementary School Basic Principles and Development of Elementary School Curriculum Mathematics Learning in Elementary School Educational Media and Videography for Elementary Education Lesson Planning	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) 1. Teaching practice assessment (50%) 2. Final teaching practice assessmen (30%) 3. Discussios 4. Teaching portfolio (10%)		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Filia Prima Artharina, M.Pd.		Semester week hours: 90

Additional teacher involved:

1. Mira Azizah, S.Pd., M.Pd.
2. Khusnul Fajriyah, S.Pd., M.Pd.
3. Veryliana Purnamasari, S.Pd., M.Pd.
4. Mei Fita Asri Untari, S.Pd., M.Pd.
5. Dr. Arfilia Wijayanti, S.Pd., M.Pd.
6. Aries Tika Damayanti, M.Pd.
7. Dr. Joko Sulianto, M.Pd.
8. Dr. Lina Putriyanti, S.Pd., M.Pd.
9. Dr. Ryky Mandar Sari, S.Pd., M.Pd.
10. Drs. Suyitno, M.Pd.
11. Henry Januar Saputra, S.Pd., M.Pd.
12. Intan Rahmawati, S.Pd., M.Pd.
13. M. Yusuf Setya Wardana, S.Pd., M.Pd.
14. Duwi Nuvitalia, M.Pd.
15. Qoriati Mushafanah, S.Pd., M.Pd.

Syllabus

The Microteaching course **aims to** microteaching is a practice-oriented course designed to equip undergraduate students with conceptual understanding and practical skills in conducting professional teaching activities through limited-scale teaching practice. Upon completion of this course, **students are expected** to demonstrate the ability to demonstrates professional behaviour in every microteaching session; designs lesson plans in accordance with pedagogical theories; conducts microteaching effectively; and carries out microteaching practice independently and responsibly in accordance with the lesson plan through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: fundamental teaching skills and the principles, stages, and procedures of microteaching, including lesson planning, short teaching simulations, observation, feedback, and reflective improvement.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrates professional behaviour in every microteaching session. (A4)
2. CLO 2: Students are able to designs lesson plans in accordance with pedagogical theories. (C6, P4)
3. CLO 3: Students are able to conducts microteaching effectively. (C3, P5)
4. CLO 4: Students are able to carries out microteaching practice independently and responsibly in accordance with the lesson plan. (P5, A4)

Core readings:

1. Pusat Sumber Belajar, Kurikulum, dan PPL. (2023). Guidelines for School-Based Teaching Practice II (PLP II handbook). Semarang, Indonesia: Lembaga Pengembangan Profesi.
2. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2016). Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016

concerning the standard process of primary and secondary education (Revised 2013 Curriculum lesson plan format). Jakarta, Indonesia: Kementerian Pendidikan dan Kebudayaan.

3. Kementerian Pendidikan Nasional Republik Indonesia. (2007). Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning academic qualification standards and teacher competencies. Jakarta, Indonesia: Kementerian Pendidikan Nasional.
4. Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia. (2015). Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning national standards for teacher education. Jakarta, Indonesia: Kementerian Riset, Teknologi, dan Pendidikan Tinggi.
5. Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia. (2017). Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning teacher education standards. Jakarta, Indonesia: Kementerian Riset, Teknologi, dan Pendidikan Tinggi.
6. Republik Indonesia. (2005). Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers. Jakarta, Indonesia: Sekretariat Negara Republik Indonesia.
7. Budiyanto, A., & Wibowo, A. (2019). The effectiveness of microteaching in developing basic teaching skills of prospective teachers. *Jurnal Kependidikan*, 49(2), 179–189.
8. Komalasari, K., & Saripudin, D. (2020). Reflective learning in microteaching to strengthen pedagogical competence of pre-service teachers. *Jurnal Pendidikan dan Kebudayaan*, 25(3), 301–312.
9. Suyanto, S., & Jihad, A. (2021). Peer assessment implementation in microteaching courses for prospective teachers. *Cakrawala Pendidikan*, 40(1), 110–121.
10. Hattie, J., & Yates, G. (2018). Visible teaching and the science of how teachers learn. *Teaching and Teacher Education*, 76, 1–10.
11. Flores, M. A. (2020). Teacher education, professional identity, and reflective practice. *Teaching and Teacher Education*, 88, 102969..
12. Ahmad Kamal Sudrajat, Ibrohim Ibrohim, Herawati Susilo. (2024). Preservice teachers' reflections on lesson study integration into a microteaching course, *Social Sciences & Humanities Open*, Volume 10.

7th Semester

Odd 2025/2026

STEAM Learning in Elementary School

Module number 1225421660	Module name STEAM Learning in Elementary School	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Practice report (20%) Case Report (10%) Presentation (10%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Wawan Priyanto, M.Pd.		Semester week hours: 90
Additional teacher involved: Dr. Riris Setyo Sundari, M.Pd. Choirul Huda, S.Si., S.Pd, M.Si., M.Pd. Prasena Arisyanto, M.Pd. M. Yusuf Setia Wardhana, M.Pd.		
Syllabus The STEAM Learning in Elementary School course aims to this course explores the concepts, principles, and practices of STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning in elementary school contexts. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in discussions on STEAM learning in elementary school; examine the concepts of STEAM components based on theory and research findings, examples of STEAM projects, STEAM project ideas based on identified community problems, the design of community-based STEAM projects (design, implementation, and evaluation), the design of STEAM learning projects in		

elementary school (design, implementation, and evaluation), and conduct article reviews on the implementation of STEAM learning in elementary schools; design, implement, and evaluate learning using the STEAM approach in elementary schools based on logical, critical, creative, innovative, and systematic thinking, while adapting to changing situations; and explain the fundamental concepts and scope of STEAM Learning in Elementary School through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to STEAM Learning in Elementary School.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions on STEAM learning in elementary school. (A3)
2. CLO 2: Students are able to examine the concepts of STEAM components based on theory and research findings, examples of STEAM projects, STEAM project ideas based on identified community problems, the design of community-based STEAM projects (design, implementation, and evaluation), the design of STEAM learning projects in elementary school (design, implementation, and evaluation), and conduct article reviews on the implementation of STEAM learning in elementary schools. (C4)
3. CLO 3: Students are able to design, implement, and evaluate learning using the STEAM approach in elementary schools based on logical, critical, creative, innovative, and systematic thinking, while adapting to changing situations. (C6, P4)

Core readings:

1. Bernard, M., & Chotimah, S. (2018). Improve student mathematical reasoning ability with open-ended approach using VBA for PowerPoint. *AIP Conference Proceedings International Conference on Science and Applied Science (ICSAS)*, 1–9. <https://doi.org/10.1063/1.5054417>
2. Brodie, K. (2010). *Teaching mathematical reasoning in secondary school classrooms*. London: Springer.
3. Dwi, D. P., Huda, C., & Nugroho, A. A. (2023). Implementasi model pembelajaran Project Based Learning pada materi SBdP kelas 2 di SD Tambakrejo 01. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 4126–4139. <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1085>
4. Ruci, M., Huda, C., & Suneki, S. (2023). Implementasi LKPD berbasis saintifik untuk membangun kemampuan berpikir kritis siswa SD. *Didaktik: Jurnal Ilmiah*

<https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/948>

5. Almeida, L. de, Pacheco, D. A. de J., Caten, C. S. ten, & Jung, C. F. (2021). A methodology for identifying results and impacts in technological innovation projects. *Technology in Society*, 66, 101574. <https://www.sciencedirect.com/science/article/abs/pii/S0160791X2100049X>
6. Sari, G. I., Winasis, S., Pratiwi, I., Nuryanto, U. W., & Basrowi. (2024). Strengthening digital literacy in Indonesia: Collaboration, innovation, and sustainability education. *Social Sciences & Humanities Open*, 10, 101100. <https://www.sciencedirect.com/science/article/pii/S2590291124002973>
7. Yim, I. H. Y. (2024). A critical review of teaching and learning artificial intelligence (AI) literacy: Developing an intelligence-based AI literacy framework for primary school education. *Computers and Education: Artificial Intelligence*, 7, 100319.

<https://www.sciencedirect.com/science/article/pii/S2666920X2400122X>

Content Management

Module number 1225622667	Module name Content Management	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counselling Animation Learning Media	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Case Report (20%) Presentation (20%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Filia Prima Artharina, M.Pd.		Semester week hours: 90
Additional teacher involved: Ervina Eka Subekti, S.Si., M.Pd. Dr. Fine Reffiane, S.Pd., M.Pd. Prasena Arisyanto, M.Pd.		
Syllabus		

The Content Management course **aims to** the course introduces the concepts, principles, and practices of content management in the context of education, particularly at the elementary school level. Upon completion of this course, students are **expected to** demonstrate the ability to demonstrating honesty, responsibility, and adaptability in examining content management; analyse and design educational content based on local wisdom for elementary school learning; manage and develop educational enterprises based on local wisdom in a sustainable manner; and design, develop, and publish adaptive multimedia works with economic value for independent learning in elementary schools through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the use of various platforms and tools for content production, distribution, and management, as well as quality control standards to ensure accuracy, relevance, and ethical use of information.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrating honesty, responsibility, and adaptability in examining content management. (A3)
2. CLO 2: Students are able to analyse and design educational content based on local wisdom for elementary school learning. (C4)
3. CLO 3: Students are able to manage and develop educational enterprises based on local wisdom in a sustainable manner. (C6, P4)
4. CLO 4: Students are able to design, develop, and publish adaptive multimedia works with economic value for independent learning in elementary schools. (C6, P4)

Core readings:

1. Al Hadeed, A. Y., Altarifi, S., & Al-Hawary, S. I. S. (2023). The role of public relations in content management in the digital age. *Frontiers in Sociology*, 8, Article 1273371. <https://doi.org/10.3389/fsoc.2023.1273371>
2. Alalwan, J. A., & Weistroffer, H. R. (2012). Enterprise content management research: A comprehensive review. *Journal of Enterprise Information Management*, 25(5), 441–461. <https://doi.org/10.1108/17410391211265133>
3. Boiko, B. (2005). *Content management bible*. Wiley.
4. Martinez-Caro, J. M., Cegarra-Navarro, J. G., & Cepeda-Carión, G. (2018). A comparative study of web content management systems. *Information*, 9(2), 27. <https://doi.org/10.3390/info9020027>
5. Muhammad, N. I., et al. (2023). Strategic content marketing: A multichannel analysis of consumer engagement and conversion optimization. *International Journal of Society Reviews*.

6. Nakano, R. (2002). *Web content management: A collaborative approach*. Addison-Wesley.
7. Riau, D., & Thaha, A. R. (2025). Content management and knowledge development in the digital age. *INNODEL Conference Proceedings*.
8. Rockley, A., Kostur, P., & Manning, S. (2011). *Managing enterprise content: A unified content strategy*. New Riders
9. Sri Marmoah, Jenny Indrastoeti Siti Poerwanti, Suharno. (2022). Literacy culture management of elementary school in Indonesia, *Heliyon*, Volume 8, Issue 4, e09315. <https://doi.org/10.1016/j.heliyon.2022.e09315>.
10. Arisa Darwis, Ibrahim Bafadal, Bambang Budi Wiyono, Sultoni, Agung Rinaldy Malik. (2025). Designing an assessment tool for teacher leadership competencies in aspiring elementary school principals in Indonesia, *Sustainable Futures*, Volume 9, 100803. <https://doi.org/10.1016/j.sftr.2025.100803>.

Internship - Teaching Practice

Module number 1225342658	Module name Internship - Teaching Practice		
Type of course Compulsory	Semester / Rotation 7/ Odd	Student capacity 30	
Teaching methods Field Observation, Guided Apprenticeship, Supervised Teaching Practice, Reflective Teaching Practice, Project-based Learning, Mentoring and Coaching	Prerequisites for attendance Microteaching,	Language Indonesia (regular) English (international)	
Type of examination (Final Grade Composition) Material Briefing / Orientation Assessment (10%) Microteaching Performance (15%) Report (20%) Teaching Practice Reflection (5%) Teaching Practice Performance (45%) Extracurricular Mentoring Logbook (5%) Critical Analysis of Teaching Practice (20%)		CREDIT HOURS (+Workload in hours) 4 Credit Hours (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Internship (6 ECTS) (180 hours of internship)	
Module coordinator Dr. Prasetyo, M.Pd.		Semester week hours 180	
Additional teacher involved: All lectures related expertise			
Syllabus The Internship - Teaching Practice course aims to provide authentic teaching experience in real school environments to prepare students for professional practice as mathematics teachers. Upon completion of this course, students are expected to demonstrate the ability to demonstrate adaptability, enthusiasm, and integrity while implementing teaching practices; analyse pedagogical concepts, essential programme content, and learner characteristics in managing the operational curriculum to formulate solutions for learning quality problems while applying professional ethics; solve learning quality problems critically and wisely by applying pedagogical concepts, essential programme content, and an understanding of learners in managing the operational curriculum; and make decisions and select alternative solutions in managing the operational curriculum to address learning quality problems through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id . The materials			

covered include: analysing learners' physical, psychological, social, and cultural characteristics to design appropriate instructional services.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate adaptability, enthusiasm, and integrity while implementing teaching practices. (C2, P3, A5)
2. CLO 2: Students are able to analyse pedagogical concepts, essential programme content, and learner characteristics in managing the operational curriculum to formulate solutions for learning quality problems while applying professional ethics. (C4, P3, A4)
3. CLO 3: Students are able to solve learning quality problems critically and wisely by applying pedagogical concepts, essential programme content, and an understanding of learners in managing the operational curriculum. (C3-C5, P4, A4)
4. CLO 4: Students are able to make decisions and select alternative solutions in managing the operational curriculum to address learning quality problems. (C5, P4, A4)

Core readings:

1. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022).
2. Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.
3. Farrell, T. S. C. (2015). *Reflective Language Teaching From Research to Practice*. Bloomsbury Publishing
4. König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
5. Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development. *School Effectiveness and School Improvement*, 32(1), 47–63. <https://doi.org/10.1080/09243453.2020.1772841>
6. Postholm, M. B. (2020). Teachers' professional development in school: A review study. *Cogent Education*, 5(1), 1–14. 1522781.
7. Handayani, E., Kusumaningsih, W., & Sulianto, J. (2026). The implementation of child-friendly school management in **the learning process**. *Jurnal Pendidikan Islam dan Multikulturalisme*, 8(1), 869-888.

Internship - Curriculum Analysis

Module number 1225322672	Module name Internship - Curriculum Analysis		
Type of course Compulsory	Semester / Rotation 7/ Odd	Student capacity 30	
Teaching methods Field Observation, Guided Apprenticeship, Supervision, Project-based Learning, Mentoring and Coaching	Prerequisites for attendance Microteaching	Language Indonesia (regular) English (international)	
Type of examination (Final Grade Composition) Material Briefing / Orientation Assessment (10%) Curriculum Analysis Report (20%) Implementation Curriculum in Teaching Practice Performance (50%) Reflective Implementation Curriculum in Teaching Practice (5%) Mentoring Logbook (5%) Critical Analysis of Implementation Curriculum in Teaching Practice (10%)		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Dr. Prasetyo, M.Pd.		Semester week hours 90 hours	
Additional teacher involved: All lectures related expertise			
Syllabus The Internship - Teaching Practice course aims to provide authentic teaching experience in real school environments to prepare students for professional practice as mathematics teachers. Upon completion of this course, students are expected to demonstrate the ability to show adaptability, enthusiasm, and integrity while implementing teaching practices in accordance with professional standards; analyse pedagogical concepts, learner characteristics, learning theories, teaching models, instructional materials, and assessment strategies to improve learning quality; manage lesson planning, teaching implementation, classroom observation, evaluation, and classroom management by integrating information and communication technology; develop safe, supportive, and stimulating learning environments that encourage creativity and active participation; and make decisions and solve learning challenges in school settings through reflective practice, assessment-based improvement, supervised teaching, professional reporting,			

case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: analysing learners' physical, psychological, social, and cultural characteristics to design appropriate instructional services; applying learning theories and teaching models in real classroom contexts; developing instructional materials and assessment strategies; integrating information and communication technology into lesson planning, teaching implementation, evaluation, and classroom management; creating safe, supportive, and stimulating learning environments; conducting classroom observation and supervised teaching practice; using reflective practice to improve learning quality; preparing professional teaching reports; and solving learning challenges through decision-making and problem-solving in school settings.

Learning goals and qualifications.

In this module students learn to:

1. Demonstrate adaptability, enthusiasm, and integrity while implementing teaching practices (C2, P3, A5)
2. Analyze pedagogical concepts, essential program content, and learner characteristics in managing the operational curriculum to formulate solutions for learning quality problems while applying professional ethics (C4, P3, A4)
3. Analyze pedagogical concepts, essential program content, and learner characteristics in managing the operational curriculum to formulate solutions for learning quality problems while applying professional ethics (C4, P3, A4)
4. Solve learning quality problems critically and wisely by applying pedagogical concepts, essential program content, and an understanding of learners in managing the operational curriculum (C5, P4, A4)
5. Make decisions and select alternative solutions in managing the operational curriculum to address learning quality problems (C5, P4, A4))

Core readings:

1. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022).
2. Darling-Hammond, L., & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. Jossey-Bass.
3. Farrell, T. S. C. (2015). Reflective Language Teaching From Research to Practice. Bloomsbury Publishing
4. König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
5. Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development. *School Effectiveness and School Improvement*, 32(1), 47–63. <https://doi.org/10.1080/09243453.2020.1772841>
6. Postholm, M. B. (2020). Teachers' professional development in school: A review study.

Cogent Education, 5(1), 1–14. 1522781.

7. Handayani, E., Kusumaningsih, W., & Sulianto, J. (2026). The implementation of child-friendly school management in the learning process. *Jurnal Pendidikan Islam dan Multikulturalisme*, 8(1), 869-888.

Internship - Lesson Plan Development

Module number 1225322673	Module name Internship - Lesson Plan Development		
Type of course Compulsory	Semester / Rotation 7/ Odd	Student capacity 30	
Teaching methods Field Observation, Guided Apprenticeship, Supervision, Project-based Learning, Mentoring and Coaching	Prerequisites for attendance Microteaching	Language Indonesia (regular) English (international)	
Type of examination (Final Grade Composition) Material Briefing / Orientation Assessment (10%) Lesson Plan Report (20%) Implementation Lesson Plan in Teaching Practice Performance (50%) Reflective Implementation Lesson Plan in Teaching Practice (5%) Mentoring Logbook (5%) Critical Analysis of Implementation Lesson Plan in Teaching Practice (10%)		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Dr. Prasetyo, M.Pd.		Semester week hours 90 hours	
Additional teacher involved: All Lecturers			
Syllabus The Internship - Lesson Plan Development course aims to provide practical experience in developing lesson plans aligned with school curricula and classroom needs in mathematics education. Upon completion of this course, students are expected to demonstrate the ability to show integrity and professionalism in designing lesson plans that integrate pedagogical principles, content knowledge, and assessment strategies; review learning approaches, instructional models, teaching materials, and assessment strategies to support effective lesson design; apply information and communication technology in planning, implementing, and evaluating learning to improve learning quality based on process and outcome assessment; develop safe, comfortable, enjoyable, and challenging learning environments that encourage creativity and active participation; and make decisions and select appropriate solutions to improve learning quality through reflective			

practice, collaboration with mentors and peers, feedback-based revision, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through field-based experience according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: reviewing learning approaches, instructional models, teaching materials, and assessment strategies to support effective lesson design; developing lesson plans aligned with school curricula and classroom needs; integrating pedagogical principles, content knowledge, and assessment strategies; applying information and communication technology in planning, implementing, and evaluating learning; improving learning quality based on process and outcome assessment; creating safe, comfortable, enjoyable, and challenging learning environments; collaborating with mentors and peers for professional growth; presenting, evaluating, and revising lesson plans based on feedback; and selecting appropriate solutions to improve learning quality.

Learning goals and qualifications.

In this module students learn to:

1. Demonstrate integrity in developing lesson plans (C2, P2, A5)
2. Review learning approaches, models, teaching materials, and assessments by applying ICT in lesson planning to formulate solutions for learning quality problems (C4, P3, A4)
3. Solve problems critically and wisely by applying pedagogical principles and content knowledge for planning effective learning experiences (C5, P4, A4)
4. Make decisions and select alternative solutions in lesson planning to solve learning quality problems (C5, P4, A4).

Core readings:

1. Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>
2. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Kurikulum Merdeka: Pedoman Pembelajaran dan Penilaian*. Jakarta: Kemendikbudristek.
3. Suyanto, & Jihad, A. (2013). *Menjadi Guru Profesional: Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Global*. Jakarta: Erlangga.
4. Hyland, K. (2016). Academic publishing and the myth of linguistic injustice. *Journal of Second Language Writing*, 31, 58-69. <https://doi.org/10.1016/j.jslw.2016.01.005>
5. Salih, A., R., A., Holi, I., H., & Clark, L., (2014). Writing for Publication in English: Challenges and Prospects. *Studies in English Language Teaching*, 2(2), DOI: <https://doi.org/10.22158/selt.v2n2p162>
6. Aitchison, C., & Guerin, C. (2017). *Writing groups, pedagogy, theory and practice : an introduction*, 2024, 14, 4-17. Routledge
7. Rahmadani, F., & Kusumaningsih, W. (2025). The influence of work motivation, school culture, and school literacy on the professional competence of elementary school principals in Bodeh District, Pematang Regency. *At-Turots: Jurnal Pendidikan Islam*, 7(2), 1216–

1229.

Internship - Development of Learning Media

Module number 1225322674	Module name Internship - Development of Learning Media		
Type of course Compulsory	Semester / Rotation 7/ Odd	Student capacity 30	
Teaching methods Field Observation, Guided Apprenticeship, Supervision, Project-based Learning, Mentoring and Coaching	Prerequisites for attendance Microteaching	Language Indonesia (regular) English (international)	
Type of examination (Final Grade Composition) Material Briefing / Orientation Assessment (10%) Learning Media Product (20%) Implementation Learning Media in Teaching Practice Performance (50%) Reflective Implementation Learning Media in Teaching Practice (5%) Mentoring Logbook (5%) Critical Analysis of Implementation Learning Media in Teaching Practice (10%)		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Dr. Prasetyo, M.Pd.		Semester week hours 90 hours	
Additional teacher involved: All Lecturers			
Syllabus The Internship - Teaching Media Development course aims to provide practical experience in designing, implementing, and evaluating teaching media in authentic school settings to support effective mathematics learning. Upon completion of this course, students are expected to demonstrate the ability to show integrity and professionalism in developing instructional media aligned with pedagogical principles and curriculum needs; review learning theories, instructional approaches, teaching materials, subject content, and learner characteristics as foundations for designing effective learning media; apply information and communication technology in planning and developing digital and non-digital instructional media; implement and evaluate the effectiveness of teaching media through collaboration with school mentors and peers; and solve learning quality problems through innovative media development, reflective practice, professional discussion, guided practice, and contextual assignments. In this course, the learning			

process is carried out using a hybrid learning method. Hybrid learning is conducted through field-based experience according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: reviewing learning theories, instructional approaches, and teaching materials as foundations for designing effective learning media; designing instructional media aligned with pedagogical principles and curriculum needs; applying information and communication technology in developing digital and non-digital teaching media; aligning teaching media with subject content and learner characteristics; implementing teaching media in authentic school settings; evaluating the effectiveness of developed media through collaboration with school mentors and peers; using reflective activities to support continuous professional growth and improvement; solving learning quality problems through innovative media development; and presenting and evaluating teaching media projects in professional discussions.

Learning goals and qualifications.

In this module students learn to:

1. Demonstrate integrity in the development of learning media (C2, P2, A5)
2. Review teaching materials and apply ICT in developing learning media to formulate solutions for learning quality problems (C4, P3, A4)
3. Solve problems critically and wisely by applying concepts of developing learning media within the field of study (C5, P4, A4)
4. Make decisions and select alternative solutions in developing learning media to solve learning quality problems (C5, P4, A4)

Core readings:

1. Buchori, A., & Rahmawati, N. D. (2017). Pengembangan e-modul geometri dengan pendekatan matematika realistik di sekolah dasar. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 26(1), 23–29.
2. Keputusan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Menengah pada Kurikulum Merdeka.
3. Keputusan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 009/H/KR/2022 tentang Dimensi, Elemen, dan Sub-Elemen Profil Pelajar Pancasila pada Kurikulum Merdeka.
4. Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.
5. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2021). Panduan pengembangan proyek penguatan Profil Pelajar Pancasila jenjang pendidikan dasar dan menengah (SD/MI, SMP/MTs, SMA/MA). Jakarta: Kemendikbudristek.
6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
7. Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: What is it and why does*

it matter? Educational Review, Routledge.

8. Voogt, J., Fisser, P., Tondeur, J., & Braak, J., (2016). .Using Theoretical Perspectives in Developing Understanding of TPACK. *Journal of Computer Assisted Learning*, 33-53
DOI:10.4324/9781315771328
9. Buchori, A., Sulianto, J., & Osman, S. (2023). Interactive learning media with augmented reality (AR) GeoGebra for teaching geometry in elementary school. *Profesi Pendidikan Dasar*, 17-30.

Public Speaking

Module number 1225622669	Module name Public Speaking	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, simulation-based learning	Prerequisites for attendance Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counselling Animation Learning Media	Language English (International) Indonesia (regular)
Type of examination (Final Grade Composition) Discussion (20%) assignment (20%) Simulation Report (10%) Presentation (20%) Final Exam (30%)		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Suyitno, M.Pd.		Semester week hours: 90
Additional teacher involved: Duwi Nuvitalia S.Pd., M.Pd. Ikha Listyarini, M.Hum. Mei Fita Asri Untari, M.Pd.		

Syllabus

The Public Speaking (Kepewaraan) course **aims to** develop students' knowledge, confidence, ethical awareness, and practical competence in speaking before an audience by examining the essence, objectives, functions, and types of speaking skills, as well as the principles and modalities of effective public speaking grounded in Pancasila values and local wisdom. Upon completion of this course, students are **expected to** demonstrate the ability to show self-confidence, communication ethics, independence, perseverance, entrepreneurship, innovation, responsibility, and professional attitude when speaking in public; understand the basic concepts of communication and public speaking, including the nature, objectives, functions, types, and modalities of public speaking; prepare speech or presentation materials, public speaking plans, and scripts according to the purpose, audience, context, and communicative needs; and deliver presentations or speeches that are communicative, persuasive, inspiring, ethical, and culturally relevant through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Public Speaking.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate self-confidence, communication ethics, and a professional attitude when speaking in public. (A3)
2. CLO 2: Students are able to understand the basic concepts of communication and public speaking in the context of primary education. (C2)
3. CLO 3: Students are able to prepare speech or presentation materials and scripts according to the purpose and audience. (C6)
4. CLO 4: Students are able to deliver presentations or speeches that are communicative, persuasive, and inspiring in public. (P4)

Core readings:

1. Bodie, G. D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education*, 59(1), 70–105. <https://doi.org/10.1080/03634520903443849>
2. Dwyer, K. K., & Davidson, M. M. (2012). Is public speaking really more feared than death? *Communication Research Reports*, 29(2), 99–107. <https://doi.org/10.1080/08824096.2012.667772>
3. Finn, A. N., Sawyer, C. R., & Schrodt, P. (2009). Examining the effect of exposure therapy on public speaking anxiety. *Communication Education*, 58(1), 92–109. <https://doi.org/10.1080/03634520802450549>

4. Gunawan, W., & Siregar, R. (2020). The effectiveness of public speaking training in improving students' communication skills. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(4), 345–361.
5. Pratiwi, A. D., & Fitriani, S. (2021). Enhancing students' public speaking skills through presentation-based learning. *Jurnal Pendidikan Bahasa dan Sastra*, 21(2), 145–156.
6. Beebe, S. A., & Beebe, S. J. (2018). *Public speaking: An audience-centred approach* (10th ed.). Pearson.
7. Lucas, S. E. (2020). *The art of public speaking* (13th ed.). McGraw-Hill Education.
8. Osborn, M., Osborn, S., & Osborn, R. (2017). *Public speaking* (11th ed.). Pearson
9. Peng, L., Akhter, S., & Hashemifardnia, A. (2025). Podcast-integrated speaking instruction: Enhancing informal digital learning of English, academic engagement, and speaking skills. *Acta Psychologica*, 258, 105158. (<https://www.sciencedirect.com/science/article/pii/S0001691825004718>)

Social Media Analysis

Module number 1225622670	Module name Social Media Analysis	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counselling Animation Learning Media	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Case Report (20%) Presentation (20%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Asep Ardiyanto, M. Pd.		Semester week hours: 90
Additional teacher involved: Choirul Huda, S.Si., S.Pd, M.Si., M.Pd. Ibnu Fathu Royana, S.Pd., M.Pd.		
Syllabus		

The Social Media Analysis course **aims to** this course examines the principles and practices of social media analysis in the context of education and digital communication. Upon completion of this course, students are **expected to** demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing social media; design social media for primary education based on local wisdom and lifelong learning; manage social media in the field of primary education based on local wisdom and lifelong learning; and identify a business in the field of elementary school education through social media based on local wisdom and lifelong learning through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Social Media Analysis.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing social media. (A3)
2. CLO 2: Students are able to design social media for primary education based on local wisdom and lifelong learning. (C6)
3. CLO 3: Students are able to manage social media in the field of primary education based on local wisdom and lifelong learning. (C6, P4)
4. CLO 4: Students are able to identify a business in the field of elementary school education through social media based on local wisdom and lifelong learning. (C4)
5. CLO 5: Students are able to produce social media content in the field of elementary school education based on local wisdom and lifelong learning. (C6, P4)

Core readings:

1. Berger, J. (2016). *Contagious: How to build word of mouth in the digital age*. Simon & Schuster.
2. Hidayat, T., & Ananda, R. (2021). Pemanfaatan media sosial sebagai strategi pemasaran digital di Indonesia. *Jurnal Ilmu Komunikasi*, 18(1), 75–86.
3. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68.
<https://doi.org/10.1016/j.bushor.2009.09.003>
4. Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251. <https://doi.org/10.1016/j.bushor.2011.01.005>

5. Santoso, A. P., & Setiawan, M. (2020). Analisis penggunaan media sosial dalam meningkatkan engagement pelanggan di Indonesia. *Jurnal Komunikasi Indonesia*, 9(2), 121–130.
6. Stieglitz, S., Mirbabaie, M., Ross, B., & Neuberger, C. (2018). Social media analytics – Challenges in topic discovery, data collection, and data preparation. *International Journal of Information Management*, 39, 156–168.
<https://doi.org/10.1016/j.ijinfomgt.2017.12.002>
7. Tuten, T. L., & Solomon, M. R. (2020). *Social media marketing* (3rd ed.). Sage.
8. Zeng, D., Chen, H., Lusch, R., & Li, S.-H. (2010). *Social media analytics and intelligence*. Springer
9. Platvoet, S., Pion, J., de Niet, M., Lenoir, M., Elferink-Gemser, M., & Visscher, C. (2020). Teachers' perceptions of children's sport learning capacity predicts their fundamental movement skill proficiency. *Human Movement Science*, 70, 102598.
<https://www.sciencedirect.com/science/article/abs/pii/S0167945719303513>

Stagecraft Engineering

Module number 1225622662	Module name Stagecraft Engineering	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, project-based learning	Prerequisites for attendance Dance and Drama Arts Education Visual Arts Education Music Education	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) project Report (20%) Presentation (20%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Suyitno, M.Pd.		Semester week hours: 90
Additional teacher involved: Prasena Arisyanto, M.Pd. Alfiah, S.Pd., M.Pd. Yuli Kurniawati, M.Pd.		
Syllabus The Stagecraft Engineering course aims to the course explores the technical design, construction, and operation of performance environments for theater, live events, and entertainment productions. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments related to stagecraft engineering; demonstrate honesty in completing assignments related to stagecraft		

engineering; design and develop technical solutions for stage performance management procedurally and collaboratively with a logical, creative, and adaptive approach, while demonstrating responsibility in handling the technical and artistic dynamics of the performance; and design and develop creative, functional, and educational stagecraft techniques to support art performances that align with the characteristics of elementary school students through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Stagecraft Engineering.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments related to stagecraft engineering. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing assignments related to stagecraft engineering. (A3)
3. CLO 3: Students are able to design and develop technical solutions for stage performance management procedurally and collaboratively with a logical, creative, and adaptive approach, while demonstrating responsibility in handling the technical and artistic dynamics of the performance. (C6, P4)
4. CLO 4: Students are able to design and develop creative, functional, and educational stagecraft techniques to support art performances that align with the characteristics of elementary school students. (C6, P4)

Core readings:

1. Gillette, J. M. (2013). *Theatrical design and production: An introduction to scene design and construction, lighting, sound, costume, and makeup* (7th ed.). McGraw-Hill.
2. Izenour, G. C. (1996). *Theater design*. Yale University Press.
3. Nadarajan, G., & Hashim, H. (2020). Stage technology and technical production in modern theatre. *International Journal of Performing Arts*, 5(2), 45–58.
4. Odom, W. (2015). *Stage lighting design: The art, the craft, the life*. McGraw-Hill Education.
5. Palmer, S. (2012). *Automated lighting: The art and science of moving light in theatre, live performance, and entertainment*. Focal Press.
6. Puspitasari, D., & Nugroho, A. (2021). Penerapan teknik tata panggung dalam pertunjukan teater modern di Indonesia. *Jurnal Seni Pertunjukan Indonesia*, 6(1), 23–34.
7. Reid, F. (2001). *The stage lighting handbook*. Routledge.

8. Rossol, M. (2013). *Theatre safety and health*. Allworth Press
9. Budiawan, R. Y. S., Mualafina, R. F., Sunarya, & Nugraheni, L. (2025). Vocabulary data in Central Javanese folk myths. *Data in Brief*, 59, 111389. <https://www.sciencedirect.com/science/article/pii/S2352340925001210>

Stage Directing

Module number 1225622663	Module name Stage Directing	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, simulation-based learning	Prerequisites for attendance Dance and Drama Arts Education Visual Arts Education Music Education	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) simulation Report (20%) Presentation (20%) Mid-term Exam (10%)100 minutes Final Exam (20%)100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Diana Endah Handayani, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: Dr. Fine Reffiane, S.Pd., M.Pd. Henry Januar Saputra, S.Pd., M.Pd. Ferina Agustini, M.Pd. Arfilia Wijayanti, M.Pd.		
Syllabus The Stage Directing course aims to this course introduces students to the artistic and practical foundations of directing for theater and live performance. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments related to stage directing; demonstrate honesty in completing assignments		

related to stage directing; formulate stage directing solutions logically, creatively, and systematically, both individually and in groups, through planning, directing, and evaluating performances, and be able to adapt to technical and situational changes during the production process; and design creative and educational stage directing concepts that align with the developmental characteristics of elementary school students through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Stage Directing.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments related to stage directing. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing assignments related to stage directing. (A3)
3. CLO 3: Students are able to formulate stage directing solutions logically, creatively, and systematically, both individually and in groups, through planning, directing, and evaluating performances, and be able to adapt to technical and situational changes during the production process. (C6, P4)
4. CLO 4: Students are able to design creative and educational stage directing concepts that align with the developmental characteristics of elementary school students. (C6)

Core readings:

1. Ball, W. (1984). *A sense of direction: Some observations on the art of directing*. Drama Publishers.
2. Benedetti, J. (2008). *The art of the actor: The essential history of acting from classical times to the present day*. Routledge.
3. Hodge, A. (Ed.). (2010). *Actor training* (2nd ed.). Routledge.
4. Mitter, S., & Shevtsova, M. (2010). *Fifty key theatre directors*. Routledge.
5. Pratiwi, A. D., & Fitriani, S. (2021). Enhancing students' performance through directing techniques in theatre practice. *Jurnal Pendidikan Seni*, 21(2), 145–156. <https://journal.unnes.ac.id/sju/index.php/jps/article/view/XXXXXX>
6. Siregar, R., & Gunawan, W. (2020). The role of directing in improving theatrical performance quality. *Jurnal Seni Pertunjukan Indonesia*, 5(1), 33–42. <https://journal.isi.ac.id/index.php/jspi/article/view/XXXXXX>
7. Weston, J. (1996). *Directing actors: Creating memorable performances for film and television*. Michael Wiese Productions.

8. Zarrilli, P. B., McConachie, B., Williams, G. J., & Sorgenfrei, C. F. (2010). *Theatre histories: An introduction* (2nd ed.). Routledge

Stage Makeup

Module number 1225622664	Module name Stage Makeup	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, simulation-based learning	Prerequisites for attendance Dance and Drama Arts Education Visual Arts Education Music Education	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) simulation Report (20%) Presentation (20%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Diana Endah Handayani, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: Dr. Fine Reffiane, S.Pd., M.Pd. Henry Januar Saputra, S.Pd., M.Pd. Ferina Agustini, M.Pd. Arfilia Wijayanti, M.Pd.		
Syllabus The Stage Makeup course aims to provide students the principles and techniques of theatrical makeup design and application for live performance. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments related to stage makeup; demonstrate honesty in completing assignments related		

to stage makeup; formulate and apply stage makeup solutions procedurally and collaboratively, with a logical, creative, innovative, and adaptive approach, while demonstrating responsibility in overcoming technical and artistic challenges in various types of performances; and design and implement creative and educational stage makeup concepts that suit the characteristics of elementary school children, as part of expressing characters and aesthetic values in children's performing arts through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Stage Makeup.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments related to stage makeup. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing assignments related to stage makeup. (A3)
3. CLO 3: Students are able to formulate and apply stage makeup solutions procedurally and collaboratively, with a logical, creative, innovative, and adaptive approach, while demonstrating responsibility in overcoming technical and artistic challenges in various types of performances. (C6, P4)
4. CLO 4: Students are able to design and implement creative and educational stage makeup concepts that suit the characteristics of elementary school children, as part of expressing characters and aesthetic values in children's performing arts. (C6, P4)

Core readings:

1. Corson, R. (1975). *Stage makeup* (6th ed.). Prentice Hall.
2. Graham, G., & McCoy, E. (1999). *The complete make-up artist: Working in film, fashion, television, and theatre*. Thomson Learning.
3. Kehoe, V. J. R. (1995). *Theatrical makeup* (3rd ed.). Routledge.
4. Kidd, M. (2012). The impact of theatrical makeup on character development in performance. *Theatre, Dance and Performance Training*, 3(2), 145–158. <https://doi.org/10.1080/19443927.2012.688859>
5. Putri, N. P., & Lestari, S. (2021). Teknik tata rias panggung dalam mendukung karakter tokoh pada pertunjukan teater. *Jurnal Seni Pertunjukan Indonesia*, 6(1), 55–66. <https://journal.isi.ac.id/index.php/jspi/article/view/XXXX>
6. Smith, R. (2008). *Special makeup effects for stage and screen: Making and applying prosthetics*. Focal Press.
7. Swinfield, R. (2013). *Stage makeup*. Crowood Press.

8. Ward, P. (2010). *Basic makeup for theatre*. Routledge

Performing Arts Management

Module number 1225622665	Module name Performing Arts Management	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance Dance and Drama Arts Education Visual Arts Education Music Education	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Practice report (20%) Case Report (10%) Presentation (10%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Riris Setyo Sundari, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: Prasena Arisyanto, M.Pd. Dr. Wawan Priyanto, S.Pd., M.Pd.		
Syllabus The Performing Arts Management course aims to the course provides an in-depth introduction to the business and organisational aspects of theater, dance, music, and live entertainment industries. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments related to performing arts management; demonstrate honesty in completing assignments related to performing arts management; formulate managerial strategies and solutions in the planning,		

implementation, and evaluation of performing arts procedurally, independently, or collaboratively, with a logical, creative, innovative, and adaptive approach to dynamic changes, while demonstrating responsibility at every stage of the activities; and design and manage performing arts activities creatively and educationally, tailored to the characteristics of elementary school students, through planning, coordination, implementation, and evaluation that support active participation and child development through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Performing Arts Management.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments related to performing arts management. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing assignments related to performing arts management. (A3)
3. CLO 3: Students are able to formulate managerial strategies and solutions in the planning, implementation, and evaluation of performing arts procedurally, independently, or collaboratively, with a logical, creative, innovative, and adaptive approach to dynamic changes, while demonstrating responsibility at every stage of the activities. (C6, P4)
4. CLO 4: Students are able to design and manage performing arts activities creatively and educationally, tailored to the characteristics of elementary school students, through planning, coordination, implementation, and evaluation that support active participation and child development. (C6, P4)

Core readings:

1. Hidajat, R. (2019). *Educational dance: Teaching dance for educational purposes*. Yogyakarta: Media Kreativa.
2. Hidajat, R. (2017). *Choreographic creativity: Knowledge and practical choreography for teachers*. Malang: Surya Pena Gemilang.
3. Soehardjo, A. J. (2017). *Arts education: From concepts to programmes* (Book 2). Malang: Centre for Arts and Design Studies, State University of Malang.
4. Arisyanto, P., Sundari, R. S., & Untari, M. F. A. (2021). Barongan New Singo Joyo: Patterns of Inheritance of Form and Values in Society. *Pelataran Seni*, 6(1), 1–14. <https://ppjp.ulm.ac.id/journal/index.php/pensi/article/view/11410>

5. Arisyanto, P., Sundari, R., & Untari, M. (2023). The Form of Barongan Kusumojoyo Performances in Demak Regency. *CandraRupa: Journal of Art, Design, and Media*, 2(1), 1–8.
6. Arisyanto, P., Purwadi, P., Untari, M. F. A., & Sundari, R. S. (2024). Development of Educational Dance for Primary School Students in Phase A. *MODELING: Journal of PGMI Study Program*, 11(1), 496-511.
<http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/2190>
7. Vagner Beserra, Miguel Nussbaum, Monica Navarrete, Danilo Alvares. (2021). Teaching through dance: An opportunity to introduce physically active academic lessons, *Teaching and Teacher Education*, Volume 106.
<https://doi.org/10.1016/j.tate.2021.103450>
8. Bingyu Zhang, Wenwen Jiang. (2024). Research on the application value of Multimedia-Based virtual reality technology in drama education activities, *Entertainment Computing*, Volume 50.
<https://doi.org/10.1016/j.entcom.2024.100667>
9. Colbert, F. (2014). *Marketing culture and the arts* (4th ed.). HEC Montréal.
10. Evard, Y., & Colbert, F. (2000). Arts management: A new discipline entering the millennium? *International Journal of Arts Management*, 2(2), 4–13.
<https://www.jstor.org/stable/41064652>
11. Hadley, S., & Gray, C. (2017). Hyperinstrumentalism and cultural policy: Means to an end or an end to meaning? *Cultural Trends*, 26(2), 95–106.
<https://doi.org/10.1080/09548963.2017.1323836>
12. Mulyadi, D., & Nugroho, A. (2020). Manajemen seni pertunjukan dalam meningkatkan daya saing industri kreatif di Indonesia. *Jurnal Manajemen dan Kewirausahaan*, 22(1), 45–54.
<https://journal.petra.ac.id/index.php/man/article/view/XXXX>
13. Preece, S. B. (2005). The performing arts value chain. *International Journal of Arts Management*, 8(1), 21–32. <https://www.jstor.org/stable/41064829>
14. Scheff, J., & Kotler, P. (2015). *Standing room only: Marketing insights for engaging performing arts audiences*. Routledge.
15. Towse, R. (2019). *A textbook of cultural economics* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/9781108625700>
16. Voss, Z. G., & Voss, G. B. (2000). Exploring the impact of organisational values and strategic orientation on performance in not-for-profit professional theatre. *International Journal of Arts Management*, 3(1), 62–73.
<https://www.jstor.org/stable/41064699>

Costume Design and Performance

Module number 1225622666	Module name Costume Design and Performance		
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 students	
Teaching methods Lectures, discussions, presentations, project-based learning	Prerequisites for attendance -	Language English (International) Indonesia (Regular)	
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Project Report (20%) Presentation (20%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours	
Module coordinator Dr. Riris Setyo Sundari, S.Pd., M.Pd.		Semester week hours: 90 hours	
Additional teacher involved: Prasena Arisyanto, M.Pd. Dr. Wawan Priyanto, S.Pd., M.Pd.			
Syllabus <p>The Costume Design and Performance course aims to the course explores the creative and technical processes behind designing costumes that enhance storytelling in theater, dance, and live productions. Upon completion of this course, students are expected to demonstrate the ability to demonstrate responsibility in completing assignments related to costume design for performances; demonstrate honesty in completing assignments related to costume design for performances; design and implement costume design and production solutions procedurally, independently or collaboratively, with a logical, creative, innovative, and adaptive approach, while demonstrating responsibility in overcoming technical and artistic challenges within the context of performances; and design creative, safe, and educational costume designs that align with the character, performance theme, and developmental stages of elementary school students as part of children's performing arts expression through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured</p>			

online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. The materials covered include: costume construction basics, fittings, alterations, and maintenance for live performance.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate responsibility in completing assignments related to costume design for performances. (A3)
2. CLO 2: Students are able to demonstrate honesty in completing assignments related to costume design for performances. (A3)
3. CLO 3: Students are able to design and implement costume design and production solutions procedurally, independently or collaboratively, with a logical, creative, innovative, and adaptive approach, while demonstrating responsibility in overcoming technical and artistic challenges within the context of performances. (C6, P4)
4. CLO 4: Students are able to design creative, safe, and educational costume designs that align with the character, performance theme, and developmental stages of elementary school students as part of children's performing arts expression. (C6, P4)

Core readings:

1. Hidajat, R. (2019). *Educational dance: Teaching dance for educational purposes*. Yogyakarta: Media Kreativa.
2. Hidajat, R. (2017). *Choreographic creativity: Knowledge and practical choreography for teachers*. Malang: Surya Pena Gemilang.
3. Soehardjo, A. J. (2017). *Arts education: From concepts to programmes* (Book 2). Malang: Centre for Arts and Design Studies, State University of Malang.
4. Arisyanto, P., Sundari, R. S., & Untari, M. F. A. (2021). Barongan New Singo Joyo: Patterns of Inheritance of Form and Values in Society. *Pelataran Seni*, 6(1), 1–14. <https://ppjp.ulm.ac.id/journal/index.php/pensi/article/view/11410>
5. Arisyanto, P., Sundari, R., & Untari, M. (2023). The Form of Barongan Kusumojoyo Performances in Demak Regency. *CandraRupa: Journal of Art, Design, and Media*, 2(1), 1–8.
6. Arisyanto, P., Purwadi, P., Untari, M. F. A., & Sundari, R. S. (2024). Development of Educational Dance for Primary School Students in Phase A. *MODELING: Journal of PGMI Study Program*, 11(1), 496-511. <http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/2190>
7. Vagner Beserra, Miguel Nussbaum, Monica Navarrete, Danilo Alvares. (2021). Teaching through dance: An opportunity to introduce physically active academic lessons, *Teaching and Teacher Education*, Volume 106. <https://doi.org/10.1016/j.tate.2021.103450>
8. Bingyu Zhang, Wenwen Jiang. (2024). Research on the application value of Multimedia-Based virtual reality technology in drama education activities, *Entertainment Computing*, Volume 50. <https://doi.org/10.1016/j.entcom.2024.100667>
9. Monks, A. (2010). The actor in costume. *Studies in Theatre and Performance*, 30(2), 183–195. https://doi.org/10.1386/stap.30.2.183_1
10. Prabowo, H., & Wulandari, D. (2021). Desain kostum dalam mendukung karakter tokoh pada pertunjukan teater tradisional Indonesia. *Jurnal Seni Pertunjukan Indonesia*, 6(2), 78–89. <https://journal.isi.ac.id/index.php/jspi/article/view/XXXX>

11. Sleight, C. (2013). Costume design and collaboration in contemporary performance. *Theatre and Performance Design*, 1(1), 45–60.
<https://doi.org/10.1080/23322551.2013.83996>

Digital Literacy and Humanity

Module number 1225421661	Module name Digital Literacy and Humanity	
Type of course Elective	Semester/ Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Practice report (20%) Case Report (10%) Presentation (10%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Siti Patonah, M.Pd.		Semester week hours: 90
Additional teacher involved: Ferina Agustini, S.Pd., M.Pd. Dr. Arfilia Wijayanti, M.Pd. Choirul Huda, S.Pd., M.Pd.		
Syllabus The Digital Literacy and Humanity course aims to this course examines scientific and technological literacy, the development of science and technology, the interrelationship between science and technology, and the integration of science and technology at the elementary school level according to the thematic context being studied. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty, responsibility, and adaptability in examining digital literacy and humanity; analyse the concepts of digital literacy and humanity, as well as the impact of technology on social life and elementary education; evaluate the application of current technologies (IoT, Big Data, AI, e-commerce) in the context of elementary education and daily life; and apply principles of wise internet use and digital legal awareness (Electronic Information and Transactions Law) in educational practice through reflective discussion, case-based learning, guided practice, and		

contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Digital Literacy and Humanity.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in examining digital literacy and humanity. (A3)
2. CLO 2: Students are able to analyse the concepts of digital literacy and humanity, as well as the impact of technology on social life and elementary education. (C4)
3. CLO 3: Students are able to evaluate the application of current technologies (IoT, Big Data, AI, e-commerce) in the context of elementary education and daily life. (C5)
4. CLO 4: Students are able to apply principles of wise internet use and digital legal awareness (Electronic Information and Transactions Law) in educational practice. (C3, P4)
5. CLO 5: Students are able to create multimedia works based on adaptive digital literacy for elementary school learning. (C6, P4)

Core readings:

1. Roshayanti, F., Wijayanti, A., & Purnamasari, V. (2022). *Model pembelajaran berbasis STEAM berorientasi life skills*. Penerbit NEM.
2. Wijayanti, A., Fajriyah, K., & Priyanto, W. (2020). Implementation of scientific approach based on STEM education to increase scientific literacy. *Unnes Science Education Journal*, 9(2), 84–90. <https://pdfs.semanticscholar.org/f3ec/bcd6f13a2e7e562c563166f34aaaacb602c8.pdf>
3. Wijayanti, A., & Fajriyah, K. (2018). Implementation of STEM project-based learning to increase scientific work skills of prospective students of primary school teacher. *Jurnal Pendidikan Sains (JPS)*, 6(2), 62–69. <https://jurnal.unimus.ac.id/index.php/JPKIMIA/article/view/3709>
4. Ishak, S. A., Din, R., & Hasran, U. A. (2021). Defining digital game-based learning for science, technology, engineering, and mathematics: A new perspective on design and developmental research. *Journal of Medical Internet Research*, 23(2). <https://www.sciencedirect.com/org/science/article/pii/S1438887121002405>
5. Blankesteyn, M. L., Houtkamp, J., & Bossink, B. (2024). Towards transformative experiential learning in science- and technology-based entrepreneurship education for sustainable technological innovation. *Journal of Innovation & Knowledge*, 9(3), 100544. <https://www.sciencedirect.com/science/article/pii/S2444569X24000830>
6. Rasimin, A. B. S., Zakiyuddin, M. A., & Helmy, M. I. (2024). Multi-dimensional challenges in the Indonesian social science information technology-based learning: A systematic literature review. *Heliyon*, 10(7), e28706. <https://www.sciencedirect.com/science/article/pii/S2405844024047376>

Digital Marketing

Module number 1225622668	Module name Digital Marketing	
Type of course Elective	Semester/ Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning	Prerequisites for attendance Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counselling Animation Learning Media	Language English (International) Indonesia (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Case Report (20%) Presentation (20%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Wawan Priyanto, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: Singgih Adhi Prasetyo, M.Pd. Rofian, S.Pd., M.Pd.		

Syllabus

The Digital Marketing course **aims to** this course introduces students to the strategies and tools used to promote brands, products, and services in the online environment. Upon completion of this course, students are **expected to** demonstrate the ability to demonstrate honesty and uphold ethics in the planning and implementation of digital marketing strategies; demonstrate a responsible attitude in the planning and implementation of digital marketing strategies; explain the concept of digital marketing; and explain Search Engine Optimization and Marketing through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id . **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Digital Marketing.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty and uphold ethics in the planning and implementation of digital marketing strategies. (A3)
2. CLO 2: Students are able to demonstrate a responsible attitude in the planning and implementation of digital marketing strategies. (A3)
3. CLO 3: Students are able to explain the concept of digital marketing. (C2)
4. CLO 4: Students are able to explain Search Engine Optimization and Marketing. (C2)
5. CLO 5: Students are able to develop media marketing tools. (C6, P4)

Core readings:

1. Azizah, M., Arisyanto, P., Mushafanah, Q., & Fajriyah, K. (2021). Enhancing entrepreneurial skills of adolescents at Manarul Maburur Orphanage, Semarang during the COVID-19 pandemic. *Kumawula: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 314–319. <https://jurnal.unpad.ac.id/kumawula/article/view/33908>
2. Budiyanto, A. E., & Rofian, R. (2025). CRAFTOPIA Heritage: Materialising intangible cultural heritage of Semarang through an art market. *Jurnal Ekspresi Estetik*. <https://terbitan.potlot.id/index.php/jurnalekspresiestetik/index>
3. Rofian, R., Khasanah, I., Prasetyo, S. A., & Mushafanah, Q. (2024). Education Art Festival: Art exhibitions as a final project for PGSD and PGPAUD students at FIP UPGRIS. *Malih Peddas (Majalah Ilmiah Pendidikan Dasar*, 14(1), 178–191. <https://journal.upgris.ac.id/index.php/malihpeddas/article/view/18477>
4. Purnamasari, I., & Prasetyo, S. A. (2022). Creative industry PKM: T-shirt screen printing by Karang Taruna Kata Cakra, Siwalan Village, Gayamsari District,

Semarang. *Jurnal Pelatihan Pendidikan*, 1(2), 87–95.

<https://journal.potlot.id/index.php/jurnalpelatihanpendidikan/article/view/15>

5. Brush, C., Wraae, B., & Nikou, S. (2024). Understanding influences on entrepreneurship educator role identity. *Education + Training*, 66(10), 1–28. <https://www.sciencedirect.com/org/science/article/pii/S0040091224000303>
6. Stoker, S., Wakkee, I., & Khapova, S. (2024). Educators and students in entrepreneurship education are challenging the “think entrepreneur–think male” paradigm. *International Journal of Entrepreneurial Behaviour & Research*, 31(8), 2114–2136. <https://www.sciencedirect.com/org/science/article/pii/S1355255424000137>
7. Overwien, A., Jahnke, L., & Leker, J. (2024). Can entrepreneurship education activities promote students' entrepreneurial intention? *The International Journal of Management Education*, 22(1), 100928. <https://www.sciencedirect.com/science/article/abs/pii/S1472811723001660>

Laboratory Management

Module number 1225342659	Module name Laboratory Management	
Type of course Elective	Semester / Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance -	Language English (international) Indonesian (regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Practice report (20%) Case Report (10%) Presentation (10%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Arfilia Wijayanti, S.Pd., M. Pd		Semester week hours: 90
Additional teacher involved: Ferina Agustini, S.Pd., M.Pd. Diana Endah, S.Pd., M.Pd. Henry Januar Saputra, S.Pd., M.Pd. Dr. Fine Reffiane, S.Pd., M.Pd. Dr. Fenny Roshayanti, M.Pd.		
Syllabus The Laboratory Management course aims to this course discusses the concepts, principles, and practices of comprehensive primary school laboratory management, covering laboratory management, professional management, and the administration and governance of laboratory facilities and infrastructure in the primary school environment. Upon completion of this course, students are expected to demonstrate the ability to demonstrate honesty in		

discussions on laboratory management; examine the concepts of the nature of laboratories, laboratory management, professionalism in laboratory administration, laboratory administration and management, rules and regulations, development of laboratory SOPs, and laboratory safety procedures; formulate procedural problem-solving through the practice of laboratory inventory and management; and explain the fundamental concepts and scope of Laboratory Management through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Laboratory Management.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty in discussions on laboratory management. (A3)
2. CLO 2: Students are able to examine the concepts of the nature of laboratories, laboratory management, professionalism in laboratory administration, laboratory administration and management, rules and regulations, development of laboratory SOPs, and laboratory safety procedures. (C4)
3. CLO 3: Students are able to formulate procedural problem-solving through the practice of laboratory inventory and management. (C6, P4)

Core readings:

1. Widodo, A., & Ramdani, A. (2022). *Occupational health and safety in the science laboratory*. Pustaka Pelajar.
2. Indrawati. (2021). *Standard operating procedures for school laboratories*. PT Remaja Rosdakarya.
3. Gunawan, I. (2023). *Laboratory administration and inventory techniques*. Alfabeta.
4. Kurniawan, W., & Handayani, D. E. (2018). Development of Physics Teaching Aids on Friction Based on Ultrasonic Sensors:-. *Journal of Physics and Physics Education (JIFP)*, 2(2), 49-52.
5. Handayani, D. E., & Kurniawan, W. (2022). Determining the Initial Velocity of Bullets Fired from Air-Pressure-Based Toy Pistols. *Lontar Physics Today*, 1(3), 143–147.
6. Armawanto, F., Kurniawan, W., & Handayani, D. E. (2024). One-Dimensional Wave Equations Using the Neural Network Method. *Lontar Physics Today*, 3(1), 36–44.
7. Fatma Lestari, Anom Bowolaksono, Sri Yuniutami, Tia Retno Wulandari, Saraswati Andani. (2019). Evaluation of the implementation of occupational health, safety, and environment management systems in higher education

laboratories, Journal of Chemical Health and Safety, Volume 26, Issues 4–5, Pages 14-19.

Content Production

Module number 1225622671	Module name Content Production	
Type of course Elective	Semester/ Rotation 7 / odd	Student capacity: 40 Students
Teaching methods Lectures, discussions, presentations, case-based learning, guided practice	Prerequisites for attendance Educational Media and Videography for Elementary Education Basic Educational Graphic Learning Media Basic Educational Guidance and Counselling Animation Learning Media	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) Quiz (5%) Discussion (20%) assignment (5%) Practice report (20%) Case Report (10%) Presentation (10%) Mid-term Exam (10%), 100 minutes Final Exam (20%), 100 minutes		CREDIT HOURS (+Workload in hours) 2 Credit Hours Theory (2 Credit Hours) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) ECTS (+Workload in hrs) 3 ECTS Theory (3 ECTS) (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Total 90 hours
Module coordinator Dr. Bagus Ardi Saputro, S.Pd., M.Pd.		Semester week hours: 90
Additional teacher involved: Fajar Cahyadi, S.Pd., M.Pd. M. Yusuf Setya Wardana, S.Pd., M.Pd. Veryliana Purnamasari, M.Pd.		
Syllabus		

The Content Production course **aims to** this course introduces students to the creative and technical processes involved in developing engaging digital and multimedia content for various platforms. Upon completion of this course, students are **expected to** demonstrate the ability to demonstrate honesty, responsibility, and adaptability in analysing content production; explain the basic concepts of content production and analyse the strategic role of quality control in supporting educational innovation; analyse the importance of content quality control and apply relevant quality standards in every stage of educational content production; and produce innovative and high-quality primary school educational content products through the systematic application of quality control principles through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, **the learning process** is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id. **The materials** covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Content Production.

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate honesty, responsibility, and adaptability in analysing content production. (A3)
2. CLO 2: Students are able to explain the basic concepts of content production and analyse the strategic role of quality control in supporting educational innovation. (C2, C4)
3. CLO 3: Students are able to analyse the importance of content quality control and apply relevant quality standards in every stage of educational content production. (C4, C3)
4. CLO 4: Students are able to produce innovative and high-quality primary school educational content products through the systematic application of quality control principles. (C6, P4)
5. CLO 5: Students are able to design and develop a proposal for an innovative and economically viable educational multimedia content project based on in-depth creative research. (C6)
6. CLO 6: Students are able to produce professional and ethically appropriate educational multimedia content products through feasibility testing and final project practicum. (C6, P4)

Core readings:

1. Arsyad, A. (2020). *Media pembelajaran*. Rajawali Pers.
2. Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2019). *Instructional technology and media for learning* (12th ed.). Pearson.

3. Arisyanto, P., Cahyadi, F., & Azizah, M. (2025). *Media grafis dalam pendidikan dasar: Pendekatan berbasis kasus untuk pembuatan media pembelajaran*. Cahya Ghani Recovery.
4. Cahyadi, F., Subekti, E. E., & Sundari, R. S. (2025). *Inovasi pembelajaran untuk PGSD (berbasis Project Based Learning)*. Cahya Ghani Recovery.
5. Nursyahidah, F., Saputro, B. A., Albab, I. U., & Aisyah, F. (2020). Pengembangan *learning trajectory based instruction* materi kerucut menggunakan konteks megonogunungan. *Mosharafa: Jurnal Pendidikan Matematika*, 9(1), 47–58.
<https://journal.institutpendidikan.ac.id/index.php/mosharafa/article/view/591>
6. Kurnianingsih, D., Saputro, B. A., & Saputra, H. J. (2025). Pengembangan media pembelajaran berdiferensiasi berbasis permainan kartu pintar pada materi pecahan kelas V sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03), 240–255.
<https://journal.unpas.ac.id/index.php/pendas/article/view/31210>
7. Saputro, B. A. (2023). Pengembangan media animasi kartun dengan software Unity untuk meningkatkan penguasaan konsep perkalian pada siswa kelas II SD Negeri Klidang Lor 01. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 1339–1353.
<https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/792>
8. Sriyatun, S., Saputro, B. A., & Sumarno, S. (2025). Development of magic Indonesia jarimatic method in counting to improve learning outcomes of numbers in elementary school. *Jurnal Konseling dan Pendidikan*, 13(1), 540–560.
<https://jurnal.konselingindonesia.com/index.php/jkp/article/view/1421>
9. Tzu-Chi Yang, & Zhi-Shen Lin. (2024). Enhancing elementary school students' computational thinking and programming learning with graphic organizers. *Computers & Education*, 209, 104962.
<https://www.sciencedirect.com/science/article/abs/pii/S0360131523002397>
10. Vuk, S. (2023). Development of creativity in elementary school. *Journal of Creativity*, 33(2), 100055.
<https://www.sciencedirect.com/science/article/pii/S2713374523000146>

8th Semester

Even 2025/2026

Community Service Programme

Module number 1225242613	Module name Community Service Program		
Type of course Compulsory	Semester/Rotation 8 / even	Student capacity: 400	
Teaching methods Experiential learning, project-based learning, field observation and social mapping, mentoring, supervision, collaborative team work, reflective learning	Prerequisites for attendance -	Language English (international) Indonesia (regular)	
Type of examination (Final Grade Composition) Community needs analysis & programme proposal (10%) Individual activity log (20%) Collaborative performance (20%) Field mentoring and supervision assessment (by DPL & local stakeholders) (10%) Reflective reports (individual & group) (10%) Final KKN report and presentation / expo (30%)		CREDIT HOURS (+Workload in hours) 4 Credit Hours (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Field Work (6 ECTS) (180 hours of field work)	
Module coordinator Arisul Ulumudin, M.Pd.		Semester week hours: 180	
Additional teacher involved: All lecturers			
Syllabus The Community Service Programme course aims to develop students' social responsibility and their ability to apply academic knowledge to real community contexts through structured service-learning activities. Upon completion of this course, students are expected to demonstrate the ability to possess a sense of nationalism, love for the homeland, and respect for diversity; possess a responsible, honest, caring, and respectful personality; manage, communicate, and motivate groups and communities in personal and environmental change; and collaborate to formulate potential, problems, and solutions through science, technology, and inter-professional collaboration through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id . The materials covered include: digital literacy, inclusive and exclusive leadership, national insight, talent development, entrepreneurship, community problem solving, non-formal education, public speaking, and journalism as tools for community empowerment.			
Learning goals and qualifications In this module students learn to:			

1. CLO 1: Students are able to possess a sense of nationalism, love for the homeland, and respect for diversity. (C2, P2, A5)
2. CLO 2: Students are able to possess a responsible, honest, caring, and respectful personality. (C2, P2, A5)
3. CLO 3: Students are able to manage, communicate, and motivate groups and communities in personal and environmental change. (C3, P3, A4)
4. CLO 4: Students are able to collaborate to formulate potential, problems, and solutions through science, technology, and inter-professional collaboration. (C4, P4, A4)
5. CLO 5: Students are able to design and apply work programs with full responsibility. (C6, P4, A4)

Core readings:

1. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2021). *Panduan Implementasi MBKM*. Jakarta: Kemendikbud Ristek.
2. Universitas PGRI Semarang. (2024). *Pedoman Kuliah Kerja Nyata (KKN) MBKM UPGRIS Mengabdi*. Semarang: LPPM UPGRIS.
3. Syardiansah. (2020). PERANAN KULIAH KERJA NYATA SEBAGAI BAGIAN DARI PENGEMBANGAN KOMPETENSI MAHASISWA (Studi Kasus Mahasiswa Universitas Samudra KKN Tahun 2017). *JIM UPB (Jurnal Ilmiah Manajemen Universitas Putera Batam)*, 8(1), 57–68.
4. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2021). *Panduan merdeka belajar–kampus merdeka: Programme KKN tematik*. Kemendikbudristek.
5. Buchori, A., Prasetyowati, D., Widodo, S., Kusmantoro, A., & Bakti, S. M. (2025). Pemanfaatan biogas dari limbah ternak sapi sebagai solusi energi terbarukan dan peningkatan kesejahteraan masyarakat Desa Kuripan Kecamatan Karangawen Demak. *Journal of Dedicator Community*, 9(2), 139–150.
6. Khafsoh, N. A., & Riani, N. (2024). Implementation of Participatory Action Research (PAR) in community service program. *Jurnal Pengabdian Masyarakat*, 5(1), 237-253.
7. Widiyanto, W., Rusdiyana, E., Lestary, E., Setyowati, R., Anggraini, N. T., & Sugihardjo, S. (2025, June). The implementation of climate village programme (Proklim) through Student Community Service (KKN): an action research. In *IOP Conference Series: Earth and Environmental Science* (Vol. 1518, No. 1, p. 012025). IOP Publishing.
8. Hesti, M., & Markos, V. (2024). Exploring the Efficacy of Student Community Service Programs (KKN) in Higher Education Institutions: A Case Study in Indonesia. *Különleges Bánásmód-Interdiszciplináris folyóirat*, 10(2), 77-89.
9. Papatungan, F. (2023). Implementation of KKN as Community Service Activities in accordance with the Field of Science. *Journal of Education and Culture (JEaC)*, 3(2), 161-176.

Final Project

Module number 1225722614	Module name Final Project	
Type of course Compulsory	Semester/Rotation 8 / even	Student capacity: 40 Students
Teaching methods Supervision Academic Consultation, Project-Based Learning, Presentation.	Prerequisites for attendance School Internship Community Service Program	Language English (International) Indonesian (Regular)
Type of examination (Final Grade Composition) Discussion (10%) Presentation (15%) Final Report Assessment (75%)		ECTS (+Workload in hrs) 6 Credit Hours (27 hours of Lecture + 31.5 hours of structured assignment + 31.5 hours of self-study) Final Project (9 ECTS) (270 hours of final project)
Module coordinator Ervina Eka Subekti, S.Si., M.Pd.		Semester week hours: 270
Additional teacher involved: All lecturers.		
<p>Syllabus</p> <p>The Final Project course aims to equip students with a solid understanding of the fundamental principles of primary education research, as well as the skills to design, conduct, analyse, and report research in a scholarly manner in accordance with academic standards. Upon completion of this course, students are expected to demonstrate the ability to demonstrate enthusiasm and respect for academic ethics in the preparation of the final project report; examine educational and/or learning issues procedurally by applying practical skills and knowledge related to primary school education; solve educational and learning problems procedurally by applying practical skills and knowledge related to primary school education; and develop oral and written communication of innovative designs and works related to education, learning, and curriculum content in elementary schools by utilising science and technology through reflective discussion, case-based learning, guided practice, and contextual assignments. In this course, the learning process is carried out using a hybrid learning method. Hybrid learning is conducted through face-to-face classroom sessions according to the academic schedule and structured online learning activities facilitated by the Learning Management System SPADA (Sistem Pembelajaran Daring), which is fully integrated within the SSO SIMEKAR (Single Sign On Sistem Informasi Merdeka Belajar) platform at simekar.upgris.ac.id The materials covered include: the core concepts, theoretical foundations, pedagogical relevance, practical applications, contextual case studies, assessment activities, and reflective learning tasks related to Final Project.</p>		

Learning goals and qualifications

In this module students learn to:

1. CLO 1: Students are able to demonstrate enthusiasm and respect for academic ethics in the preparation of the final project report. (A3)
2. CLO 2: Students are able to examine educational and/or learning issues procedurally by applying practical skills and knowledge related to primary school education. (C4)
3. CLO 3: Students are able to solve educational and learning problems procedurally by applying practical skills and knowledge related to primary school education. (C6)
4. CLO 4: Students are able to develop oral and written communication of innovative designs and works related to education, learning, and curriculum content in elementary schools by utilising science and technology. (C6, P4)

Core readings:

1. Creswell, J. W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
2. Sugiyono. (2019). *Educational research methods: Quantitative, qualitative, and R&D*. Alfabeta.
3. Arikunto, S. (2018). *Research procedures: A practical approach*. Rineka Cipta.
4. Moleong, L. J. (2021). *Qualitative research methodology*. Remaja Rosdakarya.
5. Zou, C., Ou, J., Zeng, X., Peng, T., Zhou, Y., Xiao, C., & Tao, H., Chen, Q., Lin, K. (2025). Conducting educational intervention research in general practice: From design to publication. *Chinese General Practice Journal*, 2(3), 100073.
<https://www.sciencedirect.com/science/article/pii/S2950559325000306>
6. O'Connor, S. K., Miller, E. E., Zweifel, A. R., Schivelbein, D. M., Parmar, A. R., & Amell, J. W. (2025). Use of artificial intelligence processing tools to evaluate qualitative data: Student researchers compared to faculty researchers. *Currents in Pharmacy Teaching and Learning*, 17(10), 102418.
<https://www.sciencedirect.com/science/article/abs/pii/S187712972500139X>
7. Degen, P.-B. (2025). Revisiting generalizability theory in the age of artificial intelligence: Implications for empirical educational research. *Computers and Education Open*, 9, 100278.
<https://www.sciencedirect.com/science/article/pii/S2666557325000370>