

2026

SUMMARY OF CURRICULUM

UNDERGRADUATE PROGRAM IN
ELEMENTARY SCHOOL TEACHER EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM SULTAN AGUNG





Identity

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|----|---------------|---|--|
| 1 | University | : | Universitas Islam Sultan Agung
☐ PTN ☒ PTS |
| 2 | Faculty | : | Faculty of Teacher Training and Education |
| 3 | Major | : | Undergraduate Program of Elementary School Teacher Education |
| 4 | Title | : | Bachelor of Education |
| 5 | Accreditation | : | Unggul (Superior) |
| 6 | Student Body | : | 483 |
| 7 | Lecturer | : | 15 |
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A. OBJECTIVE OF THE PRIMARY SCHOOL TEACHER EDUCATION

The Bachelor of Education Program in the Primary School Teacher Education Program, Faculty of Teacher Training and Education at Universitas Islam Sultan Agung (UNISSULA) reflects a long journey in the effort to produce elementary school educators with the character of *Khaira Ummah*. Since its establishment based on Decree Number 287/A.1/SA/VIII/2012 dated February 6, 2012, the PGSD Study Program has continuously developed into a centre for the education of prospective elementary school teachers who are professional, have Islamic character, and are highly competitive. The dynamics of the PGSD Unissula curriculum are an adaptive response to changes in national education policies, scientific advancements, and the demands of local and international stakeholders. In the Transformation Phase toward KKNI and SN-Dikti, after the enactment of Presidential Regulation No. 8 of 2012, PGSD Unissula changed its curriculum from a content-based approach to the Indonesian National Qualification Framework (KKNI)-based Curriculum. In this phase, the curriculum begins to systematically integrate *Budai* values (Islamic Academic Culture) into learning outcomes, as well as adjust the qualification levels of graduates to the National Higher Education Standards (SN-Dikti). In the MBKM (Merdeka Belajar Kampus Merdeka) phase, the next major change occurs with the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) policy. The curriculum is reconstructed to grant students the right to learn outside their study programs through various schemes such as teaching assistants, internships, and student exchanges. This aims to broaden the horizons of experience and additional competencies for prospective elementary school teachers beyond the formal classroom. In the phase of Accelerated Internationalisation and Outcome-Based Education (OBE) Curriculum. Currently, the PGSD Unissula curriculum is entering a crucial phase with a focus on enhancing international accreditation. To support this vision, the curriculum is developed with an Outcome-Based Education (OBE) approach. This change ensures that every stage of education, from planning to evaluation, is measured based on the success of student learning outcomes that meet global quality standards.

The objectives of the Primary School Teacher Education are:

- a. Realization of the reconstruction, development, and application of science and technology based on Islamic values, alongside the consistent and sustainable internalization of an Islamic academic culture.
- b. Realization of excellent, Islamic, inclusive, flexible, adaptive, and accelerated student-centered higher education—supported by high-quality human resources—to produce **Khaira Ummah** educators and internationally competitive **ulama** cadres deeply versed in Islamic studies (**tafaqquh fiddin**).
- c. Production of excellent, impactful, and internationally reputable research, scientific publications, intellectual property, designs, prototypes, innovations, and technological products grounded in Islamic values.
- d. Realization of community service, **Dakwah Islamiyah** (Islamic outreach), and the implementation of high-quality, impactful, and sustainable solutions to enhance community welfare and build Islamic civilization within the framework of **rahmatan lil 'alamin** (mercy to the worlds).
- e. Realization of the intensive and sustainable internationalization of the Three Pillars of

Higher Education (*Tridarma*), scholarly engagement, strategic partnerships, mobility, recognition, and global reputation for the UNISSULA Primary School Teacher Education (PGSD) program.

- f. Realization of PGSD Unissula governance that is trustworthy, professional, inclusive, adaptive, and driven by data, digital technology, and artificial intelligence, achieved through quality assurance, risk management, sustainable funding, and continuous institutional improvement.

B. VISION, MISSION, AND EDUCATIONAL OBJECTIVES

1. The Vision of the Study Program

The vision of Primary School Teacher Education is derived from the Vision of the Faculty of Teacher Training and Education and adapted to the Vision of Universitas Islam Sultan Agung:

a. The Vision of Universitas Islam Sultan Agung :

A leading, productive, and innovative “waqf” institution serving as a vehicle for propagating Islam through education, healthcare, and economic initiatives—aimed at shaping a “Khaira Ummah” (exemplary community) and addressing global challenges within the framework of “Rahmatan lil Alamin” (mercy to all creation).

b. The Vision of the Faculty of Teacher Training and Education:

*To become a leading faculty in the development of science and technology, producing *Khaira Ummah* educators who are internationally competitive, through an Islamic academic culture.*

c. The Vision of Primary School Teacher Education is :

*To advance the field of primary school teacher education through the development of science, technology, arts, and Islamic academic culture, in order to produce *Khaira Ummah* graduates who are internationally competitive.*

2. The Mission of the Faculty of Teacher Training and Education is as follows

- a. To reconstruct, develop, and apply science and technology based on Islamic values through excellent, impactful, and internationally competitive STEAM-based multidisciplinary research and innovation for the benefit of society and the advancement of Islamic civilization.
- b. To educate and develop Islamic human resources at all levels through excellent, inclusive, flexible, adaptive, and accelerated student-centered learning—leveraging STEAM, digital technology, and artificial intelligence—to produce *Khaira Ummah* educators and *ulama* cadres (*tafaqquh fiddin*) who possess noble character, intellectual depth, and professionalism, and are prepared to exercise leadership and *dakwah* (Islamic outreach).
- c. To conduct community service and *dakwah Islamiyah* grounded in science, technology, research findings, STEAM, digital technology, and artificial intelligence, aiming to provide solutions to real-world problems, enhance community welfare, and build Islamic civilization within the framework of *rahmatan lil 'alamin* (mercy to the worlds).
- d. To advance the internationalization of the Three Pillars of Higher Education (*Tridarma*), foster an Islamic academic culture, and implement trustworthy, professional, inclusive, and adaptive governance at FKIP Unissula—supported by data, digital technology, and artificial intelligence—through global networking and partnerships, self-evaluation, quality assurance, risk management, and continuous institutional improvement.

3. Based on the Vision and Mission, the Objectives of the Faculty of Teacher Training and Education

- a. Realization of the reconstruction, development, and application of science and technology grounded in Islamic values, alongside the consistent and sustainable internalization of an Islamic academic culture.

- b. Realization of higher education that is excellent, Islamic, inclusive, flexible, adaptive, fast-paced, student-centered, and STEAM-based—supported by high-quality human resources—to produce *Khaira Ummah* educators and *ulama* cadres (*tafaqquh fiddin*) who are internationally competitive.
- c. Production of excellent, impactful, and internationally reputable research, scientific publications, intellectual property, designs, prototypes, innovations, and STEAM-based technological products grounded in Islamic values.
- d. Realization of high-quality, impactful, and sustainable community service, *Dakwah Islamiyah* (Islamic outreach), and STEAM-based solutions to enhance community welfare and build Islamic civilization within the framework of *rahmatan lil 'alamin* (mercy to the worlds).
- e. Realization of the intensive and sustainable internationalization of the Three Pillars of Higher Education (*Tridarma*), scholarly engagement, strategic partnerships, mobility, recognition, and global reputation for FKIP UNISSULA.
- f. Realization of FKIP UNISSULA governance that is trustworthy, professional, inclusive, adaptive, and driven by data, digital technology, and artificial intelligence, achieved through quality assurance, risk management, sustainable funding, and continuous institutional improvement.

4. The Mission of the Undergraduate Program of Primary School Teacher Education are:

- a. To reconstruct, develop, and apply science and technology to produce graduates in Primary School Teacher Education grounded in Islamic values, achieved through multidisciplinary research and innovation that are excellent, impactful, and internationally competitive, for the benefit of society and the advancement of Islamic civilization.
- b. To educate and develop Islamic human resources at all levels through learning that is excellent, inclusive, flexible, adaptive, accelerated, and student-centered—leveraging digital technology and artificial intelligence—to produce Primary School Teacher Education graduates who are *Khaira Ummah* (the best community) and scholars deeply versed in Islamic knowledge (*tafaqquh fiddin*), possessing noble character, intellectual acumen, and professionalism, and prepared to exercise leadership and *dakwah* (Islamic outreach).
- c. To conduct community service and *dakwah Islamiyah* grounded in science, technology, research findings, digital technology, and artificial intelligence, thereby positioning Primary School Teacher Education graduates as agents of solutions for real-world problems, enhancing community welfare, and building Islamic civilization within the framework of *rahmatan lil 'alamin* (mercy to all creation).
- b. To advance the internationalization of the Three Pillars of Higher Education (*Tridarma*), foster an Islamic Academic Culture, and implement trustworthy, professional, inclusive, and adaptive governance for the Unissula Primary School Teacher Education Study Program—driven by data, digital technology, and artificial intelligence—through global networking and partnerships, self-evaluation, quality assurance, risk management, and continuous institutional improvement.

5. The Objectives of the Undergraduate Program of Primary School Teacher Education are:

- g. Realization of the reconstruction, development, and application of science and technology based on Islamic values, alongside the consistent and sustainable internalization of an Islamic academic culture.
- h. Realization of excellent, Islamic, inclusive, flexible, adaptive, and accelerated student-centered higher education—supported by high-quality human resources—to produce *Khaira Ummah* educators and internationally competitive *ulama* cadres deeply versed in Islamic studies (*tafaqquh fiddin*).
- i. Production of excellent, impactful, and internationally reputable research, scientific publications, intellectual property, designs, prototypes, innovations, and technological products grounded in Islamic values.
- j. Realization of community service, *Dakwah Islamiyah* (Islamic outreach), and the implementation of high-quality, impactful, and sustainable solutions to enhance community welfare and build Islamic civilization within the framework of *rahmatan lil 'alamin* (mercy to the worlds).
- k. Realization of the intensive and sustainable internationalization of the Three Pillars of Higher Education (*Tridarma*), scholarly engagement, strategic partnerships, mobility, recognition, and global reputation for the UNISSULA Primary School Teacher Education (PGSD) program.
- l. Realization of PGSD Unissula governance that is trustworthy, professional, inclusive, adaptive, and driven by data, digital technology, and artificial intelligence, achieved through quality assurance, risk management, sustainable funding, and continuous institutional improvement.

C. PROGRAM EDUCATIONAL OBJECTIVES (PEO)

The formulation of the PEO for the Primary School Teacher Education Study Program at the Faculty of Teacher Training and Education of Universitas Islam Sultan Agung is aligned with the Indonesian National Qualifications Framework (KKNI) Level 6 (for Bachelor's/Applied Bachelor's programs), namely:

- 1. PEO 1: Able to become a professional education practitioner and elementary school teacher by applying educational science, pedagogy, and science and technology in designing, implementing, evaluating, and developing innovative, adaptive, inclusive, and Islam-based learning.
- 2. PEO 2: Able to master the concepts of basic education, pedagogy, characteristics of students, and the field of elementary school science as a foundation for carrying out the profession of an elementary school teacher who is professional, creative, reflective, and capable of solving learning problems in accordance with the development of science and technology.
- 3. PEO 3: Able to produce scientific studies, research, and innovations in the field of basic education thru data analysis, evidence-based decision-making, and dissemination of results to support the development of knowledge and the improvement of learning quality.
- 4. PEO 4: Able to demonstrate leadership, professional responsibility, ethics, communication, and collaboration with various stakeholders, as well as contribute to

the development of education and community empowerment.

Table 1. Mapping of PEOs Supporting Professional Accomplishment, Academic Accomplishment, dan Social Accomplishment

	Profesional Accomplishment	Academic Accomplishment	Social Accomplishment
PEO-1	V		
PEO-2	V		
PEO-3		V	
PEO-4			V

Table 2 shows the relationship between the objectives of the Bachelor of Primary School Teacher Education program and level 6 (the level for undergraduate education) of the National Qualifications Framework.

Table 2. Program Educational Objectives vs. the 6th level (the level for bachelor education) of the National Qualification Framework (KKNI)

	Capable of apply science, technology, and art within his/her expertise and adaptable to various situations faced during solving a problem	Mastering in-depth general and specific theoretical concepts of certain knowledge and capable of formulating problem-solving procedure	Capable of taking strategic decision based on information and data analysis as well as providing direction in choosing several alternative	Responsible for his/her jobs and can be assigned to take responsibility for the attainment of organization's performances
PEO-1	S	S	S	S
PEO-2	S	S	S	S
PEO-3	S	S	S	NS
PEO-4	NS	S	S	S

S-Strong, NS-Not Strong

D. PROGRAM LEARNING OUTCOMES (PLO)

a. Graduate Profile

Table 3. Graduate Profile and its Description

Kode	Graduate Profile	Graduates Profile Description
PL1	Educator	Educators or Prospective Elementary School Teachers who are the best of the ummah, building Islamic civilization, globally competitive thru the development of Science and Technology based on Islamic values and possessing literacy skills capable of designing, implementing, and evaluating learning in elementary schools based on mastery of adaptive and innovative theories and concepts, as well as applying practical skills and knowledge gained from work experience; formulating problem-solving procedures independently and/or collaboratively and communicating both orally and in writing.
PL2	Edupreneur	Edupreneurs who are the best of the ummah build Islamic civilisation, are globally competitive through the development of science and technology based on Islamic values, and possess literacy skills that enable them to design, manage, and run responsible, independent, integrity-driven, adaptive, competitive, and lifelong learning-oriented primary school education businesses.

b. Formulation of Program Learning Outcomes

Formulation of graduate learning outcomes (PLO) for the Undergraduate Program in the Elementary School Teacher Education, Faculty of Teacher Training and Education at Universitas Islam Sultan Agung, is achieved through the following stages:

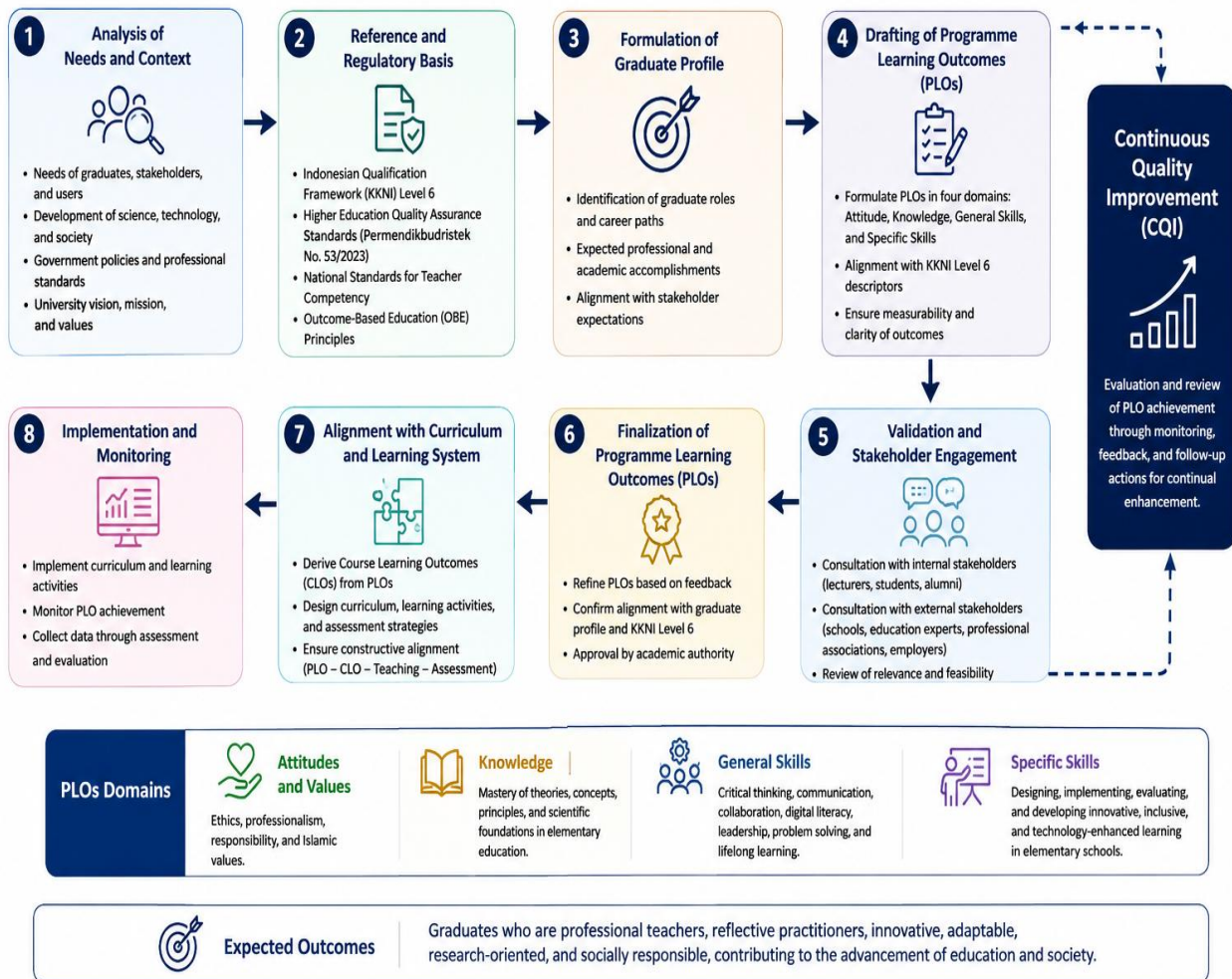


Figure 1. Flowchart of Formulating Learning Outcomes for Graduates

The formulation of the Programme Learning Outcomes (PLOs) for the Undergraduate Program in Primary School Teacher Education (PGSD), Faculty of Teacher Training and Education, Universitas Islam Sultan Agung, is developed in accordance with the Indonesian National Qualifications Framework (KKNI) Level 6 as stipulated in Higher Education Quality Assurance Standards regulated under Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023. The PLOs are also aligned with the principles of Outcome-Based Education (OBE) to ensure that graduates achieve the competencies required by the teaching profession and meet national and international quality standards.

The Programme Learning Outcomes encompass four integrated domains of graduate competence:

1. Attitudes and Values, reflecting graduates' ethical behaviour, integrity, leadership, professionalism, Islamic values, and social responsibility developed through learning, research, community engagement, and authentic educational experiences.
2. Knowledge, representing comprehensive mastery of theories, concepts, principles, and scientific foundations in elementary education, pedagogy, educational technology,

curriculum, assessment, and interdisciplinary knowledge relevant to elementary school teaching.

3. General Skills, referring to transferable competencies required of bachelor graduates, including critical and analytical thinking, communication, collaboration, digital literacy, lifelong learning, problem solving, leadership, and evidence-based decision making.
4. Specific Skills, referring to professional competencies required of elementary school teachers, including designing, implementing, evaluating, and continuously improving innovative, inclusive, technology-enhanced, and student-centred learning based on scientific evidence and educational needs.

These four domains are systematically formulated through stakeholder engagement, alignment with the graduate profile, national education policies, professional teacher competency standards, KKNI Level 6 descriptors, scientific development, labour market needs, and the University's vision and mission. The resulting PLOs serve as the foundation for curriculum design, course learning outcomes (CLOs), learning activities, assessment strategies, and continuous quality improvement.

Table 4. PLO for the Undergraduate Program in the Elementary School Teacher Education, Faculty of Teacher Training and Education at Universitas Islam Sultan Agung

PLO Code	PLO
PLO 1	Able to master the theoretical concepts of education, learning, assessment, technology, and curriculum content in elementary schools based on logical and critical thinking.
PLO 2	Able to design, implement, and evaluate learning in elementary schools based on logical, critical, creative, innovative, and systematic thinking, and adapt to changing situations adaptively.
PLO 3	Able to apply practical skills and knowledge obtained from solving educational and learning problems procedurally.
PLO 4	Able to formulate problem-solving procedures, both independently and collaboratively, based on logical, critical, creative, innovative, and systematic thinking, and adaptively respond to changing situations.
PLO 5	Able to produce innovative works as solutions to problems in elementary schools independently and/or collaboratively. Able to engage in continuous professional development through mastery and application of educational and learning problem-solving principles procedurally, accompanied by an independent and responsible attitude.
PLO 6	Able to conduct continuous professional development through mastery and application of educational and learning problem-solving principles procedurally, accompanied by an independent and responsible attitude.
PLO 7	Able to communicate orally and in writing about knowledge, designs, and innovative works on education, learning, assessment, technology, and subject matter in elementary schools.

PLO Code	PLO
PLO 8	Able to design, manage, and run a business in the field of elementary education based on local wisdom with full responsibility, independence, integrity, adaptability, competitiveness, and lifelong learning.
PLO 9	Graduates can make strategic decisions to solve problems, demonstrate the attitude of enjoining good and forbidding wrong, and have faith in Allah SWT by mastering the concept of Islam as a worldview to build Islamic civilisation, as well as making Islamic values the foundation of professional behaviour in providing the best service to the community.
PLO 10	Graduates can develop knowledge and professional skills grounded in Islamic values through scientific research that is logical, critical, systematic, and creative, supported by mastery of international languages, digital literacy, and Sharia-based entrepreneurship, as well as mastery of their field of expertise to the highest standards, grounded in Tawhid and Maqasid Sharia.

c. Matrix of Relationship between Program Learning Outcomes (PLO) and Graduate Profile

Table 5. Matrix of Relationship between PLO & Graduate Profile

CPL Prodi		PL 1	PL 2
PLO 1	Able to master the theoretical concepts of education, learning, assessment, technology, and curriculum content in elementary schools based on logical and critical thinking.	√	√
PLO 2	Able to design, implement, and evaluate learning in elementary schools based on logical, critical, creative, innovative, and systematic thinking, and adapt to changing situations adaptively.	√	√
PLO 3	Able to apply practical skills and knowledge obtained from solving educational and learning problems procedurally.	√	√
PLO 4	Able to formulate problem-solving procedures, both independently and collaboratively, based on logical, critical, creative, innovative, and systematic thinking, and adaptively respond to changing situations.	√	√
PLO 5	Able to produce innovative works as solutions to problems in elementary schools independently and/or collaboratively. Able to engage in continuous professional development through mastery and application of educational and learning problem-solving principles procedurally, accompanied by an independent and responsible attitude.	√	√

CPL Prodi		PL 1	PL 2
PLO 6	Able to conduct continuous professional development through mastery and application of educational and learning problem-solving principles procedurally, accompanied by an independent and responsible attitude.	√	√
PLO 7	Able to communicate orally and in writing about knowledge, designs, and innovative works on education, learning, assessment, technology, and subject matter in elementary schools.	√	√
PLO 8	Able to design, manage, and run a business in the field of elementary education based on local wisdom with full responsibility, independence, integrity, adaptability, competitiveness, and lifelong learning.	√	√
PLO 9	Graduates can make strategic decisions to solve problems, demonstrate the attitude of enjoining good and forbidding wrong, and have faith in Allah SWT by mastering the concept of Islam as a worldview to build Islamic civilisation, as well as making Islamic values the foundation of professional behaviour in providing the best service to the community.	√	√
PLO 10	Graduates can develop knowledge and professional skills grounded in Islamic values through scientific research that is logical, critical, systematic, and creative, supported by mastery of international languages, digital literacy, and Sharia-based entrepreneurship, as well as mastery of their field of expertise to the highest standards, grounded in Tawhid and Maqasid Sharia.	√	√

E. PROGRAMME STRUCTURE

The curriculum development process begins with a diagnostic analysis, assessing the strengths, weaknesses, opportunities, and threats of the program. Graduate performance is tracked, and the relevance of the curriculum is evaluated. Furthermore, curriculum development is aligned with the Outcome-Based Education (OBE) Curriculum Framework, the National Higher Education Standards (SN-PT), the Association of Primary School Teacher Education Lecturers, and self-directed learning policies. Internal and external assessments are conducted during the evaluation phase. Internal analysis identifies the strengths, weaknesses, barriers, and future challenges of the curriculum. External evaluation involves stakeholders such as alumni, users, and policymakers. The evaluation analyses existing courses to ensure alignment with graduate profiles, learning outcomes, and the university's vision and mission, considering current and future demands. The stages of curriculum development are as follows.

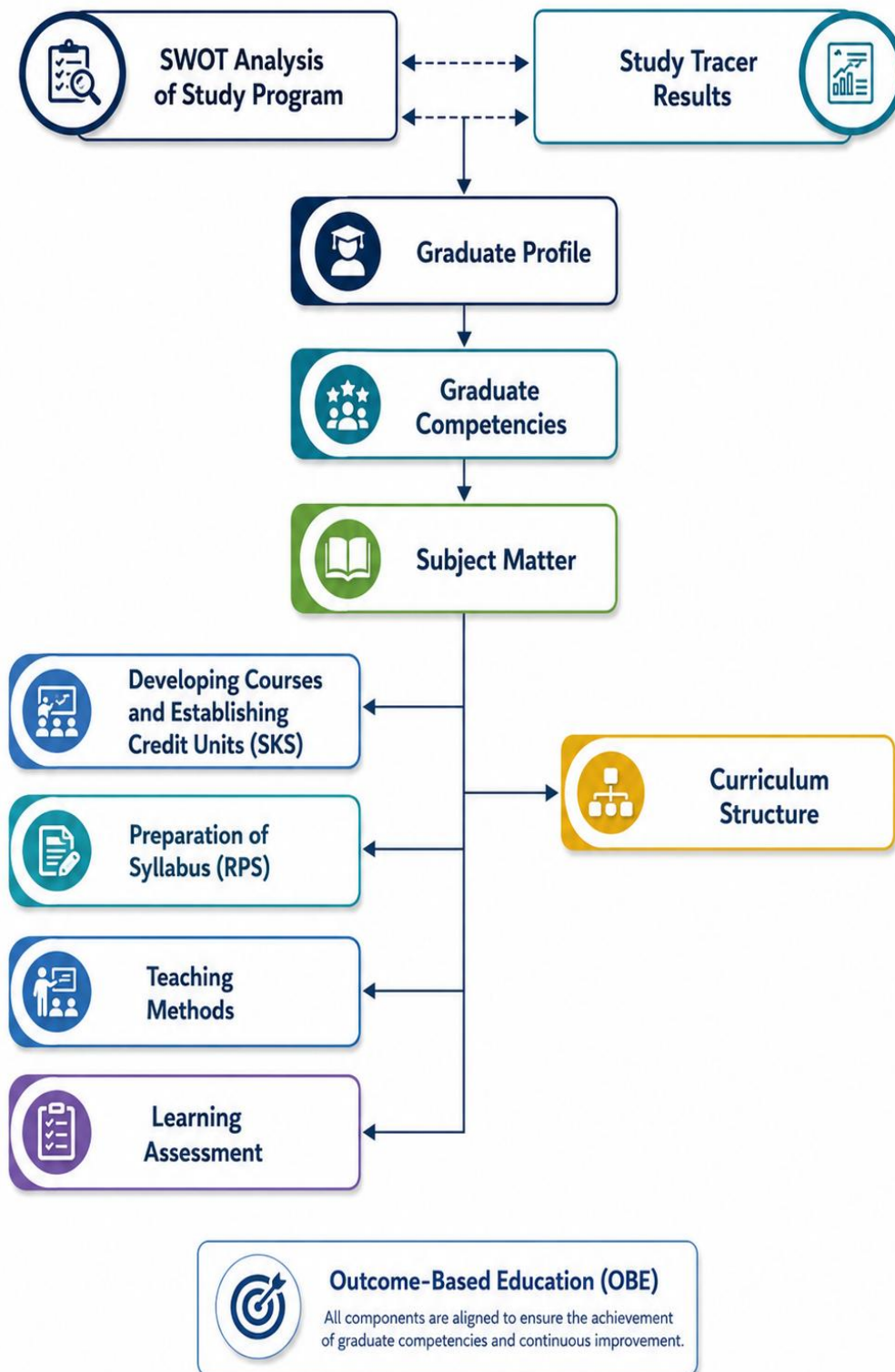


Figure 2. Curriculum Development Stages

This framework outlines the progression of learning to develop competency. The fundamental concepts serve as the program's bedrock, the strong foundation in fundamental concepts acts as sturdy pillars, the advanced concepts provide further support, and the final projects serve as a culmination of all knowledge in the field of the Primary School Teacher Education Program.

To meet the educational program requirements, students are required to complete a total of 69 courses, consisting of 145 credit units (CU). This includes 47 compulsory courses, 10 elective courses, 2 faculty courses, and 10 university courses. The selection of elective courses remains the policy of the students and the program's direction, allowing them to align their academic pursuits with the skills most suited to the desired graduate profile.

Table 6. Compulsory and elective courses of the Undergraduate Program of the Primary School Teacher Education Program, Faculty of Teacher Training and Education at Universitas Islam Sultan Agung

CU of Course	CU	Note
CU of Compulsory Courses	119	Number of courses that must be taken by students for graduations, and there are 56 compulsory courses that provided.
CU of Elective Courses	26	The number of elective courses provided are 13 courses.

F. CURRICULUM EVALUATION

The Undergraduate Programme in Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung, implements a systematic and evidence-based curriculum evaluation as an integral component of its Internal Quality Assurance System (IQAS) and Continuous Quality Improvement (CQI). Curriculum evaluation is conducted to ensure that the curriculum remains relevant, responsive, and aligned with the Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), institutional vision and mission, national higher education policies, and international quality standards.

The evaluation process follows the principles of Outcome-Based Education (OBE), emphasizing the achievement of measurable student learning outcomes rather than merely the completion of course content. Consequently, curriculum evaluation focuses on determining whether graduates have successfully attained the expected competencies, professional attributes, and employability skills required by the elementary education profession in the twenty-first century.

Curriculum review is implemented periodically through a Plan–Do–Check–Act (PDCA) quality cycle. This mechanism ensures that evaluation results are translated into concrete curriculum improvements, including revisions of Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), curriculum structure, teaching and learning strategies, assessment methods, and learning resources.

The curriculum evaluation process is evidence-based and incorporates quantitative and qualitative data collected from multiple internal and external sources, including:

1. Assessment of Programme Learning Outcome (PLO) attainment;
2. Course Learning Outcome (CLO) achievement;
3. student academic performance (GPA and CGPA);
4. graduation and retention rates;
5. average study duration;
6. Graduate employability and waiting period for employment;
7. tracer study findings;
8. Employer satisfaction surveys;
9. Alumni feedback;
10. student course evaluations;
11. Lecturer reflections;
12. curriculum benchmarking with nationally and internationally recognised institutions;
13. recommendations from professional associations, industry partners, schools, and government agencies.

Stakeholder participation constitutes a fundamental component of curriculum evaluation. Academic staff, students, alumni, school principals, employers, professional associations, policymakers, and external experts are actively involved in reviewing curriculum relevance, graduate competencies, and future educational needs. Their recommendations ensure that the curriculum continuously responds to developments in educational policy, technological innovation, digital transformation, artificial intelligence, sustainability, inclusive education, and the evolving demands of the global labour market.

The transition from the previous KKNi-based curriculum to the Outcome-Based Education (OBE) curriculum was preceded by a comprehensive gap analysis. This analysis examined the alignment among the institutional vision and mission, graduate profiles, Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), curriculum content, teaching strategies, assessment systems, and stakeholder expectations. The evaluation confirmed the need to strengthen constructive alignment across all curriculum components while integrating international perspectives, twenty-first-century competencies, digital literacy, leadership, entrepreneurship, Islamic values, and lifelong learning.

In accordance with the principles of OBE, curriculum evaluation emphasizes constructive alignment, ensuring consistency among:

1. Programme Educational Objectives (PEOs);
2. Programme Learning Outcomes (PLOs);
3. Course Learning Outcomes (CLOs);
4. teaching and learning activities;
5. assessment strategies;
6. graduate competencies; and
7. stakeholder expectations.

This alignment enables every course to contribute systematically and measurably to the achievement of programme outcomes and graduate attributes. The implementation of curriculum evaluation encompasses four major dimensions:

1. Curriculum Design Evaluation

Curriculum design is reviewed to ensure consistency among the graduate profile, Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), curriculum structure, course distribution, learning outcomes, Semester Learning Plans (RPS), learning resources, and assessment systems. Particular attention is given to constructive alignment, curriculum coherence, workload distribution, and compliance with the Indonesian National Qualifications Framework (KKNi), National Higher Education Standards (SN-DIKTI), Outcome-Based Education (OBE), and international accreditation requirements.

2. Curriculum Implementation Evaluation

Curriculum implementation is evaluated through systematic monitoring of teaching and learning processes, including:

- a. implementation of Semester Learning Plans (RPS);
- b. effectiveness of student-centred learning strategies;
- c. integration of digital learning technologies;
- d. implementation of Project-Based Learning, Case-Based Learning, and experiential learning;
- e. assessment practices and feedback mechanisms;
- f. utilisation of laboratories, teaching facilities, and digital learning resources;
- g. consistency between curriculum design and classroom implementation.

Academic monitoring is conducted every semester through internal quality assurance mechanisms, peer observation, course evaluation, and academic audits.

3. Learning Outcomes Evaluation

Evaluation of learning outcomes focuses on measuring the extent to which students achieve the expected Programme Learning Outcomes (PLOs). The evaluation includes:

- a. direct assessment of Course Learning Outcomes (CLOs) and PLO attainment;
- b. student academic achievement (GPA and CGPA);
- c. capstone projects and undergraduate thesis performance;
- d. teaching practicum and school internship outcomes;
- e. competency development in pedagogical, professional, social, digital, and Islamic values;
- f. graduate completion rates and study duration.

Assessment data are analysed to identify achievement gaps and formulate evidence-based improvement strategies.

4. Impact Evaluation

Impact evaluation measures the long-term effectiveness of the curriculum in preparing graduates for professional practice and lifelong learning. The evaluation includes:

- a. graduate employability and career progression;
- b. employer satisfaction with graduate competencies;
- c. tracer study results;
- d. alumni achievements;
- e. graduates' professional performance in elementary schools;

- f. contributions to educational innovation, community engagement, and professional organisations;
- g. alignment between graduate competencies and labour market expectations.

The findings are used as strategic evidence for curriculum enhancement and institutional decision-making.

The results of curriculum evaluation are formally discussed through programme review meetings involving lecturers, quality assurance units, faculty leaders, students, alumni, employers, and external stakeholders. Recommendations arising from these meetings are incorporated into curriculum revisions, course redesign, lecturer professional development, enhancement of learning resources, and improvements to assessment systems.

Through this systematic evaluation framework, the Undergraduate Programme in Primary School Teacher Education at Universitas Islam Sultan Agung ensures that its curriculum remains academically rigorous, professionally relevant, internationally benchmarked, and continuously responsive to educational developments and stakeholder expectations.

Table 7. Correlation between the PEO and PLO of The Primary School Teacher Education Program at the Faculty of Teacher Training and Education, Unissula

	PEO 1	PEO 2	PEO 1	PEO 2
PLO 1	S	S	S	S
PLO 2	S	S	S	S
PLO 3	S	S	S	S
PLO 4	S	S	S	S
PLO 5	S	S	S	S
PLO 6	S	S	S	S
PLO 7	S	S	S	S
PLO 8	S	S	S	S
PLO 9	S	S	S	S
PLO 10	S	S	S	S

** S-Strong, NS-Not Strong*

Table 8. Mapping of the Courses that Support the Program Learning Outcomes (PLO)

NO	SEMESTRE	COURSES	CREDIT UNIT (CU)	PLO CODE									
				PLO-01	PLO-02	PLO-03	PLO-04	PLO-05	PLO-06	PLO-07	PLO-08	PLO-09	PLO-10
1	I	Islamic Religious Education	2									V	
2	I	Pancasila	2										V
3	I	Indonesian Language	2										V
4	I	Basic Concepts of Civic Education for Elementary School	2	V						V			
5	I	Basic Concepts of the Indonesian Language for Elementary School	2	V						V			
6	I	Basic Concepts of Elementary School Mathematics	2	V						V			
7	I	Basic Concepts of Elementary School Science	2	V						V			
8	I	Basic Concepts of Elementary School Social Studies	2	V						V			
9	I	Introduction to Educational Science	2	V					V				
10	I	Javanese Language Education	2	V						V			
11	II	Fiqh of Worship	2									V	V
12	II	English	2										V
13	II	Civic Education	2										V
14	II	Development of Students	2	V					V	V			
15	II	Civics Education for Elementary School	2		V				V				
16	II	Indonesian Language Learning for Elementary School	2		V				V				
17	II	Elementary School Mathematics Learning	2		V				V				
18	II	Elementary School Science Learning	2		V				V				
19	II	Social Studies Learning in Elementary School	2		V				V				
20	II	Character Education in Elementary Schools	2	V					V	V			
21	III	Islam Discipline of Knowledge	2									V	V
22	III	Philosophy of Education	2	V						V			
23	III	Visual Arts and Crafts Education	2	V						V			
24	III	Education in Drama, Dance, and Music	2	V						V			
25	III	Information Technology for Academics	2			V		V			V		
26	III	Civics Education Practicum for Elementary School	3			V		V			V		
27	III	Elementary School Mathematics Learning Practicum	3			V		V			V		
28	III	Elementary School Social Studies Learning Practicum	3			V		V			V		
29	III	Educational Psychology	2				V		V	V			

NO	SEMESTRE	COURSES	CREDIT UNIT (CU)	PLO CODE									
				PLO-01	PLO-02	PLO-03	PLO-04	PLO-05	PLO-06	PLO-07	PLO-08	PLO-09	PLO-10
30	IV	Islamic Civilization	2									V	V
31	IV	Scouting	2			V			V				
32	IV	Indonesian Language Learning Practicum for Elementary School	3			V		V			V		
33	IV	Elementary School Science Learning Practicum	3			V		V			V		
34	IV	Human and Cultural Literacy	2				V			V			
35	IV	Learning Evaluation	3		V		V		V				
36	IV	STEAM	2			V		V			V		
37	IV	Elementary School Curriculum	2			V	V		V				
38	IV	Numeracy Literacy	2			V	V			V			
39	IV	Educational Statistics	2	V	V	V	V			V			
40	V	Elementary School Learning Planning	2			V		V	V				
41	V	Integrated Learning	2		V	V	V						
42	V	Educational Management	2			V		V	V				
43	V	Research Methodology	2				V	V		V			
44	V	Sharia Entrepreneurship	2					V			V		V
45	V	Microteaching	3		V	V				V			
46	V	Classroom Action Research	2			V		V	V				
47	V	Mathematical Problem Solving Learning)*	2			V	V	V					
48	V	Realistic Mathematics Education for Elementary School)*				V	V	V					
49	V	Human Rights Education)*	2			V	V			V			
50	V	Indonesian Democracy Education)*				V	V			V			
51	V	Social Cultural System and Global Perspective)*	2			V		V		V			
52	V	Sociology and Anthropology of Education)*				V		V		V			
53	V	Environmental Education)*	2			V		V		V			
54	V	Science Literacy)*				V		V		V			
55	VI	Guidance and Counseling	2			V	V		V				
56	VI	Media and Learning Resources	2			V		V			V		
57	VI	Special Needs Education	2	V		V	V						
58	VI	Digital Learning in Elementary School	2			V		V					
59	VI	Critical Thinking & Problem Solving	2				V			V			

[illegible]

ROADMAP OF UNDERGRADUATE PROGRAM OF ELEMENTARY SCHOOL TEACHER EDUCATION	SMT 8	Under-graduate Thesis Course										
	SMT 7	Community Service Program	Introduction to the School Field	Teaching Assistance								
	SMT 6	Guidance and Counselling	Media and Learning Resources	Special Needs Education	Digital Learning in Elementary School	Critical Thinking & Problem Solving	Digital Citizenship	Elementary School Teaching and Learning Strategies	Technological Pedagogical Content Knowledge	Scientific Writing	Elective Courses	Elective Courses
	SMT 5	Elementary School Learning Planning	Integrated Learning	Educational Management	Research Methodology	Sharia Entrepreneur-ship	Microteaching	Classroom Action Research	Elective Courses	Elective Courses	Elective Courses	Elective Courses
	SMT 4	Islamic Civilization	Scouting	Indonesian Language Learning Practicum for Elementary School	Elementary School Science Learning Practicum	Human and Cultural Literacy	Learning Evaluation	STEAM	Elementary School Curriculum	Numeracy Literacy	Educational Statistics	
	SMT 3	Islam Discipline of Knowledge	Philosophy of Education	Visual Arts and Crafts Education	Education in Drama, Dance, and Music	Information Technology for Academics	Civics Education Practicum for Elementary School	Elementary School Mathematics Learning Practicum	Elementary School Social Studies Learning Practicum	Educational Psychology		
	SMT 2	Fiqh of Worship	English	Civic Education	Development of Students	Civics Education for Elementary School	Indonesian Language Learning for Elementary School	Elementary School Mathematics Learning	Elementary School Science Learning	Social Studies Learning in Elementary School	Character Education in Elementary Schools	
	SMT 1	Islamic Religious Education	Scouting	Indonesian Language	Basic Concepts of Civic Education for Elementary School	Basic Concepts of the Indonesian Language for Elementary School	Basic Concepts of Elementary School Mathematics	Basic Concepts of Elementary School Science	Basic Concepts of Elementary School Social Studies	Introduction to Educational Science	Javanese Language Education	

ELECTIVE COURSES OF ELEMENTARY SCHOOL TEACHER EDUCATION	Mathematical Problem Solving Learning)*	Realistic Mathematics Education for Elementary School)*
	Human Rights Education)*	Indonesian Democracy Education)*
	Social Cultural System and Global Perspective)*	Sociology and Anthropology of Education)*
	Environmental Education)*	Science Literacy)*
	Skills in Playing Music and Singing)* Painting and Craft Skills)* Dance and Drama Skills)*	Indonesian Language and Literature Skills for Elementary School)* Appreciation of Children's Literature)*