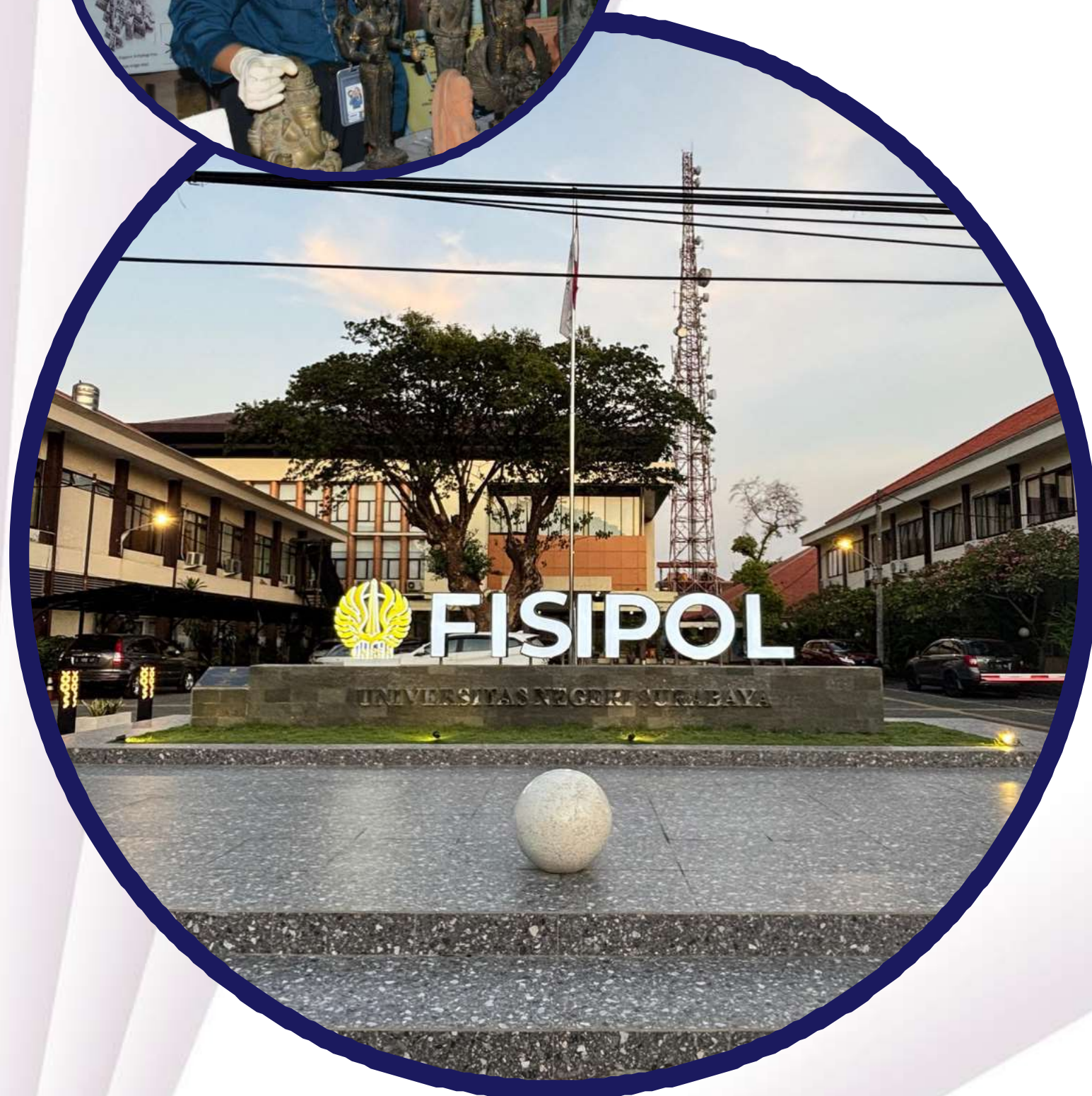




SUMMARY OF CURRICULUM

UNDERGRADUATE
PROGRAM OF
HISTORY EDUCATION



FACULTY OF SOCIAL AND POLITICAL SCIENCE
STATE OF UNIVERSITY SURABAYA
2024

SUMMARY OF CURRICULUM

UPHE



FACULTY OF SOCIAL AND POLITICAL SCIENCES

UNIVERSITAS NEGERI SURABAYA

2024

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UPHE

1. University

: Universitas Negeri Surabaya
2. Managing Unit

a. Faculty

: Faculty of Social and Political Sciences

b. Department

: History Education

c. Study Program

: History Education
3. Permit Issuance Number

: Kepmendikbud No. 182/1964 Tanggal 24 Dec 1964
4. a. Accreditation Status

: Unggul

b. Decree Number

: 620/SK/LAMDIK/Ak/S/XI/2022

c. Expiry Date

: 31 October 2027
5. Degree Awarded

: Bachelor Of Education
6. Number of Students

690
7. Number of Lecturers

16
8. Address

: Jl. Ketintang Surabaya
9. Telephone Number

:
10. Website

:
11. E-mail

: sejarah@unesa.ac.id

1. Rationale

The UPHE is located at the Faculty of Social Sciences and Law, Surabaya State University. The program was formed after successfully obtaining the Establishment Operational Permit from the Ministry of Education on December 24, 1964, by issuing Decree of the Minister of Education and Culture No. 182/1964. The History Education Study Program curriculum is divided into core curriculum and institutional curriculum. The core curriculum is a group of study materials and courses that must cover the study program formulated in a nationally applicable curriculum. The institutional curriculum consists of several study materials and courses that are part of the higher education curriculum, which include additional groups of knowledge in the core curriculum that are prepared by considering the circumstances, environmental needs, and characteristics of the college concerned.

According to 2023 Curriculum, critical evaluation activities are related to courses with study materials and course learning outcomes and adjustments to the Merdeka Curriculum System, including changes in national compulsory courses and university compulsory courses. The collected data will be analyzed, and its result will be used to optimize curriculum performance to make it more effective (formative evaluation) or as a basis for decision-making (summative evaluation). The main changes to the 2023 curriculum to accommodate the independent curriculum are explained in the table of main curriculum changes. The 2023 curriculum has 144 credits with the following composition: (1) Institutional courses 12 credits; (2) Study Program courses; 144 credits, equivalent to 6520.78 credits.

The History Education Study Program curriculum is developed using essentialism, perennials, progressivism, and social reconstructionism as the philosophical foundation of education. It is also designed using a psycho-pedagogic, sociological, and legal foundation.

The curriculum is elaborated according to transformative pedagogic principles, which align with students' psychological development characteristics. Education is accentuated by achieving critical consciousness / transformative consciousness and is directed towards realizing critical praxis. The study program's curriculum directs the educational process to provide humanized learning experiences so that students grow and develop in line with their nature, making it accessible to turn their potential into competence. Education nurtures creativity.

The curriculum of the History Education Study Program is adaptive to the evolution of social and cultural life. Any changes that occur in society, including changes in norms, systems, values, and lifestyles caused by factors from within and outside the community, will be the orientation of the curriculum to constantly change. Social changes are significant, with the demands of course curriculum changes occurring to meet the needs of life. Any substantial societal changes for various purposes will also be essential to curriculum changes.

The development of information technology is a variable that is fundamental to social change. Therefore, the curriculum is developed based on the principle of flexibility. The goal is for the curriculum to create education that aligns with science and information technology advances. The curriculum is also oriented towards the development of digital literacy. Connectivity theory becomes the operative basis for developing information technology-based learning. Education emphasizes the development of integrated science with the use of information technology.

However, in Kepmendiknas No.045/U/2002, the grouping of courses was straightened out to make its meaning broader and more precise through grouping based on the elements of competence, namely (a) personality foundation; (b) mastery of science and skills; (c) ability to work; (d) attitudes and behavior in working according to the level of expertise based on the knowledge and skills mastered; (e) understanding of the rules of social life following the choice of expertise in work (Ditjen Dikti, 2008).

The concept is expected to be able to accommodate the needs of a society that makes higher education a place of learning and a source of knowledge, a cultural center, and a place of learning that is open to all so that cultural strategies are concentrated into the development of higher education (Directorate General of Higher Education, 2008). Furthermore, to qualify higher education graduates, the government issued Presidential Regulation Number 08 of 2012 concerning KKNI, which became a reference in the preparation of Program Learning Outcomes (CPL) from each level of education nationally; this will have an impact on the curriculum which initially refers to competency achievements to refer to learning outcomes. Thus, the existence of KKNI is expected to change the way of looking at a person's competence, no longer solely a diploma but by looking at a nationally agreed qualification framework as a basis for recognizing the results of a person's education widely (formal, non-formal, and informal) which is accountable and transparent. Assumptions and predictions of the future development of the communication industry. The stages of preparing the vision, mission, goals and strategic objectives are as follows:

1. The forming of the vision, mission, and goals of the History Education Study Program refers to the vision, mission, and goals of UNESA 2023.
2. Socializing the Strategic Plan of the Faculty of Social Sciences and Law 2020-2024 (which is now known as the Faculty of Social and Political Sciences). This socialization was carried out simultaneously with all faculty teaching and education staff. In this socialization, the vision, mission, goals, and strategic objectives of FISH (now changed into FISIPOL) were conveyed as the basis for preparing the faculty's Strategic Plan. The results of this socialization were then determined to be the Strategic Plan Book for the Faculty of Social Sciences and Law (now Faculty of Social and Political Sciences) of Universitas Negeri Surabaya 2020-2024.

3. The department conducted a sanctioning with UPI Bandung, Faculty of Social Science Education, which has conducted ACQUIN accreditation, represented by the Dean and Head of the Tourism Study Program on August 21-22, 2024.
4. The KKNI Curriculum Public Test was attended by stakeholders (prospective users of graduates), the Head of the East Java Archives Sub-Directorate, the Head of the Cultural and Historical Heritage, Protection and Development Working Team, the Head of the Mpu Tantular Museum along with the school principals on September 13, 2024.
5. The established vision, mission, goals, and strategic objectives of the study program are approved by the Dean.

The UPHE Program prepared a digital form and recorded alumni who graduated in the last two years (TS-2). This is conducted to recap alumni data, especially the history of activities/professions after graduation. This alumni data collection system is carried out using an online Tracer Study questionnaire instrument, referring to indicators compiled by the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia through the tracer study unesa.ac.id page.

Alumnea tracking is carried out at the university level and then specifically classified in the History Education department. The tracer study team sent an electronic letter containing a tracer study notification letter and a link to fill in the data to all alumni in the graduation year. The data provided by alumni is then recapitulated and recoded to check the validity of the data.

In the third quarter of 2023, the tracer study of alumni of the Unesa diploma-graduate program reached 86% of all graduates. As for the History Education Study Program, the tracer study reached 100% in 2023.

According to the tracer study data, 67.44% of graduates work aligned to the profile of graduates of the study program, 8.14 work as entrepreneurs, 3.49% pursuing their master's degree, and 6.98% have not found a job.

Based on the results of the tracer study report, several important things were found related to the evaluation of the current curriculum and those that have been implemented in the past, among others:

1. The alumni feel that the material compiled in the History Education study program courses is applicable to the world of work in the fields of education and entrepreneurship. This input shows that the curriculum is fundamentally in accordance with the needs of the world of education and society, although there is still development in the perspective of the world of work.
2. The implementation of ICT-based learning can be an important point for the development of dynamic learning, especially following industry developments in the fields of education and history. The implementation of the course is

considered necessary to strengthen the course, especially regarding the development of good history education in the areas of education, learning media, and history.

3. The assessment carried out in lectures through the case study method and project-based learning is one of the efforts made by the History Education study program to improve and hone students' analytical skills.
4. Students of the History Education study program who take lectures are also equipped with additional soft skills so that graduates not only get theoretical knowledge but also the skills needed in the world of work. This soft skills provision is carried out in several activities, one of which is training and lecture practice, especially related to expertise in History Education.
5. Students are expected to be equipped with skills related to work needs in education, museums, and journalism to support their future work performance.
6. Improve foreign language skills such as English to improve the ability to communicate globally.

2. Faculty Vision and Missions

2.1 Vision

FISIPOL Unesa, as part of Universitas Negeri Surabaya, has a strategic role in producing quality educators and professional people. Thus, FISIPOL Unesa is expected to be able to produce globally competitive graduates who are superior and resilient in the mastery, application, and development of science and technology. The vision, mission, goals, program objectives, and educational values of the Faculty of Social and Political Sciences (FISIPOL) Unesa lead to strengthening the identity and character of superior human resources that make them candidates for national leaders, educators, and leaders of leading institutions in the future. The vision, mission, goals, program objectives, and values of FISIPOL Unesa strive to make a leading faculty and certainly advance into the future with leading universities in Asia and the world to make Indonesian society advanced. The vision of FISIPOL Unesa 2023-2027 is stated as follows “Become a faculty that is resilient, adaptive, and innovative in organizing education to produce graduates with a humanist socio-edupreneur spirit who are able to compete at the global level in 2045”.

2.2 Mission

Based on the vision, the faculty is committed to carry the following missions:

1. Organizing education in the social humanities field that has a tough, adaptive, and innovative character based on entrepreneurship that can compete at the global level;
2. Carrying out research and improving the quality of innovation in the social humanities field based on entrepreneurship that can compete at the global level;

3. Carrying out community service and disseminating innovation in the social humanities field based on entrepreneurship for the welfare of society and being able to compete on a global level;
 4. Organizing higher education tri-dharma activities in a synergistic, integrated, harmonious, and sustainable manner by taking into account the advantages of FISIPOL and the advantages of UNESA;
 5. Organizing effective, efficient, transparent, and accountable governance and administration that guarantees the quality of FISIPOL capacity on an ongoing basis;
 6. Organizing productive national and international cooperation in creating, developing, and disseminating innovations in the field of social humanities based on entrepreneurship at a global level.
- 3. Study Program Vision and Missions**
- 3.1 Vision**
- To become a strong, adaptive and innovative study program in organizing education to produce graduates who are humanist and excel in science and technology and have an entrepreneurial outlook.
- 3.2 Mission**
1. Organizing History Education and adaptive and innovative tough character based on edupreneur able to compete globally.
 2. Organizing research and improving the quality of innovation in history education based on edupreneur and able to compete in the global era.
 3. Organizing community service and disseminating innovations in the field of edupreneur-based history education for the welfare of society and being able to compete at the global level.
 4. Organizing the tri dharma of higher education activities in a synergistic, integrated, harmonious, and sustainable manner, taking into account the excellence of the History Education Study Program, FISIPOL, and UNESA.
 5. Organizing governance and governance that is effective, efficient, transparent, and accountable that ensures the quality capacity of the History Education Study Program, FISIPOL, on an ongoing basis; and
 6. Organizing productive national and international cooperation in creating, developing, and disseminating innovations in the field of entrepreneurship-based History Education at the global level.

4. Graduate Profiles and Program Educational Objectives

4.1 Graduate Profiles

No	Graduates Profile	Graduates Profile Description
PL1	Educator (History Teacher)	History educators with integrity, resilience, adaptive and innovative, able to compile learning plans, implement learning, and evaluate history learning that is adaptive and innovative to the development of science, technology, and societal changes in educational units.
PL2	History and history education researcher	Historical researchers with integrity and independence who can apply educational research methods and historical methods to describe, explain, solve, and resolve educational and historical problems for the benefit of education and community.

4.2 Program Educational Objectives

The History Education Undergraduate Study Program organizes teacher education and history science to meet the needs of educators in schools and develop sustainable careers by providing knowledge and developing in-depth attitudes and skills so that graduates have the following characteristics:

- 1. Professional Accomplishment**

Nurturing history teachers with integrity, responsibility, and independence who can plan, implement, and evaluate history learning that is innovative and adaptive to the development of science and technology.

Nurturing history researchers with integrity, responsibility, and independence who can apply innovative and adaptive history research methods to the development of science and technology.
- 2. Academic Accomplishment**

Educating graduates who master the science of history, historical/historical events, education and learning science that is adaptive, has a global perspective and is a lifelong learner.
- 3. General/Social Accomplishment**

Encouraging graduates to live with integrity and upholding academic and professional ethics in the field of history and history education.

5. Linkage between PEO and PLO

a. PLO

To achieve PEO, the Bachelor of History Education Program has set eight PLOs/CPLs, consisting of knowledge, specific skills, general skills, and attitudes. PLOs are formulated based on Ministerial Regulation Number 53 of 2023 concerning Quality Assurance of Higher Education. Framework (KKNI), and Regulation of the Minister of Higher Education and Technology. Number 44 of 2015 concerning National Higher Education Standards (SNPT). The PLO/CPL of the History Education Undergraduate Program is also in aligned with the provisions of the Association of History Education Study Program Associations throughout Indonesia in 2021. PLO / CPL (Graduate Learning Outcomes) of the Bachelor of History Education Program are as follows.

LEARNING OUTCOMES

- 1. Demonstrating the values of religion, nationality, and national culture, as well as academic ethics in carrying out their duties
- 2. Demonstrating resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial characteristics.
- 3. Developing logical, critical, systematic, and creative thinking in performing specific work in the field of expertise in accordance with the field's work competency standards.
- 4. Pursuing continuous self-development and collaboration.
- 5. Designing, implementing, and evaluating a history learning process that is innovative, adaptive, and based on research and technology.
- 6. Mastering historical material in temporal, spatial, and thematic aspects as a basis for developing knowledge competencies.
- 7. Mastering and applying theories and methods of historical research in analyzing historical events as a history research procedure.

b. Linkage between PEO and PLO

Program Education al Objectives (PEO)	Aspek	Program Learning Outcomes/CPL
PEO 1	Nurturing history teachers with integrity,	1. Demonstrating the values of religion, nationality, and national culture, as

	responsibility, and independence who can plan, implement, and evaluate history learning that is innovative and adaptive to the development of science and technology. Nurturing history researchers with integrity, responsibility, and independence who can apply innovative and adaptive history research methods to the development of science and technology.	well as academic ethics in carrying out their duties 2. Demonstrating resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial characteristics. 3. Developing logical, critical, systematic, and creative thinking in performing specific work in the field of expertise in accordance with the field's work competency standards.
PEO 2	Educating graduates who master the science of history, historical/historical events, education and learning science that is adaptive, has a global	4. Pursuing continuous self-development and collaboration. 5. Designing, implementing, and evaluating a history learning process that is innovative, adaptive, and based on research and technology.

	perspective and is a lifelong learner.	
PEO 3	Encouraging graduates to live with integrity and upholding academic and professional ethics in the field of history and history education.	6. Mastering historical material in temporal, spatial, and thematic aspects as a basis for developing knowledge competencies. 7. Mastering and applying theories and methods of historical research in analyzing historical events as a history research procedure.

PEO	PLO						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
PEO 1	v				v		v
PEO 2			v			v	
PEO 3		v		v			

6. Linkage between PEO and Study Materials

PEO	KKNI Level 6			
	Pengetahuan	Ketrampilan Umum	Keterampilan Khusus	Sikap
	Mastering the	Making the	Applying his field	Upholding

	theoretical concepts of specific fields of knowledge in general and theoretical concepts of particular parts in the field of expertise in depth, and being able to formulate procedural problem-solving.	right decision based on information and data analysis and providing guidance in choosing various alternative solutions independently and in groups.	of expertise and utilizing science, technology, and/or art in his field of problem-solving and being able to adapt to any situation.	responsibility for own work and can be given responsibility for achieving organizational work results.
PEO 1	v	v	v	
PEO 2	v	v		
PEO 3				v

7. Linkage between PLO and Course

a. Curriculum Mapping

ROAD MAP PLO-1

PLO 1											
SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Entrepreneurship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Political Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

ROAD MAP PLO-2

PLO 2											
SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Enterprenue rship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Politic Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

ROAD MAP PLO-3

PLO 3											
SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Enterprenue rship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Politic Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

ROAD MAP PLO-4

PLO 4											
SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Entrepreneurship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Political Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

ROAD MAP PLO-5

PLO 5

SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Enterprenue rship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Politic Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

ROAD MAP PLO-6

PLO 6											
SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Enterprenue rship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Politic Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

ROAD MAP PLO-7

PLO 7											
SMT 8	Thesis										
SMT 7	Museology	Historical Libraries and Archives	Geohistory	History Seminar	Agrarian History	Oral History	Textbook Writing	Recorded Media and Historical Antiquities	Cultural Tourism Management	Cultural Heritage Management	Historical Tourism Guiding
SMT 6	PLP-School Program Development	PLP-School Management	PLP-Curriculum analysis	PLP-Learning Plan Development	PLP-Teaching Material Development	PLP-Learning Media Development	PLP-Teaching practice	PLP-Learning Assessment	Final Project Proposal		
SMT 5	MBKM-BKP Course 1	MBKM-BKP Course 2	MBKM-BKP Course 3	MBKM-BKP Course 4	MBKM-BKP Course 5	MBKM-BKP Course 6	MBKM-BKP Course 7	MBKM-BKP Course 8	English Language	Digital Literacy	
SMT 4	Research Methods	Historical Method	Physical Education and Sports	History of Australia and Oceania	Archaeology	History of Indonesia The National Movement	Intellectual History	Microteaching	Public History	History of Indonesia Independence-Reformation Period	Enterprenue rship
SMT 3	Statistics	Learning Evaluation	Philosophy of History	Social and Economic History	History of West Asia	History of South-East Asia	Historical Methodology	History of Indonesia Colonial Period	Local History and Indonesian Culture	Indonesian language	
SMT 2	Religion	Sociocultural Theory	History of Maritime	Development of Teaching Materials	Civic Education	Education Planning	East Asia History	Politic Science	Dutch Language	History of Indonesia Islamic Period	
SMT 1	Pancasila	History of Education	Fundamentals of Education	Fundamentals of Historical Science	Theory of Education	History of Indonesia (Prehistory and Hindu-Buddha Period	School Curriculum	History of Europe-America	African History		

a. Mapping between PLO and Courses on Term

No	Courses	Compulsory/Elective	Credit Unit	ECTS	Term	PLO						
						1	2	3	4	5	6	7
1	Pancasila	Compulsory	2	3,18	1	√	√	√	√			
2	Sejarah Pendidikan / History of Education	Compulsory	2	3,18				√	√			√
3	Dasar-Dasar Kependidikan / Fundamentals of Education	Compulsory	2	3,18				√	√			
4	Dasar-Dasar Ilmu Sejarah / Fundamentals of History	Compulsory	2	3,18			√	√	√		√	√
5	Teori Belajar / Learning theories	Compulsory	2	3,18				√	√	√		
6	Sejarah Indonesia Masa pra Aksara Dan Hindu Budha / History of Indonesia (Pre-historic and Hindu-Buddhist Period)	Compulsory	2	3,18				√	√			√
7	Kurikulum Sekolah / School Curriculum	Compulsory	3	4,77				√	√	√		
8	Sejarah Eropa-Amerika / History of Europe and America	Compulsory	3	4,77				√				√
9	Sejarah Afrika/ African History	Compulsory	2	3,18				√	√			√
10	Agama / Religion	Compulsory	2	3,18	2	√	√	√				
11	Teori Sosial-Budaya / Sociocultural Theories	Compulsory	2	3,18		√			√	√		√
12	Sejarah Maritim/ Maritime History	Compulsory	2	3,18				√				√
13	Pengembangan Bahan Ajar dan Media Pembelajaran / Learning Materials and Media Development	Compulsory	2	3,18				√		√		
14	Pendidikan Kewarganegaraan / Civic Education	Compulsory	2	3,18		√		√				
15	Perencanaan Pembelajaran / Educational Planning	Compulsory	2	3,18				√		√		
16	Sejarah Asia Timur / Eastern Asia History	Compulsory	2	3,18				√				√
17	Ilmu Politik / Political Science	Compulsory	2	3,18			√	√	√			√
18	Bahasa Belanda / Dutch	Compulsory	2	3,18								√
19	Sejarah Indonesia Masa Islam / History of Indonesia (Islamic Period)	Compulsory	2	3,18								√
21	Statistik/ statistics	Compulsory	2	3,18	3			√		√	√	
22	Evaluasi Belajar dan Pembelajaran / Learning Evaluation	Compulsory	2	3,18				√		√	√	
23	Filsafat Sejarah / Philosophy of History	Compulsory	2	3,18				√	√		√	√
24	Sejarah Sosial dan Ekonomi / Social and economic history	Compulsory	2	3,18								√
25	Sejarah Asia Barat / Western Asia History	Compulsory	2	3,18				√	√			√
26	Sejarah Asia Selatan dan Tenggara / History of Southeast Asia	Compulsory	2	3,18				√	√			√
27	Metodologi Sejarah/Historical methodologies	Compulsory	3	4,77				√	√		√	√
28	Sejarah Indonesia Masa Kolonial / History of Indonesia (Colonial Period)	Compulsory	2	3,18				√	√			√
29	Sejarah Lokal dan Kebudayaan Indonesia / Local History and Indonesian Culture	Compulsory	2	3,18			√	√	√		√	√

30	Bahasa indonesia/Bahasa Indonesia	Compulsory	2	3,18		√		√	√			
31	Metode Penelitian / Research Methods	Compulsory	3	4,77				√			√	
32	Metode Sejarah / Historical Methods	Compulsory	2	3,18				√			√	√
33	Pendidikan jasmani dan olahraga/ Physical Exercise (PE Class)	Compulsory	2	3,18		√	√	√	√			
34	Sejarah Australia dan Oceania / History of Australia and Oceania	Compulsory	2	3,18							√	√
35	Arkeologi / Archaeology	Compulsory	2	3,18			√	√	√			
36	Sejarah Indonesia Masa Pergerakan Nasional / History of Indonesia (The National Movement Era)	Compulsory	2	3,18				√	√			√
37	Sejarah Intelektual/ Intellectual History	Compulsory	2	3,18				√	√		√	√
39	Microteaching	Compulsory	2	3,18		√	√	√		√	√	
40	Sejarah Publik/ Public History	Compulsory	2	3,18			√	√		√		√
41	Sejarah Indonesia Masa Kemerdekaan Sampai Reformasi/History of Indonesia Independence-Reformation Peroid	Compulsory	2	3,18				√	√			√
42	Kewirausahaan (MKWI)/Entrepreneurship	Compulsory	2	3,18		√		√	√			
43	MBKM-BKP Course 1	Elective	2	3,18								
44	MBKM-BKP Course 2	Elective	4	6,36								
45	MBKM-BKP Course 3	Elective	4	6,36								
46	MBKM-BKP Course 4	Elective	2	3,18								
47	MBKM-BKP Course 5	Elective	2	3,18								
48	MBKM-BKP Course 6	Elective	2	3,18								
49	MBKM-BKP Course 7	Elective	2	3,18								
50	MBKM-BKP Course 8	Elective	2	3,18								
51	Bahasa Inggris/ English Language	Compulsory	2	3,18		√	√	√	√			
52	Literasi Digital/ Digital Literacy	Compulsory	2	3,18		√	√	√	√			
53	PLP-Pengembangan Program Sekolah / PLP-School Program Development	Compulsory	2	3,18					√	√		
54	PLP-Manajemen Sekolah / PLP-School Management	Compulsory	2	3,18					√	√		
55	PLP-Analisis kurikulum / PLP-Curriculum Analysis	Compulsory	2	3,18					√	√		
56	PLP-Pengembangan Rencana Pembelajaran / PLP-Learning Plan Development	Compulsory	3	4,77					√	√		
57	PLP-Pengembangan Bahan Ajar / PLP-Teaching Material Development	Compulsory	3	4,77					√	√		
58	PLP-Pengembangan Media Pembelajaran / PLP-Learning Media Development	Compulsory	2	3,18					√	√		
59	PLP-Praktik Mengajar / PLP-Teaching Practice	Compulsory	4	6,36					√	√		
60	PLP-Asesmen Pembelajaran / PLP-Learning Assessment	Compulsory	2	3,18					√	√		
61	Proposal Tugas Akhir / Final Project Proposal	Compulsory	2	3,18					√	√		
62	Museologi / Museology	Elective	2	3,18	7		√	√	√			

60	Historical Libraries and Archives	Elective	2	3,18		√	√	√		√	
61	Geohistory	Elective	2	3,18		√	√	√			√
62	History Seminar	Elective	2	3,18		√	√	√		√	
63	Agrarian History	Elective	2	3,18			√	√			√
64	Oral History	Elective	2	3,18			√	√		√	√
65	Textbook Writing	Elective	2	3,18			√	√			√
66	Recorded Media and Historical Antiquities	Elective	2	3,18		√	√	√			
67	Cultural Tourism Management	Elective	2	3,18		√	√			√	√
68	Cultural Heritage Management	Elective	2	3,18		√	√	√		√	
67	Historical Tourism Guiding	Elective	2	3,18		√	√			√	√