CURRICULUM DOCUMENT OF
DOCTORAL PROGRAMME IN BASIC EDUCATION

POSTGRADUATE PROGRAMME

Universitas Pendidikan Ganesha

2021

CURRICULUM
DOCTORAL PROGRAMME IN BASIC EDUCATION, POSTGRADUATE PROGRAMME

1. IDENTITY OF THE STUDY PROGRAMME

1	Name of Study Program, Level	Basic Education/Doctoral Degree
2	Address	Universitas Pendidikan Ganesha Campus St. Udayana, Number. 11, Singaraja Bali
3	Regency/City	Buleleng
4	Postal code	81116
5	Phone number	(0362) 32558
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7	Email address	s3.pendidikandasar@undiksha.ac.id
8	Website address	http://pasca.undiksha.ac.id/prodi/pendidikan-dasar-s3/
9	Degree given	Doctoral Degree
10	Year and Decree of Establishment	Decree of the Director General of Higher Education Number 192/KPT/I/2015
11	Year and Decree of Accreditation	Decree of the BAN PT Number 0501/SK/BAN-PT/Akred/D/I/2017

2. LEADERSHIP OF THE STUDY PROGRAMME

1	Name	Prof. Dr. Ida Bagus Putu Arnyana, M.Si
2	Position	Head of the Study Program
3	Decree of Assignment	Decree Number 2915/UN48/KP/2019
4	Assignment start date	16th of December 2019
5	Assignment complete date	16th of December 2023

A. RATIONALE

The higher education curriculum is a set of plans and arrangements regarding learning outcomes, study materials, processes, and assessments that are used as guidelines for the administration of study programs. Thus, the curriculum can be defined as a program in the form of program documents and program implementation. As a document, the curriculum is in the form of details of learning outcomes, courses, syllabus, lesson plans, and a success evaluation system. On the other hand, the curriculum as a program implementation is a form of learning that is actually carried out.

From a broader perspective, the curriculum can act as: (1) higher education management policies (study programmes) to determine the direction of education, (2) the philosophy that characterizes the formation of society and the academic climate, (3) learning patterns, (4) atmosphere or a climate that is formed from the results of the managerial interaction of the study program in achieving learning objectives, (5) quality reference from the quality assurance process, and (6) a measure of the success of the study programme in producing graduates who are beneficial to society. From the description above, it appears that the curriculum does not only mean a document, but it has a complex role in the educational process. Based on the understanding of the curriculum as mentioned above, there are two dimensions of the curriculum, the first is the plan and arrangement of the objectives, content, and learning materials, while the second is the method used for learning activities.

Regarding the explanation above, the development and preparation of the study program curriculum is based on the following rationale:

a) Internal challenges concerning the recent condition of higher education are related to the demands of higher education which refers to the 10 National Higher Education Standards, namely: (1) graduate competency standards; (2) learning content standards; (3) learning process standards; (4) learning education assessment standards; (5) lecturers and education personnel standards; (6) learning facilities and infrastructure standards; (7) learning management standards; (8) learning financing standards; (9) research standards; and (10) community service standards.

b) External challenges are related to the flow of globalization and various issues related to environmental issues, advances in technology and information, the rise of the creative and cultural industries, as well as the development of education at the international level. The flow of globalization will shift people's lifestyles from agrarian and traditional commerce to a modern industrial and trade society, as can be seen in the World Trade Organization (WTO), Association of South East Asian Nations (ASEAN) Community, Asia Pacific Economic Cooperation (APEC), and ASEAN Free Trade Area (AFTA).

The foundation for forming and curriculum development includes:
1. Philosophical Foundation
　　　　The philosophical foundation that underlies the development of a curriculum determines the quality of graduates (outputs) that will be the result from a transformation process of curriculum implementation. This means that the source and content of the curriculum are the learning process, the position of students, assessment of the learning process and outcomes, as well as the relationship of students with the community and the natural environment around them. The curriculum of the study programme at Universitas Pendidikan Ganesha was developed with a philosophical foundation that provides the basis for the development of all potential students to become quality Indonesian human beings listed in the national education goals. Based on this, the curriculum of the study program at Universitas Pendidikan Ganesha was developed based on the following philosophy: (1) Education is a process of humanizing

students in their human dignity. Education is aimed at developing spiritual intelligence, intelligence of the heart, intellectual intelligence, academic brilliance, through disciplined education both by instructional effect and nurturant effect. (2) Education is a cultural transformation, education is rooted in the nation's culture to build the nation's life today and in the future. Students are heirs of creative national culture, (3) Education is to build a better present and future life than the past with various intellectual abilities, communication skills, social attitudes, care, and participation to build a better society and nation (experimentalism and social reconstructivism).

2. Theoretical Foundation

The theoretical basis for the preparation of the study programme curriculum at Universitas Pendidikan Ganesha was developed on the theory of "standard-based education" and competency-based curriculum. Education based on standards stipulates the existence of national standards as the minimum quality of education which is divided into content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, educational assessment standards, research standards, and community service standards. The competency-based curriculum is based on the design of providing the widest possible learning experience for students in developing the ability to behave, have knowledge, be skilled, act responsibly, and have a good character.

3. Juridical Foundation

The development and preparation of the Undiksha Curriculum is based on the following juridical foundations: (1) The 1945 Constitution of Republic of Indonesia; (2) Law Number 20 of 2003 about the National Education System; (3) Law Number 17 of 2005 about the National Long-Term Development Plan, along with all the provisions set forth in the National Medium-Term Development Plan; (4) Government Regulation Number 19 of 2005 about National Education Standards as amended by Government Regulation Number 32 of 2013 about Amendments to Government Regulation Number 19 of 2005 about National Education Standards; (5) Law Number 14 of 2005 about Teachers and Lecturers; (6) Republic of Indonesia Presidential Regulation Number 8 of 2012 about the Indonesian National Qualifications Framework (KKNI); (7) Law Number 12 of 2012 about Higher Education; (8) Republic of Indonesia Government Regulation Number 4 of 2014 about the Implementation of Higher Education and Management of Higher Education; (9) Republic of Indonesia Minister of Education and Culture Regulation Number 03 of 2020 about National Standards for Higher Education.

B. STUDY PROGRAMME PROFILE DESCRIPTION

Doctoral Degree of Basic Education was established based on the Decree of the Minister of Research, Technology and Higher Education Number 192/KPT/I/2015. This Study Program has Accreditation B by the National Accreditation Board for Higher Education (BAN PT) with Number 0501/SK/BAN-PT/Akred/D/I/2017 valid from January 26, 2017 and ends on January 26, 2022. Title given to the graduates is Doktor (Dr.) or Doctor.

Profiles of graduates of Doctoral Programme of Basic Education Undiksha are: professional practitioner and researcher who are able to discover or develop, transform, and disseminate science, technology, and art in the field of basic education, as well as character, critical, innovative, creative, communicative and collaborative.

C. VISION AND MISSION
1. Vision
To become a leading study programme mastering scientific philosophy, knowledge and skills and being able to develop basic education science and technology based on the Tri Hita Karana (Three causes of Prosperity) philosophy in Asia by 2045.

2. Mission
1) Organizing education and learning at doctoral level in the field of basic education that is oriented to an integrated approach, and developing policies for the development of basic education and national education in a comprehensive manner;
2) Carrying out research, development, and theoretical studies in the field of basic education studies, and implementation of basic education development policies and national education, at local, regional, national, and international levels;
3) Organizing various community service activities through training, seminars, conferences, and workshops related to basic education development policies and national education, implementation and management of basic education, as well as the impact of basic education development at local, regional, and national levels, and
4) Building cooperation and networking with various related agencies to improve the quality of basic education, at regional, national, and international levels, especially in the implementation and development of Basic Education Doctoral Programme.

D. OBJECTIVES

The objectives of Undiksha Doctoral Program of Basic Education is to produce:

1) Graduates who are able to develop scientific theories/concepts/ideas in the field of basic education that have novelty values through inter, multi, and trans disciplinary approaches and apply humanities values. (PEO-1)
2) Graduates who are able to communicate the results of studies and research effectively in oral and written form in scientific forums and or journals to gain national and international recognition. (PEO-2)
3) Graduates who are able to solve problems in the field of basic education through inter, multi, and trans disciplinary research approaches for the benefit of mankind. (PEO-3)
4) Graduates who are able to develop innovation, policy, and basic education management through inter, multi, and transdisciplinary approaches. (PEO-4)

Based on these objectives, the indicators are formulated as:

PEO	Indicator
PEO-1	1. Obtain grants to conduct research.
	2. Develop theories, concepts, ideas in the field of basic education that have novelty through inter, multi, and transdisciplinary approaches through the research process.
	3. Carrying out education in all levels of basic education both at school and in tertiary institutions.
	4. Applying humanities values in aspects of life

PEO-2	1. Communicating the results of scientific studies and scientific research in the field of basic education through seminar forums both locally, nationally and internationally. 2. To publish the results of scientific studies and research in the field of basic education through accredited national journals and reputable international journals.
PEO-3	1. Cooperating with institutions related to the field of education. 2. Provide services to the community in order to solve problems in basic education through community service. 3. Provide consultation in solving problems in the field of basic education for those who need it.
PEO-4	1. Develop basic education implementation policies required by each stakeholder. 2. Develop innovations in education management policies, especially in the field of basic education. 3. Assist the community and government in developing basic education in accordance with the demands of the times.

E. PROFILE OF GRADUATE

Profile of graduates of the Doctoral Program of Basic Education Universitas Pendidikan Ganesha are: Professional practitioner and researcher who are able to discover or develop, transform, and disseminate science, technology, and art in the field of basic education, as well as character, critical, innovative, creative, communicative and collaborative.

F. PROGRAMME LEARNING OUTCOMES

1. Attitude

A : Demonstrate scientific, educative, and religious attitudes and behaviors that contribute in improving the quality of life for the community, nation and state based on academic norms and ethics based on the Tri Hita Karana (Three causes of Prosperity) values

2. Knowledge

K1: Mastering the scientific philosophy of science, technology, and art that has novelty values in the field of basic education science and professional practice through research to produce creative, original, and tested works.

K2: Mastering problem solving knowledge of science, technology, and art in the field of basic education science through an interdisciplinary and multidisciplinary approach.

K3: Mastering knowledge of scientific procedures in the management and development of research that is beneficial for the benefit of mankind, and is able to gain national recognition.

3. General Skills

GS1: Able to integrate learning and innovation skills, mastering technology and information, career development, and life skills to become lifelong learners.

GS2: Able to develop and publish logical, critical, systematic, and creative thinking through scientific research, create designs or works of art with an interdisciplinary or multi-disciplinary approach, which pays attention to humanities values according to their field of expertise through scientific research based on a research roadmap with an interdisciplinary, multidisciplinary, or transdisciplinary approach.

4. Specific Skills

SS1: Able to develop scientific theories/concepts/ideas in the field of basic education that have novelty values through inter, multi, and transdisciplinary approaches and apply humanities values.

SS2: Able to communicate the results of studies and research effectively in oral and written form in scientific forums and journals to gain national and international recognition.

SS3: Able to solve problems in the field of basic education through inter, multi, and transdisciplinary research approaches for the benefit of mankind.

SS4: Able to develop innovation, policy, and management of basic education through inter, multi, and transdisciplinary approaches.

G. LEARNING PROCESS

The implementation of the 2020 curriculum of Undiksha is: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

1) *Interactive*: the learning process prioritizes a two-way interaction process between students and lecturers.
2) *Holistic*: the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.
3) *Integrative*: learning outcomes are achieved through an integrated learning process to meet the overall learning outcomes in a unified program through an interdisciplinary and multidisciplinary approach.
4) *Scientific*: the learning outcomes are achieved through a learning process that prioritizes a scientific approach to create an academic environment that is based on a system of values, norms, and scientific principles and upholds religious and national values.
5) *Contextual*: the learning outcomes are achieved through a learning process that is adapted to the demands of the ability to solve problems in the realm of their expertise.
6) *Thematic*: learning outcomes are achieved through a learning process that is adapted to the characteristics of the scientific themes of the study program and is linked to real problems through a transdisciplinary approach.
7) *Effective*: the learning outcomes are achieved effectively by emphasizing the internalization of the material properly and correctly in an optimum period of time.

8) *Collaborative*: a joint learning process that involves interaction between individuals (students) to produce the capitalization of attitudes, knowledge, and skills.

9) *Student-centred*: learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs.

The learning process uses various learning approaches, learning models or strategies, learning methods adapted to learning materials and expected learning outcomes. The approach used in teaching and learning process is a student-centered learning approach with project-based learning models, problem-based learning, and critical review.

The quality of the learning implementation is maintained to improve student's learning experience. Monitoring the learning process is carried out to determine progress and learning outcomes by: (1) assessing the learning implementation process, (2) finding problems experienced by students in the learning process, (3) assessing lecturers by students, and (4) assessing learning outcomes.

H. ASSESSMENT

The assessment system in Undiksha doctoral programme consists of: assessing student's attitudes and activities during learning, assignments, midterm exams, and final semester exams. The final assessment of the master's program is from the dissertation.

The categorization of program learning outcomes used the following categorization guidelines.

A	=	4.0	with mastery of lecture material	85% - 100%
A-	=	3.75	with mastery of lecture material	81% - 84%
B+	=	3.25	with mastery of lecture material	77% - 80%
B	=	3.0	with mastery of lecture material	73% - 76%
B-	=	2.75	with mastery of lecture material	69% - 72%
C+	=	2.50	with mastery of lecture material	65% - 68%
C	=	2.0	with mastery of lecture material	61% - 64%
D	=	1.0	with mastery of lecture material	40% - 60%
E	<	0.0	with mastery of lecture material	0% - 39%

I. CURRICULUM STRUCTURE

1. **Study Material:**

Five subjects in Basic Education (Development of Science in Basic Education, Development of Mathematics in Basic Education, Development of Indonesian Language and Literature in Basic Education, Development of Social Science in Basic Education, Development of Civic Education in Basic Education), Research Methodology, Statistics, Theories of Learning and Pedagogy, Educational Management, and Curriculum Development.

2. Curriculum Structure Based on Course Groups

No	Course		Course Code	Credit Hours	Semester
A	**Core Study Courses**				
	a. Compulsory Courses				
	1.	Basic Education Perspective Based on Tri Hita Karana	PDS320101	2	I
	2.	Applications of Statistics in Advanced Research	PDS320102	3	I
	3.	Advanced Basic Education Research Methodology	PDS320103	3	I
	4.	Development of Science in Basic Education	PDS320104	3	I
	5.	Development of Indonesian Language and Literature Basic Education	PDS320105	3	I
	6.	Development of Mathematics in Basic Education	PDS320201	3	II
	7.	Development of Social Science in Basic Education	PDS320202	3	II
	8.	Development of Civic Education in Basic Education	PDS320203	3	II
	9.	Curriculum Development of Basic Education	PDS320204	2	II
	10.	Policy Analysis and Strategy for Basic Education Development	PDS320205	2	II
	11.	Development of Learning Models and Assessment in Basic Education	PDS320301	3	III
	12.	Ethnopedagogy of Basic Education	PDS320302	3	III
	13.	Dissertation	PDS320401	12	IV-VI
	b. Elective Courses				
	14.	21st Century Basic Literacy Development	PDS320207	3	II
	15.	ICT-Based Basic Education Learning Development	PDS320208		
		Jumlah Sks		**48**	
B	**Aanvullen Courses**				
	1	Developmental Psychology and Education	PDS220101	**2**	I
	2	Assessment in Basic Education	PDS220205	**2**	I
	3	Learning Innovation in Basic Education	PDS220204	**2**	II
	4	School and Curriculum Review	PDS220206	**3**	III
	5	Comparative Study of Basic Education	PDS220301	**3**	III
		The total of credit hours		**12**	
Total numbers of credit hours for students with the same background of education				**48**	
Total numbers of credit hours for students with the different background of education				**60**	

3. Course Description

No	Course	Description
1	Basic Education Perspective Based on Tri Hita Karana	This course aims to make students understand the basic concepts and principles of basic education and be able to apply them in a diagrammatic learning process. On the other hand, this course is also directed at the study and in-depth study of approaches, models, strategies, techniques and learning instruments, as well as relevant subject matter developed for students at the basic education level.

2	Applications of Statistics in Advanced Research	This course aims to present the basics of quantitative data analysis and its application in quantitative research. The topics presented in this course include: probability theory, quantitative data analysis (statistics), descriptive data analysis procedures through the basic presentation of frequency distribution, visual presentation of graphs and histograms, measurement of central tendency, variability and dispersion; selection of analysis techniques, measurement of associations and correlations, test of analysis requirements, estimation (predictability and estimation) of hypothesis testing, inference concepts, and data analysis techniques with One-Way, Two-Way, and Three-Way Variance Analysis; Simple Regression Analysis, Multiple and Multiple Regression Analysis; One-Way, Two-Way, and Three-Way Covariance Analysis; and Path Analysis. Sampling distributions are discussed in relation to confidence intervals, estimated and statistical inferences. To master the concept of analysis, students are given exercises to apply data analysis techniques.
3	Advanced Basic Education Research Methodology	This course aims to present the philosophy, methodological basis and operationalization of research in the field of basic education, in qualitative and quantitative research. Lecture topics and assignments will cover the logical basis of scientific research, problem formulation, the role of developing a theoretical framework, selecting variables and their relationships, formulating hypotheses and selecting appropriate data analysis techniques. Also discussed various strategies and types of research, steps for preparing research proposals and aspects of evaluating research proposals and results. In addition, research designs, in-depth concepts of population and sampling, instrumentation and calibration, application of path analysis and LISREL, discriminant analysis, canonical analysis, R & D, and scientific writing techniques are also studied, so that students are able to complete their dissertation effectively.
4	Development of Science in Basic Education	This course aims to enable students to understand the basic concepts and principles of elementary and junior high school science and be able to apply them in a diagrammatic learning process. On the other hand, this course is also directed at the study of approaches, models, strategies, techniques and instruments of science learning, as well as relevant subject matter developed for students at the basic education level. Various concepts, generalizations, theories, and paradigms of science learning are studied in depth, so that students have sufficient insight, understanding, skills, and scientific expertise for a basic education expert.
5	Development of Indonesian Language and Literature Basic Education	This course aims to provide students with correct language knowledge and provide Indonesian language teaching procedures that are in accordance with the development and language learning needs of children of basic education age. Various language knowledge and skills are studied in depth, including learning models, so that students have sufficient insight, understanding, proficiency, and scientific expertise for a basic education expert in the field of learning Indonesian.
6	Development of Mathematics in Basic Education	This course aims to enable students to understand the basic concepts and principles of mathematics in basic education and be able to apply them in a diagrammatic way in the learning process. On the other hand, this course is also directed at the study of approaches, models, strategies, techniques, and relevant mathematics learning instruments developed for students at the basic education level. Various concepts, generalizations, theories, and paradigms of mathematics learning are studied in depth, so that students have sufficient insight, understanding, proficiency, and scientific expertise for a basic education expert.

7	Development of Social Science in Basic Education	This course aims to enable students to understand the basic concepts and principles of social studies education in basic education and be able to apply them in a diagrammatic learning process. On the other hand, this course is also directed to the study of approaches, models, strategies, and techniques as well as relevant social studies education learning instruments developed for students at the basic education level. Various concepts, generalizations, theories, and learning paradigms of social studies education are studied in depth, so that students have sufficient insight, understanding, skills, and scientific expertise for a basic education expert.
8	Development of Civic Education in Basic Education	This course aims to enable students to understand the basic concepts and principles of Civics Education learning in basic education and be able to apply them in a diagrammatic learning process. On the other hand, this course is also directed at the study of approaches, models, strategies, and techniques as well as relevant Civics learning instruments developed for students at the basic education level. Various concepts, generalizations, theories, and learning paradigms of Civics are studied in depth, so that students have sufficient insight, understanding, skills, and scientific expertise for a basic education expert.
9	Curriculum Development of Basic Education	This course aims to enable students to understand and apply concepts, approaches, models, and forms of curriculum in designing, developing, implementing, and evaluating basic education curriculum units. Besides that, it is also studied in depth about the history, construction, and innovation of curriculum based on various streams, the demands of the times, as well as curriculum construction in various countries, especially at the basic education level.
10	Policy Analysis and Strategy for Basic Education Development	This course emphasizes the types of analysis in basic education policy and the basic education policy-making process, as well as abilities and skills related to several approaches and analytical methods used in reviewing basic education policies. In addition, they also learn about the philosophical, sociological, political, and economic foundations and backgrounds behind the development of basic education policies in various regions. At the end, this course contains the contribution of policy science in the process of politicization and democratization of basic education policy.
11	Development of Learning Models and Assessment in Basic Education	This course aims to provide understanding, experience and increase students' insight regarding the integration of various models of approaches and learning strategies, both correlated and integrated in the context of basic education and related to its assessment. Besides that, various educational philosophies are also studied that underlie the birth of an integrated approach and its application to learning at the basic education level.
12	Ethnopedagogy of Basic Education	This course aims to enable students to understand the development of student concepts, based on contemporary ethno-pedagogic and pedagogic studies, and to relate them to the Balinese cultural values of Tri Kita Karana. Various streams in learning psychology are examined critically for their relationship so that students are able to use various learning and learning theories that exist in various streams, both for the purpose of perfecting the teaching-learning process as well as the need for developing research paradigms. The discussion also includes factors that influence learning, learning approaches, learning strategies, as well as innovative learning models based on local wisdom and Balinese Tri Hita Karana culture.
13	Dissertation	Dissertation writing begins with a dissertation research proposal seminar. This seminar discusses novelty, methodological aspects regarding the preparation of research proposals, especially those relating to variable selection criteria, logic in submitting hypotheses, choosing research methods that are in accordance with research

		objectives, adjusting and testing instruments, sampling techniques (samples) that are relevant as well as analysis techniques that are appropriate to the type of data. Furthermore, the dissertation research is carried out using both quantitative and qualitative methodologies. Thus the writing of the dissertation includes: background of the problem, formulation of the problem and research objectives, theoretical study of the concepts studied and accompanied by the researcher's own frame of mind. The research methodology is detailed according to the problem and research objectives. Finally, the researcher interprets and draws conclusions from all of these elements and writes them in the form of a dissertation that can be accounted for academically.
14	21st Century Basic Literacy Development	This course aims to provide students with insight into the nature of basic literacy, numerical literacy, data literacy, technological literacy, and human literacy and are able to analyze the various impacts of 21st century literacy on content and learning processes in basic education. In addition, students are required to be able to develop 21st century literacy in improving the quality of basic education implementation.
15	ICT-Based Basic Education Learning Development	This course aims to provide students with insight into the nature of TPACK-based learning, starting from the technology used, pedagogy for basic education, as well as materials covering science, social studies, mathematics, Indonesian language, and Civics. In addition, students are able to develop TPACK-based learning that is relevant to the development of basic education students.
16	Developmental Psychology and Education	This course aims to improve knowledge and skills in a more in-depth manner on theories of child development psychology, as well as educational psychology such as behaviouristic, constructivist, and sociocultural.
17	Assessment in Basic Education	This course aims to provide broad insight into learning assessments, including utilizing the results of assessments and evaluations in the field of basic education. Scope: test concepts, measurement, assessment, evaluation, linkage of assessment with learning, types of assessment, authentic assessment including assessment with portfolio, assessment for learning improvement, validity, reliability, how to develop tests, item analysis, and practice of theoretical and empirical item analysis using relevant programs, such as: *Iteman, Bigstep,* and *SPSS.*
18	Learning Innovation in Basic Education	This course aims to provide experience and increase insight related to the integration of various models of approaches and learning strategies, both correlated and integrated in the context of basic education.
19	School and Curriculum Review	This course aims to provide real knowledge and experience to conduct an in-depth study of management practices and learning at the basic education level, so that they are able to become independent and professional basic education experts. And able to understand and apply how to design and develop a curriculum.
20	Comparative Study of Basic Education	This course aims to discuss issues, including models or strategies for basic education in Indonesia, ASEAN countries, and other developed countries. In addition, graduates are expected to be able to innovate in the implementation of basic education models or strategies.

Relation of Course Structure with Graduate Learning Outcomes

No.	Course	S-1	P-1	P-2	P-3	KU-1	KU-2	KK-1	KK-2	KK-3	KK-4
Core Study Courses											
a.	**Compulsory courses**											
1	Basic Education Perspective Based on Tri Hita Karana	■		■		■					■
2	Applications of Statistics in Advanced Research	■								■	
3	Advanced Basic Education Research Methodology	■								■	
4	Development of Science in Basic Education	■	■			■		■	■	■	■
5	Development of Indonesian Language and Literature Basic Education	■	■	■		■	■	■	■	■	■
6	Development of Mathematics in Basic Education	■	■	■		■	■	■	■	■	■
7	Development of Social Science in Basic Education	■	■	■		■	■	■	■	■	■
8	Development of Civic Education in Basic Education	■	■	■		■	■	■	■	■	■
9	Curriculum Development of Basic Education	■	■	■		■		■	■	■	
10	Policy Analysis and Strategy for Basic Education Development	■		■	■						
11	Development of Learning Models and Assessment in Basic Education	■		■		■				■	■
12	Ethnopedagogy of Basic Education	■				■					
13	Dissertation	■			■	■	■	■	■	■	■
b.	**Elective Courses**											
14	21st Century Basic Literacy Development	■		■		■					■
15	ICT-Based Basic Education Learning Development	■	■	■		■		■		■	
Aanvullen Courses											
1	Developmental Psychology and Education	■		■		■				■	
2	Assessment in Basic Education	■		■		■				■	
3	Learning Innovation in Basic Education	■		■		■				■	
4	School and Curriculum Review	■		■		■				■	
5	Comparative Study of Basic Education	■		■		■				■	