



ACADEMIC VISION

The Academic Vision of the English Language Study Programme is: To develop technology-based English language education and learning that is in line with social constructivism learning theory and multimodal theory in the innovation of Islamic-based English language curriculum development, pedagogy and assessment, research and the unity of knowledge.

OBJECTIVES

The Educational Objectives (PEO) of the English Language Education Programme at FITK UIN Walisongo are designed to meet community needs by:

1. Conducting education to produce professionals, independent, and with a unified scientific perspective
2. Conducting research to develop and improve the quality of learning and community service in the field of English language teaching; and
3. Establishing cooperation and carrying out community service in the field of English language learning



CURRICULUM OUTCOME-BASED EDUCATION English Language Education



CURRICULUM

OUTCOME-BASED EDUCATION

2024

English Language Education Study Programme,
Faculty of Tarbiyah and Teacher Training





**State Islamic University of Walisongo Semarang Rector's Decision of UIN Walisongo Semarang
Number 468 of 2024**

**REGARDING
THE CURRICULUM OF THE STATE ISLAMIC UNIVERSITY OF WALISONGO
SEMARANG FOR THE YEAR 2024**

**BY THE GRACE OF THE ALMIGHTY GOD
THE RECTOR OF UIN WALISONGO SEMARANG**

Considering:

1. That in accordance with the provisions of Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education and the fulfilment of graduate competencies in line with the vision and mission of Walisongo State Islamic University Semarang, it is necessary to establish the Walisongo State Islamic University Semarang Curriculum for 2024;
2. That for the smooth running of tasks and administrative order in the implementation of the 2024 Curriculum of the State Islamic University Walisongo Semarang, it is necessary to immediately issue a Rector's Decree on the aforementioned Curriculum;

in view of:

1. Law Number 20 of 2003 concerning the National Education System; (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
2. Law No. 13 of 2003 concerning Manpower (State Gazette of the Republic of Indonesia of 2003 Number 39);
3. Law No. 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 No. 157, Supplement to the State Gazette of the Republic of Indonesia No. 4586);
4. Law No. 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 No. 158, Supplement to the State Gazette of the Republic of Indonesia No. 5336);
5. Government Regulation Number 37 of 2009 concerning Lecturers (State Gazette of the Republic of Indonesia of 2009 Number 76, Supplement to the State Gazette of the Republic of Indonesia Number 5007);
6. Government Regulation No. 66 of 2010 concerning Amendments to Government Regulation No. 17 of 2010 concerning the Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 No. 23, Supplement to State Gazette No. 5105);
7. Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions

- (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
8. Government Regulation No. 13 of 2015 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2015 No. 45, Supplement to the State Gazette of the Republic of Indonesia No. 5670);
 9. Presidential Regulation No. 130 of 2014 concerning the Change of Status of the Walisongo State Islamic Institute in Semarang to the Walisongo State Islamic University in Semarang (State Gazette of the Republic of Indonesia of 2014 No. 269);
 10. Minister of Religious Affairs Regulation No. 54 of 2015 concerning the Organisation and Work Procedures of the State Islamic University Walisongo Semarang (State Gazette of the Republic of Indonesia of 2015 Number 1317) as amended by Regulation of the Minister of Religious Affairs Number 8 of 2022 concerning Amendments to Regulation of the Minister of Religious Affairs Number 54 of 2015 concerning the Organisation and Work Procedures of the Walisongo State Islamic University of Semarang (State Gazette of the Republic of Indonesia of 2022 Number 409);
 11. Regulation of the Minister of Religion Number 57 of 2015 concerning the Statutes of Walisongo State Islamic University Semarang (State Gazette of 2015 Number 1352);
 12. Ministry of Religion Regulation No. 42 of 2016 concerning the Organisation and Work Procedures of the Ministry of Religion (State Gazette of the Republic of Indonesia Year 2016 No. 1495);
 13. Regulation of the Minister of Research, Technology, and Higher Education Number 59 of 2018 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Procedures for Writing Degrees in Higher Education (State Gazette of the Republic of Indonesia Year 2018 Number 1763);
 14. Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education (State Gazette of the Republic of Indonesia of 2020 Number 47);
 15. Ministry of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programmes and Higher Education Institutions (State Gazette of the Republic of Indonesia Year 2020 No. 49);
 16. Ministry of Education and Culture Regulation No. 6 of 2020 concerning the Admission of New Undergraduate Students at State Higher Education Institutions;
 17. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning the Establishment, Change, Dissolution of State Universities, and the Establishment, Change, Revocation of Private University Licences (State Gazette of the Republic of Indonesia of 2020 Number 52);
 18. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance in Higher Education (State Gazette of the Republic of Indonesia Year 2023 Number 638)
 19. Director General of Islamic Education Decision Number 102 of 2019 concerning Religious Standards for Islamic Higher Education;

Take note of: Minutes of the Academic Senate Meeting of UIN Walisongo Semarang on 9 August 2024 regarding the 2024 Curriculum of UIN Walisongo Semarang.

DECIDES

To enact **DECISION OF THE RECTOR OF THE STATE ISLAMIC UNIVERSITY OF WALISONGO SEMARANG REGARDING THE CURRICULUM OF THE STATE ISLAMIC UNIVERSITY OF WALISONGO SEMARANG FOR THE YEAR 2024.**

- FIRST The 2024 Curriculum of the State Islamic University Walisongo Semarang, as set out in the annex to this decision, is an integral part thereof.
- SECOND This decision shall take effect for students of the 2024/2025 cohort, with the provision that if any errors are later found in this decision, they shall be reviewed and corrected as appropriate.

On 9 August 2024
Rector,



- Copy sent to
1. Director General of Islamic Education, Ministry of Religious Affairs in
 2. Director of Islamic Higher Education, Ministry of Religious Affairs in Jakarta;
 3. Dean of the Faculty at UIN Walisongo Semarang;
 4. Director of Postgraduate Studies at UIN Walisongo Semarang;
 5. Chairperson of the Institution and Head of the UPT at UIN Walisongo Semarang

CURRICULUM DEVELOPMENT TEAM FOR OBE ENGLISH LANGUAGE EDUCATION AT FITK UIN WALISONGO SEMARANG

The Curriculum Development Team for the OBE-Based English Language Education Programme at UIN Walisongo is as follows:

- a. Coordinator : Prof. Dr. Fatah Syukur, M.Ag.
- b. Person in charge : Prof. Dr. Mahfud Junaedi, M. Ag
- c. Chair : Ms. Nuna Mustikawati Dewi, M.Ed
- d. Secretary : Lulut Widyaningrum, M.Pd
- e. Member :
 - 1. Prof. Muslih, M.Ag.
 - 2. Dr. Siti Tarwiyah, SS., M. Hum.
 - 3. Dr. Muhammad Nafi Annury, M.Pd.
 - 4. Dr. Hj. Siti Mariam, M.Ed.
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 - 12. Agus Prayogo, M.Ed.
 - 13. Nur Syafaah, M.Ed.
 - 14. Rahmi Widyanigsih, M.Ed.
 - 15. Vina Mariana, M.Ed.
 - 16. Risky Soffiana, MA.
 - 17. Dr. Ahlis Qo'idah Noor, M.Pd.

APPROVAL SHEET

Document Code	:	
Revision	:	
Date of Creation	:	
Submitted by	:	Head of the Study Programme
Known by	:	Dean of FITK
Supervised by	:	Chairperson of the LPM
Approved by	:	Vice-Chancellor I / Chancellor

FOREWORD

We give praise and thanks to Allah SWT, the One Almighty God, for His blessings and grace in the preparation of the English Education Study Programme Curriculum Document at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang, in accordance with the Indonesian National Qualifications Framework Standards and OBE (*Outcome-Based Education*), which has been completed according to the predetermined schedule. In the context of the Indonesian National Qualifications Framework and the current needs of stakeholders, changes, mergers, and replacements of course nomenclature deemed irrelevant, adjustments to the number of credits from the previous curriculum, and the integration of practical courses are necessary for the upcoming curriculum. It is hoped that the preparation of this curriculum document will serve as a guideline in the learning process for students, which is expected to improve the quality of graduates in terms of knowledge and skills in an effort to develop the vision and mission of UIN Walisongo to become a leading Islamic research university based on *the unity of sciences* for humanity and civilisation.

This Curriculum Development Document aims to establish graduate learning outcomes, learning materials, learning processes, and learning assessments that will be used as guidelines for the implementation of the English Education Study Programme at UIN Walisongo Semarang, which adopts an *Outcome-Based Education* (OBE) Curriculum and Merdeka Belajar Kampus Merdeka (Independent Learning, Independent Campus).

The successful development of the curriculum document for the Bachelor of English Education programme is the result of the hard work of all parties involved. We would like to express our gratitude to the curriculum document drafting team, as well as to all parties who have provided guidance and direction until the English Education Study Programme Curriculum document was finalised. We welcome any suggestions and criticism for the improvement of this curriculum document, hoping that it will be beneficial for the advancement and performance enhancement of the English Education Study Programme at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang.

Semarang City, 24 May 2024

Development Team

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I. PROGRAM IDENTITY

Higher Education	:	State Islamic University Walisongo Semarang
Programme Management Unit	:	Faculty of Education and Teacher Training
Programme Type	:	Bachelor's Degree (S1)
Programme Name	:	ENGLISH LANGUAGE EDUCATION
Address	:	Prof. Dr. Hamka Street (Campus II), Ngaliyan, Semarang, Central Java Central Java Postcode: 50185
Telephone Number	:	024-7601295 (Mobile: 081326074565)
<i>Email and Website</i>	:	pbi@walisongo.ac.id and https://pbi.walisongo.ac.id/ , https://fitk.walisongo.ac.id/?page_id=1605 , https://walisongo.ac.id/ , https://www.instagram.com/pbi_uinwalisongo?igsh=c3h1MmR4aGFwOWpl
PT Establishment Decree Number	:	Decree of the Minister of Religious Affairs No. 30 and 31 of 1970
Date of Decree Establishing the Company	:	6 April 1970
Signatory of the Decree of the Establishment of the Company	:	Minister of Religion of the Republic of Indonesia, KH. M. Dachlan
Decree Number for the Establishment of the Vocational School	:	DJ.II/4.4.A Year 2004
Date of PS Opening Decree	:	29 March 2004
Official Signing the Decree Establishment of PS	:	Qodry A. Azizy (Director General of Islamic Institutions)
First year of receiving students	:	2004

Latest ranking of accreditation	:	EXCELLENT / 392
Decree Number	:	No. 799/SK/LAMDIK/Ak/XII/2022 28 December 2022 to 27 December 2027
Degree	:	Bachelor of Education
Academic Vision	:	Academic Vision of the English Language Education Programme: To develop technology-based English language education and learning that aligns with social constructivism learning theory and Islamic-based multimodality theory, research, and the unity of knowledge.
Program Objectives	:	1. To provide education to produce professional, independent English language educators as a foreign language who possess a holistic understanding of knowledge; 2. To conduct research to develop and improve the quality of learning and community service in the field of English language learning; and 3. Establishing collaborations and carrying out community service in the field of English language learning.
Competency Requirements	:	Prospective new students of the English Education Study Programme must pass a selection test that includes: 1. Academic Potential 2. Knowledge of Islamic Studies 3. Basic Social Sciences Skills. 4. English Language Proficiency

Qualifications for Prospective Students New	Prospective new students of the English Language Education programme must meet the following general and specific qualifications: General Qualifications: (1) Graduated from a Senior High School (SMA)/Madrasah Aliyah (MA)/Vocational High School (SMK)/Madrasah Aliyah Kejuruan (MAK)/Mu'adalah Islamic Boarding School or equivalent Package C students from the years 2024, 2023, 2022, and 2021; (2) Possess a diploma or at least a Certificate of Completion (graduates of 2024). Special Qualifications: Possess active and passive English language proficiency.
Student Admission Procedures	Types of New Student Selection: (1) SNBP Pathway: a national-scale admission process based on academic ability and achievement for all public universities. (2) SPAN–PTKIN Pathway (National Academic Achievement Selection for State Islamic Higher Education Institutions). Further information is available at: span.ptkin.ac.id (2) UTBK-SNBT Pathway: computer-based student admission conducted by the Ministry of Education and Culture's BPP. (4) UM – PTKIN Pathway (State Islamic Higher Education Institution Entrance Examination). Further information can be accessed at: um-ptkin.ac.id (5) MANDIRI PRESTASI and COOPERATION: Admission of new students through academic/non-academic achievement screening and collaboration with UIN Walisongo (6) INDEPENDENT ADMISSION ROUTE, comprising

		Computer-Based Test (CBT), Academic Achievement, and Portfolio
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II. CURRICULUM DEVELOPMENT DOCUMENT

2.1 Introduction

Curriculum development is an integral part of efforts to ensure academic quality in higher education institutions. In the era of globalisation and rapid digital technological advancement, educational institutions are required to produce graduates who not only master academic knowledge but also possess practical competencies, professional character, and the ability to adapt to social dynamics and the demands of the world of work. In response to these challenges, the English Language Education Study Programme (Pendidikan Bahasa Inggris/PBI) at UIN Walisongo Semarang has undertaken the development and refinement of an Outcome-Based Education (OBE) curriculum.

The OBE curriculum is designed based on a learning paradigm oriented towards measurable, relevant, and sustainable Graduate Learning Outcomes (Capaian Pembelajaran Lulusan/PLO). This development also forms part of compliance with the National Standards for Higher Education (SN-Dikti), the Indonesian National Qualifications Framework (KKNI), the Merdeka Belajar–Kampus Merdeka (MBKM) policy, accreditation standards of LAMDIK, and international quality frameworks such as AUN-QA. Accordingly, the resulting OBE curriculum is expected to enhance the quality of PBI graduates so that they possess competitiveness at local, national, and global levels.

2.2 Rationale and Urgency for Developing the OBE Curriculum

The decision to update the previous input-based curriculum into an OBE curriculum is grounded in several strategic considerations, as follows:

a. Labour Market Needs

The education sector and creative industries require graduates who are competent in English language pedagogy, digital literacy, and intercultural communication, and capable of developing technology-based innovations in learning.

b. Developments in Knowledge and Technology

Digital transformation and Artificial Intelligence (AI) have reshaped methods, approaches, and practices in language learning. Contemporary teachers are expected to master the TPACK model, blended learning, and teaching with AI literacy.

c. National and International Accreditation and Regulatory Standards

LAMDIK, BAN-PT, MBKM, SN-Dikti, and KKNI require alignment between

Graduate Learning Outcomes, curriculum structure, learning methods, and authentic assessment through constructive alignment.

d. The Need to Strengthen Institutional Identity

UIN Walisongo holds a mandate to uphold the values of *Islam rahmatan lil 'alamin* through a curriculum that produces English language educators who are inclusive, moderate, and of strong character.

Based on these considerations, the OBE curriculum serves as a strategic solution to ensure the relevance, accountability, and sustainability of academic processes within the PBI Study Programme.

2.3 Curriculum Development Process

The development of the OBE curriculum is conducted through several systematic stages as follows:

Stage	Activity	Output
1	Evaluation of the existing curriculum	Report analysing strengths, weaknesses, and potential
2	Tracer study and labour market needs analysis	Data on graduate competency requirements
3	Focus Group Discussion (FGD) with stakeholders	Initial formulation of Graduate Learning Outcomes (PLO) and graduate profiles
4	Development of matrices for PLO, Areas of Study, and Courses	Draft curriculum structure
5	Review and validation by curriculum experts and subject specialists	Recommendations for improvement
6	Finalisation of the OBE curriculum document	Final curriculum document
7	Development of Semester Learning Plans (SLP) and implementation guidelines	Operational plan for OBE in teaching and learning

2.4 Input from Stakeholders

Input was obtained through interviews, questionnaires, focus group discussions (FGDs), and academic consultations. Stakeholders expressed specific needs regarding graduate competencies, particularly in pedagogical skills, technological literacy, instructional leadership, and intercultural communication abilities.

Table 3. List of Stakeholders

No.	Name(s)	Stakeholder Category	Type	Main Contribution
1	Margono, S.Pdi Qosim T Akbar, S.Pdi	Partner School Principals	Graduate employers	Need for teachers who are ready to teach and capable of managing classrooms; teachers who are ready to implement IT-based learning.

No.	Name(s)	Stakeholder Category	Type	Main Contribution
	Djamal, S.Pdi			
2	Fahrurrozi, S.Pd Kristina, S.Pd	Mentor Teachers	Education practitioners	Emphasis on practical experience, evaluation, and reflection in PLP/KKN programmes.
3	Rakasetya Hilmawan Al Faiz, S.Pd Waliyadin, M.Pd. Agus Prayogo, M.Pd Sayyidatul Fadhillah, M.Pd. Husen, S.Pd	PBI Alumni	Graduates	Input regarding competency gaps encountered when entering the world of work.
4	Muhammad Novan Heromando. Ilham Aditya Ramadhani Muhammad Labib Irvani Akhsanudin Khanafi Fat Maulana Rahma Aurora Bulan Tsabita Mikyal Choirinina Rokhima Fatimah Zahra M. Fathan Anis Avi Hamadi Firyal Raniah Rizka Azzahro	Active Students	Learners	Suggestions for a curriculum relevant to learning and technological challenges; inclusive and beneficial student activities; institutional visits to broaden insights beyond classroom learning; increased opportunities for direct teaching practice in schools; provision of adequate facilities supporting technology-based learning; access to credible, relevant, and easily accessible learning resources; easy access to research journals; integration of learning materials with contemporary social issues in line with the programme's academic vision.

No.	Name(s)	Stakeholder Category	Type	Main Contribution
5	Dr. Siti Tarwiyah, M.Pd. Dr. Siti Mariam, M.Pd. Dr. Muhammad Nafi Annury	PBI Programme Lecturers	Internal academics	Alignment of Graduate Learning Outcomes (PLO), Semester Learning Plans (SLP), assessment, and curriculum structure.
6	Prof. Dr. Joko Nurkamto, M.Pd. Prof. Handoyo Puji Widodo, PH.D Prof. Dr, Didin	Curriculum Experts / LAMDIK Assessors	External experts	Validation of OBE-based curriculum construction; mapping of OBE courses; development of OBE-based Semester Learning Plans (SLP).

2.5 Input from Validators/Experts

Curriculum experts provided several technical recommendations for the development of the Outcome-Based Education (OBE)–based curriculum of the English Language Education Study Programme, as follows:

- Graduate Learning Outcomes (PLO) must be concrete, measurable, and clearly reflect the graduate profile.
- The curriculum should follow the constructive alignment model: PLO → Learning Outcomes → Teaching Methods → Assessment.
- Assessment should be based on portfolios, authentic rubrics, real performance, and not merely written tests.
- The curriculum structure should demonstrate progressive mastery, ranging from foundational knowledge to professional-level competence.

In its implementation, the curriculum development process was preceded by a series of OBE training programmes aimed at strengthening the curriculum development team's understanding of core OBE principles, the reconstruction of PLO, the mapping of PLO to courses, and the preparation of OBE-based Semester Learning Plans (SLP). These training sessions involved several experts, including:

- Dr Saminato, M.Pd., through training organised by the Quality Assurance Institute (LPM) of UIN Walisongo;
- Prof. Dr Sigit Purnama, M.Pd., in an OBE curriculum training programme in Yogyakarta;

- Prof. Handoyo Puji Widodo, in the PERIISAI Workshop on the implementation of the OBE curriculum.

Through these stages, the resulting OBE curriculum development document is expected to serve as the foundation for the implementation of the curriculum of the English Language Education Study Programme, FITK UIN Walisongo Semarang. With the support of all stakeholders and continuous evaluation through the Continuous Quality Improvement (CQI) mechanism, this curriculum is expected to produce graduates who are competent, adaptive, professional, and characterised by Islamic values.

III. CURRICULUM EVALUATION AND TRACER STUDY

3.1 Results of Curriculum Implementation Evaluation

1) Internal and External Stakeholder Involvement in Curriculum Implementation Evaluation

Curriculum development and review are integral parts of efforts to improve the quality of education and adapt to the demands of the times and the needs of the industrial world. This activity was carried out through a series of intensive workshops involving all faculty leaders, namely the Dean, Vice Dean, Department Chair, Department Secretary, Study Programme Chair, and Study Programme Secretary. The participation of faculty leaders is very important in ensuring that the curriculum developed is not only based on academic theory but also relevant to the practical needs faced by students and the world of work.

This workshop aims to conduct a comprehensive evaluation of the existing curriculum and identify opportunities for improvement and renewal. The process begins with gathering input from various parties involved in the implementation of the study programme, including lecturers, students, and industry stakeholders. During the workshop, participants discussed various topics, such as course mapping, student competency development, and the implementation of technology in learning. In addition, the workshop also focused on developing a curriculum based on clear and measurable learning outcomes.



One of the important sessions in this workshop was the invitation of curriculum expert Prof. Handoyo Puji Widodo, Ph.D., who was invited to give a presentation on the latest trends in curriculum design and competency-based curriculum development

strategies. Prof. Handoyo's presence provided valuable perspectives on the application of effective and adaptive curriculum principles to global and local developments. He also provided insights into the integration of digital-based learning and the use of technology to improve the quality of teaching and learning.

In addition to the workshop, this curriculum development activity was also carried out in the annual forum of the APSPBI (Association of Indonesian Language Education Study Programmes) Annual Business Meeting. This forum is an important platform for academics and education practitioners to discuss, share experiences, and evaluate policies and best practices in the management of Indonesian language education curricula. This activity involved APSPBI members from various universities in Indonesia, enabling the exchange of ideas and collaboration between universities to strengthen the quality of existing curricula.

At the APSPBI Annual Business Meeting, participants not only reviewed the existing curriculum but also designed innovations to address the challenges of an ever-evolving world of education. Various current issues, such as the integration of technology-based learning, student character development, and industry involvement in the curriculum, were the main focus of the discussion. The outcome of this forum is expected to produce a curriculum that is more relevant, up-to-date, and capable of producing graduates who are ready to face global challenges.



Overall, the curriculum development and review activities aim to create a curriculum that is responsive to change, based on the needs of the education sector and industry, and capable of equipping students with the skills and knowledge required in the world of work. By involving various stakeholders, including curriculum experts and study programme associations, it is hoped that the resulting curriculum will produce graduates who are not only academically competent but also

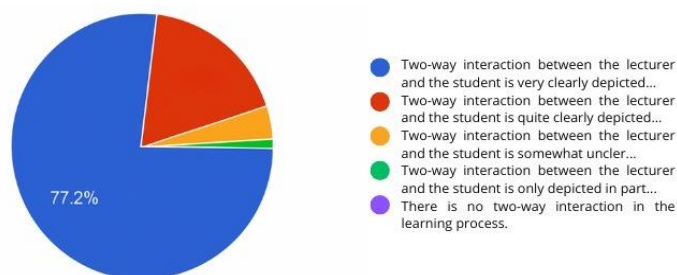
highly skilled in practical matters.

2) Assessment of Learning Process Characteristics

There are several aspects of assessment related to the assessment of learning process characteristics. Among them are that the learning process must be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. The following are the results of the assessment of learning process characteristics:

a. Interactive

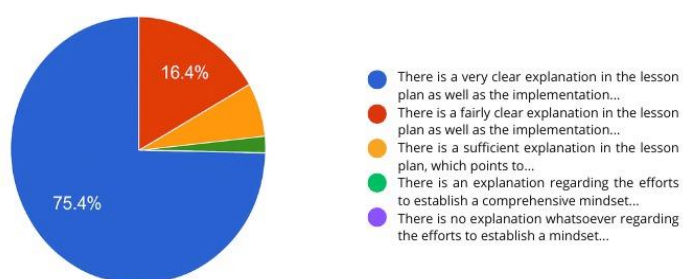
Interactive learning means that there is clear two-way interaction between lecturers and students as described in the learning plan (syllabus/SLP) in the form of discussions or dialogues, and fully implemented in the learning process, supported by validated lecture journals/online links and feedback on the learning process assessment conducted by students in the form of comparative scores. Based on the survey results, 77.2% of teaching by lecturers is already interactive and is clearly outlined not only in the learning plan (syllabus/SLP) but also in the learning process. Meanwhile, 17.6% of lecturers clearly describe the interactive learning process in their lectures.



b. Holistic

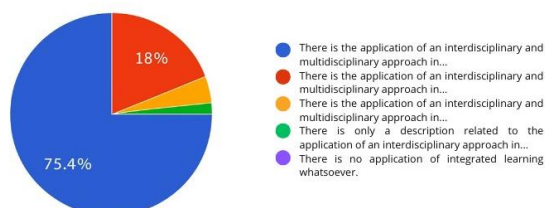
The holistic aspect means that there is a very clear explanation in the learning plan and its implementation in the learning process, supported by evidence of questions and/or other forms of assignments, which show that the learning process is directed at encouraging the formation of a comprehensive and broad mindset for students by internalising local and national excellence and wisdom. Based on the

questionnaire results, it was found that 75.4% of lecturers clearly demonstrated the holistic aspect in their learning plans and implementation. Then, 16.4% clearly applied holistic learning. Meanwhile, the rest were at a moderate level in terms of clarity in learning plans, and some were not yet clear in the learning process in an effort to form a comprehensive mindset among students. This shows that most lecturers have directed the learning process to encourage a comprehensive mindset by internalising local and national excellence and wisdom, although there is still room for improvement for some lecturers.



c. Integrative

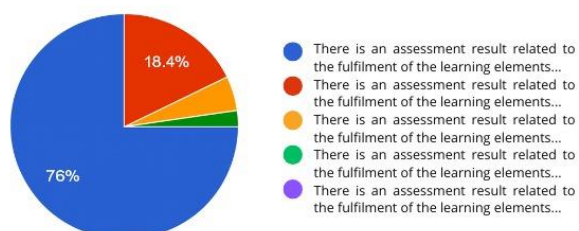
Integrative learning means the application of interdisciplinary and multidisciplinary approaches in the form of integrating research and community service activities into the learning process, such as additional lecture material, case studies, chapters/sub-chapters in textbooks used, or other relevant forms, which are clearly described or mentioned in the learning plan and fully implemented in each learning session.



As many as 75.4% of lecturers have implemented integrative learning by clearly writing it in the learning plan and implementing it well in the learning process. Meanwhile, 18% clearly describe integrative learning, both in planning and in learning implementation.

d. Scientific

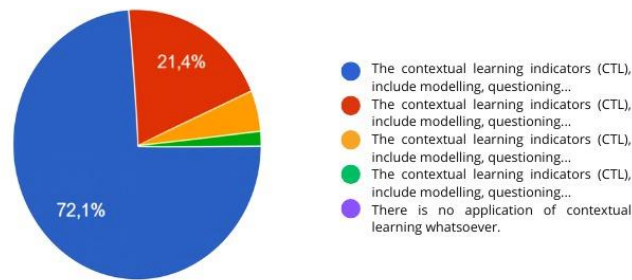
Scientific learning means the implementation of scientific activities such as observing, questioning, experimenting, associating, and communicating learning outcomes, which are well and thoroughly described in the learning plan (in terms of final competencies, achievement indicators, methods, learning experiences, and assessment criteria and forms), and supported by complete evidence/research results.



According to the survey results, 75.6% of lecturers have implemented the scientific process very clearly in their planning and learning processes. A total of 18.4% have implemented scientific activities quite well.

e. Contextual

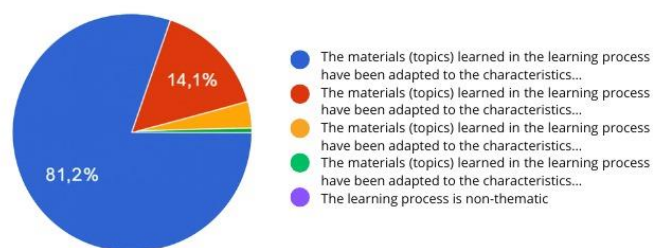
Contextual learning indicators (CTL), including modelling, questioning, learning community, inquiry, constructivism, reflection, and authentic assessment, are clearly reflected in the learning plan (in the form of learning experiences experienced and felt by students) and supported by good feedback from students.



The data shows that the learning implemented by most lecturers (72.1%) has met the characteristics of contextual learning. This learning is clearly reflected in the learning planning and in the learning process. Some lecturers, namely 21.4%, are considered to have sufficiently met the elements of contextual learning. A small number of others have not yet sufficiently met these learning elements. Further action is needed to improve the quality of lecturers' teaching.

f. Thematic

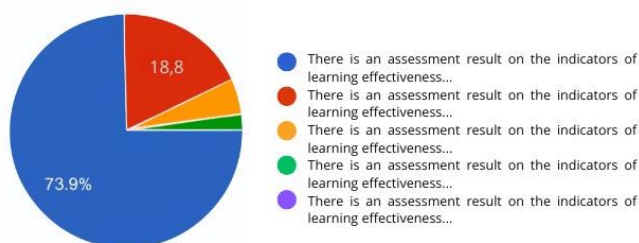
Thematic learning prioritises materials (themes) studied in the learning process that have been adapted to the scientific characteristics of the study programme and linked to real-world problems through a transdisciplinary approach.



Based on the chart above, the data shows that the majority of lecturers, namely 81.2%, have fulfilled the characteristics of thematic learning. Only a small portion, namely 14.1%, have applied thematic learning quite well, and an even smaller portion have not sufficiently applied thematic learning.

g. Effective

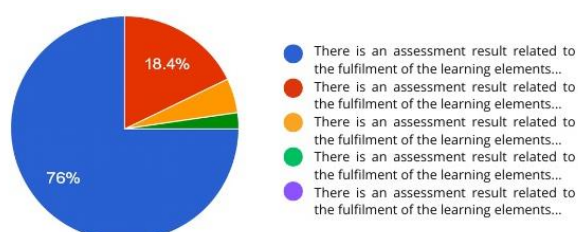
There are assessment results for learning effectiveness indicators consisting of 1) management of learning implementation; 2) communicative processes; 3) student responses; 4) learning activities; and 5) learning outcomes, with an accumulation of excellent scores.



The characteristics of effective learning are evident in most lecturers, both in terms of learning planning and the learning process. There are 18.8% of lecturers who are quite good at implementing effective learning, but there are also those who have not yet implemented this effective learning.

h. Collaborative

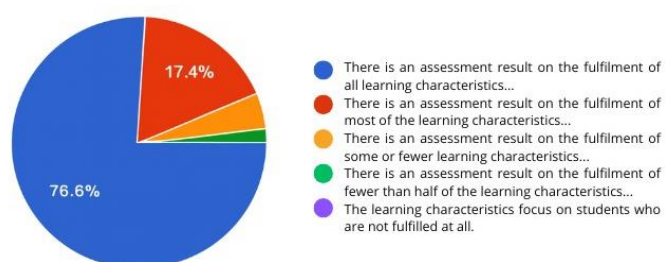
The nature of collaborative learning means that there are assessment results related to the fulfilment of the elements of collaborative learning (positive interdependence; individual responsibility; face-to-face interaction; application of collaboration skills, and group processes) and the steps in implementing collaborative learning methods (orienting students; forming study groups; compiling learning tasks; facilitating student collaboration; and grading and evaluating collaborative learning), with a very good cumulative score.



The fulfilment of collaborative aspects in learning has been met by most lecturers, namely 76%, with a very good indicator. As much as 16.4% sufficiently met the cooperative learning aspect indicator, but there was a small portion that did not meet this aspect.

i. Student-centred

Student-centred learning means that there is an assessment of the fulfilment of all characteristics of student-centred learning (SCL), which includes changing the pattern of one-way learning to interactive learning; changing the pattern of isolated learning to networked learning; changing the pattern of passive learning to active-seeking learning; changing the pattern of independent learning to group or team-based learning; changing the pattern of single-tool learning to multimedia-based learning; changing the pattern of mass-based learning.

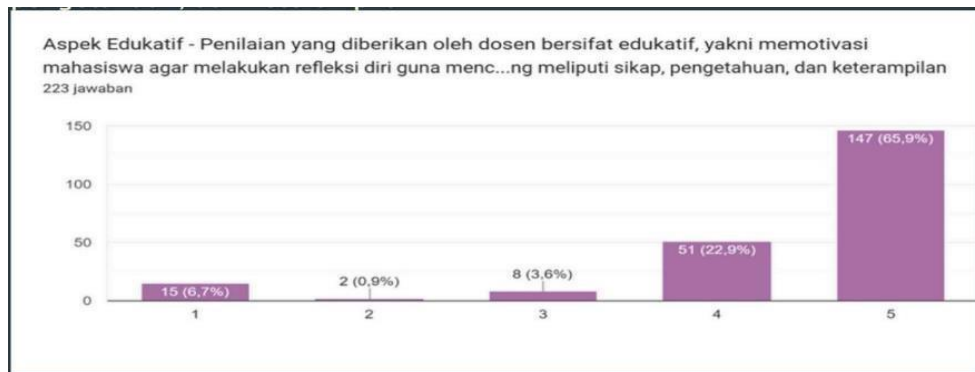


The above data shows that 76.6% of lecturers have implemented student-centred learning very well. 17.4% have implemented student-centred learning quite well, but there is still a small percentage that is lacking in the implementation of student-centred learning. Further study is needed regarding the reasons why lecturers have not yet fulfilled these learning characteristics. Activities to improve lecturers' competencies in order to enhance the quality of teaching need to be carried out continuously.

3 Student Assessment by Lecturers

a. Educational Aspect

The assessment given by lecturers is educative, which motivates students to reflect on themselves in order to achieve learning outcomes that include attitudes, knowledge, and skills. Based on the questionnaire results, it was found that 65.9% of lecturers had applied educational assessment characteristics very appropriately. Then, 22.9% had applied educational assessment characteristics appropriately; while the remaining 3.6% had applied educational assessment characteristics fairly appropriately, 0.9% had applied them less appropriately, and 6.7% had applied them very appropriately.



Overall, 88.8% of lecturers have implemented educational assessment well or very well, indicating that most lecturers have succeeded in supporting students in achieving learning outcomes that include attitudes, knowledge, and skills. Only 7.6% of lecturers still need to make significant improvements in their assessment methods. This shows that although most lecturers are already on the right track, there is still room for improvement for some lecturers to ensure more educational assessments and support the teaching and learning process effectively.

b. Authentic Aspects

The assessments given by lecturers are authentic, i.e. oriented towards the learning process (namely complex thinking skills, information processing, effective communication, cooperation, collaboration, and effective reasoning) and learning outcomes (namely mastery of lecture material). The data diagram shows that 61.9% of lecturers have carried out the assessment process in an authentic manner. This indicates that more than half of the lecturers have successfully implemented assessments that are not only oriented towards results but also towards the learning process, including complex thinking skills, information processing, effective communication, cooperation, collaboration, and effective reasoning. A total of 24.7% of authentic assessments were carried out appropriately. Although not reaching a very good level, they still conducted assessments that supported complex learning processes and mastery of lecture material. Then, 4.9% of lecturers carried out authentic assessments appropriately. They still need improvement to ensure that their assessments fully support authentic learning objectives. The remaining 1.8% are still not quite adequate, and 6.7% are still very inadequate in implementing authentic assessment. This group of lecturers needs special attention and support to improve the quality of their assessment so that it is more authentic and in line with learning objectives.



Overall, 86.6% of lecturers have implemented authentic assessment well or very well, indicating that the majority of lecturers have successfully supported a comprehensive learning process and mastery of lecture material. Only 8.5% of lecturers still need to make significant improvements in their assessment methods. This shows that although most lecturers are on the right track in implementing authentic assessment, there is still room for improvement for some lecturers to ensure that their assessments fully support the expected learning processes and outcomes.

c. Objective Aspect

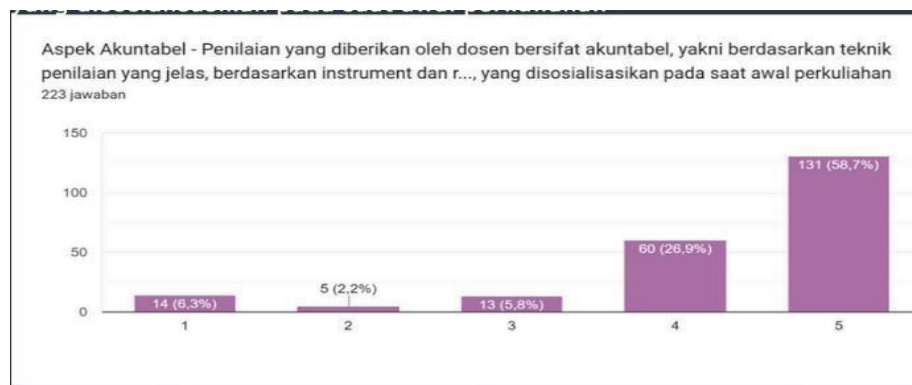
The assessments given by lecturers are objective, i.e., in accordance with the assessment benchmarks/rubrics in the learning contract disseminated to students and in accordance with the assessment standards contained in the existing assessment guidelines.



Most respondents gave a score of 5, with 131 respondents (58.7%), indicating that the majority considered lecturers to be very objective in their assessment. A total of 60 respondents (26.9%) gave a score of 4, indicating that the lecturers' assessments were considered good in terms of objectivity. A score of 3 was given by 12 respondents (5.4%), indicating that some respondents felt that the lecturers' assessments were fairly objective. Only 6 respondents (2.7%) gave a score of 2,

indicating that the assessments were not very objective from their perspective. 14 respondents (6.3%) gave a score of 1, indicating that they considered the lecturers to be very biased.

From this survey data, it can be concluded that the vast majority of respondents consider lecturers to be highly objective in their assessments. A total of 85.6% of respondents (scores of 4 and 5) feel that the assessments given by lecturers are in accordance with the established benchmarks/rubrics. However, there are still around 14.4% of respondents who feel that the objectivity in lecturers' assessments still needs improvement (scores of 1, 2, and 3). This shows that, in general, lecturers' assessments are considered objective by the majority of students, although a small number feel that there is a need for improvement in this aspect.



d. Accountability Aspect

Overall, 58.7% of the learning process was very accountable. Meanwhile, 28.9% performed the table account learning process well, and there were still around 5.8% who performed fairly well, 2.2% who performed poorly, and 6.3% who did not perform well in implementing table account learning. This shows that there is still room for improvement that lecturers must pay attention to so that the accountable learning process can be further improved. Monitoring, evaluation, and continuous improvement of lecturers' competencies are necessary.

e. Transparency Aspect



Assessments conducted by lecturers must meet transparency requirements. Based on survey results, data shows that 58.3% of lecturers have met transparency requirements in the assessment process very well. Approximately 28.3% of lecturers have met transparency requirements well, while the remaining 4.9% have met them fairly well, 1.8% have met them poorly, and 6.7% have not met transparency requirements in their assessments. From this data, it can be concluded that 91.5% of lecturers (58.3% + 28.3% + 4.9%) have met the aspect of transparency very well, well, or fairly well. Only 8.5% of lecturers (1.8% + 6.7%) were assessed as lacking or not yet meeting the transparency aspect. This shows that most lecturers have tried to apply transparency in their assessments, although there is still room for improvement for a small number of lecturers.

4 Student Evaluation of Lecturers (EDOM)

Student evaluation of lecturers is conducted at the end of each semester. This evaluation is carried out when students access their final course grades by filling out an online questionnaire. Student evaluation of lecturers assesses the teaching performance of lecturers over a period of one semester. The evaluation results are presented in the form of an index ranging from 1 to 5. Several aspects of this evaluation are:

- Diligence in preparing course materials, through the SLP/Syllabus that is delivered; Mastery of course materials or what is taught;
- Ability to explain the relevance of the field of expertise being taught to real-life contexts;
- Lectures are conducted according to the predetermined schedule;
- Classes are delivered in accordance with the learning contract (SAP/Syllabus, and Teaching Materials);

- e) Ability to identify and develop the characteristics and potential of students;
- f) The ability to adapt learning strategies and methods to the characteristics of students and their needs;
- g) The ability to develop and utilise various learning materials and resources, including the use of information technology, in accordance with the characteristics of the students;
- h) The ability to create a lively classroom atmosphere;
- i) Providing feedback on assignments;
- j) The ability to communicate effectively, empathetically and politely with students and to be enthusiastic and positive;
- k) The ability to socialise, accept criticism, suggestions, and opinions from others;
- l) Authority and wisdom as a lecturer;
- m) The lecturer's response to students' questions or opinions;
- n) The lecturer's ability to explain the relationship between the field of expertise being taught and the vision of unity of sciences;
- o) The lecturer's ability to explain the connection between the field of expertise being taught and religious moderation material.
- p) The lecturer's ability to explain the relevance of the field of expertise being taught to the green campus mission.

3.2 Results of the Tracer Study

A tracer study at a university is one of the methods used by a university to obtain data and information that can be used for scientific purposes. Therefore, this tracer study activity requires a research method that is in accordance with scientific research principles. The tracer study at the English Education Study Programme (PBI) FITK UIN Walisongo Semarang was conducted on graduates of the English Education undergraduate programme. The tracer study and the users of these graduates were conducted by distributing questionnaires directly (during meetings with alumni) and indirectly (through social media) to PBI alumni who graduated from 2017 to 2024.

The data collection method was obtained by filling out questionnaires by alumni and alumni users. The questionnaires were distributed in the form of Google Forms, and then the Google Form links were distributed to alumni and alumni users. The alumni users referred to are the direct leaders and staff of the institutions where the alumni

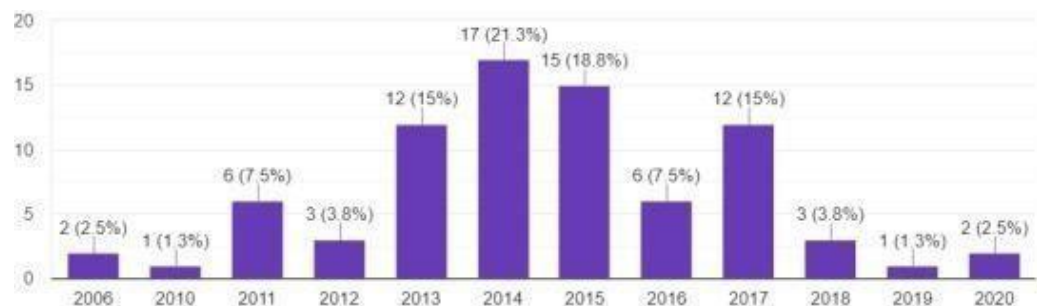
work, who are aware of the alumni's performance. After the questionnaires were completed by alumni and alumni users, the data were tabulated and analysed using descriptive quantitative methods.

1) Results of the Alumni and Alumni User Tracer Study

1. Alumni Identity

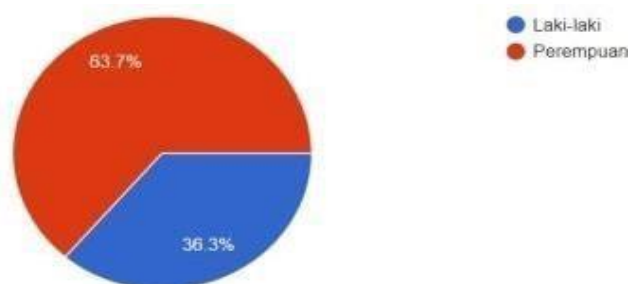
a. Year of Graduation

This tracer study reached respondents who were graduates of the English Education Study Programme from the 2006 to 2020 cohorts. A total of two students from the 2006 cohort (2.5%), one student (1.3%) from the 2010 cohort, and six students (7.5%) from the 2011 cohort participated in the questionnaire. Furthermore, there were three students (3.8%) from the 2012 cohort, twelve students (15%) from the 2013 cohort, and 17 students (21.3%) from the 2014 cohort also participated in this tracer study. There were 15 students (18.8%) from the 2015 cohort, 6 students (7.6%) from the 2016 cohort, and 12 students (15%) from the 2017 cohort who participated in this study. The 2018 cohort had 3 alumni (3.8%), the 2019 cohort had one student (1.3%), and two students from the 2020 cohort (2.5%) contributed to the completion of the alumni and alumni user questionnaire.



b. Gender

Data collection for the tracer study was conducted by alumni who graduated from 2017 to 2024. A total of 63.7% of respondents were female, while 36.3% were male.



c. Employment History

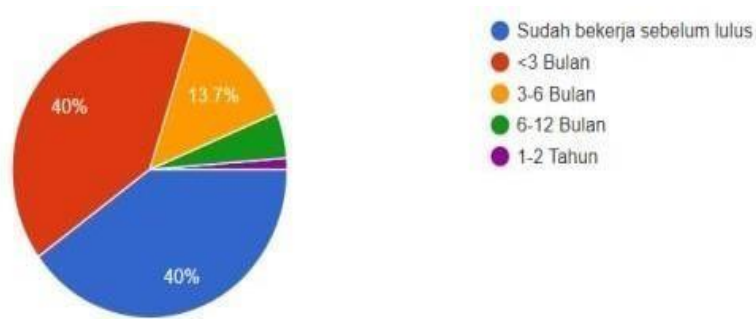
The questionnaire results show that 95% of English Education alumni are employed, while only 5% are unemployed. The high employment rate among English Education alumni demonstrates the effectiveness of the study programme in preparing students for the world of work. The curriculum and experience during the study period that are relevant to the needs of the job market contribute significantly to this success. However, it is necessary to maintain and improve the quality of the curriculum so that it always meets the needs of industry and the job market. Furthermore, it is still necessary to strengthen training programmes, internships, and cooperation with various industrial sectors to ensure the work readiness of alumni, as well as to provide career guidance and support for alumni who are not yet employed to assist them in the job search process.



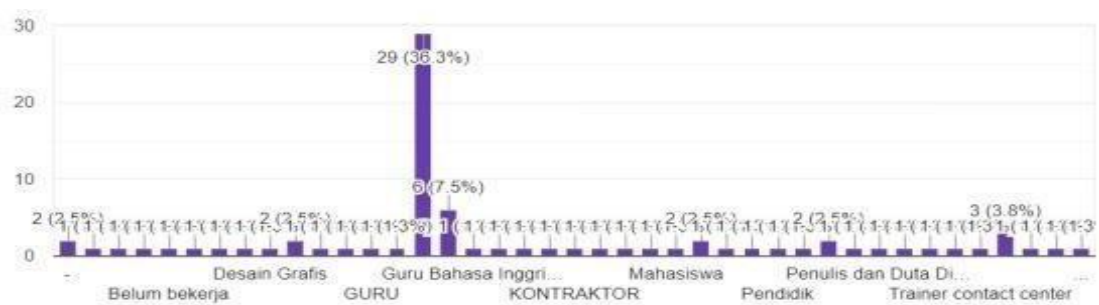
d. Time lag in finding employment

There are variations in the waiting period for alumni to find employment based on tracer study data. As many as 40% of respondents were already working before graduating, while another 40% responded that they found employment within three months of graduating. The remaining 13.7% of respondents found employment between three and six months after graduation. This data indicates that the curriculum and study programmes followed by graduates are sufficiently relevant and aligned with industry needs, enabling the majority of graduates to

quickly adapt and be accepted into the workforce. Regular improvements and adjustments to the curriculum based on feedback from graduates and industry needs can help maintain the relevance of education to the evolving demands of the job market.



e. Job Titles or Professions of Alumni



f. Institution/Place of Work of Alumni

1. Indonesian Environmental Conservation Foundation
2. Wonosegoro State Junior High School 1
3. Indofood
4. Fastco Course Blora
5. PT Syariah Life Insurance Jasa Mitra Abadi Tbk
6. ALLUIZ property
7. PT. Kido Mulia Indonesia

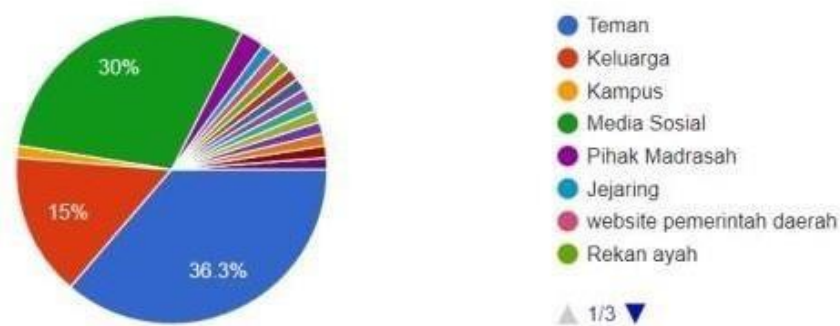
8. Wanasari State Senior High School 1
9. Language Centre of Muhammadiyah University Kupang
10. Sebelas Maret University
11. Japa Vocational School
12. Mtsn 1 Biau
13. Walisongo Sragen Integrated Primary School
14. Al Khasaniyah Foundation, Mojokerto
15. Al-Wathoniyyah Islamic Junior High School
16. MA NU Mranggen
17. Muhammadiyah 5 Ulujami Junior High School
18. Vocational School
19. Maarif NU Vocational School Wirosari
20. ThreeC Tutoring
21. English First (EF)
22. PT Bank Central Asia Tbk
23. Hidayatullah Charity Foundation
24. Pekalongan Alqur'an Light Science Junior High School
25. Pekalongan Islamic State University
26. PT Transcosmos Indonesia
27. Nurul Islam Junior High School, Semarang
28. Kumon Wahid Hasyim Kudus
29. Central Java Bank
30. MTs NU 11 Kisabariman
31. Al Musyaffa' Islamic Junior High School and Islamic Senior High School
32. PT. Infomedia Nusantara
33. MTs Miftahussalam 1 Wonosalam Demak, Primagama, Science Society
34. Baitul Qur'an Junior High School, Sragen
35. Muslimat Nu Ceria Kindergarten
36. Texmaco Vocational School, Semarang
37. UGM Study Centre

38. Al-Azhar 25 Islamic Elementary School, Semarang
39. State Senior High School 14 Semarang
40. PT PUNGKOOK INDONESIA ONE
41. MTs Nuril Huda Tarub
42. Tunas Cendekia Foundation
43. PT Swakarya Insan Mandiri
44. Not yet employed
45. MTS Fatahillah Semarang
46. Mitracom
47. MTs Bodronoyo
48. SDN 1 Trompo
49. NU Mafatihul Ulum Sunggingan Kudus Islamic School
50. CV. Ohmyskin Natura Indonesia
51. LPK Javanese Centre
52. MA S Riyadl Sedan Rembang
53. PT. Mitracomm Ekasarana
54. Global English Pare
55. Assuniyah Junior High School Losari
56. Sapta Buana Caraka CV
57. Language Centre English Village
58. Hidayatus Syubban Elementary School
59. MI ALKHOIRIYYAH 01 SEMARANG
60. AA GROUP
61. PT Bigo Reseller Group
62. MA Ma'arif Grabag
63. MAN 2 Banjarnegara
64. Islamic Elementary School Al Azhar 29 Semarang
65. Ahe Tutoring Centre
66. Manbaul Hikmah Junior High School, Kaliwungu
67. RBM Algebra

68. Ganesha Operation
69. World English
70. Air Naningan State Junior High School 1
71. Muhammadiyah 2 Junior High School, Cileungsi
72. Al-Munawaroh Junior High School
73. Walisongo High School Semarang
74. Ministry of Villages, Development of Disadvantaged Regions and Transmigration of the Republic of Indonesia
75. Al-Falah IT Secondary School Bandung
76. Al Hikmah Junior High School Kawunganten
77. Central Java P2JN Task Force
78. State Islamic University KH. Abdurrahman Wahid

g. Source of information about the job

A total of 36.3% of alumni found employment through friends. This is the most dominant source, indicating that friendship networks are very influential in the job search process. A total of 15% of alumni found employment through family. This shows that family relationships are also an important source in finding employment. Alumni who found employment through their university were in a smaller percentage, but still significant. This shows that assistance from educational institutions, such as career centres or job placement programmes, also plays a role in helping alumni find employment. A total of 30% of alumni found employment through social media. This shows the important role of online platforms and social networks in the job search process.



From this data, it can be concluded that social networks, both friends and family, are very influential in helping alumni find employment. This shows the importance of building and maintaining good social relationships during and after study. Social media is an effective tool for finding employment, reflecting the modern trend in which digital platforms play a key role in recruitment and job searches. Although the percentage is smaller than that of social networks, campuses still play a role in helping alumni find employment through various programmes and initiatives. Even though there is a dominant source, it is also important to pay attention to and utilise various other sources, such as professional networks, government websites, and other parties that may be able to assist in the job search process.

h. Job titles/positions

1. Teacher
2. English Teacher
3. Instructor
4. Tutor
5. Agent
6. English Teacher
7. Staff
8. Subject Teacher
9. Campaign Manager
10. English Subject Teacher

11. Team Leader
12. Staff
13. Marketing
14. Staff
15. Subject teacher and curriculum assistant
16. Reviewer
17. Students
18. Educators
19. Teachers
20. Head of Madrasah
21. Contract Teacher
22. School Principal
23. Member
24. Course Consultant
25. Team Leader
26. Designer
27. English Teacher, Form Tutor, and Subject Teacher
28. Lecturer/Member of the Internal Quality Auditor Team
29. Trainer
30. Assistant Supervisor
31. Back Office
32. Teacher (at MTs Miftahussalam) I-smart (at Primagama), English Tutor and Education Division, as well as Marketing Division (at Science Society)
33. English Teacher and Deputy Head of Public Relations
34. GTT Foundation
35. Community Engagement Specialist
36. English Subject Teacher
37. Teacher and Deputy Head of Public Relations
38. Merchandiser

39. Not currently employed
40. English Teacher and Class Representative
41. Customer Service
42. Class Teacher
43. Form Tutor 2
44. Supervisor
45. Educational Staff (Teacher)
46. Inbound Call Centre Training
47. English Teacher
48. Tutor & Marketing
49. Permanent Tutor
50. Classroom Teacher
51. Project Manager
52. Non-Permanent Teacher and TOEFL Preparation Class
Coordinator
53. Enrichment Teacher
54. Educator
55. English Teacher
56. English Tutor
57. Private Tutor
58. Digital Ambassador (village digitalisation assistant)
59. Classroom Teacher
60. Archival Support Staff Coordinator
61. Lecturers on study leave

i. Salary/income received

The majority of data falls into the category of < 1 million, indicating that this range is the most common. The category of 1,000,000 - < 2,000,000 also has a significant number. The 2,000,000 - < 3,000,000 and 4,000,000 - < 5,000,000 categories have smaller percentages, but are still quite significant. The > 5 million category has the smallest percentage, indicating that this range is the least

common in the data.

The majority of alumni have salaries below 1 million, indicating that many of them may be just starting their careers or are in entry-level positions. There are a number of alumni who have achieved salaries between 1 million and 2 million, indicating an increase in their careers. A small number of alumni earn salaries between 2 million to 5 million, indicating more significant career progress. Only a few alumni have salaries above 5 million, indicating that high salary achievements are still rare among alumni. This tracer study provides an overview of the distribution of alumni income and can help educational institutions understand the impact of their education on the careers and incomes of alumni.

The usefulness of the field of study learned in college in relation to the field of work Based on the questionnaire results, most alumni (76.3%) believe that the knowledge gained in college is useful in their current field of work. This indicates that the curriculum and materials taught in higher education institutions are highly relevant and have practical applications in the world of work, thereby supporting alumni in their careers. Meanwhile, 23.8% still stated that only some of the fields of study learned at university were beneficial to their current field of work. This could be used as input for educational institutions to evaluate and update their curricula so that they are better align with the needs of the industry and the workplace.

Most alumni feel that the education they received was very beneficial to their careers, but there are also some who feel that the benefits were more limited. This indicates the need to adjust and improve the relevance of the curriculum to ensure that all the material taught can support alumni in various fields of work. Length of time working in the field

Regarding the length of time alumni have been working in their field, the data is as follows: 26.3% have been working for less than 6 months. This proportion is quite large and may indicate several things, such as high job turnover or an unstable transition period from education to the world of work. It may also indicate a mismatch between the job and the expectations or abilities of alumni, causing them to change jobs within a short period of time. There are 11.2% who have worked for around 6-12 months, indicating that some alumni are

beginning to find stability in their jobs, but are still in the early stages of adjustment. Furthermore, 22.5% have been working for 1-2 years, indicating that a number of alumni are beginning to gain a firmer foothold in their field of work. 21.3% have been working for 2-3 years. The number of alumni who have been working for 2-3 years indicates an even higher level of stability. Alumni in this category have most likely passed the adaptation phase and may be starting to take on more significant roles or planning further career development. Meanwhile, 18.8% have been working in their field for more than 3 years, indicating a high level of stability and commitment to their work. They may have reached a stage where they have gained more in-depth experience and skills, and may be pursuing higher career levels or specialisation in a particular field.

Variations in the length of time spent in a field of work among alumni indicate different phases of adjustment. Most alumni are in a stable phase after working for more than 1 year, while a significant proportion are still in a transitional phase (less than 6 months). This tracer study can provide insights for educational institutions to understand the career dynamics of alumni and help design programmes or services that support a smoother transition from education to the world of work and long-term career development.

The suitability of the university curriculum to the needs of the world of work

As many as 40% of respondents felt that the curriculum they studied was highly relevant to their field of work. This shows that most of the material taught in the curriculum is relevant and directly applicable to their work. This can include technical skills, theoretical knowledge, and practical skills needed in the workplace.

The majority of respondents, namely 55%, felt that the curriculum was only partially relevant to their field of work. This shows that although there are useful elements in the curriculum, there are also parts that may be less relevant or not directly related to their daily work tasks. This may indicate a need for adjustments or additions to the curriculum to make it more relevant to the demands of the current job market.

A small proportion of respondents felt that the curriculum was not relevant to their field of work. This may indicate that some of the material taught did not support the practical needs or skills required in their work. There may be a gap between the theory taught and its practical application in the field.

A very small percentage felt that the curriculum was not at all relevant to their field of work. This indicates that there are a handful of respondents who feel that the material they learned was not helpful or relevant to the work they do.

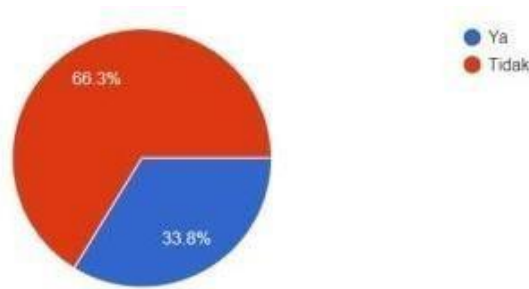
From this data, it can be concluded that the majority (95%) feel that the curriculum they studied is at least partially relevant to their field of work, indicating that there are elements of the curriculum that are indeed relevant and useful. However, a larger percentage feel that the suitability is only partial, indicating room for improvement and adjustment of the curriculum to make it more relevant to current job demands. Therefore, it is important for educational institutions to continue to develop and adjust their curricula based on feedback from graduates and industry, to ensure that their graduates are ready to face challenges in the workplace and can contribute effectively.

2. Alumni who pursue further studies

Based on the data obtained, it appears that most alumni of the English Education study programme continue their studies after graduation. This percentage reaches 66.3%. This shows that the majority of alumni feel the need to pursue higher education, perhaps to improve their qualifications, deepen their knowledge, or open up better career opportunities in education or related fields.

Conversely, 33.8% of alumni choose not to continue their studies. This could mean that they feel satisfied with the qualifications they have obtained from the English Education study programme, or perhaps they immediately entered the workforce and feel that practical experience is more important.

Overall, this data shows a strong tendency among alumni to continue pursuing higher education, reflecting their ambition and commitment to professional and academic development. However, there are also a significant number who choose to work immediately or perhaps pursue other career paths that do not require further education.



3. Alumni Input

- 1) Increase field studies, practical experience, and expand networks outside educational institutions
- 2) Marketing
- 3) Improve language laboratory facilities.
- 4) Increase events that can boost the confidence of PBI students
- 5) I hope the English Language programme provides more preparation for students to be ready for the working world.
- 6) My suggestion for the English Education study programme is to include Pragmatics in the curriculum, because based on my experience when continuing my master's degree, my friends from other universities who had the same educational background as me, namely English education, took Pragmatics courses, whereas the English Education study programme at UIN Walisongo does not yet offer this. Thank you.
- 7) Hopefully, things will improve in the future
- 8) Increase the number of soft skills training programmes
- 9) Increase the amount of material that directly involves schools, both primary and secondary schools. Success and prosperity forever to my alma mater, especially the English Language Education programme at UIN Walisongo.
- 10) Balance and equalise human resources comprehensively
- 11) Improve academic quality for administrators, lecturers, and graduates to keep up with the latest teaching methods, create new innovations that are "timely" and of high quality
- 12) Strengthening practical practical of in the development learning administration and educational assessment standards.
- 13) When I was in university, the language lab in my department needed

improvement.

- 14) English was frequently used as the medium of instruction for lectures.
- 15) I hope to improve myself further, and may the State Islamic University of Walisongo in Semarang continue to thrive and be blessed.
- 16) So far, so good. The academic services provided by the PBI lecturers are also satisfactory, but hopefully, more lecturers can be added.
- 17) International Class
- 18) It's already good.
- 19) Lecturers need to introduce students to the world of research more often through collaboration.
- 20) Keep up the great learning programme
- 21) Continuing to progress
- 22) Hopefully, in the future, there will be better provision of information for students and alumni regarding scholarships for further education both domestically and internationally.
- 23) Improvement in communication skills
- 24) May PBI continue to improve, become more impressive, and maintain its high quality.
- 25) Inviting more guest lecturers who are native speakers, inviting more lecturers who are graduates of overseas universities, establishing relationships with other countries, and providing access to overseas internships or teaching programmes.
- 26) Increasing human resources with the best quality
- 27) Increase the number of credit hours dedicated to teaching practice and teacher administration
- 28) Continue to enhance the quality and facilities of the campus and department
- 29) May the facilities improve further in the future and place greater emphasis on English language use in all lectures related to the English language programme.
- 30) Further enhance the professionalism of the teaching staff.
- 31) Continue to make improvements for the better
- 32) Maturing teachers' pedagogical skills to prepare them to become professional teachers in the workplace or providing training to become professional teachers in the workplace so that they can easily pass the teacher professionalism test

when they start working.

- 33) Providing information and connections to institutions
- 34) May there be improvements in the quality and service of education as well as departmental programmes so that students and alumni gain valuable experiences that will be beneficial in real life.
- 35) Balancing knowledge and ethics. Both lecturers towards students and vice versa.
- 36) Increase the provision of case study projects in classroom learning applications.
- 37) May there be more practical training and courses to prepare students after graduation so that they can more easily secure employment.
- 38) Encourage students to develop a love for reading, writing, and publishing their work.
- 39) Expand collaboration links with various institutions to enhance students' experiences.
- 40) Further development.
- 41) Enhance competencies and broaden knowledge. Additionally, incorporate more materials to prepare students for the workforce.
- 42) Please encourage students to write more often and collaborate more frequently in research
- 43) Hopefully, there will be more case studies so that it is not only theoretical, but also practical in line with the developments in science and technology at the time. Oh yes, it is also important to equip students with the courage to perform in front of others so that they can be more proactive in the world of work. Thank you :)
- 44) May PBI UIN WS continue to improve in quality and maintain its standards.
- 45) May there be support programmes and information for talented students so that their talents can be channelled appropriately within their academic institutions.
- 46) Always maintain good relationships and communication between lecturers, students, and alumni.
- 47) Continue to use the unity of science teaching system.
- 48) Improve the quality of lecturers; while the quality of lecturers in the English language programme is already good, it would be even better to further enhance it to make the English language programme more advanced.

- 49)Continue to innovate to produce the best graduates.
- 50) There should be follow-up activities for PBI ambassadors. This competition should not be merely a formality, but should be followed up. This is because the process is quite long, starting from preparing speeches, performing talents, catwalk, and practising interview answers. It would be a shame if such a long process were not followed up. Perhaps it could be planned that the selected ambassadors will create a project, participate in volunteer activities, conduct English club training at high schools, or hold webinars.
- Thus, the Prince and Princess selection programme will truly have a positive impact on the surrounding environment. Secondly, HMJ and WEC should provide more support to students who wish to compete, both mentally and financially. This is because many talents remain unexplored due to financial constraints.
- 51) Conducting regular needs assessments for students to develop English language learning programmes that are beneficial for students, as their needs may change with the times.
- 52)Already Good. Thank You
- 53) May the PBI programme continue to thrive and produce outstanding generations in terms of human resources and networks.
- 54) In addition to the education department's programmes and English literature studies, the fields of English for Business and Business Communications should be further enhanced. As an alternative, if graduates secure non-educational jobs, these skills can serve as valuable additions in the workplace and industry.
- 55)The curriculum should be made clearer.
- 56)Practice
- 57) For courses related to the world of work, they could be explored in greater depth to better prepare students for when they graduate.
- 58)Hopefully, in the future, PBI lecturers will be more friendly towards their students
- 59)Increase the number of lecturers.
- 60)Improve regulations and policies regarding the MBKM programme.
- 61) May the campus be more open and able to facilitate information for alumni with relevant career paths in the field of English language education

- 62) Improve the quality of educators by providing high-quality teaching.
- 63) Add more material as the fields of education and English language studies continue to evolve each year.
- 64) May it continue to progress and be a source of pride.
- 65) Improve the quality to become an even better university each year. Thank you.
- 66) PBI is improving, with more lecturers and higher quality teaching staff, and a master's programme in PBI will soon be available.
- 67) The department must enhance students' English language skills, as even though not all graduates become English teachers, both passive and active English skills are highly beneficial in the broader professional world.
- 68) Expanding programmes relevant to the current era, with the hope of producing high-quality, creative, and innovative educators.

This summary reflects the desire and hope for improvements in academic quality, facilities, curriculum, and workplace preparation, as well as the development of soft skills and collaborative networks within the English Language Education programme at UIN Walisongo.

III. FOUNDATIONS FOR THE DESIGN AND DEVELOPMENT OF THE CURRICULUM

3.1 AI Philosophical Foundation

Curriculum development from a philosophical perspective aims to provide guidelines for the design, implementation, and improvement of educational quality. Knowledge is studied and examined so that students understand the essence of life and have the ability to improve their quality of life, both individually and in society. A strong curriculum leads to a strong vision and is based on the right circumstances and place to fill the right space and time in guiding students to become excellent students with high competitiveness.

The high speed of information in the era of the 4.0 industrial revolution is a reality faced by students, so it is essential for students to have adequate knowledge, attitudes and skills to achieve success in the future. Therefore, a good university curriculum in line with the main objectives and functions of higher education must be able to combine three strengths, namely education, research and community service in accordance with the National Qualifications Framework and National Higher Education Standards and in line with global challenges. Within this framework, the new design of education for Islamic teachers must be able to carry out this mandate properly.

The knowledge and skills of students develop through learning to know, learning to be, learning to do, and learning to live together with others. In addition, education is an act that morally humanises humans in building civilisation and politically strengthens productive and constructive social integration. In practice, the educational reform model is an effort to apply research and assessment methods that address challenges in various learning contexts. Educational designs that have the main objective of preparing and supporting prospective teachers who have high competitiveness are designed in accordance with a student-centred learning system so that students will be able to develop their imagination, creativity and creativity to prepare themselves to face global challenges.

The development of the English Language Education (PBI) curriculum in the Industry 4.0 era seeks to develop a curriculum that refers to the KKNi and National Higher Education Standards and the OBE curriculum in order to prepare students to overcome

future challenges. The challenges faced by higher education institutions in curriculum development in this era are to produce graduates who possess new literacy skills, including data literacy, technological literacy, and human literacy based on religious beliefs. The English Education (PBI) undergraduate programme needs to reorient its curriculum development to address these challenges.

The new curriculum prepared by the Bachelor of English Education (PBI) Study Programme is required to produce graduates who are competent in facing the current era (current

society) and the future society 5.0, so that this curriculum development is expected to enable students to have qualifications equivalent to those agreed upon in the KKNI. The concept developed by the Directorate General of Learning and Student Affairs in compiling the curriculum begins with determining the graduate profile, which is then translated into a formulation of graduate learning outcomes. The formulation of competencies in the KKNI descriptors is expressed as learning outcomes, where competencies are included within or form part of the learning outcomes. This curriculum is expected to create study programmes that are competitive in the Industry 4.0 era.

3.2 Sociological Foundation

The development of the English Education curriculum also focuses on sociological foundations derived from sociological principles that serve as a starting point in education and are rooted in national culture. Thus, this curriculum highly respects the existence of humans as learners who are essentially individuals, members of society, and cultural beings.

In relation to education, the development of this curriculum prioritises social processes and patterns of social interaction in the education system and its teaching. Of course, this cannot be separated from the essence of culture in education, which emphasises the norms, values, beliefs, behaviours, and technologies that are learned and possessed by all members of society.

The basic rules governing national education (the 1945 Constitution and the National Education System Law) have provided a solid foundation for developing the full potential

of individuals as members of society and the nation. Article 1 paragraph 2 of Law No. 2 of 1989 also emphasises that the National Education System is an education rooted in Indonesian culture based on Pancasila and the 1945 Constitution.

3.3 Psychological Foundations

The psychological *basis* underlying the development of the curriculum in the English Education Study Programme is a curriculum that aims to continuously encourage students' curiosity and motivate *lifelong* learning. The English Education Study Programme curriculum is designed to facilitate students' learning so that they are able to realise their roles and functions in the scientific environment and English language learning. This psychological foundation equips students to think critically and engage in *higher-order thinking*.

This psychological foundation helps shape the English Education Study Program curriculum, which is able to optimise the development of students' potential to become desirable individuals (Zais, 1976, p. 200) and is able to facilitate students' learning to become complete individuals, namely individuals who are free, responsible, confident, moral or virtuous, capable of collaboration, tolerant, and educated with a firm resolve to contribute to the achievement of the ideals and objectives outlined in the preamble of the 1945 Constitution.

3.4 Legal Foundation

The legal basis that serves as the foundation or reference in the stages of design, development, implementation, and evaluation, as well as the higher education quality assurance system that will guarantee the implementation of the curriculum in the English Education undergraduate programme at FITK UIN Walisongo and the achievement of the curriculum objectives, includes the following:

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;
2. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number

4586);

3. Government Regulation No. 37 of 2009 on Lecturers
4. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
5. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI);
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of KKNI in Higher Education;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014 concerning Diplomas, Competency Certificates, and Higher Education Professional Certificates;
8. Presidential Regulation Number 130 of 2014 concerning the Change of Status of the Walisongo State Islamic Institute in Semarang to the Walisongo State Islamic University in Semarang;
9. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology, and Higher Education for 2015-2019;
10. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education;
11. Ministry of Religious Affairs Regulation No. 54 of 2015 concerning the Organisation and Work Procedures of the State Islamic University Walisongo Semarang;
12. Ministry of Religious Affairs Regulation No. 57 of 2015 concerning the Statutes of the State Islamic University Walisongo Semarang;
13. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 32 of 2016 concerning Accreditation of Study Programmes and Higher Education Institutions;
14. Regulation of the Minister of Research, Technology, and Higher Education of

- the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System;
15. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Standard Teacher Education.
 16. Regulation of the Minister of Research, Technology, and Higher Education Number 59 of 2018 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Procedures for Writing Degrees in Higher Education Institutions;
 17. Guidelines for Curriculum Development in Higher Education in the Era of Industry 4.0, Directorate General of Higher Education, Ministry of Research, Technology, and Higher Education, 2018;
 18. Director General of Islamic Education Decision Number 706 of 2018 concerning Guidelines for Curriculum Development for Study Programmes at Islamic Higher Education Institutions.
 19. Decree of the Director General of Islamic Education No. 2500 of 2018 concerning Graduate Competency Standards (SKL) and Learning Outcomes for Bachelor's Degree Programmes at Islamic Higher Education Institutions and Islamic Faculties at Higher Education Institutions.
 20. Decision of the Director General of Islamic Education No. 102 of 2019 concerning Religious Standards for Islamic Higher Education;
 21. Decision of the Minister of Research, Technology, and Higher Education No. 123 of 2019 concerning Internships and Recognition of Semester Credit Units for Industrial Internships for Bachelor's and Applied Bachelor's Programmes.
 22. Ministry of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education;
 23. Ministry of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programmes and Higher Education Institutions;
 24. UIN Walisongo Rector's Decree No. 137 of 2020 concerning Academic Guidelines for Diploma 3 (D.3), Bachelor's (S.1), Master's (S.2), and Doctoral (S.3) Programmes at UIN Walisongo Semarang in 2020.

25. Ministry of Education and Culture Regulation No. 7 of 2020 concerning the Establishment, Change, and Dissolution of State Higher Education Institutions, and the Establishment, Change, and Revocation of Licences for Private Higher Education Institutions.
26. Ministry of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture.
27. Guidebook on the Preparation of KPT in the Era of Industry 4.0 to Support Merdeka Belajar Kampus Merdeka, Directorate General of Higher Education, Ministry of Education and Culture, 2020;
28. Guidebook on Independent Learning – Independent Campus, Directorate General of Higher Education, Ministry of Education and Culture, 2020.

IV. FORMULATION OF VISION, MISSION, OBJECTIVES, STRATEGIES, AND UNIVERSITY VALUES

4.1. Vision, Mission, Objectives, Strategies, And University

4.1.1. Vision

The vision of UIN Walisongo Semarang is to become a leading Islamic research university based on the unity of knowledge for humanity and civilisation by 2038.

4.1.2. Mission

The mission of UIN Walisongo Semarang is:

1. To conduct education and teaching in Science, Technology, and the Arts (STA) based on the unity of knowledge to produce professional graduates with noble character;
2. To enhance the quality of research for the benefit of Islam, science, and society;
3. Organising useful community service activities for community development;
4. Exploring, developing and applying local wisdom values;
5. Developing cooperation with various institutions at the regional, national and international levels;
6. Establishing professional institutional management with international standards.

4.1.3. Objectives

The objectives of UIN Walisongo Semarang are:

1. To produce graduates with academic and professional capabilities and good character who are able to apply and develop a unified body of knowledge;
2. To produce research works that are beneficial to the interests of Islam, science and society;
3. To produce community service works that are beneficial for community development;
4. To internalise local wisdom values within the Tridharma of higher education;
5. Achieving positive and productive results from cooperation with various

institutions at the regional, national and international levels;

6. The emergence of professional, international-standard higher education governance

4.1.4. Objectives

1. Improving the quality of science and technology education and teaching based on the unity of knowledge;
2. Improving the quality of research for the benefit of Islam, science and society;
3. Improving the quality of community service for research-based community development;
4. Development and application of local wisdom values;
5. Expanding cooperation at the regional, national, and international levels;
6. Improving the quality of institutional governance

4.2. Vision, Mission, And Objectives Of The Faculty Of Education And Teaching

- The vision of the Faculty of Tarbiyah and Teacher Training at UIN Walisongo is "A Leading Research Faculty in the Field of Education Based on the Unity of Knowledge for Humanity and Civilisation in 2038".
- The mission of the Faculty of Tarbiyah and Teacher Training at UIN Walisongo is:
 1. To provide education and learning in the field of tarbiyah and teacher training based on the unity of knowledge to produce graduates who are professional and have noble character;
 2. To enhance the quality of research in the field of tarbiyah and teacher training based on the unity of knowledge for the benefit of Islam, science, and society;
 3. To enhance the quality of community service in the field of tarbiyah and teacher training based on the unity of knowledge;
 4. To explore and contextualise local wisdom values based on the unity of knowledge in the field of tarbiyah and teaching;
 5. Developing cooperation in the field of tarbiyah and teaching with various regional, national and international institutions;
 6. Realising professional and international standard institutional management of

the Faculty of Tarbiyah and Teacher Training.

- The objectives of the Faculty of Tarbiyah and Teacher Training at UIN Walisongo are:
 1. To produce graduates in the field of tarbiyah and teaching who have a unified scientific perspective, are professional, and have noble character;
 2. To produce quality research based on the unity of knowledge in the field of tarbiyah and teaching;
 3. To produce quality community service works in the field of tarbiyah and teaching based on the unity of knowledge;
 4. To realise contextual local wisdom values based on the unity of knowledge in the field of tarbiyah and teacher training.
 5. The realisation of productive cooperation with local, national and international institutions in the field of tarbiyah and teaching;
 6. The realisation of professional and internationally standardised governance of the Faculty of Education and Teacher Training.
 - 7.
- Attributes of Graduates of the Faculty of Tarbiyah and Teacher Training (FITK)
 1. Rahmatallil'alam (Altruism)
 2. Religiosity and Moderation
 3. Moral and Ethical Competence
 4. Leadership and Professionalism
 5. Academic Integrity
 6. Multiliteracy
 7. Global Perspective
 8. Lifelong Learner
 9. Resilience and Adaptability
- Academic Vision of the Faculty of Education and Teacher Training (FITK)

Committed to and innovative in the development of educational and teaching sciences based on the unity of knowledge for humanity and global civilisation

- Professional Vision of the Faculty

The Faculty of Education and Teacher Training is committed to educating prospective professionals with global perspectives and multiliteracies through education and training, research, and partnerships

4.3. Academic Vision of the English Education Study Programme

- The Academic Vision of the English Language Education Programme is: To develop English language education and learning based on technology that aligns with social constructivism learning theory and multimodality theory in the innovation of Islamic-based English curriculum development, pedagogy and assessment, research and the unity of knowledge.

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4.4 Educational Mission of the Programme / Programme Educational Objectives (PEO)

The English Language Education Programme at FITK UIN Walisongo was established to meet the needs of society by:

- 1) Conducting education to produce professional, independent English language educators with a holistic scientific perspective;
- 2) Conducting research to develop and improve the quality of learning and community service in the field of English language learning; and
- 3) Establishing collaborations and carrying out community service in the field of English language learning.

4.5 Programme Objectives

Strategies for Achieving the Objectives of the English Education Programme:

- 4) Equipping graduates with adequate knowledge in the field of English language education and pedagogical skills to work in line with technological developments in industry;
- 5) Preparing graduates to work in national and international educational institutions;

- 6) Preparing graduates who are sensitive and responsible towards society, culture and the environment;
- 7) Equipping graduates to demonstrate leadership qualities, contemporary and global perspectives; and exhibit high levels of professionalism, ethical and social responsibility, independent learning, and a desire for lifelong learning.

4.6 Core Values (University Values 1)

Humanisation of Islamic sciences;

- 1) Spiritualisation of modern sciences;
- 2) Revitalising local wisdom.

4.7 National and University Distinctive Courses

- 1) National Distinctive Courses

NO	COURSE	Credits
1.	Pancasila and Civic Education Education)	2
2	Indonesian Language (Bahasa Indonesia) Scientific Writing (Scientific Writing)	2
	TOTAL	4

- 2) University Characteristic Course

NO	COURSE	SKS
1	Islam and Religious Moderation	2
2	Philosophy of the Unity of Sciences	2
3	Fiqh	2
4	Tawhid and Sufi Ethics	2
5	English (not compulsory for English Education majors)	0
6	Arabic	2
	TOTAL	14

V. STANDARD GRADUATE COMPETENCY FORMULATION (SKL), GRADUATE PROFILE (PL) AND GRADUATE LEARNING OUTCOMES (PLO) FOR THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME

Formulation of Key Competency Standards (KU), Graduate Profile (GP) and Graduate Learning Outcomes (GLO) for the English Language Education programme (Bachelor's degree) are based on the KKNI qualification levels, SN-DIKTI, and recommendations from the Association of English Language Education Programme Providers (APSPBI) 2024 and professional organisations, along with several analyses and studies, following the development stages outlined below:

5.1. CORE COMPETENCIES OF GRADUATES OF THE ENGLISH LANGUAGE EDUCATION PROGRAMME (BACHELOR'S DEGREE / S1)

Core Competencies (CC)	KC 1.	Able to analyse information through listening, reading, and viewing, and convey information through speaking, writing, and presenting accurately and critically in various English texts using appropriate vocabulary and grammar in everyday or general, academic, and work contexts equivalent to <i>upper intermediate</i> level (B2 in the <i>Common European Framework of Reference for Language</i>).
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	KC 2.	Able to apply knowledge and <i>English</i> language skills at a minimum upper-intermediate level (B2 CEFR) as well as knowledge of <i>linguistics, literature, culture, and pedagogy</i>) in designing, implementing, managing, evaluating, and improving educational English language learning and <i>student-centred learning</i> to facilitate the development of students' character and potential as <i>self-regulated learners</i> who love their country and possess a spirit of nationalism, thereby achieving achievements learning (graduate competency standards) competency standards for graduates) in English in accordance with the applicable TPACK-based curriculum, based on comprehensive studies and research utilising Information Technology. accurately.
	KU 3.	Able to use knowledge and English language skills (<i>English knowledge and skills</i>) as well as linguistic, literary, cultural, and pedagogical knowledge (<i>linguistics, literature, culture, and pedagogy</i>) in producing English-language works, both oral and written, and presenting and publishing the results of their work in digital and non-digital formats with appropriate use of Information Technology.
	KU 4.	ly able to design, implement, manage, evaluate, and improve the management and development of resources and administration of school classes, educational institutions, and business units as well as other English language service units under their responsibility for both children and adults in formal and non-formal contexts, and to develop them continuously through the appropriate use of Information Technology.

5.2. GRADUATE PROFILE FORMULATION

5.2.1. Description of Graduate Profile Competencies

PL Code	PS Graduate Profile	PL Competency Description
PL 01	Educator Expert Language English (English Educator) in Primary Education and Secondary School (Primary School/Madrasah Ibtidaiyah, Junior High School/Madrasah Tsanawiyah, Senior High School/Madrasah Aliyah/Vocational High School)	Bachelor of Education with proficiency in knowledge, work skills, and skills as an managerial skills, and responsibilities as an educator (prospective teacher, mentor, tutor, coach, trainer, or other titles) in the field of English. English at the primary and secondary education levels in formal and non-formal education pathways formal education pathways who are devout to God Almighty, love the and and possess a nationalism, a good character good, transformative, knowledgeable broad and up-to-date in their field, upholding the values of academic values and professional ethics and are able to develop their professional skills in a sustainable with becoming a lifelong learner throughout life who critical and reflective based on the results of studies and research that comprehensive with the information technology appropriately.

PL Code	PS Graduate Profile	PL Competency Description
PL 02	Language Practitioners (Language Practitioner)	Education graduates who have mastery of knowledge, work skills, managerial skills and responsibility as a language practitioner English language (translator, interpreter, broadcaster, research assistant, teaching material developer, literary work, literary works, oral and written <i>content creators</i> written content in digital and non-digital formats who are devoted to God Almighty, love their country and possess a spirit of nationalism, with good character, broad knowledge and up-to-date in their field, uphold academic values academic values and professional ethics, and able to develop their profession in a sustainable with becoming a lifelong learner throughout life who critical and reflective
		based on the results of studies and research that comprehensive with the information technology appropriately.

PL Code	PS Graduate Profile	PL Competency Description
PL 03	Entrepreneurs (Edutechnopreneur)	Education graduates who have mastery of knowledge, work skills, managerial skills, and responsibility as entrepreneurs in the field of English language education English and other creative and innovative fields, with extensive and up-to-date knowledge in their field, devout to God Almighty, love, water , and possessing a spirit of nationalism, of good character, upholding the values of honesty and professional ethics, and mastering and capable of apply principles principles of business unit development, able to design, implement, manage, evaluate, and improving in a sustainable manner, as well as marketing services and business innovations based on technology. both online (<i>offline</i>) and online network (<i>online</i>) based on the results of the study and research that comprehensive with the appropriate use of Information Technology.

(TABLE 1: Description of English Education Graduate Profile)

5.3. GRADUATE COMPETENCY STANDARDS (GCS)

Formulation of Key Competency Standards (CC), Graduate Profile (GP) and Graduate Learning Outcomes (GLO) for the English Language Education programme (Bachelor's degree) are based on the KKNI qualification levels, SN-DIKTI, and recommendations from the Association of English Language Education Programme Providers (APSPBI) 2024 and professional organisations, along with several analyses and studies, following the development stages outlined below:

No	GRADUATE COMPETENCY STANDARDS (GCS)	
1	SKL Attitude (S)	
	S1	To be devout to God Almighty and able to demonstrate religious attitudes.
	S2	Upholding human values in performing duties based on religion, morality, and ethics;
	S3	Contributing to the improvement of the quality of life in society, nation, state, and the advancement of civilisation based on Pancasila;
	S4	Acting as proud citizens who love their country, possessing nationalism and a sense of responsibility towards the state and nation;
	S5	respecting cultural diversity, views, religions, and beliefs, as well as the original opinions or findings of others;
	S6	cooperating and possessing social sensitivity and concern for society and the environment;
	S7	obeying the law and maintaining discipline in social and national life;
	S8	internalising academic values, norms, and ethics;
	S9	demonstrating a responsible attitude towards work in their field of expertise independently;
	S10	internalising the spirit of independence, perseverance, and entrepreneurship;
	S11	demonstrates behaviour based on noble moral values, is empathetic and respects differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status; culture;
	S12	possess sincerity, commitment and earnestness in developing the attitudes, values and abilities of students;

No	GRADUATE COMPETENCY STANDARDS (GCS)	
	S13	possess a personality and social interactions that are empathetic and humanistic;
2	SKL Knowledge (P)	
	P1	Mastering basic concepts of logic, discrete structures, and statistics to solve various computational problems;
	P2	Mastering programming language concepts, as well as be able to compare various solutions and various programming language models;
	P3	Mastering the concepts and methods of analysis, design, implementation, testing or evaluation, integration and development of IS software in accordance with the principles of user-centred design and sustainability principles;
	P4	Mastering database concepts, analysis methods, design, development, management, and administration of databases;
	P5	understanding the concepts of managing SI/IT development and procurement projects using appropriate methods and techniques;
	P6	understand the concepts of organisation/business IT/IS architecture and infrastructure;
	P7	understand the concepts of processes, functions, models, strategies and organisational/business management;
	P8	understanding the concepts of enterprise, strategy development and enterprise resource planning;
	P9	understanding the concepts and methods of aligning IT strategy and organisational strategy;
	P10	understanding the concepts and methods of evaluation, management, and governance of IS/IT;
	P11	understanding potential threats, alternative solutions and risk management related to data and IT/IS infrastructure;

No	GRADUATE COMPETENCY STANDARDS (GCS)	
3	General Skills Competency (GSC)	
	GS1	able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that considers and applies humanities values appropriate to their field of expertise;
	GS2	able to demonstrate independent, high-quality, and measurable performance;
	KU3	able to assess the implications of the development or implementation of science and technology that takes into account and applies humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or artistic criticism;
	KU4	be able to compile a scientific description of the results of the study above in the form of a thesis, and upload it to the university website;
	KU5	able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data;
	KU6	able to maintain and develop a professional network with supervisors, colleagues, and peers both within and outside the university;
	KU7	able to take responsibility for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under their responsibility;
	KU8	able to conduct self-evaluation of the work group under their responsibility and able to manage independent learning;
	KU9	able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism;
	KU10	Able to perform analysis and design using software and hardware engineering principles and algorithms by using tools and able to demonstrate the maximum results and conditions optimal for business applications.

No	GRADUATE COMPETENCY STANDARDS (GCS)	
	KU11	be able to become a professional in database processing, software engineering, computer networks, computer graphics, and multimedia applications, as well as having the ability to write research reports well and manage Information System projects, presenting their work.
4	SKL Special Skills (SS)	
	KK1	able to analyse organisational/business problems and design alternative IT solutions to meet organisational/business needs;
	KK2	able to develop and test IS software in accordance with organisational/ business needs using the appropriate programming language, and document it;
	KK3	able to perform analysis and simulation of organisational/business processes;
	KK4	able to manage SI/IT development and procurement projects;
	KK5	able to design and manage databases for organisations/businesses;
	KK6	able to use the appropriate methods to identify data and information in large quantities that is important to the organisation/business;
	KK7	able to manage risks to data security and integrity and IT/IS infrastructure;
	KK8	Able to evaluate the performance of IS and IS/IT services;
	KK9	Able to configure and operate ERP software in order to integrate organisational/business processes and functions;
	KK10	Able to design architecture, develop strategies, and plan information systems for organisations/businesses;

5.4. PROGRAMME LEARNING OUTCOMES

CODE	PLO DESCRIPTION
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CODE	PLO DESCRIPTION
PLO 01 (Attitude)	Be devoted to God Almighty and able to demonstrate attitude religious and moderate in practising religion based on Islamic ethics and the values of Pancasila, contributing to improving the quality of life in society, nation, and state, and the advancement of civilisation, demonstrating a responsible attitude towards work in their field of expertise independently; working with and possessing social social as well as concern for society and the environment in the <i>green campus</i> internalising the spirit of independence, perseverance, and entrepreneurship; and possess sincerity, earnestness, commitment, and motivation to develop the attitudes, knowledge, and skills of students based on the principles of unity of knowledge, noble character, and values of wisdom. local for the benefit of the community.
PLO 02 (Language Education)	Graduates have a deep understanding of theoretical concepts of linguistics and literature in the context of English language learning, strategies for understanding spoken and written English in everyday/general, academic, and work contexts, and strategies for communicating in spoken and written English in everyday/general, academic, and work contexts. In terms of educational substance, graduates have a deep understanding of theoretical concepts of education and student development (physical, intellectual, socio-emotional, moral, spiritual, and socio-cultural background aspects) in general. In terms of learning substance, graduates have a deep understanding of theoretical concepts of English language teaching (English Language Teaching Pedagogy), particularly strategies for the English language learning process, concepts of learning planning, concepts of assessment and evaluation of the learning process and outcomes, analysis, adaptation and development of learning materials and media for student assistance, and educational research.

CODE	PLO DESCRIPTION
PLO 03 (General Skills) General)	Able to think logically, critically, systematically, and innovatively in developing or applying science and technology with consideration for humanistic values. Able to work independently, responsibly, and produce measurable performance. Able to review, design, and provide advice or criticism based on scientific ethics, then present it in a scientifically in the form of a thesis/report and upload it to the campus website. Make appropriate decisions based on data analysis, build work networks, and manage and evaluate team and personal tasks. Uphold academic integrity and be able to document data in an accountable manner, avoid plagiarism, adapt, create, collaborate, and innovate in a global society.
PLO 04 (KK 1)	Basic language skills enable students to accurately and critically analyse and evaluate a variety of information in spoken and written English texts (listening and reading comprehension) in everyday/general, academic, and work contexts equivalent to level B2 (Common Common European Framework of Reference for Languages); able to communicate and convey ideas in spoken and written English (speaking and writing) using appropriate vocabulary and grammar in everyday/general, academic, and work contexts equivalent to level B2 (Common European Framework of Reference for Languages)
PLO 05 (KK 2- Pedagogy)	Graduates demonstrate critical and reflective mastery of knowledge and skills in designing, implementing, managing, evaluating, and improving educational and <i>student-centred</i> English language learning to achieve English language learning outcomes in accordance with the applicable curriculum at the primary and secondary levels of formal and non-formal education based on TPACK with the appropriate use of information technology.

CODE	PLO DESCRIPTION
PLO 06 (2 -Learning)	Graduates are able to demonstrate mastery of knowledge and skills in learning planning, applying English learning strategies, assessing and evaluating the learning process and outcomes, analysing, adapting and developing learning materials and media, and mentoring students; in accordance with the curriculum applicable at the primary and secondary education levels in formal and non-formal education pathways based on TPACK with the appropriate use of Information Technology.
PLO.7. Specialised research skills in education	Graduates are able to demonstrate <i>English language skills</i> and mastery of knowledge, <i>linguistics, literature, culture, and pedagogy</i> , and use them critically and reflectively in producing English-language works, both written and spoken, as well as presenting and publishing works in digital and non-digital forms with the appropriate use of information technology.
PLO.8. Skills Managing specific Entrepreneurship education	Graduates demonstrate mastery of knowledge and skills in designing, implementing, managing, evaluating, and improving the management of and development of resources power and administration, including the implementation of education (classes, schools, institutions, education, and business units as well as other services) that is its responsibility, both for children and creative and innovative adults in a formal context. and non-formal education, as well as developing and marketing services and business innovations appropriately

(TABLE 3: PLO Formulation for English Education Study Program)

5.5 MAPPING OF PROGRAM PLO TO SNDIKTI AND APSPBI PLO

The following table shows the mapping between the Programme PLO and the SN-DIKTI PLO. The 8 Programme PLOs can fulfil all items of the SNDIKTI PLO and the Programme Association PLO.

Code	SNDIKTI PLO	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05
	ATTITUDE					
PLO 01	PLO-S1	V	V	V	V	V
PLO 02	PLO-S2	V	V	V	V	V
PLO 03	PLO-S3	V	V	V	V	V
PLO 04	PLO-S4	V	V	V	V	V
PLO 05	PLO-S5	V	V	V	V	V
PLO 06	PLO-S6				V	
PLO 07	PLO-S7				V	
PLO 08	PLO-S8		V		V	
PLO 09	PLO-S9		V	V	V	
PLO 10	PLO-S10			V		
PLO 11	PLO-S11	V				
PLO 12	PLO-S12		V			
PLO 13	PLO-S13		V			
	KNOWLEDGE	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05
PLO 14	PLO-P01				V	
PLO 15	PLO-P02					
PLO 16	PLO-P03					
PLO 17	PLO-P04					
PLO 18	PLO-P05			V		
PLO 19	PLO-P06					
PLO 20	PLO-P07		V	V	V	
PLO 21	PLO-P08					
PLO 22	PLO-P09			V		
PLO 23	PLO-P10					
PLO 24	PLO-P11				V	

	GENERAL SKILLS	PLO01	PLO 02	PLO 03	PLO 04	PLO 05
PLO 25	PLO-KU01		V		V	
PLO 26	PLO-KU02		V	V		
PLO 27	PLO-KU03					
PLO 28	PLO-KU04					
PLO 29	PLO-KU05				V	
PLO 30	PLO-KU06					
PLO 32	PLO-KU07		V	V		
PLO 33	PLO-KU08			V		
PLO 34	PLO-KU09					
PLO 35	PLO-KU10					
PLO 36	PLO-KU11					
	SPECIAL SKILLS	PLO01	PLO 02	PLO 03	PLO 04	PLO 05
PLO 37	PLO-KK01				V	
PLO 38	PLO-KK02					
PLO 39	PLO-KK03					
PLO 40	PLO-KK04		V	V		
PLO 41	PLO-KK05					
PLO 42	PLO-KK06					
PLO 43	PLO-KK07			V		
PLO 44	PLO-KK08			V		
PLO 45	PLO-KK09					
PLO 46	PLO-KK10			V	V	
PLO 47	PLO-KK11					
PLO 48	PLO-KK06					
PLO 49	PLO-KK07			V		

(TABLE 4: Mapping of PLO Study Programmes to SNDKTI)

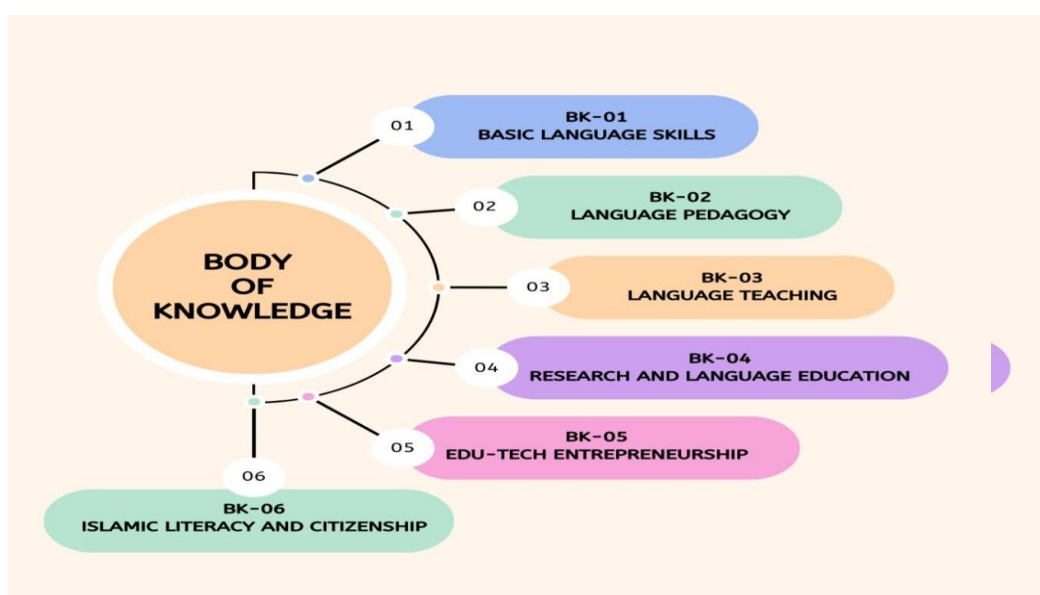
5.6 MAPPING OF PLO STUDY PROGRAMME AGAINST PL (TABLE 5)

GRADUATE PROFILE (GP)	Graduate Learning							
	Outcomes (PLO)							
	PL O 1	PL O 2	PL O 3	GL O 4	PL O 5	PL O 6	PL O 7	PL O 8
PL 1 = English Language Specialist Educator in Primary and Secondary Education (Primary School/Madrasah Ibtidaiyah, Secondary School/Madrasah Tsanawiyah, Senior High School/Madrasah Aliyah/Vocational School) (Educator)	Ö	Ö	Ö	Ö	Ö	Ö	Ö	
PL2 = Language Practitioner	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö
PL 3 = Entrepreneur (Edutechnopreneur)	Ö	Ö	Ö	Ö	Ö			Ö

Table 5: PLO Study Program Against Graduate Profile

VI. DETERMINATION OF STUDY MATERIALS

7.1. Body of Knowledge



7.2. Formulation of Study Materials (BK)

Body of Knowledge	Code	Subject Matter	Subject
Basic Language Skills	BK01	Linguistics and language skills	Linguistics: Grammar, vocabulary, phonology, morphology, syntax, semantics. Basic Language Skills: Listening, speaking, reading and writing.
Language Pedagogy	BK02	Language pedagogy	Theory of language pedagogy and its implications. Psycholinguistics Sociolinguistics in education Language assessment
Language Teaching	BK03	Language teaching	Teaching methodology Technology in language teaching Language for specific purposes (language across curriculum)
Research and Language Education	BK04	Research and Language Education	Statistics in education, Qualitative and quantitative research in ELT, Academic Writing
Edu-Tech Entrepreneurship	BK05	Edu-Tech Entrepreneurship	Edu-Technology Edu-preneurship English for Business
Islamic Literacy and Citizenship	BK06	Islamic Literacy and Citizenship	Islamic Literacy Citizenship

(Table 6 Study Material Formulation)

7.3. Mapping of PLO and BK

PLO	BK01	BK02	BK03	BK04	BK05	BK06
PLO01	√	√	√	√	√	√
PLO02	√	√	√	√	√	√

PLO0 3	√	√	√	√	√	√
PLO0 4	√	√	√	√	√	√
PLO0 5	√	√	√	√	√	√
PLO0 6	√	√	√	√	√	√
PLO0 7	√	√	√	√	√	√
PLO0 8	√	√	√	√	√	√

(Table 7 PLO – BK Mapping)

7.4. Mapping of BK to Courses (MK)

BK	BK01	BK02	BK03	BK04	BK05	BK06	BK07	BK08	BK09	BK10	BK11	BK12
Pancasila and Civic Education MK01	√	√	√	√								
Indonesian Language for Scientific Writing MK02	√	√	√	√								
Islam and Religious Moderation (Islamic and Religious Moderation) MK03	√	√	√	√								
Philosophy of Unity of Sciences Philosophy)MK04	√	√	√	√								
Fiqh Science MK05	√	√	√	√								
Tawhid and Sufi Ethics MK06	√	√	√	√								
Arabic Language MK07	√	√	√	√								
Literacy of the Qur'an and Hadith MK08	√	√	√	√								
Islamic Philosophy and Education (Islamic Philosophy and Pedagogy) MK09	√	√	√	√								
Educational Psychology MK10	√	√	√	√								
EdTech Entrepreneurship MK11	√	√	√	√								

BK	BK01	BK02	BK03	BK04	BK05	BK06	BK07	BK08	BK09	BK10	BK11	BK12
Intensive Course: Listening and Speaking MK12	√	√	√	√								
Intensive Course: Reading and Writing MK13	√	√	√	√								
Intensive Course: Vocabulary and Grammar MK14	√	√	√	√								
Intensive Course: Voice and Accent MK15	√	√	√	√								
Extensive Listening and Speaking MK16	√	√	√	√	√	√	√	√	√	√	√	√
Extensive Reading and Writing MK17	√	√	√	√	√	√	√	√	√	√	√	√
Professional Listening and Speaking MK18	√	√	√	√	√	√	√	√	√	√	√	√
Professional Reading and Writing MK19	√	√	√	√	√	√	√	√	√	√	√	√
Academic Listening and Speaking MK20	√	√	√	√	√	√	√	√	√	√	√	√
Academic Reading and Writing MK21	√	√	√	√	√	√	√	√	√	√	√	√
Communicative English Grammar MK22	√	√	√	√	√	√	√	√	√	√	√	√
Academic Essay Writing MK23	√	√	√	√	√	√	√	√	√	√	√	√
Current Issues on ELT MK24	√	√	√	√	√	√	√	√	√	√	√	√
Statistics in Language Education MK25	√	√	√	√	√	√	√	√	√	√	√	√
Quantitative Research Method in	√	√	√	√	√	√	√	√	√	√	√	√

BK	BK01	BK02	BK03	BK04	BK05	BK06	BK07	BK08	BK09	BK10	BK11	BK12
ELTMK26												
Qualitative Research Method in ELTMK27	√	√	√	√	√	√	√	√	√	√	√	√
Language Teaching Media (LTM) MK28	√	√	√	√	√	√	√	√	√	√	√	√
Technology-Enhanced Language Learning (TELL)MK29	√	√	√	√	√	√	√	√	√	√	√	√
Language Instructional Design MK30	√	√	√	√	√	√	√	√	√	√	√	√
Second Language Acquisition (SLA) MK31	√	√	√	√	√	√	√	√	√	√	√	√
English Across Curriculum MK32	√	√	√	√	√	√	√	√	√	√	√	√
Critical Discourse Analysis (CDA) MK33	√	√	√	√	√	√	√	√	√	√	√	√
Standardised Test for Language Learners (TOEFL) MK34	√	√	√	√	√	√	√	√	√	√	√	√
Literary and Academic Translations MK35	√	√	√	√	√	√	√	√	√	√	√	√
TESOL Methodology MK36	√	√	√	√	√	√	√	√	√	√	√	√
Language Learning Evaluation MK37	√	√	√	√	√	√	√	√	√	√	√	√
Language Curriculum and Materials Development MK38	√	√	√	√	√	√	√	√	√	√	√	√
ICT-based Language Materials Development MK39	√	√	√	√	√	√	√	√	√	√	√	√
Poetry, Short Story and Drama in	√	√	√	√	√	√	√	√	√	√	√	√

BK	BK01	BK02	BK03	BK04	BK05	BK06	BK07	BK08	BK09	BK10	BK11	BK12
Language Education MK40												
Teaching Listening and Speaking MK41	√	√	√	√	√	√	√	√	√	√	√	√
Teaching Grammar MK42	√	√	√	√	√	√	√	√	√	√	√	√
Teaching Reading and Writing MK43	√	√	√	√	√	√	√	√	√	√	√	√
Teaching English to Young Learners (TEYL)MK44	√	√	√	√	√	√	√	√	√	√	√	√
English and Intercultural Communication (EIC)MK45	√	√	√	√	√	√	√	√	√	√	√	√
Psycholinguistics in ELTMK46	√	√	√	√	√	√	√	√	√	√	√	√
Sociolinguistics and English Education MK47	√	√	√	√	√	√	√	√	√	√	√	√
Independent Research / FINAL Project in ELTMK48	√	√	√	√	√	√	√	√	√	√	√	√
Reflective Practice in Micro Teaching MK49	√	√	√	√	√	√	√	√	√	√	√	√
PLP (School Observation and Teaching Internship) MK50	√	√	√	√	√	√	√	√	√	√	√	√
Community Service (KKN) MK51	√	√	√	√	√	√	√	√	√	√	√	√
Thesis/Final Project MK52	√	√	√	√	√	√	√	√	√	√	√	√

BK	BK01	BK02	BK03	BK04	BK05	BK06	BK07	BK08	BK09	BK10	BK11	BK12
Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced) MK53	√	√	√	√	√	√	√	√	√	√	√	√
Elective Course B: Multimedia Design and Development in Education MK54	√	√	√	√	√	√	√	√	√	√	√	√
Elective Course C: Memorisation of the Qur'an MK55	√	√	√	√	√	√	√	√	√	√	√	√
Elective Course D: Technology and Tourism MK56	√	√	√	√	√	√	√	√	√	√	√	√
Elective Course E: English for Business MK57	√	√	√	√	√	√	√	√	√	√	√	√
Elective Course: Arabic Language IMKA MK58	√	√	√	√	√	√	√	√	√	√	√	√

(Table 8 Mapping of BK-MK)

VII. COURSE FORMATION AND DETERMINATION OF SK WEIGHT

7.1. Mapping of PLO to MK

MK	PLO Programme								
	1	2	3	4	5	6	7	8	NOTE
MK01									
MK02									
MK03									
MK04									
MK05									
MK06									
MK07									
MK08									
MK09									
MK10									
MK11									
MK12									
MK13									
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MK51									
MK52									
MK53									
MK54									
MK55									
MK56									
MK57									
MK58									

(Table 9: Mapping of PLO to MK)

7.2. Mapping of PLO– BK – MK

PLO	BK01	BK02	BK03	BK04	BK05	BK06
PLO01	√	√	√	√	√	√
PLO02	√	√	√	√	√	√
PLO03	√	√	√	√	√	√
PLO04	√	√	√	√	√	√
PLO05	√	√	√	√	√	√
PLO06	√	√	√	√	√	√
PLO07	√	√	√	√	√	√
PLO08	√	√	√	√	√	√

(Table 10 Mapping of PLO-BK)

7.3 Mapping of Study Materials with Profiles and PLO

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
1	English Language Specialist in Primary Education and Secondary Schools (SD/MI, SMP/MTs, SMA/MA/SMK)	√	√	√	√	√	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics / Language Curriculum	1. Intensive Language Skills 2. Extensive Language Skills 3. Professional Language Skills 4. Standardised English Test 5. Intensive English Grammar and Vocabulary 6. Communicative English 7. Grammar and Vocabulary 8. Intensive English Voice and Accent 9. TESOL methodology 10. Language Instructional Design 11. Teaching English to Young Learners 12. English Across the Curriculum 13. Islamic Education, 14. Islamic Education Philosophy, 15. Microteaching, 15. School Observation and Teaching Internship

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
							8. Language Assessment and Evaluation 9. Sociology In Education 10. Digital Literacy in Language Learning 11. TPACK in Language Learning 12. Edupreneurship	16. Statistics in Education, 17. Qualitative and Quantitative Research Methods 18. Current Issues in ELT 19. Independent Research in ELT 20. Final Project 21. Language Curriculum and Materials Development 22. Second Language Acquisition (SLA) 23. Critical Discourse Analysis (CDA) 24. Translation 25. English and Intercultural Communication 26. Sociolinguistics 27. Pragmatics 28. ICT-based Language Materials Development 29. Language Teaching Media 30. Technology-Enhanced Language Learning 31. Educational Technology Entrepreneurship 32. Edu-technology

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
								33. English for Business 34. English for Educational Tourism 35. Pancasila and Citizenship 36. Islam and Religious Moderation 37. Philosophy of Unity of Knowledge 38. Islamic Religious Studies 39. Indonesian 40. Arabic 41. Community Service (KKN) 42. BIPA 43. Quran Memorisation 44. Language Teaching Media 45. Technology-Enhanced Language Learning 46. Educational Technology Entrepreneurship 47. Edu-technology 48. English for Business 49. English for Educational Tourism

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
								50. Pancasila and Citizenship 51. Islam and Religious Moderation 52. Philosophy of the Unity of Knowledge 53. Islamic Religious Studies 54. Indonesian 55. Arabic 56. Community Service (KKN) 57. BIPA 58. Quran Memorisation
2	Language Practitioner	√	√	√	√	√	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology	1. Intensive Language Skills 2. Extensive Language Skills 3. Professional Language Skills 4. Standardised English Test 5. Intensive English Grammar and Vocabulary 6. Communicative English 7. Grammar and Vocabulary 8. Intensive English Pronunciation and Accent

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
							4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics / Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in	9. TESOL methodology 10. Language Instructional Design 11. Teaching English to Young Learners 12. English Across the Curriculum 13. Islamic Education, 14. Islamic Education Philosophy, 15. Microteaching, 16. School Observation and Teaching Internship 17. Statistics in Education, 18. Qualitative and Quantitative Research Methods 19. Current Issues in ELT 20. Independent Research in ELT 21. Final Project 22. Language Curriculum and Materials Development 23. Second Language Acquisition (SLA) 24. Critical Discourse Analysis (CDA) 25. Translation 26. English and Intercultural Communication

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
							Language Learning Edupreneurship	27. Sociolinguistics 28. Pragmatics ICT-based Language Materials development
3	Edutechnopreneur	√	√	√	√	√	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics /	1. Intensive Language Skills 2. Extensive Language Skills 3. Professional Language Skills 4. Standardised English Test 5. Intensive English Grammar and Vocabulary 6. Communicative English 7. Grammar and Vocabulary 8. Intensive English Pronunciation and Accent 9. TESOL methodology 10. Language Instructional Design 11. Teaching English to Young Learners 12. English Across the Curriculum 13. Islamic Education, 14. Islamic Education Philosophy, 15. Microteaching,

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
							Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in Language Learning 12. Edupreneurship	16. School Observation and Teaching Internship 17. Statistics in Education, 18. Qualitative and Quantitative Research Methods 19. Current Issues in ELT 20. Independent Research in ELT 21. Final Project 22. Language Curriculum and Materials Development 23. Second Language Acquisition (SLA) 24. Critical Discourse Analysis (CDA) 25. Translation 26. English and Intercultural Communication 27. Sociolinguistics 28. Pragmatics 29. ICT-based Language Materials Development 30. Language Teaching Media 31. Technology-Enhanced Language Learning 32. Educational Technology Entrepreneurship

NO	GRADUATE PROFILE	LEARNING OUTCOMES (PLO)					STUDY MATERIALS	
		1	2	3	4	5		
								33. Edu-technology 34. English for Business 35. English for Educational Tourism 36. Pancasila and Citizenship 37. Islam and Religious Moderation 38. Philosophy of the Unity of Knowledge 39. Islamic Religious Studies 40. Indonesian 41. Arabic 42. Community Service (KKN) 43. BIPA 44. Quran Memorisation 15.

7.4 The development of course subjects and the determination of credit hours are based on PLO and course materials.

NO	PLO	COURSE MATERIALS (BoK)	LEARNING MATERIALS / MAIN TOPICS	COURSE
1	PLO 01	1. Educational Policy 2. Language Pedagogy / Methodology 3. Applied Linguistics 4. Technology in Education 5. Edupreneurship	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics / Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in Language Learning 12. Edupreneurship	Intensive Course: Listening and Speaking, Intensive Course: Reading and Writing, Intensive Course: Vocabulary and Grammar, Intensive Course: English Voice and Accent, Extensive Language Skills: Listening and Speaking, Extensive Language Skills: Reading and Writing, Professional Language Skills: Listening and Speaking, Professional Language Skills: Reading and Writing, Academic Listening and Speaking, Academic Reading and Writing, Academic Essay Writing, Standardised Test for Language Learners (TOEFL), Communicative English Grammar and Vocabulary, TESOL Methodology, Language Learning Evaluation, language Instructional Design, Teaching English to Young Learners (TEYL), English Across Curriculum, Islamic Education (Islamic Pedagogy), Philosophy of Education Islam (Islamic Educational Philosophy) Reflective Practice in Microteaching, School Observation and Teaching Internship (PLP), Statistics in Education, Qualitative Research Methods in ELT, Quantitative Research Methods in ELT, Current Issues on ELT, Language Curriculum And Materials Development,

NO	PLO	COURSE MATERIALS (BoK)	LEARNING MATERIALS / MAIN TOPICS	COURSE
				Second Language Acquisition (SLA) 29. Critical Discourse Analysis (CDA), Literary and Academic Translation, English and Intercultural Communication, Sociolinguistics and English Education, Socio- Pragmatics, ICT-based Language Materials development, Language Teaching Media (LTM), Technology Enhanced Language Learning (TELL), Teaching Listening and Speaking, Teaching Reading and Writing, Teaching Grammar, Poetry and Short Story and Drama in Language Education, Entrepreneurship in Education, Education Pancasila and Civic Education (Pancasila and Civic Education), Islam and Religious Moderation, Philosophy of Unity of Sciences, Fiqh, Tawhid and Sufism Ethics, Arabic Language, Indonesian Language for Scientific Writing, Educational Psychology, Elective Course: Indonesian Language for Foreign Speakers (BIPA), Elective Course: Quran Memorisation, Elective Course: Edu-technology, Elective Course: English for Business, Elective Course: English for Edu- tourism, Community Service (KKN), Research Proposal in ELT, Final Project

NO	PLO	COURSE MATERIALS (BoK)	LEARNING MATERIALS / MAIN TOPICS	COURSE
2	PLO 02	1. Educational Policy 2. Language 3. Pedagogy/Methodology 4. Applied Linguistics 5. Technology in Education 6. Edupreneurship	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics / Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in Language Learning 13. Edupreneurship	Intensive Course: Listening and Speaking, Intensive Course: Reading and Writing, Intensive Course: Vocabulary and Grammar, Intensive Course: English Voice and Accent, Extensive Language Skills: Listening and Speaking, Extensive Language Skills: Reading and Writing, Professional Language Skills: Listening and Speaking, Professional Language Skills: Reading and Writing, Academic Listening and Speaking, Academic Reading and Writing, Academic Essay Writing, Standardised Test for Language Learners (TOEFL), Communicative English Grammar and Vocabulary, TESOL Methodology, Language Learning Evaluation, Language Instructional Design, Teaching English to Young Learners (TEYL), English Across Curriculum, Education ScienceIslam (Islamic Pedagogy), Philosophy of Education Islam (Islamic Educational Philosophy) Reflective Practice in Microteaching, School Observation and Teaching Internship (PLP), Statistics in Education, Qualitative Research Methods in ELT, Quantitative Research Methods in ELT, Current Issues on ELT, Language Curriculum And Materials Development, Second Language Acquisition (SLA) 29.Critical Discourse Analysis (CDA), Literary and Academic Translation, English

NO	PLO	COURSE MATERIALS (BoK)	LEARNING MATERIALS / MAIN TOPICS	COURSE
				and Intercultural Communication, Sociolinguistics and English Education, Socio- Pragmatics, ICT-based Language Materials development, Language Teaching Media (LTM), Technology- Enhanced Language Learning (TELL), Teaching Listening and Speaking, Teaching Reading and Writing, Teaching Grammar, Poetry and Short Story and Drama in Language Education, Entrepreneurship in Education, Pancasila and Civic Education, Islam and Religious Moderation, Philosophy of Unity of Sciences, Fiqh, Tawhid and Sufism Ethics, Arabic Language, Indonesian Language for Scientific Writing, Educational Psychology, Elective Course: Indonesian Language for Foreign Speakers (BIPA), Elective Course: Quran Memorisation, Elective Course: Edu-technology, Elective Course: English for Business, Elective Course: English for Edu- tourism, Community Service (KKN), Research Proposal in ELT, Final Project
3	PLO 03	1. Educational Policy 2. Language Pedagogy 3. Methodology 4. Applied Linguistics 5. Technology in Education 6. Edupreneurship	1. Educational Policy Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology	TESOL Methodology, Language Learning Assessment, Language Instructional design, Teaching English to Young Learners (TEYL), English Across Curriculum, Islamic Education (Islamic Pedagogy), Islamic Educational Philosophy, Reflective Practice in

NO	PLO	COURSE MATERIALS (BoK)	LEARNING MATERIALS / MAIN TOPICS	COURSE
			7. Applied Linguistics / Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in Language Learning 12. Edupreneurship	Microteaching, Language Curriculum and Materials Development, Second Language Acquisition (SLA), ICT-based Language Materials Development, Language Teaching Media (LTM), Technology Enhanced Language Learning (TELL), Teaching Listening and Speaking, Teaching Reading and Writing, Teaching Grammar, Poetry and Short Story and Drama In Language Education, Educational Psychology (Educational Psychology)
4	PLO 04	1. Educational Policy 2. Language Pedagogy/Methodology 3. Applied Linguistics 4. . Technology in Education 5. Edupreneurship	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics / Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in Language Learning 2. Edupreneurship	Intensive Course: Listening and Speaking, Intensive Course: Reading and Writing, Intensive Course: Vocabulary and Grammar, Intensive Course: English Voice and Accent, Second Language Acquisition (SLA), Critical Discourse Analysis (CDA), Literary and Academic Translation, English and Intercultural Communication, Sociolinguistics and English Education, Socio-Pragmatics, Poetry and Short Story and Drama in Language Education

NO	PLO	COURSE MATERIALS (BoK)	LEARNING MATERIALS / MAIN TOPICS	COURSE
5	PLO 05	1. Educational Policy 2. Language Pedagogy/Methodology 3. Applied Linguistics 4. Technology in Education 5. Edupreneurship	1. Educational Policy 2. Policy and Language Planning 3. Pedagogy in Islamic Theology 4. Religious Moderation 5. Language Pedagogy 6. Methodology 7. Applied Linguistics Language Curriculum 8. Language Assessment and Evaluation 9. Sociology in Education 10. Digital Literacy in Language Learning 11. TPACK in 12. Language Learning 13. Edupreneurship 14. Language Assessment and Evaluation 15. Sociology in Education 16. Digital Literacy in Language Learning 17. TPACK in 18. Language Learning 19. Edupreneurship	TESOL Methodology, Language Learning Evaluation, Language Instructional Design, Teaching English to Young Learners (TEYL), English Across Curriculum, Islamic Education (Islamic Pedagogy), Islamic Educational Philosophy, Reflective Practice in Microteaching, Language Development, Second Language Acquisition (SLA), ICT-based Language Materials Development, Language, Teaching Media (LTM), Technology Enhanced Language Learning (TELL), Teaching Listening and Speaking, Teaching Reading and Writing, Teaching Grammar, Poetry and Short Story and Drama in Language Education, Educational Psychology

7.5 Courses and Determination of Credit Hours for Compulsory Courses

NO	COURSE CODE	COURSE NAME	Scope(Number of PLO Appearances)	Depth(Taxonomy)	Study Weight	Credit Hours	SKS
1	UIN-6001	Pancasila and Civic Education	4	5			2
2	UIN-6002	Indonesian Language for Scientific Writing	6	6			2
3	UIN-6003	Islam and Religious Moderation	4	5			2
4	UIN-6004	Philosophy of the Unity of Sciences	4	4			2
5	UIN-6005	Fiqh	4	4			2
6	UIN-6006	Tawhid and Sufi Ethics	4	4			2
7	UIN-6008	Arabic	5	3			2
8	PBI-6001	Literacy in the Qur'an and Hadith	4	3			3
9	PBI-6002	Islamic Philosophy and Pedagogy	4	3			3
10	PBI-6003	Learning Psychology	4	4			2
11	PBI-6004	EdTech Entrepreneurship	6	6			4
12	PBI-6005	Intensive Course: Listening and Speaking	6	4			4
13	PBI-6006	Intensive Course: Reading and Writing	6	4			4
14	PBI-6007	English Grammar and Vocabulary	6	4			4

NO	COURSE CODE	COURSE NAME	Scope(Number of PLO Appearances)	Depth(Taxonomy)	Study Weight	Credit Hours	SKS
15	PBI-6008	English Voice and Accent	6	4			4
16	PBI-6009	Extensive Listening and Speaking	6	6			2
17	PBI-6010	Extensive Reading and Writing	<u>6</u>	6			2
18	PBI-6011	Professional Listening and Speaking	<u>6</u>	6			2
19	PBI-6012	Professional Reading and Writing	<u>6</u>	6			2
20	PBI-6013	Academic Listening and Speaking	<u>8</u>	6			2
21	PBI-6014	Academic Reading and Writing	<u>8</u>	6			2
22	PBI-6015	Communicative English Grammar	<u>6</u>	5			2
23	PBI-6016	Academic Essay Writing	<u>8</u>	6			3
24	PBI-6017	Current Issues in ELT	<u>8</u>	5			2
25	PBI-6018	Statistics in Language Education	<u>7</u>	4			3
26	PBI-6019	Quantitative Research Methods in ELT	<u>8</u>	4			3
27	PBI-6020	Qualitative Research Method in ELT	<u>8</u>	4			3
28	PBI-6021	Language Teaching Media (LTM)	<u>7</u>	6			2
29	PBI-6022	Technology Enhanced Language Learning (TELL)	<u>7</u>	6			3
30	PBI-6023	Language Instructional Design	<u>7</u>	6			3
31	PBI-6024	Second Language Acquisition (SLA)	<u>6</u>	4			2
32	PBI-6025	English Across the Curriculum	<u>6</u>	6			2
33	PBI-6026	Critical Discourse Analysis (CDA)	<u>6</u>	4			2
34	PBI-6027	Standardised Test for Language Learners (TOEFL)	<u>6</u>	4			3

NO	COURSE CODE	COURSE NAME	Scope(Number of PLO Appearances)	Depth(Taxonomy)	Study Weight	Credit Hours	SKS
35	PBI-6028	Literary and Academic Translations	<u>6</u>	4			2
36	PBI-6029	TESOL Methodology	<u>7</u>	5			2
37	PBI-6030	Language Learning Assessment	<u>7</u>	6			3
38	PBI-6031	Language Curriculum and Materials Development	<u>7</u>	6			3
39	PBI-6032	ICT-based Language Materials Development	<u>7</u>	6			3
40	PBI-6033	Poetry, Short Story and Drama in Language Education	<u>6</u>	5			3
41	PBI-6034	Teaching Listening and Speaking	<u>7</u>	6			2
42	PBI-6035	Teaching Grammar	<u>7</u>	6			2
43	PBI-6036	Teaching Reading and Writing	<u>7</u>	6			2
44	PBI-6037	Teaching English to Young Learners (TEYL)	<u>7</u>	6			2
45	PBI-6038	English and Intercultural Communication (EIC)	<u>6</u>	4			2
46	PBI-6039	Psycholinguistics in ELT	<u>6</u>	4			2
47	PBI-6040	Sociolinguistics and English Education	<u>6</u>	4			2
48	PBI-6041	Independent Research / Final Project in ELT	<u>8</u>	6			3
49	PBI-6042	Reflective Practice in Micro Teaching	<u>7</u>	6			4
50	PBI-6043	School Observation and Teaching Internship)	<u>8</u>	6			6
51	PBI-6044	KKN (Community Service)	<u>8</u>	6			4
52	PBI-6045	Thesis/Final Project	<u>8</u>	6			6

NO	COURSE CODE	COURSE NAME	Scope(Number of PLO Appearances)	Depth(Taxonomy)	Study Weight	Credit Hours	SKS
53	PBI-6046	Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	<u>6</u>	5			6
54	PBI-6047	Elective Course B: Multimedia Design and Development in Education	<u>6</u>	6			6
55	PBI-6048	Elective Course C: Memorisation of the Qur'an (10 Juz, 20 Juz, 30 Juz)	<u>6</u>	4			6
56	PBI-6049	Elective Course D: Technology and Tourism	<u>6</u>	5			6
57	PBI-6050	Elective Course E: English for Business	<u>6</u>	4			6
58	PBI-6051	Elective Course F: Arabic Language IMKA					

7.6 Course Structure in the Study Programme and Credit Weight

Course Code	COURSE NAME	SEMESTER							
		1	2	3	4	5	6	7	8
UIN-6001	Education Pancasila and Civic Education (Pancasila and Civic Education)	√							
UIN-6002	Indonesian Language for Scientific Writing		√						
UIN-6003	Islam and Religious Moderation	√							
UIN-6004	Philosophy Unity Science (Unity of Sciences Philosophy)		√						
UIN-6005	Fiqh			√					
UIN-6006	Tawhid and Sufi Ethics				√				
UIN-6008	Arabic			√					
PBI-6001	Literacy in the Qur'an and Hadith		√						
PBI-6002	Philosophy and Science Education Islam (Islamic Philosophy and Pedagogy)		√						
PBI-6003	Educational Psychology		√						
PBI-6004	EdTech Entrepreneurship					√			
PBI-6005	Intensive Course: Listening and Speaking	√							
PBI-6006	Intensive Course: Reading and Writing	√							
PBI-6007	English Grammar and Vocabulary	√							
PBI-6008	Intensive Course: English Voice and Accent	√							
PBI-6009	Extensive Listening and Speaking		√						
PBI-6010	Extensive Reading and Writing		√						
PBI-6011	Professional Listening and Speaking			√					
PBI-6012	Professional Reading and Writing			√					
PBI-6013	Academic Listening and Speaking					√			
PBI-6014	Academic Reading and Writing					√			

Course Code	COURSE NAME	SEMESTER							
		1	2	3	4	5	6	7	8
PBI-6015	Communicative English Grammar		√						
PBI-6016	Academic Essay Writing					√			
PBI-6017	Current Issues in ELT					√			
PBI-6018	Statistics in Language Education			√					
PBI-6019	Quantitative Research Methods in ELT				√				
PBI-6020	Qualitative Research Methods in ELT				√				
PBI-6021	Language Teaching Media (LTM)			√					
PBI-6022	Technology-Enhanced Language Learning (TELL)					√			
PBI-6023	Language Instructional Design			√					
PBI-6024	Second Language Acquisition (SLA)		√						
PBI-6025	English Across the Curriculum					√			
PBI-6026	Critical Discourse Analysis (CDA)						√		
PBI-6027	Standardised Test for Language Learners (TOEFL)					√			
PBI-6028	Literary and Academic Translations						√		
PBI-6029	TESOL Methodology				√				
PBI-6030	Language Learning Evaluation			√					
PBI-6031	Language Curriculum and Materials Development			√					
PBI-6032	ICT-based Language Materials Development					√			
PBI-6033	Poetry, Short Story and Drama in Language Education				√				
PBI-6034	Teaching Listening and Speaking				√				
PBI-6035	Teaching Grammar				√				
PBI-6036	Teaching Reading and Writing				√				
PBI-6037	Teaching English to Young Learners (TEYL)					√			
PBI-6038	English and Intercultural Communication (EIC)					√			
PBI-6039	Psycholinguistics in ELT						√		

Course Code	COURSE NAME	SEMESTER							
		1	2	3	4	5	6	7	8
PBI-6040	Sociolinguistics and English Education						√		
PBI-6041	Independent Research / Final Project in ELT						√		
PBI-6042	Reflective Practice in Micro Teaching						√		
PBI-6043	Introduction Field School (School Observation and Teaching Internship)							√	
PBI-6044	Community Service							√	
PBI-6045	Thesis/Final Project								√
PBI-6046	Elective Course A: Indonesian Language for Speakers Foreigners (BIPA- Basic, Intermediate, Advanced)						√		
PBI-6047	Elective Course B: Multimedia Design and Development in Education						√		
PBI-6048	Elective Course C: Memorisation of the Qur'an						√		
PBI-6049	Elective Course D: Technology and Tourism						√		
PBI-6050	Elective Course E: English for Business						√		
PBI-6051	Elective Course G: Arabic IMKA						√		

VIII. CURRICULUM MATRIX AND MAP

The Curriculum Matrix and Map illustrate the organisation of courses or the curriculum map in a logical and systematic structure in accordance with the Programme Study Graduation Learning Outcomes. The distribution of courses is arranged in a sequence of semesters during the programme study graduation period.

8.1. Course Organisation

SMT	SKS	TOTAL COURSES	Compulsory Courses				Elective Courses	Elective Courses (compulsory uin)
VIII	6	1	PBI-6056					
VII	10	2	PBI-6043 PBI-6044					
VI	22	<u>6</u>	PBI-6026	PBI-6041	PBI-6038	PBI-6039 PBI-6027	<u>MK</u> <u>55/56/57</u>	
V	22	<u>9</u>	PBI-6013 PBI-6014 PBI-6016	PBI-6017 PBI-6037	PBI-6040 PBI-6028	PBI-6032 PBI-6004 PBI-6029		
IV	<u>24</u>	<u>10</u>	PBI-6019 PBI-6020	PBI-6036 PBI-6034	PBI-6035 PBI-6033	PBI-6002 PBI-6022		UIN-6006
III	22	<u>9</u>	PBI-6012	PBI-6030	PBI-6031	PBI-6018		UIN-6008

			PBI-6011	PBI-6021	PBI-6023			UIN-6005
II	<u>20</u>	<u>9</u>	PBI-6009	PBI-6015	PBI-6025	PBI-6003		UIN-6002
			PBI-6010	PBI-6024	PBI-6001			UIN-6004
I	20	6	<u>PBI-6005</u>	PBI-6008				UIN-6001
			<u>PBI-6006</u>	PBI-6007				UIN-6003
	146							

8.2. Curriculum Matrix for Study Programmes

Semester	Credit		Course	Course Group		
				MK National Distinctive	University Distinctive Courses	MK Programme Academic Content
I	2	1	Islam and Religious Moderation		V	
	2	2	Pancasila and Civic Education	V		
	4	3	Intensive Course: Listening and Speaking			V
	4	4	Intensive Course: Reading and Writing			V
	4	5	Intensive Course: Vocabulary and Grammar			V

Semester	Credit		Course	Course Group		
				MK National Distinctive	University Distinctive Courses	MKProgramme Academic Content
	4	6	Intensive Course: Voice and Accent.			V
II	2	1	Extensive Listening and Speaking			V
	2	2	Extensive Reading and Writing			V
	2	3	Second Language Acquisition (SLA)			V
	2	4	Communicative English Grammar			V
	2	5	Indonesian Language for Scientific Writing Scientific (Indonesian Language for Scientific Writing)	V		
	3	6	Literacy Al-Qur'an and Al-Hadith			V
	3	7	Islamic Philosophy and Pedagogy			V
	2	8	Philosophy of the Unity of Sciences		V	
	2	9	Islamic Educational Psychology (Psychology)			V

Semester	Credit		Course	Course Group		
				MK National Distinctive	University Distinctive Courses	MKProgramme Academic Content
	2	10	Tawhid and Sufi Ethics	V		
III	2	1	Professional Listening and Speaking			V
	2	2	Professional Reading and Writing			V
	2	3	Language Teaching Media (LTM)			V
	3	4	Language Learning Evaluation			V
	3	5	Language Curriculum and Materials Development			V
	3	6	Language Instructional Design			V
	3	7	Statistics in Language Education			V
	2	8	Arabic Language			V
	2	9	Fiqh		V	
IV	3	1	Quantitative Research Method in ELT			V
	3	2	Qualitative Research Method in ELT			V
	2	3	Teaching Listening and Speaking			V
	2	4	Teaching Reading and			V

Semester	Credit		Course	Course Group		
				MK National Distinctive	University Distinctive Courses	MKProgramme Academic Content
			Writing			
	2	5	Teaching Grammar			V
	3	6	Poetry, Short Stories, and Drama in Language Education			V
	3	7	Technology-Enhanced Language Learning (TELL)			V
	2	8	TESOL Methodology			V
	2	9	English Across the Curriculum			V
V	2	1	Academic Listening and Speaking			V
	2	2	Academic Reading and Writing			V
	3	3	Academic Essay Writing			V
	2	4	Current Issues in ELT			V
	2	5	Teaching English to Young Learners (TEYL)			V
	2	6	Literary and Academic Translation			V
	2	7	Sociolinguistics and English Education.			V
	3	8	ICT-based Language and Materials Development			V
	4	9	EdTech Entrepreneurship			V

Semester	Credit		Course	Course Group		
				MK National Distinctive	University Distinctive Courses	MKProgramme Academic Content
VI	2	1	Critical Discourse Analysis			V
	3	2	Independent Research / Final project in ELT			V
	2	3	English and Intercultural Communication (EIC)			V
	2	4	Psycholinguistics in ELT			V
	3	5	Standardised Test for Language Learners (TOEFL)			V
	4	6	Reflective Practice in Microteaching			V
	6	7	Elective Course			V
VII	6	1	Introduction to the School Field Observation and Teaching Internship)			V
	4	2	KKN (Community Service)			V
VIII	6		Thesis / Final Project			V
TOTAL	146					

8.3. DISTRIBUTION LIST COURSE

SEMESTER 1						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICAL	TOTAL
1	UIN-6003	Islam and Religious Moderation	2			2
2	UIN-6001	Pancasila and Civic Education Education)	2			2
3	PBI-6005	Intensive Course: Listening and Speaking	2	2		4
4	PBI-6006	Intensive Course: Reading and Writing	2	2		4
5	PBI-6007	Intensive Course: Vocabulary and Grammar	2	2		4
6	PBI-6008	Intensive Course: Voice and Accent.	2	2		4
Total						20

SEMESTER 2						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICAL	TOTAL
1	PBI-6009	Extensive Listening and Speaking	1	1		2
2	PBI-6010	Extensive Reading and Writing	1	1		2
3	PBI-6024	Second Language Acquisition (SLA)	1	1		2
4	PBI-6015	Communicative English Grammar	1	1		2
5	UIN-6002	Indonesian Language for Scientific Writing	1	1		2

6	PBI-6025	English Across the Curriculum	1	2		3
7	PBI-6001	Qur'anic Studies and Hadith	1	3		3
8	UIN-6004	Philosophy of the Unity of Sciences	1	1		2
	PBI-6003	Educational Psychology	1	1		2
Total						20
SEMESTER 3						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICE	TOTAL
1	PBI-6011	Professional Listening and Speaking	1	1		2
2	PBI-6012	Professional Reading and Writing	1	1		2
3	PBI-6021	Language Teaching Media (LTM)	1	1		2
4	PBI-6030	Language Learning Evaluation	1	2		3
5	PBI-6031	Language Curriculum and Materials Development	1	2		3
6	PBI-6023	Language Instructional Design	1	2		3
7	PBI-6018	Statistics in Language Education	1	2		3
8	UIN-6008	Arabic Language	1	1		2
9	UIN-6005	Islamic Jurisprudence	1	1		2
Total						22

SEMESTER 4						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICAL	TOTAL
1	PBI-6019	Quantitative Research Methods in ELT	1	3		3
2	PBI-6020	Qualitative Research Method in ELT	1	3		3
3	PBI-6034	Teaching Listening and Speaking	1	1		2
4	PBI-6036	Teaching Reading and Writing	1	1		2
5	PBI-6035	Teaching Grammar	1	1		2
6	PBI-6033	Poetry, Short Story, and Drama in Language Education	1	2		3
7	PBI-6022	Technology-Enhanced Language Learning (TELL)	1	2		3
8	PBI-6002	Islamic Philosophy and Pedagogy (Pedagogy)	1	1		2
9	UIN-6006	Tawhid and Sufi Ethics	1	1		2
Total						22

SEMESTER 5						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICAL	TOTAL
1	PBI-6013	Academic Listening and	1	1		2

		Speaking				
2	PBI-6014	Academic Reading and Writing	1	1		2
3	PBI-6016	Academic Essay Writing	1	2		3
4	PBI-6017	Current Issues in ELT	1	1		2
5	PBI-6037	Teaching English to Young Learners (TEYL)	1	1		2
6	PBI-6028	Literary and Academic Translation	1	1		2
7	PBI-6040	Sociolinguistics and English Education.	1	1		2
8	PBI-6032	ICT-based Language and Materials Development	1	2		3
9	PBI-6004	EdTech Entrepreneurship	2	2		4
10	PBI-6029	TESOL Methodology	1	1		2
Total						24

SEMESTER 6						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICAL	TOTAL
1	PBI-6026	Critical Discourse Analysis	1	1		2
2	PBI-6041	Independent Research / Final Project in ELT	1	2		3
3	PBI-6038	English and Intercultural Communicatio	1	1		2

		n (EIC)				
4	PBI-6039	Psycholinguistics in ELT	1	1		2
5	PBI-6027	Standardised Test for Language Learners (TOEFL)	1	2		3
6	PBI-6042	Reflective Practice in Microteaching	2	2		4
7		Elective Courses*	2	2	2	6
Total						22
SEMESTER 7						
NO	COURS E CODE	COURSE	CREDIT			
			THEOR Y	PRACTICAL	PRACTIC AL	TOTAL
1	PBI-6043	PLP (School Observation and Teaching Internship)	1		5	6
2	PBI-6044	KKN (Community Service)			4	4
Total						10

SEMESTER 8						
NO	COURSE CODE	COURSE	CREDIT			
			THEORY	PRACTICAL	PRACTICAL	TOTAL
1	PBI-6056	Thesis / Final Project	2		4	6

Total	6
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Summary of Course Distribution

NO	SEMESTER	SKS
1	Semester 1	20
2	Semester 2	20
3	Semester 3	22
4	Semester 4	24
5	Semester 5	22
6	Semester 6	22
7	Semester 7	10
8	Semester 8	6
Total		146

8.4. CURRICULUM MAP BASED ON PLO PROGRAM

No	Course Name	Credits	PLO				
			PLO1	PLO2	PLO3	PLO4	PLO5
1	Pancasila and Civic Education (Pancasila and Civic Education)	2	√	√	√	√	
2	Indonesian Language for Scientific Writing (Indonesian Language for Scientific Writing)	2	√	√	√	√	√
3	Islam and Religious Moderation	2	√	√	√	√	
4	Philosophy of Unity of Sciences	2	√	√	√	√	
5	Fiqh	2	√	√	√	√	
6	Monotheism and Ethics Sufism	2	√	√	√	√	
7	Arabic	2	√	√	√	√	√
8	Literacy in the Qur'an and Hadith	3	√	√	√	√	√
9	Islamic Educational Philosophy and Pedagogy	2	√	√	√	√	
10	Educational Psychology (Psychology)	2	√	√	√	√	
11	EdTech Entrepreneurship	4	√	√	√	√	√
12	Intensive Course: Listening and Speaking	4	√	√	√	√	√
13	Intensive Course: Reading and Writing	4	√	√	√	√	√

14	Intensive Course: Vocabulary and Grammar	4	√	√	√	√	√
15	Intensive Course: Voice and Accent	4	√	√	√	√	√
16	Extensive Listening and Speaking	2	√	√	√	√	√
17	Extensive Reading and Writing	2	√	√	√	√	√
18	Professional Listening and Speaking	2	√	√	√	√	√
19	Professional Reading and Writing	2	√	√	√	√	√
20	Academic Listening and Speaking	2	√	√	√	√	√
21	Academic Reading and Writing	2	√	√	√	√	√
22	Communicative English Grammar	2	√	√	√	√	√
23	Academic Essay Writing	3	√	√	√	√	√
24	Current Issues in ELT	2	√	√	√	√	√
25	Statistics in Language Education	3	√	√	√	√	√
26	Quantitative Research Method in ELT	3	√	√	√	√	√
27	Qualitative Research Method in ELT	3	√	√	√	√	√
28	Language Teaching Media (LTM)	2	√	√	√	√	√

29	Technology Enhanced Language Learning (TELL)	3	√	√	√	√	√
30	Language Instructional Design	3	√	√	√	√	√
31	Second Language Acquisition (SLA)	2	√	√	√	√	√
32	English Across Curriculum	2	√	√	√	√	√
33	Critical Discourse Analysis (CDA)	2	√	√	√	√	√
34	Standardised Test for Language Learners (TOEFL)	3	√	√	√	√	√
35	Literary and Academic Translations	2	√	√	√	√	√
36	TESOL Methodology	2	√	√	√	√	√
37	Language Learning Assessment	3	√	√	√	√	√
38	Language Curriculum and Materials Development	3	√	√	√	√	√
39	ICT-based Language Materials Development	3	√	√	√	√	√
40	Poetry, Short Stories, and Drama in Language Education	3	√	√	√	√	√
41	Teaching Listening and Speaking	2	√	√	√	√	√
42	Teaching Grammar	2	√	√	√	√	√
43	Teaching Reading and Writing	2	√	√	√	√	√

44	Teaching English to Young Learners (TEYL)	2	√	√	√	√	√
45	English and Intercultural Communication (EIC)	2	√	√	√	√	√
46	Psycholinguistics in ELT	2	√	√	√	√	√
47	Sociolinguistics and English Education	2	√	√	√	√	√
48	Independent Research/Final Project in ELT	3	√	√	√	√	√
49	Reflective Practice in Micro Teaching	4	√	√	√	√	√
50	PLP (School Observation and Teaching Internship)	6	√	√	√	√	√
51	Community Service (Community Service)	4	√	√	√	√	√
52	Thesis/Final Project Project	6	√	√	√	√	√
53	Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	6	√	√	√	√	√
54	Elective Course B: Multimedia Design and Development in Education	6	√	√	√	√	√
55	Elective Course C: Quran Memorisation	6	√	√	√	√	√

56	Elective Course D: Technology and Tourism	6	√	√	√	√	√
57	Elective Course E: English for Business	6	√	√	√	√	√
58	Elective Course F: Arabic Language IMKA						

8.5. Course Structure and PLO Fulfilment Map

PLO / SEMESTER	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05	PLO 6	PLO 7	PLO 8
Semester 1	√	√	√	√	<u>√</u>			
SEMESTER 2	√	√	√	√	<u>√</u>			
SEMESTER 3	√	√	√	√	<u>√</u>			
SEMESTER 4	√	√	√	√	√			
SEMESTER 5	√	√	√	√	√			
SEMESTER 6	√	√	√	√	√			
SEMESTER 7	√	√	√	√	√			
SEMESTER 8	√	√	√	√	√			

(Table 12a)

IX. SEMESTER LEARNING PLAN (SLP)

9.1. CLO formulation based on PLO and MKPemetaan PLO-CLO-MK

PLO	PLO DESCRIPTION	CLO	DESCRIPTION OF CLO	COURSE
PLO 01 PLO 02 PLO 03 PLO 04		CLO 1 CLO2	Able to demonstrate piety towards God Almighty and religious attitudes, and able to work together with other individuals. Able to demonstrate independence and responsibility based on applicable legal teachings regarding work in the field of English language education.	Pancasila and Civic Education
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 3 CLO 4 CLO 5 CLO 6 CLO 7 CLO 8 CLO 9 CLO 10	Understanding the Concepts and Principles of Scientific Writing Mastering the Structure and Format of Scientific Writing. Developing Critical and Analytical Writing Skills. Using Indonesian Language Properly and Correctly in Scientific Writing. Conducting Effective Research and Data Collection. Applying Scientific Writing Ethics. Mastering Techniques for Editing and Refining Scientific Writing. Preparing and Delivering Effective Scientific Presentations.	Indonesian Language for Scientific Writing

PLO 01 PLO 02 PLO 03 PLO 04		CLO 11 CLO 12 CLO 13	Students are able to understand the concepts and basic principles of moderation in Islam. Students are able to apply the principles of moderation in religious and social life. Students are able to analyse contemporary religious issues using a moderate approach.	Islam and Religious Moderation
PLO 01 PLO 02 PLO 03 PLO 04		CLO 14 CLO 15 CLO 16 CLO 17	Understand the basic concepts and historical development of the philosophy of the unity of sciences. Critically analyse the interconnections between different scientific disciplines. Articulate the importance of integrating knowledge across various scientific fields. Evaluate case studies demonstrating the application of the unity of sciences in real-world contexts.	Philosophy of the Unity of Sciences
PLO 01 PLO 02 PLO 03 PLO 04		CLO 18 CLO 19 CLO 20 CMK 21 CLO 22 CLO 23	Understand the historical development of Fiqh and its major schools. Recognise the primary and secondary sources of Fiqh. Apply Fiqh principles to resolve practical issues. Discuss contemporary Fiqh issues in various contexts. Compare and contrast different Fiqh opinions. Write reports and present findings on Fiqh topics.	Fiqh Studies

PLO 01 PLO 02 PLO 03 PLO 04		CLO 24 CLO 25 CLO 26 CLO 27 CLO 28 CLO 29	Understand the historical and theological foundations of Tawhid. Recognise the primary ethical teachings in Sufism. Apply the principles of Sufism in personal and social contexts. Discuss contemporary issues in light of Sufi teachings. Compare different Sufi practices and their ethical implications. Write reflective essays and present findings on Sufism topics.	Tawhid and Sufi Ethics
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 30 CLO 31 CLO 32 CLO 33 CLO 34	Mastering the Fundamentals of Arabic Phonology and Phonetics Understanding Arabic Grammar Structure (Nahwu and Sharaf) Reading and Understanding Arabic Texts Developing Listening and Speaking Skills in Arabic Developing Writing Skills in Arabic	Arabic
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 35 CLO 36 CLO 37 CLO 38 CLO 39	Explain the historical and thematic context of selected Quranic verses and Hadiths. Identify and comprehend key themes and teachings in the Quran and Hadith. Analyse the application of Quranic and Hadith teachings in contemporary issues. Demonstrate the ability to recite and interpret Quranic verses and Hadiths accurately. Present written and oral reflections on the teachings of the Quran and Hadith.	Quran and Hadith Literacy

PLO 01 PLO 02 PLO 03 PLO 04		CLO 40 CLO 41 CLO 42 CLO 43 CLO 44	Explain the fundamental concepts and principles of Islamic philosophy. Identify and understand key Islamic pedagogical theories and their applications. Analyse the role of Islamic philosophy in shaping educational practices. Demonstrate the ability to integrate Islamic values into contemporary educational settings. Present written and oral reflections on Islamic philosophy and pedagogy.	Islamic Philosophy and Pedagogy)
PLO 01 PLO 02 PLO 03		CLO 45 CLO 46	Students are able to understand the basic concepts and main theories in educational psychology. Students can identify and analyse psychological factors.	Educational Psychology
PLO 04		CLO 47	that influence the learning process and development of students. Students are able to apply educational psychology theories and principles in real teaching and learning situations.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 48 CLO 49 CLO 50 CLO 51	Students are able to understand and apply the basic concepts of entrepreneurship in the field of educational technology. Students possess the skills to design and develop innovative EdTech projects. Students are able to analyse market opportunities and user needs in the EdTech industry. Students are able to develop marketing and business strategies for EdTech products and services.	EdTech Entrepreneurship

PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 52 CLO 53 CLO 54 CLO 55	Students are able to understand and respond to conversations in English with a good level of comprehension. Students possess the skills to speak clearly and effectively in English. Students are able to participate in group discussions and presentations with confidence. Students are able to analyse and provide constructive feedback on other people's speaking.	Intensive Course: Listening and Speaking
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 56 CLO 57 CLO 58 CLO 59	Students are able to understand and critically analyse academic texts. Students are able to write essays and academic reports with good structure and logical arguments. Students are able to use effective reading strategies to understand various types of academic texts. Students are able to provide constructive feedback on academic writing.	Intensive Course: Reading and Writing
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 60 CLO 61 CLO 62 CLO 63	Students are able to understand and use English vocabulary in various situations. Students have the skills to apply English grammar correctly. Students are able to analyse and understand the use of vocabulary and grammar in different communication contexts. Students are able to develop clear and effective communication skills using appropriate vocabulary and grammar.	Intensive Course: English Grammar and Vocabulary
PLO 01 PLO 02 PLO 03		CLO 64 CLO 65	Elaborate on the theory and mechanics of voice production. Demonstrate proficiency in reading and using the International Phonetic Alphabet (IPA).	English Voice and Accent

PLO 04 PLO 05		CLO 66 CLO 67	Demonstrate proficiency in the appropriate prosodic features of spoken English according to the chosen standard. Exhibit improved voice and accent production compared to the initial	
		CLO 68	performance through classroom practice and technology-mediated activities (audio recordings or video conferences). Demonstrate an accurate and objective analysis of different voices and accents of Global Englishes	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 69 CLO 70 CLO 71 CLO 72	Students understand basic concepts and techniques in sustainable listening and speaking skills. Students are able to communicate effectively in a variety of contexts with a high degree of fluency. Students are able to employ appropriate listening and speaking strategies for diverse communication situations. Students are able to evaluate and provide feedback on listening and speaking skills.	Extensive Listening and Speaking
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 73 CLO 74 CLO 75 CLO 76	Apply effective reading techniques to comprehend and analyse written texts. Identify and explain key ideas as well as important details in the reading text. Write paragraphs and essays with clear structure and well-developed arguments. Identify academic writings that meet research standards, including research papers and reports. Use digital tools and technology in the reading and writing process.	Extensive Reading and Writing

		CLO 77 CLO 78 CLO 79	Prepare and deliver effective oral presentations and participate in text-based discussions. Conduct revisions and editing of writings independently and based on feedback from colleagues.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 80 CLO 81 CLO 82 CLO 83	Students are able to understand and apply basic concepts and techniques in professional listening and speaking skills. Students are able to communicate effectively in professional contexts with various audiences. Students are able to use appropriate communication strategies for different professional situations. Students are able to evaluate and provide feedback on professional listening and speaking skills.	Professional Listening and Speaking

PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 84 CLO 85	Able to read, copy, and critically and appropriately analyse effective written discourse on various texts for professional purposes, such as article writing, business correspondence, school administration, and report writing, both in print and digital/online formats. Able to construct and compose critically and appropriately professional texts based on the information and new knowledge to needs and advanced capabilities both printed and digital/online.	Professional Reading and Writing
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 86 CLO 87 CLO 88 CLO 89	Develop advanced listening skills to comprehend and interpret academic lectures and discussions. Improve speaking skills to articulate academic ideas and information clearly and effectively. Utilise active listening techniques to engage in meaningful academic conversations. Apply academic communication strategies in presentations, discussions, and debates	Academic Listening and Speaking
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 90 CLO 91 CLO 92	Understand basic concepts and theories in academic reading and writing. Able to apply critical reading techniques in understanding academic texts. Able to write academic texts with good structure and arguments.	Academic Reading and Writing

PLO 01		CLO 93	Identify and understand key grammatical structures in English.	Communicative English Grammar
PLO 02		CLO 94	Apply grammatical rules in constructing sentences for effective communication. Analyse common grammatical errors and correct them.	
PLO 03				
PLO 04		CLO 95	Use advanced grammar structures to convey ideas clearly and accurately in both spoken and written forms.	
PLO 05		CLO 96		
PLO 01		CLO 97	Identify the characteristics of academic versus non-academic writing and use them to critically evaluate the appropriateness of academic writing	Academic Essay Writing
PLO 02				
PLO 03		CLO 98	Distinguish between an argumentative and an expository essay	
PLO 04			Identify and explain the components of academic writing and use them effectively in their own essay assignments	
PLO 05		CLO 99	Apply paraphrasing, quoting, summarising, and referencing techniques correctly	
		CLO 100		
		CLO 101	Write cohesive academic essays – including the introduction, body paragraph structure, and a conclusion	
PLO 01		CLO102	Possess the ability to navigate current issues in English Language Teaching (ELT) from reputable websites. Demonstrate proficiency in critically reading related references. Demonstrate proficiency in summarising critical articles.	Current Issues in ELT
PLO 02				
PLO 03		CLO10 3		
PLO 04		CLO10 4	Demonstrate the ability to write a research proposal draft (matrix) supported by related references	
PLO 05		CLO 105		

PLO 01		CLO 106	Explain the basic concepts and principles of statistics.	Statistics in Language Education
PLO 02			Use descriptive statistics to summarise and describe language education data. Apply inferential statistics to make predictions and decisions based on data. Utilise statistical software for data analysis in language education research.	
PLO 03		CLO 107		
PLO 04		CLO 108		
PLO 05		CLO 109		
PLO 01		CLO 110	Explain key concepts and methods in quantitative research relevant to ELT. Develop research questions and hypotheses suitable for quantitative investigation.	Quantitative Research Methods in ELT
PLO 02		CLO 111	Apply appropriate data collection techniques and instruments in ELT research. Analyse quantitative data using statistical methods.	
PLO 03			Interpret research results and draw conclusions based on data.	
PLO 04		CLO 112	Present research findings in a clear, organised, and professional manner.	
PLO 05		CLO 113		
PLO 06		CLO 114		
PLO 01		CLO 116	Students are able to familiarise themselves with the tenets of qualitative and quantitative research in English language education in terms of approaches, designs, and procedures of different research designs, such as Case Study, Ethnographic Classroom, Narrative Inquiry, Classroom Research & Classroom Discourse, and Photovoice for qualitative research designs.	Qualitative Research Method in ELT
PLO 02				
PLO 03				
PLO 04				
PLO 05				
PLO 06				

		CLO 117	Students are able to write draft proposals for qualitative research proposals using one of the following qualitative research designs: Case Study, Ethnographic Classroom, Narrative Inquiry, Classroom Research & Classroom Discourse, and Photovoice.	
PLO 01		CLO 118	Explain the theoretical foundations of language teaching media. Design	Language Teaching Media (LTM)
PLO 02		CLO 119	and develop various media for language teaching.	
PLO 03		CLO 120	Implement language teaching media in classroom settings. Assess the	
PLO 04		CLO 121	effectiveness of media used in language teaching.	
PLO 05				

PLO 01		CLO 122	Students can explain basic theories and concepts related to the use of technology in language teaching, including online learning, blended learning, and CALL (Computer-Assisted Language Learning).	Technology Enhanced Language Learning (TELL)
PLO 02				
PLO 03		CLO 123	Students can identify the various technological tools and platforms used in TELL and the benefits and challenges of each.	
PLO 04		CLO 124	Students can design and implement effective lesson plans using technology to enhance language learning.	
PLO 05		CLO 125	Students can use a variety of technological tools, such as Learning Management Systems (LMS), language learning applications, and online collaboration tools, in the context of language teaching.	
		CLO 126	Students can develop digital learning materials, including videos, podcasts, interactive modules and other online resources, that support language learning. Students can assess the quality and relevance of existing digital resources and adapt them to learning needs.	
		CLO 127	Students can apply technology-based teaching methods, such as the flipped classroom, gamification, and mobile learning, in language teaching contexts. Students can design learning activities that use technology to improve listening, speaking, reading, and writing skills in the target language.	
		CLO 128	Students can develop and apply appropriate assessment tools to evaluate student performance in technology-based learning environments.	
		CLO 129		
		CLO 130		

PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 131 CLO 132 CLO 134 CLO 135 CLO 136	Explain the concept of instructional design and the process of designing a course, and use the concept to plan the follow-up of an educational process as the representation of reflective teaching Implement varied kinds of Classroom Language in a course of learning Implement the principles of good classroom management in their teaching practice by identifying some potential problems and solutions in their imaginary class. Distinguish between traditional and alternative assessment methods, and use this concept to create appropriate instruments for assessing language skills Arrange the academic calendar and semester programme Design a lesson plan by customising content and instructional strategies to create meaningful learning experiences that resonate with the learners	Language Instructional Design
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 137 CLO 138 CLO 139 CLO 140	Students are able to explain the main theories in second language acquisition. Students are able to analyse linguistic and non-linguistic factors that influence second language acquisition. Students are able to apply second language acquisition theory in planning and implementing language teaching. Students are able to evaluate current research related to second language acquisition.	Second Language Acquisition (SLA)

		CLO 141	Students are able to apply SLA theories and research findings in designing effective teaching strategies and methods for second language learners.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 142 CLO 143 CLO 144	Students are able to explain the basic concepts and importance of integrating English into the curriculum of various subjects. Students are able to design learning strategies that integrate English with other subjects. Students are able to implement and evaluate English language teaching programmes across the curriculum.	English Across the Curriculum
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 145 CLO 146 CLO 147 CLO 148 CLO 149	Explain key concepts and theories in Critical Discourse Analysis. Identify and apply CDA methodologies to different types of discourse. Analyse how language constructs social identities and power relations. Evaluate the implications of discourse in social, political, and cultural contexts. Present CDA research findings in a clear, organised, and professional manner.	Critical Discourse Analysis (CDA)

PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 150 CLO 151 CLO 152 CLO 153 CLO 153	Understand the format and types of questions on the TOEFL test. Apply specific strategies to tackle each section of the TOEFL test. Improve listening, reading, speaking, and writing skills as assessed by the TOEFL. Develop time management skills for standardised test settings. Analyse and interpret TOEFL test results to identify areas for improvement. Students are able to write coherent and well-organised essays according to the Independent and Integrated Writing assignments on the TOEFL exam.	Standardised Test for Language Learners (TOEFL)
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 154 CLO 155 CLO 156 CLO 157 CLO 158 CLO 159	Students are able to explain basic theories and approaches in literary and academic translation. Students are able to analyse literary and academic texts to identify translation challenges that may arise. Students are able to apply appropriate translation techniques for various types of literary and academic texts. Students are able to maintain the voice and style of the original author in literary and academic translation texts. Students are able to adapt translated texts to take into account cultural differences between the source language and the target language.	Literary and Academic Translations

		CLO 160	Students are able to use translation tools and resources (such as dictionaries, CAT software, and corpora) effectively in the translation process. Students are able to produce high-quality literary and academic translations, with fidelity to the source text and fluency in the target language.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 161 CLO 162 CLO 163 CLO 164 CLO 165	Explain historical and current TESOL methodologies Identify different types of learners Formulate lesson objectives Select appropriate materials, methods, and media based on learners' needs. Arrange well-scaffolded learning activities based on lesson aims and learners' needs.	TESOL Methodology
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 166 CLO 167 CLO 168 CLO 169 CLO 170	Understand key concepts and theories in language learning evaluation. Identify and apply appropriate language assessment techniques and tools. Develop language tests that align with learning objectives and standards. Analyse assessment results to improve language teaching and learning. Understand ethical considerations in language assessment.	Language Learning Evaluation

PLO 01		CLO 171	Understand basic concepts and theories in language curriculum development. Able to design a language curriculum that suits the needs of students.	Language Curriculum and Materials Development
PLO 02				
PLO 03		CLO 172		
PLO 04		CLO 173	Able to develop innovative and effective language teaching materials.	
PLO 05				
PLO 01		CLO 174	Understand the principles and theories behind ICT-based language materials development.	ICT-based Language Materials Development
PLO 02				
PLO 03		CLO 175	Design and create ICT-based language learning materials.	
PLO 04		CLO 176	Evaluate and adapt ICT-based language materials for different learning contexts.	
PLO 05		CLO 177	Utilise various ICT tools and resources to enhance language teaching and learning.	
		CLO 178	Understand the ethical considerations in the use of ICT in language education.	

PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 179	Students are able to identify and explain the main characteristics of poetry, short stories and drama in the English context, as well as understand the differences and similarities between these three literary forms.	Poetry, Short Stories, and Drama in Language Education
		CLO 180	Students are able to design and implement effective learning materials based on poetry, short stories and drama in English, to improve students' understanding of literature and their English language skills.	
		CLO 181	Students are able to design and implement effective learning activities based on poetry, short stories and drama in English, to improve students' understanding of literature and their English language skills.	
		CLO 182		
		CLO 183	Students are able to present and perform English poetry and drama in front of an audience, as well as demonstrate public speaking skills and self-confidence. Students are able to use technology in teaching English literature, such as multimedia, digital platforms, and visual aids, to enrich the learning experience and make learning more interactive. Students are able to design effective evaluation tools to measure students'	

		CLO 184 CLO 185	understanding and skills in analysing and creating English literary works. Students are able to reflect on their own learning experiences and understand the ethics of teaching and interpreting English literature, as well as demonstrating a responsible and professional attitude in teaching literature.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 186 CLO 187 CLO 188 CLO 189 CLO 190	Understand the principles and theories behind teaching listening and speaking skills. Design and implement effective lesson plans for teaching listening and speaking. Evaluate and adapt listening and speaking activities for different learning contexts. Utilise various technological tools and resources to enhance the teaching of listening and speaking. Understand the assessment methods for listening and speaking skills.	Teaching Listening and Speaking
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 191 CLO 192 CLO 193 CLO 194 CLO 195	Understand and explain the key concepts and structures of English grammar. Design lesson plans and activities to teach different grammatical structures. Implement various instructional strategies to teach grammar effectively. Assess students' grammatical knowledge and usage. Utilise technological tools to support	Teaching Grammar

			grammar instruction.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 196 CLO 197 CLO 198 CLO 199 CLO 200	Explain the theories and principles of teaching reading and writing. Develop lesson plans and instructional materials for reading and writing classes. Apply effective teaching strategies for developing reading and writing skills. Assess pupils' reading and writing proficiency. Integrate technology to enhance the teaching and learning of reading and writing.	Teaching Reading and Writing
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 201 CLO 202 CLO 203 CLO 204 CLO 205	Explain the theories and principles of teaching English to young learners. Develop lesson plans and instructional materials tailored for young learners. Apply effective teaching strategies for young learners. Assess young learners' English language proficiency. Integrate play-based and interactive activities in teaching young learners.	Teaching English to Young Learners (TEYL)
PLO 01 PLO 02 PLO 03 PLO 04		CLO 206 CLO 206 CLO 207	Explain the fundamental theories and principles of intercultural communication. Identify and analyse cultural differences in communication styles. Demonstrate effective intercultural communication skills in	English and Intercultural Communication (EIC)

			various contexts. Reflect on personal cultural biases and their impact on communication.	
PLO 05		CLO 208 CLO 209	Develop strategies for enhancing intercultural competence.	
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 210 CLO 211 CLO 212 CLO 213 CLO 214	Students are able to understand the basic concepts and main theories in language psychology. Students can analyse the processes of first and second language acquisition. Students are able to apply linguistic psychology theories in English language teaching. Students can write clear and coherent academic essays on topics related to sociolinguistics in English language education. Students can present their research findings or projects.	Psycholinguistics in ELT
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 215 CLO 216 CLO 217 CLO 218	Explain the fundamental concepts and theories of sociolinguistics. Identify and analyse sociolinguistic variables that affect language use. Demonstrate an understanding of the social functions of language. Apply sociolinguistic knowledge to the teaching of English. Reflect on the role of sociolinguistic awareness in language education.	Sociolinguistics and English Education

PLO 01		CLO 219	Being able to write a thesis proposal appropriately by utilising available appropriate resources to write a research proposal;	Research Proposal in ELT
PLO 02				
PLO 03		CLO 220	Being able to communicate the ideas of the intended study, covering the rationale, research gap, research questions, and critically reviewing relevant references, including previous related research, in order to present the theoretical framework and state of the art of the chosen topic;	
PLO 04		CLO 221	Being able to make necessary decisions when writing a thesis proposal covering: the rationale, research gap, research questions and critically reviewing relevant references, including previous related research, in order to present the theoretical framework and state of the art of the chosen topic;	
PLO 05		CLO 222	Being responsible for the quality of the proposal in terms of the rationale, research gap, research questions and critically reviewing relevant references, including previous related research, in order to present the theoretical framework and state of the art of the chosen topic when the proposed study is carried out.	

PLO 01		CLO 223	Conduct yourself in a professional, ethical, and lawful manner;	Reflective Practice in Micro Teaching
PLO 02		CLO 224	Develop a positive teaching-learning environment where all	
PLO 03			students are encouraged to achieve their highest potential;	
PLO 04		CLO 225	Plan and implement best practices in the curriculum appropriate to	
PLO 05		CLO 226	students, grade level, and course objectives;	
		CLO 227	Demonstrate effective communication skills when facilitating	
		CLO 228	students' learning with or without technology;	
			Employ appropriate classroom management strategies;	
			Employ a variety of assessment strategies to monitor student	
		CLO 229	learning and determine adjustments to learning activities;	
			Reflect on teaching and learning that has been carried out.	
PLO 01		CLO 230	Identify and demonstrate eight basic teaching skills;	PLP (School Observation and Teaching Internship)
PLO 02		CLO 231	Identify the indicators of planning, implementing, and assessing-	
PLO 03			evaluating competence;	
PLO 04		CLO 232	Plan a lesson using appropriate materials, methods, and media	
PLO 05			based on lesson objectives and learner needs, while	
			accommodating the indicators of planning competence;	
		CLO 233	Demonstrate a lesson based on an appropriate lesson plan;	
		CLO 234	Demonstrate self-evaluation skills through critical reflective practice.	

PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 235 CLO 236 CLO 237 CLO 238 CLO 239	Developing an understanding of social issues and community needs; Applying Knowledge and Skills in Solving Social Issues; Interacting and Collaborating with the Community and Local Stakeholders; Developing Leadership and Project Management Skills; Implementing Values of Social Awareness and Justice Preparing Reports and Delivering Effective Presentations	Community Service (KKN)
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 240 CLO 241	Able to master concepts and implement research methodologies to obtain high-quality data and information related to writing or completing final assignments; Able to demonstrate independent, measurable, and high-quality performance to become a professional and communicate it in the form of scientific papers or final projects.	Thesis/Final Project
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		Basic CLO BIPA CLO 242 CLO 243 CLO 244	Students are able to explain the essence of basic BIPA learning; Students are able to map the standardisation of the basic BIPA curriculum in Indonesia; Students are able to explain cross-cultural understanding in basic BIPA; Students are able to explain language skills in basic BIPA	

			learning;	
		CLO 245	Students are able to explain linguistic concepts in basic BIPA learning;	
		CLO 246	Students are able to review and analyse BIPA teaching models and strategies;	
		CLO 247	Students are able to explain the Indonesian Language Proficiency Test;	
		CLO 248	Students are able to explain the essence of intermediate level BIPA learning; Students are able to explain language skills in intermediate level BIPA learning;	
		CLO Intermediate	Students are able to explain linguistic concepts in intermediate-level BIPA learning;	
		CLO 249	Students are able to explain cultural concepts in intermediate-level BIPA learning;	
		CLO 250	Students are able to understand and develop BIPA teaching materials and resources;	
		CLO 251	Students are able to understand concepts and creatively develop BIPA teaching media.	
		CLO 252		
		CLO 253	Students are able to understand the scope of advanced BIPA	
				Elective Course A: Indonesian Language for Foreign Speakers (BIPA-Basic, Intermediate, Advanced)

		CLO 254 CLO BIPALanjut CLO 255 CLO 256 CLO 257	learning; Students are able to explain language skills in advanced BIPA learning; Students are able to explain linguistic concepts in advanced BIPA learning; Students are able to explain and compile evaluation concepts in BIPA learning; Students are able to develop and implement peer teaching plans for BIPA.	
		CLO 258		
PLO 01 PLO 02 PLO 03 PLO 04 PLO 05		CLO 259 CLO 260 CLO 261 CLO 262 CLO 263 CLO 264	Students are able to understand and explain the basic principles of multimedia design and multimedia learning theory; Students are able to integrate various multimedia elements (text, images, audio, video, animation) into learning materials to enhance learning effectiveness and engagement; Students are able to design engaging and informative multimedia educational content, taking into account pedagogical and technical aspects; Students are able to use various multimedia tools and software to create interactive and dynamic educational content; Students are able to develop effective storyboards as planning maps for educational multimedia projects;	Elective Course B: Multimedia Design and Development in Education

		CLO 265	Students are able to apply user experience (UX) design principles to ensure that multimedia content is easy to use and meets the learning needs of users;	
		CLO 266	Students are able to plan, manage, and complete educational multimedia design projects within the specified time and budget;	
		CLO 267	Students are able to evaluate and test multimedia products to ensure their quality, functionality, and effectiveness in an educational context;	
		CLO 268	Students are able to design multimedia content that is inclusive and accessible to all learners, including those with special needs;	
		CLO 269	Students are able to work in multidisciplinary teams to develop educational multimedia projects, as well as communicate effectively with team members and stakeholders;	
		CLO 270	Students are able to recognise and comply with legal and ethical issues related to the use and distribution of multimedia content in education;	
		CLO 271	Students are able to identify and evaluate the latest technology trends relevant to educational multimedia design and development;	
		CLO 272	Students are able to use analytical data to inform and improve the design and development of educational multimedia content; Students are able to design and develop interactive elements in multimedia content to increase learner	

		CLO 273	engagement and motivation; Students are able to create multimedia content that is sensitive to the cultural and linguistic context of diverse audiences.	
PLO 01		CLO 274	Memorising the Qur'an with Tartil and	Elective Course C: Qur'an Memorisation
PLO 02		CLO 275	Tajwid; Understanding the Meaning and	
PLO 03		CLO 276	Interpretation of Qur'anic Verses;	
PLO 04		CLO 277	Memorising and Practising Etiquette in Memorising the Qur'an;	
PLO 05			Applying the Qur'an in Daily Life	

PLO 01		CLO 278	Students can explain the basic concepts and objectives of edu-tourism and the role of English in that context.	Elective Course D: English for Edu-Tourism
PLO 02				
PLO 03		CLO 279	Students can identify various forms and models of edu-tourism and their relationship with the tourism and education industries.	
PLO 04				
PLO 05		CLO 280	Students can use English effectively to communicate with educational travellers, both verbally and in writing. Students can prepare and deliver interesting and informative presentations about edu-tourism destinations or programmes in English. Students can design interesting and educational edu-tourism programmes, including itineraries, learning activities, and relevant resources.	
		CLO 281	Students can develop promotional and informational materials for edu-tourism programmes, such as brochures, websites, and social media in English;	
		CLO 282	Students can manage and coordinate the implementation of edu-tourism programmes, including logistics, accommodation, and activity arrangements;	
		CLO 283	Students can handle problems and challenges that arise during edu-tourism programmes with effective communication and problem-solving skills;	
		CLO 284	Students can recognise and respect cultural differences that may be encountered in the context of edu-tourism;	
		CLO 285		
		CLO 286		

		CLO 287 CLO 288	Students can communicate and interact effectively with participants from various cultural backgrounds, using appropriate etiquette and language; Students can develop evaluation tools to measure the success and impact of edu-tourism programmes; Students can analyse evaluation data and feedback from participants to improve the quality of future edu-tourism programmes.	
		CLO 289		

PLO 01		CLO 290	Students can identify and use basic business terminology in written and oral communication.	Elective Course E: English for Business
PLO 02				
PLO 03		CLO 291	Students can understand and explain business concepts and practices in an international context.	
PLO 04				
PLO 05		CLO 292	Students can write various types of business documents, including emails, memos, reports, proposals, and formal letters using appropriate and professional language.	
		CLO 293	Students can prepare well-structured, clear, and persuasive written business presentations.	
		CLO 294	Students can participate in business meetings, negotiations, and discussions using appropriate and effective English.	
		CLO 295	Students can create and deliver convincing and professional oral business presentations.	
		CLO 296	Students can analyse complex business situations and develop creative and practical solutions using English. Students can work in teams to complete business case studies and present their findings and recommendations in English.	
		CLO 297		

		CLO 298 CLO 299 CLO 300 CLO 301	Students can identify and overcome intercultural communication challenges in an international business context. Students can communicate effectively with business partners from various cultural backgrounds using appropriate business language and etiquette. Students can use digital tools and platforms for business communication, such as professional email, teleconferencing, and business social media. Students can manage and utilise business data effectively using relevant business software and applications.	
PLO 01 PLO 02 PLO 03 PLO 04		CLO 302 CLO 303	Comprehend and interpret spoken Arabic in various contexts, including conversations, lectures, and media. Communicate effectively in Arabic, expressing ideas and opinions clearly in both formal and informal settings.	Elective Course: Arabic Language IMKA

<u>PLO 05</u>				
		CLO 304	Read and understand Arabic texts, including literature, articles, and academic materials, demonstrating comprehension of main ideas and supporting details.	
		CLO 305	Write coherent and structured texts in Arabic, including essays, reports, and personal reflections, using appropriate vocabulary and grammar.	
		CLO 306	Appreciate and understand the cultural nuances and contexts of the Arabic language, enhancing cross-cultural communication skills.	
		CLO 307	Apply Arabic grammar rules accurately in both spoken and written forms, recognising and correcting errors.	

(table 13)

9.2. PLO Mapping - CLO – MK

PLO-MK-CLO Mapping

PLO	PLO1	PLO2	PLO3	PLO4	PLO5
MK 1	<u>CLO 1; CLO 2</u>				
MK 2	<u>CLO 3; CLO 4;</u> <u>CLO 5; CLO 6;</u> <u>CLO 7; CLO 8;</u> <u>CLO 9;CLO 10</u>				
MK 3	<u>CLO 11;CLO 12;</u> <u>CLO 13</u>				
MK 4	<u>CLO 14: CLO 15:</u> <u>CLO 16:CLO 17</u>				
MK 5	<u>CLO 18: CLO 19:</u> <u>CLO 20:CLO 21:</u> <u>CLO 22; CLO 23</u>				
MK 6	<u>CMPK 24 – CLO 29</u>				
MK 7	<u>CLO 30 – CLO 34</u>				
MK 8	<u>CLO 35 – CLO 39</u>				
MK 9	<u>CLO 40 – CLO 44</u>				
MK 10	<u>CLO 45 – CLO 47</u>				
MK 11	CLO 52 – CLO 55				
MK 12	CLO 56 – CLO 59				
MK 13	CLO 60 – CLO 63				
MK 14	CLO 64 – CLO 68				
MK 15	CLO 69 – CLO 72				
MK 16	CLO 73 – CLO 79				
MK 17	CLO 80 – CLO 83				

MK 18	CLO 84 – CLO 85				
MK 19	CLO 86 – CLO 89				
MK 20	CLO 90 – CLO 92				
MK 21	CLO 93 – CLO 96				
MK 22	CLO 97 – CLO 101				
MK 23	CLO 102 – CLO 105				
MK 24	CLO 106 – CLO 109				
MK 25	CLO 110 – CLO 115				
MK 26	CLO 116 – CLO 117				
MK 27	CLO 118 – CLO 121				
MK 28	CLO 122 – CLO 130				
MK 29	CLO 131 – CLO 136				
MK 30	CLO 137 – CLO 141				
MK 31	CLO 142 – CLO 144				
MK 32	CLO 145 – CLO 149				
MK 33	CLO 150 – CLO 153				
MK 34	CLO 154 – CLO 160				
MK 35	CLO 161 – CLO 165				
MK 36	CLO 166 – CLO 170				
MK 37	CLO 171 – CLO 173				
MK 38	CLO 174 – CLO 178				
MK 39	CLO 179 – CLO 185				
MK 40	CLO186 – CLO 190				
MK 41	CLO191 – CLO 195				
MK 42	<u>CLO 196 – CLO 200</u>				

MK 43	CLO 201 – CLO 205				
MK 44	CLO 206 – CLO 209				
MK 45	CLO 210 – CLO 214				
MK 46	CLO 215 – CLO 218				
MK 47	CLO 219 – CLO 222				
MK 48	CLO 223 – CLO 229				
MK49	CLO 230 – CLO 234				
MK50	CLO 235 – CLO 239				
MK51	CLO 240 – CLO 241				
MK52	CLO 242 – CLO 248				
MK53	CLO 249 – CLO 258				
MK54	CLO 259 – CLO 273				
MK55	CLO 274 – CLO 277				
MK56	CLO 278 – CLO 289				
MK57	CLO 290 – CLO 301				
MK58	CLO 302–CLO 307				

9.3. Mapping of MK-CLO-Sub CLO

NO	MK	COURSE DESCRIPTION	CLO	COURSE DESCRIPTION	SUB-CLO	STUDY MATERIAL
1	Pancasila and Civic Education	This course discusses Pancasila as the foundation of the state and ideology of the Indonesian nation. Students will study the concepts, history, and development of Pancasila, as well as the meaning of each principle. In addition, this course also examines the political and governmental systems in Indonesia, as well as citizenship issues relevant to	CLO 1 CLO 2	Demonstrate reverence towards God Almighty and religious attitudes, and be able to work together with other individuals Demonstrate independence and responsibility based on applicable legal teachings in the field of English language education	Sub-CLO1: Understanding the history and development of Pancasila. Sub-CLO2: Understanding the meaning of each principle in Pancasila. Sub-CLO3: Understanding the structure and function of the Indonesian government. Sub-CLO4:	History and development of Pancasila Meaning and application of each principle in Pancasila Structure and function of the Indonesian government Principles of democracy and human rights Pluralism and social justice in Indonesia Methods and strategies of civic

		social and political life in Indonesia. Through this course, students are expected to be able to analyse, apply, and develop attitudes and behaviours that reflect the values of Pancasila in daily life and implement effective citizenship education.			Identifying the principles of democracy and human rights. Sub-CLO5: Analysing citizenship issues in Indonesia. Sub-CLO6: Demonstrating tolerance and social justice. Sub-CLO7: Implementing citizenship education programmes.	education Analysis of socio-political issues in Indonesia
	Indonesian Language for Scientific Writing	This course aims to equip students with knowledge and skills in writing scientific papers in accordance	CLO 3 CLO 4	Understanding the Concepts and Principles of Scientific Writing Mastering the Structure	Sub-CLO1: Understanding the structure and format of scientific writing.	Basic principles and techniques of scientific writing Structure and format of

		with the rules of proper and correct Indonesian language.		and Format of Scientific Writing.	Sub-CLO2: Mastering data collection and processing data for	scientific writing
	Scientific Writing)	Students will learn the basic principles of scientific writing, data collection and processing techniques, and understand the structure and format of scientific writing. In addition, this course also develops the critical and analytical thinking skills required in scientific writing, so that students can produce high-quality scientific papers that	CLO 5 CLO 6 CLO 7 CLO 8 CLO 9 CLO 10	Developing Critical and Analytical Writing Skills. Using Indonesian Language Properly and Correctly in Scientific Writing. Conducting Effective Research and Data Collection. Applying Scientific Writing Ethics. Mastering Editing and Improvement Techniques for	Scientific writing. Sub-CLO3: Understanding the rules of proper and correct Indonesian language in scientific writing. Sub-CLO4: Developing the ability to formulate research problems and objectives. Sub-CLO5: Analysing and developing a theoretical	Data collection and processing techniques Indonesian language rules in scientific writing Formulating research problems and objectives Developing a theoretical framework Writing abstracts, introductions, literature reviews, methodologies, results, and discussions Techniques for

		meet academic standards.		Scientific Writing. Preparing and Delivering Effective Scientific Presentations.	framework in scientific writing. Sub-CLO6: Being able to write abstracts, introductions, literature reviews, methodologies, results, and discussions. Sub-CLO7: Mastering the techniques of writing bibliographies and citations correctly.	writing bibliographies and citations
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	Islam and Religious Moderation	This course aims to provide a deep understanding of the concepts and principles of moderation in Islamic teachings and their application in religious and social life. Students will learn about the urgency of religious moderation, the challenges and opportunities in its application, and analyse cases of intolerance and extremism. Course	CLO 11 CLO 12 CLO 13	Students are able to understand the basic concepts and principles of moderation in Islam. Students are able to apply the principles of moderation in religious and social life. Students are able to Analyse religious Religious issues	Sub-CLO1: Understand the definition and urgency of religious moderation. Sub-CLO2: Explaining the concept of moderation in Islamic teachings. Sub-CLO3: Identifying challenges and opportunities in the implementation of religious moderation in society. Sub-CLO4: Analysing	Concepts and Principles of Moderation in Islam The Urgency of Religious Moderation Challenges in the Application of Religious Moderation Opportunities in the Application of Religious Moderation Case Study of Intolerance and Extremism: Developing Attitudes
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		This lecture also develops attitudes of tolerance, inclusiveness, and the ability to engage in constructive dialogue on contemporary religious issues.		using a moderation approach	cases of intolerance and extremism. Sub-CLO5: Developing attitudes of tolerance and inclusivity in social interactions. Sub-CLO6: Being able to engage in constructive dialogue and argumentation on religious issues. Sub-CLO7: Applying the principle of moderation in various aspects of life.	Tolerance and Inclusiveness Constructive Dialogue on Contemporary Religious Issues The Role of Media in Religious Moderation Implementation of Religious Moderation in Daily Life The Role of Religious Leaders in Promoting Religious Moderation
	Philosophy of Unity of Sciences	This course provides an in-depth	CLO 14	Understand the basic concepts and historical	Sub-CLO1: Explain the	Basic Concepts of the Unity of Science

		understanding of the concept of the unity of sciences, which connects various disciplines into a single philosophical unity. Students will learn the basic concepts of the unity of sciences, key figures and major theories that contribute to its development, as well as philosophical perspectives from various traditions and cultures. Additionally, students will analyse arguments for and against the unity of sciences, integrating	CLO 15 CLO 16 CLO 17	development of the unity of sciences philosophy. Critically analyse the interconnections between different scientific disciplines. Articulate the importance of integrating knowledge across various scientific fields. Evaluate case studies demonstrating the application of the unity of sciences in real-world contexts.	historical background and key figures in the philosophy of the unity of sciences. Sub-CLO2: Identify and describe the fundamental principles of the unity of sciences. Sub-CLO3: Analyse the interrelationships between natural sciences, social sciences, and humanities. Sub-CLO4: Discuss the role of	Key Figures and Theories in the Unity of Science Philosophical Perspectives on the Unity of Science from Various Traditions and Cultures Philosophical Arguments on the Unity of Sciences Integration of the Principles of the Unity of Sciences in Scientific Disciplines Development of an Interdisciplinary Framework Application of the
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		the principles of the unity of sciences into various scientific disciplines and develop a framework			interdisciplinary approaches in solving complex problems.	Unity of Sciences in Research and Academic Projects Challenges and Solutions in the Application of Interdisciplinary Unity of Sciences
		This course equips students with the ability to apply the concept of unity of knowledge in scientific research and academic projects, as well as to identify and overcome practical challenges in its application in various fields of science.			Sub-CLO5: Present arguments supporting the integration of knowledge from different disciplines. Sub-CLO6: Evaluate the effectiveness of interdisciplinary research and its	

					outcomes. Sub-CLO7: Reflect on personal and societal implications of the unity of sciences.	
Fiqh	This Fiqh course provides an in-depth understanding of the foundations and development of fiqh in Islam. Students will learn the definition, sources, and history of the development of fiqh, as well as the basic principles and rules of fiqh that	CLO 18 CLO 19 CLO 20 CLO 21	Understand the historical development of Fiqh and its major schools. Recognise the primary and secondary sources of Fiqh.	Sub-CLO1: Understand the primary sources of Fiqh: the Qur'an, Hadith, Ijma', and Qiyas. Sub-CLO2: Recognise the main differences between the Sunni and Shia schools of Fiqh. Sub-CLO3: Apply Fiqh principles to	Understanding Fiqh Sources of Fiqh: Al-Qur'an, Hadith, Ijma', Qiyas History of the development of Fiqh from the time of the Prophet Muhammad to the present day Basic principles of Fiqh: legal maxims (al-qawa'id al-	

	underlie Islamic law. In addition, this course discusses the main differences between various fiqh schools of thought, such as Hanafi, Maliki, Shafi'i, and Hanbali, and teaches how to analyse and compare fiqh views from various schools of thought on specific legal issues. Students will also learn the methods of istinbath and	CLO 22 CLO 23	Apply Fiqh principles to resolve practical issues. Discuss contemporary Fiqh issues in various contexts. Compare and contrast different Fiqh opinions. Write reports and present findings on	contemporary ethical issues. Sub-CLO4: Develop case studies on contemporary issues resolved through Fiqh. Sub-CLO5: Engage in critical discussions on the relevance of Fiqh today. Sub-CLO6: Create educational materials to	fiqhiyyah) Fiqh principles: general principles in the application of Islamic law Characteristics and methodologies of the Hanafi, Maliki, Shafi'i, and Hanbali schools of thought History and key figures of each school of thought Differences in	
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			Fiqh topics.			
		ijtihad, and their application in a contemporary context.			teach the basics of Fiqh. Sub-CLO7: Analyse historical cases and their resolutions through Fiqh.	Interpretation and application of law Case studies: the views of different schools of thought on contemporary issues such as zakat, marriage, inheritance, and financial transactions Comparative analysis of the views of different schools of thought Understanding and importance of istinbath and

						ijtihad in fiqh Steps in the process of istinbath and ijtihad Application of this method in the context of contemporary legal issues
					needs and behaviours appropriately. Design and utilise various assessment tools for language learning. Assess student	Digital tools and resources for TESOL. Using multimedia and online platforms for language teaching.

					progress and provide constructive feedback. Integrate technology into TESOL practices to enhance learning. Assess the effectiveness of technological tools in language teaching.	Addressing cultural differences in the TESOL classroom. Promoting intercultural competence among learners.
					Assessment data. Demonstrate proficiency in applying ethical	Reporting and communicating assessment findings.

					practices in language learning assessments, including maintaining the confidentiality of student data, avoiding bias in assessments, and ensuring fairness for all students. Demonstrate proficiency in evaluating and improving their own assessment practices through critical reflection and application of feedback, in order to	Using assessment data to inform teaching. Ensuring fairness and equity in assessments. Addressing test bias and cultural sensitivity. Maintaining confidentiality and integrity in the assessment process.
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					improve the quality and effectiveness of assessment. Demonstrate proficiency in designing and adapting assessments to meet diverse learning needs, including students with special needs and students from different cultural and linguistic backgrounds. Demonstrate proficiency in integrating formative and summative assessments in the	
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					learning process to support the continuous Development of students' language skills. Demonstrate proficiency in communicating assessment results to students, parents and other interested parties clearly and effectively, and use these results to design learning improvement strategies..	
	Language Curriculum and Materials Development	This course discusses an in-depth exploration of concepts, theories,	CLO 171	Understand basic concepts and theories in language curriculum development.	Sub-CLO1: Understand the basic concepts of the language curriculum.	-Basic concepts of language curriculum -Analysis of student

		and practices in developing language curriculum and teaching materials. Students will learn to design a curriculum that suits the needs of learners and develop innovative and technology-based teaching materials, implement them, and evaluate effective language curricula that cater to diverse learner needs.	CLO 172 CLO 173	Able to design a language curriculum that suits the needs of students. Able to develop innovative and effective language teaching materials.	Sub-CLO2: Assessing students' needs in language learning. Sub-CLO3: Designing a language learning syllabus.	needs -Syllabus design - Development of technology-based teaching materials -Evaluation of curriculum and teaching materials
	Language Learning Evaluation	This course focuses on the principles and practices of evaluating language learning. It	CLO 166	Understand key concepts and theories in language learning evaluation.	Elaborate on the principles of good language assessment (practicality, reliability,	Overview of language assessment and its role in

					Sub-CLO4: Develop technology-based language teaching materials. Sub-CLO5: Evaluate the effectiveness of curriculum and language teaching materials. Sub-CLO6: Apply pedagogical principles in the development of teaching materials. Sub-CLO7: Integrating technology in the development of	-Pedagogical principles in developing teaching materials -Technology integration in the development of language teaching materials
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					language teaching materials.	
	ICT-based Language Materials Development	This course focuses on the development of language learning materials using Information and Communication Technology (ICT). It covers principles and theories of ICT-based materials development, design and creation of multimedia resources, evaluation and adaptation of materials for various contexts, and the ethical considerations in using ICT for	CLO 174 CLO 175 CLO 176 CLO 177	Understand the principles and theories behind ICT-based language materials development. Design and create ICT-based language learning materials. Evaluate and adapt ICT-based language materials for different learning contexts. Use various ICT tools and resources to enhance language teaching and learning.	Students are able to explain the basic concepts and importance of using information and communication technology (ICT) in developing teaching materials. Students are able to design interactive teaching materials using various digital tools and platforms that suit learning	Introduction to ICT in Language Education Principles of ICT-based Materials Development Digital Tools and Platforms for Language Learning Designing Interactive and Multimedia Language Materials Developing Online and Blended Learning Resources

		language education.				
			CLO 178	Resources to enhance language teaching and learning. Understand the ethical considerations in the use of ICT in language education.	Objectives. Students are able to evaluate the effectiveness of various educational technologies and applications in supporting the learning process. Students are able to apply multimedia principles in developing interesting and effective learning materials. Students are able to	Assessment and Evaluation of ICT-based Materials Integrating Mobile Applications in Language Learning Creating and Managing Virtual Learning Environments Adapting ICT Materials for Diverse Learners Best Practices and Case Studies in ICT-based Language Materials Development

					create digital resources (such as videos, presentations and learning modules) that can be used in ICT-based learning contexts. Students are able to integrate ICT in curriculum development to improve student learning experiences. Students are able to use online learning platforms to compose and deliver teaching materials effectively.	
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					Students are able to carry out	
	Poetry, Short Stories, and Drama in Language Education	This course is designed to introduce students to the study and teaching of poetry, short stories, and drama within the context of education. It focuses on the analysis, interpretation, and instructional strategies for integrating these literary genres into educational settings. Students will engage with various literary works, explore	CLO 179 CLO 180	Students are able to identify and explain the main characteristics of poetry, short stories and drama in the English context, as well as understand the differences and similarities between these three literary forms. Students are able to design and implement effective learning materials based on poetry, short stories and drama in English,	Students are able to identify and explain the main characteristics of poetry, short stories and drama in the English context, as well as understand the differences and similarities between these three literary forms. Students are able to design and implement effective learning materials based on poetry, short stories and drama in English,	Introduction to Literary Genres in Language Education Using Poetry in Language Teaching Analysing and Interpreting Poems Teaching Techniques for Short Stories Narrative Elements and Thematic Analysis of Short Stories Incorporating Drama in Language Classes

		different pedagogical approaches, and develop skills for fostering literary appreciation and critical thinking in the classroom.		to improve students' understanding of literature and their English language skills.	to improve students'	Performance and Role-Playing Activities
			CLO 181 CLO 182 CLO 183	Students are able to design and implement effective learning activities based on poetry, short stories and drama in English, to improve students' understanding of literature and their English language skills. Students are able to present and perform English poetry and	understanding of literature and their English language skills. Students are able to design and implement effective learning activities based on poetry, short stories and drama in English, to improve students' understanding of literature and their	Developing Language Skills through Literature Cultural and Critical Perspectives in Literary Teaching Creating Lesson Plans with Literary Texts

			CLO 184 CLO 185	drama in front of an audience, as well as demonstrate public speaking skills and self-confidence. Students are able to use technology in teaching English literature, such as multimedia, digital platforms, and visual aids, to enrich the learning experience and make learning more interactive. Students are able to design effective evaluation tools to measure students' understanding and skills in analysing and	English language skills. Students are able to present and perform English poetry and drama in front of an audience, as well as demonstrate public speaking skills and self-confidence. Students are able to use technology in teaching English literature, such as multimedia, digital platforms, and visual aids, to enrich the learning	
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				creating English literary works. Students are able to reflect on their own learning experiences and understand the ethics of teaching and interpreting English literature, as well as showing a responsible and professional attitude in teaching literature.	experience and make learning more interactive. Students are able to design effective evaluation tools to measure students' understanding and skills in analysing and creating English literary works. Students are able to reflect on their own learning experiences and understand the ethics of teaching and interpreting English literature, as well as demonstrating a	
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					responsible and professional attitude in teaching literature.	
	Teaching Listening and Speaking	This course focuses on the methods and techniques for teaching listening and speaking skills in an English language classroom. It covers the principles and theories of listening and speaking instruction, lesson planning, the use of technology, and assessment methods.	CLO 186 CLO 187 CLO 188 CLO 189	Understand the principles and theories behind teaching listening and speaking skills. Design and implement effective lesson plans for teaching listening and speaking. Evaluate and adapt listening and speaking activities for different learning contexts. Utilise various	Students can explain the main key theories in teaching listening and speaking, including comprehensible input theory and output hypothesis. Students can identify effective strategies for develop listening and speaking in the context of second language learning. Students can	Introduction to Listening and Speaking Skills Theoretical Foundations of Teaching Listening Strategies for Teaching Listening Comprehension Theoretical Foundations of Teaching Speaking Techniques for Developing Speaking Skills Designing Interactive

			CLO 190	technological tools and resources to enhance the teaching of listening and speaking. Understand the assessment methods for listening and speaking skills.	Design effective lesson plans to teach skills	Listening Activities Creating Engaging Speaking Tasks Assessment and Evaluation of Listening Skills Assessment and Evaluation of Speaking Skills Integrating Technology in
					Listening and speaking, which are tailored to the needs and ability levels of students. Students can Apply various techniques and	Teaching Listening and Speaking

					teaching activities to develop students' listening and speaking skills of students. Students can use various assessment tools and techniques to evaluate students' progress in listening and speaking skills. Students can Analyse assessment results to design appropriate interventions for students who experience difficulties in	
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					listening and speaking. Students can integrate educational technology to support teaching	
					listening skills and speaking skills. Students can evaluate the effectiveness of technological tools and digital resources in learning listening and speaking. Student can identify and utilise the latest	

					professional and research resources to inform their teaching practices. Students can collaborate with peers to design and implement effective listening and speaking skills teaching programmes.	
	Teaching Grammar	This course provides a comprehensive overview of the principles and methods of teaching English grammar. It covers key grammatical	CLO 191 CLO 192	Understand and explain the key concepts and structures of English grammar. Design lesson plans and activities to teach different	Students can explain grammar rules and structures in class discussions and written assignments. Students analyse	Introduction to Grammar Teaching Theoretical Foundations of Grammar Instruction Traditional and Modern

		structures, lesson planning, instructional strategies,				Approaches to Grammar Teaching
		assessment techniques, and the use of technology in grammar instruction.	CLO 193 CLO 194 CLO 195	grammatical structures. Implement various instructional strategies to teach grammar effectively. Assess students' grammatical knowledge and usage. Utilise technological tools to support grammar instruction.	Identify grammatical errors in student texts and provide constructive feedback. Students develop modules, worksheets, and other teaching materials to teach specific grammar concepts. Explain the implementation of some basic principles of grammar teaching.	Techniques for Teaching Grammar in Context Inductive and Deductive Methods Designing Grammar Lessons and Activities Integrating Grammar with Communication Skills Assessment and Evaluation of Grammar Knowledge Providing Feedback on Grammar Use

					Differentiate approaches in teaching English grammar. Evaluate the strengths and weaknesses of some methods in teaching English grammar. Produce ICT-based and non-ICT-based grammar teaching media Students develop modules, worksheets, and other teaching materials to teach specific grammar	Using Technology to Enhance Grammar Teaching
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					concepts. Design a grammar lesson using appropriate text, method, and media demonstrate a grammar lesson using appropriate	
					text, method, and media Students write reflections on their teaching experiences and formulate strategies for improvement.	
	Teaching Reading and Writing	This course provides an in-depth exploration of the	CLO 196	Explain the theories and principles of teaching reading and	Students can explain the main theories and approaches in	Introduction to Reading and Writing Skills

		principles and methods for teaching reading and writing in English. It covers essential theories, practical lesson planning, instructional strategies, assessment techniques, and the integration of technology in reading and writing instruction.	CLO 197	writing. Develop lesson plans and instructional materials for reading and writing classes.	teaching reading and writing, including phonics, whole language, and balanced literacy approaches.	Theoretical Foundations of Teaching Reading Strategies for Developing Reading Comprehension
			CLO 198	Apply effective teaching strategies for developing reading and writing skills.	Students can analyse reading texts and apply appropriate reading strategies.	Theoretical Foundations of Teaching Writing Techniques for Enhancing Writing Skills
			CLO 199	Assess pupils' reading and writing proficiency.	Students can develop modules, worksheets, and other creative and interesting teaching materials to teach various reading and writing skills.	·Designing Interactive Reading Activities Creating Engaging Writing Tasks Assessment and Evaluation of Reading Skills
			CLO 200	Integrate technology to enhance the teaching and learning of reading and writing.		Assessment and

					Students can identify and utilise professional resources and the latest research to inform their teaching practices. Students can collaborate with peers to design	Evaluation of Writing Skills Integrating Technology in Teaching Reading and Writing
					Effective lesson plans to teach reading and writing, which suit students' needs and ability levels. Students can use a variety of assessment tools and techniques to evaluate students'	

					reading and writing progress. Students who are use educational technology to support the teaching of reading and writing. Students can implement and develop creative and interesting reading and writing teaching strategies in diverse classroom contexts. Students write reflections on their teaching experiences and formulate	
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					strategies for improvement.	
	Teaching English to Young Learners (TEYL)	This course focuses on the principles and methodologies of teaching English to young learners. It covers theories, practical lesson planning, effective instructional strategies, assessment techniques, and the	CLO 201 CLO 202	Explain the theories and principles of teaching English to young learners. Develop lesson plans and instructional materials tailored for young learners.	Students can explain child development theories and their implications for teaching English to children.	Introduction to TEYL Child Development and Language Acquisition Approaches and Methods in TEYL Designing Age-appropriate Learning
					Designing appropriate interventions. Students can integrate appropriate educational technology to	

					support English language teaching to children. Students can evaluate the effectiveness of technological tools and digital resources in teaching English to children. Students can identify and utilise the latest professional resources and research to inform their teaching practice. Students can	
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					collaborate with peers to design and implement effective English language teaching programmes English teaching programmes for children.	
					communication experiences, analyse successes and challenges faced, and formulate improvement strategies. Students are able to develop inclusive communication	

					practices, ensuring that all voices and perspectives are valued and considered. Students are able to utilise technology to support intercultural communication, including the use of social media and online platforms to share cross-cultural information. Students are able to conduct research on intercultural communication issues and present	
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					their findings clearly and systematically. Students are able to demonstrate attitudes as global citizens by respecting cultural diversity and committing to building mutually respectful relationships at the	
	n (EIC)	Students will explore theories of intercultural communication, identify cultural differences in communication styles, and develop skills for	CLO 206 CLO 207	Identify and analyse cultural differences in communication styles. Demonstrate effective intercultural communication	Influence intercultural communication. Students are able to analyse intercultural communication situations, identify	Theories of Intercultural Communication Cultural Dimensions and Values Cultural Identity and Its Impact on Communication

		effective communication in diverse cultural contexts. Emphasis is placed on self-awareness, critical reflection, and the development of strategies to enhance intercultural competence.	CLO 208 CLO 209	skills in various contexts. Reflect on personal cultural biases and their impact on communication. Develop strategies for enhancing intercultural competence.	potential misunderstandings and obstacles that arise due to cultural differences. Students are able to apply effective communication strategies in intercultural contexts, including the use of culturally sensitive language and appropriate approaches. Students are able to demonstrate awareness of the values, norms and	Verbal and Non-verbal Communication Across Cultures Challenges and Barriers in Intercultural Communication Developing Intercultural Competence ·Strategies for Effective Intercultural Communication Case Studies of Intercultural Communication in English The Role of English as a Lingua Franca
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					practices of other cultures, and their impact on communication in a global context. Students are able to participate in intercultural dialogue by showing empathy, openness and good listening skills. Students are able to evaluate intercultural	in Intercultural Contexts
	English and Intercultural Communication	This course provides an in-depth understanding of the principles and	CLO 206	Explain the fundamental theories and principles of intercultural communication.	Students are able to explain different cultural	Introduction to Intercultural Communication

		practices of intercultural			dimensions and how these	
		Integration of play-based and digital activities in teaching young learners.	CLO 203 CLO 204 CLO 205	Apply effective teaching strategies for young learners. Assess young learners' English language proficiency. Integrate play-based and interactive activities in teaching young learners.	Students can identify effective teaching approaches and methods for teaching English to children. Students can design lesson plans that are engaging and appropriate for the developmental level of children. Students can apply various teaching techniques and activities that support English	Activities Using Songs, Stories, and Games in TEYL Classroom Management Strategies for Young Learners Developing Listening and Speaking Skills in Young Learners Developing Reading and Writing Skills in Young Learners Assessment and Evaluation in TEYL Integrating Technology in TEYL

					language learning for children, such as songs, games, and stories. Students can use various assessment tools and techniques to evaluate children's progress in English accurately and enjoyably. Students can analyse assessment results to provide constructive feedback and	
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					international level.	
	Psycholinguistics in ELT	The Psycholinguistics in ELT (English Language Teaching) course aims to provide an in-depth understanding of how language is processed in the human mind and its implications for English language teaching. Through an Outcome-Based Education approach, this course discusses the main theories in the psychology of language, the process of language acquisition, and the factors that influence	CLO 210 CLO 211 CLO 212 CLO 213 CLO 214	Students are able to understand the basic concepts and main theories in language psychology. Students can analyse the process of acquiring first and second languages. Students are able to apply linguistic psychology theory in teaching English. Students can write clear and coherent academic essays on topics related to	Sub-CLO1: Students are able to explain basic concepts in language psychology. Sub-CLO2: Students can distinguish between first and second language acquisition. Sub-CLO3: Students are able to identify factors that influence second language learning. Sub-CLO4:	Introduction to Psycholinguistics: Definition, history, and scope of language psychology. First Language Acquisition: Theories and processes of child language acquisition. Second Language Acquisition: Theories, processes, and influencing factors. Cognition and Language: The

		second language learning. Students will develop the ability to apply knowledge of linguistic psychology in the practice of English language		sociolinguistics in English language education. Students can present their research findings or projects.	Students can analyse the relationship between cognition and language. Sub-CLO5: Students are able to apply the principles of linguistic psychology in the design of English teaching materials. Sub-CLO6: Students can evaluate the effectiveness of language teaching techniques based on language psychology theory.	relationship between thought and language. Applications of Psycholinguistics in ELT: Designing materials and teaching techniques based on language psychology. Evaluation of Teaching Techniques: Evaluation principles based on language psychology theory.
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	Sociolinguistics and English Education	This course explores the interaction between language and society, emphasising the relevance of sociolinguistic concepts in English language education. Students will examine how social factors such as class, gender, and ethnicity influence language use and learning. The course also focuses on developing strategies for integrating sociolinguistic awareness into teaching practices to enhance language	CLO 215	Explain the fundamental concepts and theories of sociolinguistics.	Students can explain the main concepts in sociolinguistics, including language variation, dialects, registers, pidgins and creoles, as well as standard and non-standard languages.	Introduction to Sociolinguistics
			CLO 216	Identify and analyse sociolinguistic variables that affect language use.		Language Variation and Change
			CLO 217			Dialects, Sociolects, and Idiolects
			CLO 218	Demonstrate an understanding of the social functions of language.	Students can identify the relationship between language and social factors such as class, gender, ethnicity, and geographical context, as well as their impact on English	Register and Style in Language Use
				Apply sociolinguistic knowledge to the teaching of English.		Bilingualism and Multilingualism
						Language Attitudes and Ideologies
						Code-Switching and Code-Mixing
						Sociolinguistic Aspects of Language Teaching
						Implications for Curriculum Design

		education.		Reflect on the role of sociolinguistic awareness in language education.	language learning. Students can analyse sociolinguistic phenomena in the context of English language education, such as the role of language in social identity and power dynamics in the classroom. Students can evaluate the influence of social change on language use and development in the context of English	·Sociolinguistic Research Methods in Language Education
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					language learning. Students can design and carry out simple research in the field of sociolinguistics, including qualitative and quantitative data collection and analysis. Students can write research reports that include findings, analysis, and conclusions based on empirical evidence in the context of English language education. Students can apply	
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					sociolinguistic principles to develop inclusive teaching strategies that are sensitive to student language variation. Students can develop classroom activities that introduce pupils to linguistic variation and the importance of linguistic tolerance. Students can analyse language policies in schools and education systems and provide	
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					recommendations for language planning that supports linguistic diversity. Students can evaluate the implications of language policies on the teaching and learning of English in various educational contexts. Students can write clear and coherent academic essays on topics related to sociolinguistics in	
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					English language education. Students can present their research findings or projects	
	Independent Research Project in ELT	This course is designed to guide students through the process of conducting independent research in the field of English Language Teaching (ELT). It emphasises the development of critical research skills, including identifying a research problem, reviewing relevant literature,	CLO 219 CLO 220	Being able to write a thesis proposal appropriately by utilising available appropriate resources to write a research proposal; Being able to communicate the ideas of the intended study which cover the rationale,	Sub-CLO1: Students are able to identify relevant research topics in ELT. Sub-CLO2: Students are able to carry out a comprehensive literature review.	Identify research problems in ELT. Literature review and academic references. Formulation of research

		designing appropriate methodologies, analysing data, and drawing conclusions.		research gap, research questions and to critically review relevant references, including previous related research, in order to present a theoretical framework and state of the art of the chosen topic; Being able to make necessary decisions when writing a thesis proposal which covers: the rationale, research gap, research questions and to critically review relevant references, including previous related research, in order to present the	Sub-CLO3: Students are able to formulate research problems and hypotheses. Sub-CLO4: Students are able to choose and design appropriate research methods. Sub-CLO5: Students are able to prepare a sound research proposal framework. Sub-CLO6: Students are able to write research proposals with a clear structure	problems and hypotheses. Research methodology in ELT. Preparation of research proposal framework. Writing research proposals. Revising and editing research proposals.
			CLO 221			
			CLO 222			

				theoretical framework and state of the art of the chosen topic; Being responsible for the quality of the proposal in terms of the rationale, research gap, research questions, and critically reviewing relevant references, including previous related research, in order to present the theoretical framework and state of the art of the chosen topic when the proposed study is carried out.	and logical argumentation. Sub-CLO7: Students are able to revise and edit research proposals based on feedback.	
	Reflective practice in Micro Teaching	This course provides students with a	CLO 223	Behave in a a professional, ethical,	Explain the principles and	Overview of micro-teaching and its

		structured approach to micro-teaching, emphasising reflective practice as a tool for professional development.	CLO 224	and legal manner; Develop a positive teaching-learning environment where all	purpose of micro-teaching. Identify the components and stages of micro-teaching	significance in teacher education.
		Students will engage in simulated teaching scenarios, receive feedback, and critically reflect on their teaching practices. The course aims to develop effective teaching skills through iterative cycles of planning, teaching, observation, and reflection. By the end of the course, students will have a	CLO 225 CLO 226 CLO 227 CLO 228	students are encouraged to achieve their highest potential; Plan and implement best practices in the curriculum appropriate to students, grade level, and course objectives; Demonstrate effective communication skills when facilitating students' learning with or without technology; Employ appropriate	teaching session. Design detailed lesson plans for micro-teaching sessions. Select appropriate teaching strategies and materials. Conduct micro-teaching sessions effectively.	Key concepts and terminology in micro-teaching. Elements of effective lesson plans. Setting learning objectives and outcomes. Designing activities and assessments.

		deeper understanding of their teaching styles, strengths, and areas for improvement.	CLO 229	classroom management strategies; Employ a variety of assessment strategies to monitor student learning and determine adjustments to learning activities; Reflect on teaching and learning that has been carried out.	Demonstrate classroom management and instructional skills. Critically reflect on personal teaching practices. Utilise feedback from peers and instructors to improve teaching performance. Apply educational theories to practical teaching scenarios. Adapt teaching methods based on	Conducting teaching sessions in a controlled environment. Techniques for engaging students and managing the classroom. Use of teaching aids and technology. Methods for observing teaching practices. Providing constructive feedback.
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					reflective insights.	Peer review and collaborative reflection. Models and frameworks
						for reflective practice. Writing reflective journals and reports. Self-assessment and goal setting for professional development. Analysing feedback to identify areas for improvement. Implementing changes based

						on reflective insights. Continuous professional development through reflective practice.
	School Observation and Teaching Internship	The School Observation and Teaching Internship (PLP) course is designed to provide students with practical, hands-on experience in educational settings. This course integrates theoretical knowledge with real-world teaching practice, enabling students to	CLO 230 CLO 231 CLO 232	Identify and demonstrate 8 basic teaching skills; Identify the indicators of planning, implementing, and assessing-evaluating competence; Plan a lesson by using appropriate materials, methods, and media based on lesson aims and learner needs and	Identify and demonstrate 8 basic skills in teaching Identify the indicators of planning, implementing, and assessing-evaluating competence Plan a lesson using appropriate materials, methods, and media	

		observe and participate in the day-to-day operations of schools. Students will engage in comprehensive school observations, assist experienced teachers, and eventually lead classroom instruction under	CLO 233	by accommodating the indicators of planning competence;	based on lesson aims and learner needs and by accommodating the	
		supervision. This internship aims to prepare students for professional teaching roles by enhancing their instructional skills, classroom management techniques, and	CLO 234	Demonstrate a lesson based on an appropriate lesson plan; Demonstrate self-evaluation skills through critical reflective practice.	indicators of planning competence Demonstrate a lesson based on an appropriate lesson plan Demonstrate self-evaluation skills	

		reflective practice.			through critical reflective practice	
	Community Service (Community Service)	The Community Service (KKN) course is a comprehensive programme designed to engage students in meaningful community development projects. This course emphasises the application of academic knowledge and skills to real-world issues, fostering a sense of social responsibility and civic engagement among students. Through direct	CLO 235 CLO 236 CLO 237 CLO 238 CLO 239	Developing an understanding of social issues and community needs; Applying Knowledge and Skills in Solving Social Problems; Interacting and Collaborating with the Community and Local Stakeholders; Developing Leadership and Project Management Skills; Implementing Values of Social Concern and	Developing an understanding about Social Issues Social and Community Needs Applying Knowledge and Skills in Solving Social Problems Interacting and Collaborating with the Community and Local Stakeholders Developing Leadership Skills and Project Management	

		participation in community service activities, students will address local challenges, collaborate with community members, and contribute to sustainable development. The course aims to enhance students' problem-solving abilities, cultural awareness, and leadership skills.		Justice Preparing Reports and Delivering Effective Presentations	Implementing Values Social Responsibility and Justice Developing	
					Analytical and Evaluation Skills Preparing Reports and Delivering Effective	

					work or a final project.	
	Elective Course A: Indonesian for Foreign Speakers (BIPA-Basic, Intermediate, Advanced)	Bahasa Indonesia for Foreign Speakers (BIPA) is a comprehensive programme designed to teach the Indonesian language to non-native speakers. This course is divided into three levels: Basic (Dasar), Intermediate (Madya), and Advanced (Lanjut), each tailored to progressively enhance the learners' language skills in listening, speaking, reading, and writing.	CLO BIPA Basic CLO 242 CLO 243	Students are able to explain the essence of basic level BIPA learning; Students are able to map the standardisation of the basic BIPA curriculum in Indonesia; Students are able to explain	Students are able to explain the essence of basic BIPA learning; Students are able to map the standardisation of the basic BIPA curriculum in Indonesia;	

		The course aims to				
		provide students with the linguistic tools and cultural understanding necessary for effective communication in Indonesian. By the end of the course, students will achieve a functional proficiency in Bahasa Indonesia, appropriate to their level of study.	CLO 244 CLO 245 CLO 246 CLO 247 CLO 248	Cross-cultural understanding in basic BIPA; Students are able to explain language skills in basic BIPA learning; Students are able to explain linguistic concepts in basic BIPA learning; Students are able to review and analyse BIPA teaching models and strategies; Students are able to	Students are able to explain cross-cultural understanding in basic BIPA; Students are able to explain language skills in basic BIPA learning; Students are able to explain linguistic concepts in basic BIPA learning; Students are able to examine and analyse BIPA teaching models and strategies;	

			CLO BIPA Intermediate CLO 249 CLO 250	explain the Indonesian Language Proficiency Test; Students are able to explain the nature of intermediate level BIPA learning; Students are able to explain	Students are able to explain the Indonesian Language Proficiency Test in Indonesian Language	
				language skills in intermediate-level BIPA learning;		

			CLO 251	Students are able to explain linguistic concepts in intermediate-level BIPA learning;	Students are able to explain the nature of intermediate-level BIPA learning;	
			CLO 252	Students are able to explain cultural concepts in intermediate-level BIPA learning;	Students are able to explain language skills in intermediate-level BIPA learning;	
			CLO 253	Students are able to understand and develop BIPA teaching materials and resources;	Students are able to explain linguistic concepts in intermediate-level BIPA learning;	
			CLO 254	Students are able to understand concepts and creatively develop	Students are able to explain cultural concepts in intermediate-level BIPA learning;	

			CLO 258	concepts in advanced BIPA learning; Students are able to explain and develop evaluation concepts in BIPA learning; Students are able to develop designs and practices for peer teaching of BIPA.	Students are able to understand the scope of advanced BIPA learning; Students are able to explain language skills in advanced BIPA learning; Students are able to explain linguistic concepts in advanced BIPA learning; Students are able to explain and develop evaluation concepts in BIPA learning;	
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					Students are able to	
					develop designs and practices peer teaching BIPA.	
	Elective Course B: Multimedia Design and Development in Education	This course focuses on the principles and practices of multimedia design and development and development specifically for educational purposes. Students will learn how to create engaging, interactive, and educationally effective multimedia content. The course covers a range of multimedia elements including text,	CLO 259 CLO 260 CLO 261	Students are able to understand and explain the basic principles of multimedia design and multimedia learning theory; Students are able to integrate various multimedia elements (text, images, audio, video, animation) into learning materials to enhance learning effectiveness and engagement; Students are able to	Students are able to understand and explain the basic principles of multimedia design and multimedia learning theory. Students are able to integrate various multimedia elements (text, images, audio, video, animation) into learning materials to enhance learning effectiveness and	

		graphics, audio, video, and animations, and teaches students how to integrate these elements to enhance learning and teaching experiences.	CLO 262	design engaging and informative multimedia educational content, taking into account pedagogical and technical aspects;	engagement.	
			CLO 263	Students are able to use various multimedia tools and software to create interactive and dynamic educational content;	Students are able to design engaging and informative multimedia educational content, taking into account pedagogical and technical aspects.	
				Students are able to develop effective storyboards as planning maps for educational multimedia projects.	Students are able to use various multimedia tools and software to create interactive and dynamic educational content.	

z			CLO 264	Students are able to apply user experience (UX) design principles to ensure that multimedia content is easy to use and meets the learning needs of users;	Students are able to develop effective storyboards as planning maps for educational multimedia projects.	
			CLO 265	Students are able to plan, manage, and complete educational multimedia design projects within the specified time and budget;	Students are able to apply user experience (UX) design principles to ensure that multimedia content is easy to use and meets the learning needs of users.	
			CLO 266	Students are able to evaluate and test multimedia products to ensure their quality,	Students are able to plan, manage, and	

			CLO 267	functionality, and effectiveness in an educational context;	complete educational multimedia design projects within the specified time and budget.	
			CLO 268	Students are able to design inclusive multimedia content that is accessible to all learners, including those with special needs;	Students are able to evaluate and test multimedia products to ensure their quality, functionality, and effectiveness in an educational context.	
				Students are able to work in multidisciplinary teams to develop projects	Students are able to	
				educational multimedia, and communicate effectively with team members and	design inclusive and accessible multimedia content for all	

			CLO 269	stakeholders;	learners, including those with special needs.	
			CLO 270	Students are able to recognise and comply with legal and ethical issues related to the use and distribution of multimedia content in education;	Students are able to work in multidisciplinary teams to develop educational multimedia projects, as well as	
			CLO 271	Students are able to identify and evaluate the latest technological trends relevant to the design and development of educational multimedia;	communicate effectively with team members and stakeholders.	
				Students are able to use analytical data to inform and improve	Students are able to recognise and comply with legal and ethical issues related to the use	

			CLO 272	the design and development of educational multimedia content;	and distribution of multimedia content in education.	
			CLO 273	Students are able to design and develop interactive elements in multimedia content to increase student engagement and motivation to learn;	Students are able to identify and evaluate the latest technological trends relevant to the design and development of educational multimedia.	
				Students are able to create	Students are able to use analytical data	
				multimedia content that is sensitive to the cultural and linguistic context of diverse	to inform and improve the design and development of educational	

				audiences.	multimedia content. Students are able to design and develop interactive elements in multimedia content to increase student engagement and motivation. Students are able to create multimedia content that is sensitive to the cultural and linguistic context of diverse audiences.	
	Elective Course C: Memorisation of the	This course is designed to help	CLO 274	Memorising the Qur'an with Tartil and Tajwid;	Memorising the Qur'an with proper	

	Qur'an	students memorise the Qur'an, understand its meanings, and apply its teachings in daily life. It emphasises not only the memorisation of the text but also the correct pronunciation (Tajweed) and comprehension of the messages conveyed in the Qur'an. The course aims to instil a deep spiritual connection with the Qur'an and foster a disciplined approach to memorisation.	CLO 275 CLO 276 CLO 277	Understanding the Meaning and Interpretation of Qur'anic Verses; Memorising and Practising Etiquette in Memorising the Qur'an; Applying the Qur'an in Daily Life	recitation (tartil) and pronunciation (tajwid). Understanding the Meaning and Interpretation of the Verses of the Qur'an. Memorising and Practising Etiquette in Memorising the Qur'an. Applying the Qur'an in Daily Life	
					life	
	Elective Course D: English for Edu-Tourism	This course is designed to equip	CLO 278	Students can explain the basic concepts	Students can explain the basic concepts	

		students with the English language skills necessary to operate effectively within the edu-tourism industry. It focuses on the language and communication strategies required for guiding, explaining, and promoting educational tourism. The course covers a range of contexts, including historical and cultural site tours, educational institutions, and thematic tours.	CLO 279 CLO 280 CLO 281	and objectives of edu-tourism and the role of English in this context. Students can identify various forms and models of edu-tourism and their relationship with the tourism and education industries. Students can use English effectively to communicate with educational travellers, both verbally and in writing. Students can prepare and deliver interesting and informative	and objectives of edu-tourism and the role of English in that context. Students can identify various forms and models of edu-tourism and their relationship with the tourism and education industries. Students can use English effectively to communicate with educational travellers, both verbally and in writing.	
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			CLO 282 presentations about edu-tourism destinations or programmes in English. Students can design attractive and educational edu-tourism programmes, including itineraries, learning activities, and relevant resources. Students can develop promotional materials	Students can prepare and deliver interesting and informative presentations about edu-tourism destinations or programmes in English. Students can design attractive and educational edu-tourism programmes, including plans	
			CLO 284 and information for the edu-tourism programme, such as brochures, websites, and social media in	trips, learning activities, and relevant resources. Students can	

			CLO 285	English; Students can manage and coordinate the implementation of edu-tourism programmes, including logistics, accommodation, and activity arrangements;	develop promotional and informational materials for edu-tourism programmes, such as brochures, websites, and social media in English.	
			CLO 286	Students can handle problems and challenges that arise during the edu-tourism programme with effective communication and problem-solving skills;	Students can manage and coordinate the implementation of edu-tourism programmes, including logistics, accommodation, and activity arrangements	
			CLO 287	Students can recognise and respect cultural differences that may be	Students can	

			CLO 288	encountered in the context of edu-tourism; Students can communicate and interact effectively with participants from diverse cultural backgrounds, using appropriate etiquette and language; Students can develop evaluation tools to measure the success and impact of the edu-tourism programme;	address issues and challenges that arise during edu-tourism programmes with effective communication and problem-solving skills. Students can recognise and respect cultural differences that may be encountered in the context of	
			CLO 289	Students can analyse evaluation data and feedback from participants to improve	edu-tourism. Students can communicate and	

				the quality of future edu-tourism programmes.	interact effectively with participants from diverse cultural backgrounds, using appropriate etiquette and language. Students can develop evaluation tools to measure the success and impact of edu-tourism programmes. Students can analyse evaluation data and feedback from participants to improve the quality of future edu-tourism programmes.	
	Elective Course E:	This course is	CLO 290	Students can identify	Students can	

	English for Business	designed to develop the English language skills necessary for effective communication in various business contexts. It focuses on enhancing students' proficiency in business-specific language, writing, presentations, and interpersonal communication. The course prepares students to navigate the global business	CLO 291	and use basic business terminology in written and oral communication; Students can understand and explain business concepts and practices in an international context;	identify and use basic business terminology in written and oral communication. Students can understand and explain business concepts and practices in	
		environment with confidence and professionalism	CLO 292	Students can write various types of business documents, including emails,	in an international context. Students can write	

			CLO 293	memos, reports, proposals, and formal letters using appropriate and professional language; Students can prepare well-structured, clear, and persuasive written business presentations;	various types of business documents, including emails, memos, reports, proposals, and formal letters using appropriate and professional language.	
			CLO 294	Students can participate in business meetings, negotiations, and discussions using appropriate and effective English;	Students can prepare well-structured, clear, and persuasive written business presentations.	
			CLO 295	Students can create and deliver convincing and professional oral	Students can participate in business meetings, negotiations, and	

			CLO 297	business presentations; Students can analyse complex business situations and develop creative and practical solutions using English; Students can work in teams to complete business case studies and present their findings and recommendations in English;	discussions using appropriate and effective English. Students can create and deliver convincing and professional oral business presentations. Students can analyse complex business situations and develop creative and practical solutions.	
			CLO 298	Students can identify and address intercultural	using English. Students can work in teams to	

			CLO 299	communication challenges in an international business context;	complete business case studies and present their findings and recommendations in English.	
			CLO 300	Students can communicate effectively with business partners from diverse cultural backgrounds using appropriate business language and etiquette;	Students can identify and overcome intercultural communication challenges in an international business context.	
			CLO 301	Students can utilise digital tools and platforms for business communication, such as professional email, teleconferencing, and business social media; Students can manage	Students can communicate effectively with business partners from various	

				and utilise business data effectively using relevant business software and applications.	cultural backgrounds using appropriate business language and etiquette. Students can use digital tools and platforms for business communication, such as professional email, teleconferencing, and business social media. Students can	
					manage and utilise business data effectively using relevant business software and	

					applications.	
	Elective Course: Arabic Language IMKA	Arabic (IMKA) is designed to equip students with the fundamental skills and knowledge of the Arabic language, focusing on both spoken and written forms. The course aims to enhance students' proficiency in Arabic for various contexts, including academic, professional, and everyday communication. Through a combination of language practice,	CLO 302 CLO 303 CLO 304 CLO 305	Comprehend and interpret spoken Arabic in various contexts, including conversations, lectures, and media. Communicate effectively in Arabic, expressing ideas and opinions clearly in both formal and informal settings. Read and understand Arabic texts, including literature, articles, and academic materials, demonstrating comprehension of		

		cultural understanding, and interactive learning, students will develop their ability to use Arabic effectively and confidently.	CLO 306 CLO 307	main ideas and supporting details. Write coherent and structured texts in Arabic, including essays, reports, and personal reflections, using appropriate vocabulary and grammar. Appreciate and understand the cultural nuances and contexts of the Arabic language, enhancing cross-cultural communication skills.		

				Apply Arabic grammar rules accurately in both spoken and written forms, recognising and correcting errors.		
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ACADEMIC RESPONSIBLE AND LECTURERS OF THE STUDY PROGRAM

The academic coordinator of the English Education Study Programme is responsible for innovation, character building, and environmental awareness, with the aim of producing innovative, character-building, and environmentally conscious graduates. To that end, lecturers are tasked with developing scientific works, applying scientific knowledge in community programmes, and pursuing continuous self-development through collaboration with relevant institutions. Below is the list of academic staff responsible for the English Language Education Programme:

NO	ACADEMIC FIELD	FIELD OF STUDY	ACADEMIC RESPONSIBLE	MEMBERS
1	Language Skills and Components	Language skills: Listening, Speaking, Reading, Writing skills.	Siti Mariam	Vina Mariana
2		Language components: grammar, pronunciation, vocabulary.	Nafi Annury	Awwalia Fitrotin Izza
3	Language Pedagogy / Methodology	English Language Pedagogy	Siti Tarwiyah	Nur Safaah
4		Educational Research Methodology in ELT	Sayyidatul Fadlilah	Ahliis Qo'idah Noor
5		English Language Curriculum and Materials Development in ELT	Nuna Mustikawati Dewi	Risky Soffiana
6	Applied Linguistics	Applied Linguistics in Education	Lulut Widyaningrum	Agus Prayogo
7	Technology	Learning Media and Technology in ELT	Daviq Rizal	Dwi Arni Siti Margiyanti
8	Edupreneurship	Edupreneurship	Nadiah Makmun	Rahmi Widyaningsih

9	Unity of Sciences	Philosophy Unity Science, Studies Islam, Religious Moderation	Prof. Dr. Muslih, MA	Agus Mutohar
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X. MODALITIES AND STRATEGIES IN THE LEARNING PROCESS AND LEARNING ASSESSMENT

10.1. Modalities And Strategies In Learning

In line with the academic vision of the study programme, which is modality in learning that refers to the dominant ways individuals use to process information, which are generally grouped into visual, auditory, and kinesthetic. Students with visual preferences learn better through images and visualisations, those who are auditory learn better through listening and discussion, while kinesthetic learners are more oriented towards experience and movement. In the context of the English Education Study Programme, understanding and appreciating these various learning modalities is very important because it can guide lecturers in designing and delivering learning materials that not only meet diverse learning needs but also increase knowledge retention and student engagement. A curriculum designed with these diverse learning styles in mind is more likely to create an inclusive and supportive academic environment, where every student has an equal opportunity to reach their full potential.

Characteristics of Learning

- 10.1.1. The characteristics of the English Education programme learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, prospective, pluralistic, student-centred, and competency-oriented in the era of the 4.0 industrial revolution.
- 10.1.2. Interactive learning means that graduate learning outcomes are achieved by prioritising two-way interaction between students and lecturers.
- 10.1.3. Holistic learning means that the learning process encourages the formation of comprehensive and broad thinking patterns by internalising local and national excellence and wisdom.
- 10.1.4. Integrative learning means that graduate learning outcomes are achieved through an integrated learning process to fulfil overall graduate learning outcomes in a single programme through an interdisciplinary and multidisciplinary approach.
- 10.1.5. Scientific learning means that graduate learning outcomes are achieved through a learning process that prioritises a scientific approach, thereby creating an academic environment based on the values, norms, and principles of science and upholding

religious and national values.

- 10.1.6. Contextual learning means that learning outcomes are achieved through a learning process that states that learning outcomes are achieved through a learning process that is tailored to the scientific characteristics of the study programme and linked to real-world problems through a transdisciplinary approach.
- 10.1.7. Effective learning means that graduate learning outcomes are achieved successfully by emphasising the proper and correct internalisation of material within an optimal time frame.
- 10.1.8. Collaborative learning means that learning outcomes are achieved through a collaborative learning process that involves interaction between learners to capitalise on attitudes, knowledge and skills.
- 10.1.9. Prospective learning means learning that is oriented towards the future, enabling students and lecturers to always discover *new possibilities* through the sciences they study.
- 10.1.10. Pluralistic learning means recognising that each discipline has its own methods and approaches, enabling the integration and interconnection of knowledge.
- 10.1.11. Competency-oriented learning in the era of the Fourth Industrial Revolution is learning that reinforces intermodal literacy (literacy reinforcement, digital technology literacy, data literacy, human literacy), strengthening HOTS (*Higher Order Thinking Skills*), 4 Cs (*Critical Thinking, Collaboration, Creativity, and Communication*), online-based learning, and lifelong learning.
- 10.1.12. Student-centred learning means that graduate learning outcomes are achieved through a learning process that prioritises the development of students' creativity, capacity, personality, and needs, as well as developing independence in building and discovering knowledge.

Based on the level of constructive alignment, the learning and teaching process in the English Education Study Programme can be carried out using three learning strategies, namely direct instruction, indirect instruction, and independent study.

The direct instruction strategy is highly directed by the lecturer and is among the most commonly used. This strategy includes methods such as lectures, didactic questions, explicit teaching, practice and exercises, and demonstrations. The direct instruction

strategy is effective for providing information or developing skills step by step. This strategy also works well for introducing other learning methods or actively involving students in knowledge construction. The direct instruction strategy is usually deductive. This means that rules or generalisations are presented and then illustrated with examples. While this strategy can be considered among the easier ones to plan and use, it is clear that effective direct instruction is often more complex than it first appears.

Some methods that lecturers can choose to implement this strategy include: structured overview , lecture, explicit teaching, drill & practice, compare & contrast, didactic questions, demonstrations, guided & shared - reading, listening, viewing, thinking.

In the English Education study programme, the English learning process applies direct instruction strategies in online learning in several ways, including but not limited to: announcements, module/unit introductions, descriptions/modelling of assignments and learning activities, written or video lectures, demonstration videos, presentations, discussions moderated by instructors, interactive tutorials, video conferencing, and academic feedback.

The indirect instruction strategy is a learning approach that focuses on the role of students as active participants in the learning process. In this strategy, educators act more as facilitators than direct providers of information. The aim of this approach is to help students develop critical thinking and problem-solving skills through activities that encourage them to participate actively. Based on the level of constructive alignment, the learning and teaching process in the English Education Study Programme can be carried out using three learning strategies, namely direct instruction, indirect instruction, and independent study.

The direct instruction strategy is highly teacher-directed and is among the most commonly used. This strategy includes methods such as lectures, didactic questioning, explicit teaching, practice and exercises, and demonstrations. The direct instruction strategy is effective for providing information or developing skills step by step. This strategy also works well for introducing other learning methods, or actively involving students in the construction of knowledge. The direct instruction strategy is usually deductive. This means that rules or generalisations are presented and then illustrated with examples. While this strategy can be considered among the easier ones to plan and use, it is clear that effective direct instruction is often more complex than it first appears.

Some methods that lecturers can choose to implement this strategy include: structured overview , lecture, explicit teaching, drill & practice, compare & contrast, didactic questions, demonstrations, guided & shared - reading, listening, viewing, thinking.

Learning in the English Education study programme is carried out by applying direct instruction strategies in online learning in several ways, including but not limited to: announcements, module/unit introductions, descriptions/modelling of assignments and learning activities, written or video lectures, demonstration videos, presentations, discussions moderated by instructors, interactive tutorials, video conferencing, and academic feedback.

Indirect instruction is a learning approach that focuses on the role of students as active participants in the learning process. In this strategy, lecturers act more as facilitators than direct providers of information. The aim of this approach is to help students develop critical thinking and problem-solving skills through activities that encourage them to discover knowledge for themselves and make connections with what they have learned. Here are some key characteristics of indirect instruction:

- **Discovery and Inquiry:** Students are guided to explore, ask questions, and discover concepts or principles through activities designed by the teacher. This may involve experiments, research projects, or case studies.
- **Problem Solving:** Students are presented with problems that they must solve, which require the application of the knowledge and skills they have developed. This encourages critical thinking and the practical application of what has been learned.
- **Project-Based Learning:** Students work on complex projects over a longer period of time, allowing them to investigate and answer questions or solve significant challenges.
- **Class Discussions:** Through discussions, students are invited to share their thoughts, ideas, and questions with their classmates. This promotes the exchange of ideas and the development of critical thinking.
- **Reflection:** Students are encouraged to reflect on their learning process, the understanding they have developed, and the methods they have used to solve problems or achieve understanding.

To implement this strategy, several methods can be selected, including: problem solving, case studies, reading for meaning, inquiry, reflective discussion, writing to

inform, concept formation, concept mapping, concept attainment, and the cloze procedure.

Forms of Learning

Forms of learning include:

- 1) Lectures;
 - 2) Tutorials and tutorials;
 - 3) Seminars;
 - 4) Practical work, fieldwork, work placements;
 - 5) Research, design, or development;
 - 6) Student exchange;
 - 7) Internships;
 - 8) Entrepreneurship; and/or
 - 9) Other forms of community service.
- Learning Planning
- 10) The learning process plan is developed for each course and presented in the Semester Learning Plan (SLP) or other equivalent term.
 - 11) The Semester Learning Plan (SLP) or other terms as referred to in paragraph (1) are established and developed by lecturers independently or collaboratively within a group of experts in a particular field of science and/or technology within the Study Programme.
 - 12) The SLP is developed based on the principle of *student-centred learning*.
 - 13) The Semester Learning Plan (SLP) or other terms must at least include:
 - a) Name of Study Programme, name and code of course, semester, Semester Credit Units, name of Lecturer in charge;
 - b) Learning outcomes assigned to the course;
 - c) Planned final competencies at each stage of learning to meet graduate learning outcomes;
 - d) Study materials related to the competencies to be achieved;
 - e) Learning methods;
 - f) Incorporating the *unity of sciences*.
 - g) Time allocated to achieve competencies at each stage of learning;
 - h) Student learning experiences embodied in task descriptions that students must complete during one semester;

- i) Assessment criteria, indicators, and weightings; and
- j) List of references used.
- k) The SLP is approved by the Head of the Study Programme and the Head of the Academic Consortium.

Learning Approaches and Strategies

1. Implementation of Learning

- 1) The implementation of the learning process takes place in the form of interaction between lecturers, students, and learning resources in a specific learning environment.
- 2) The learning process in each course is carried out in accordance with the Semester Learning Plan (SLP) or other terms with characteristics as referred to in Article 40.
- 3) The learning process related to student research must adhere to the Research Standards.
- 4) The learning process related to student community service must adhere to the Community Service Standards.
- 5) The learning process through curricular activities must be carried out systematically and structurally through various courses and with a measurable learning load.
- 6) The learning process through curricular activities must use effective learning methods in accordance with the characteristics of the course to achieve certain competencies specified in the course in order to fulfil the learning outcomes of graduates.
- 7) Learning methods that can be selected for implementation in courses include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfilment of graduate learning outcomes.
- 8) Each course may use one or a combination of several teaching methods

within a single learning format.

In general, it can be concluded that the implementation of learning is oriented towards applying *hybrid learning*, which is learning that combines conventional learning models with the use of ICT (*information and communication technology*) media. The learning approach is oriented towards achieving graduate learning outcomes (PLO). Learning outcomes are the basis for selecting the form/strategy of learning or lectures. *Student-centred learning* (SCL) is the main approach, while other approaches are complementary. This approach implies that lecturers act as facilitators in learning.

The characteristics of SCL learning are: (1) lecturers act not only as resource persons but also as facilitators and motivators, (2) students must demonstrate performance that is creative and integrates cognitive, psychomotor and affective abilities as a whole, (3) the interaction process emphasises *inquiry and discovery*, (4) learning resources are multidimensional, meaning they can be obtained from anywhere, and (5) the learning environment must be well-designed and contextual.

The implementation of lectures/learning using the SCL approach/model must at least apply the following strategies:

NO	Learning Strategy	Lecturer Activities	Student Activities
1	<i>Small Group Discussion</i>	1. Form groups (5-10) 2. selecting discussion topics 3. presenting papers and discussing it in class	1. Developing discussion topics and discussion rules. 2. Acting as moderator and reviewing at the end of each student discussion session.
2	Simulation	1. Studying and performing a role assigned to them. 2. or practising/trying out various models (computers) that have been prepared.) that have been prepared	1. Designing situations/activities similar to real-life scenarios, which may include role-playing, computer models, or various simulation exercises. 2. Discussing student performance.

3	<i>Discovery Learning</i>	Searching for, collecting, and compiling existing information to describe a piece of knowledge.	1. Providing data or guidelines (methods) for exploring knowledge that students must learn. 2. Checking and reviewing students' independent learning outcomes.
4	<i>Self-Directed Learning</i>	Planning learning activities, implementing them, and evaluating one's own learning experiences.	As a facilitator, providing guidance, mentoring, and confirmation of the learning progress made by individual students.
5	<i>Cooperative Learning</i>	Discussing and summarising problems/tasks assigned by the lecturer in groups.	1. Designing and monitoring the learning process and learning outcomes of student groups. 2. Preparing a problem/case or form of assignment to be completed by students in groups.
6	<i>Collaborative Learning</i>	1. Working together with group members in completing assignments 2. Designing processes and form assessment based on the consensus of the group itself.	1. Designing tasks that are <i>open-ended</i> . 2. As a facilitator and motivator.
7	<i>Contextual Instruction</i>	1. Discussing concepts (theory) in relation to the situation, or 2. Conducting field studies/real-world immersion to examine the applicability of theory.	1. Explaining theoretical study materials and relating them to real-life situations in daily life, professional work, management, or entrepreneurship. 2. Designing assignments for students to engage in field studies
8	<i>Project-Based Learning</i>	1. Working on tasks (in the form of projects) that have been systematically designed. 2. Demonstrating performance	1. Designing a systematic assignment (project) so that students learn knowledge and skills through a structured and complex inquiry process.

		and accounting for work results in a forum.	2. Formulating and conducting the guidance and assessment process.
9	<i>Problem Based Learning</i>	Learning through inquiry and utilising that information to solve factual problems/problems designed by the lecturer.	1. Designing tasks to achieve specific CP 2. Creating guidelines (methods) for students in finding solutions to problems chosen by the students themselves or those set by the lecturer.
10	<i>E-learning</i>	1. Designing distance learning courses 2. Assigning assignments via the internet 3. Monitoring and providing feedback on the quality of the material	1. Carrying out and completing assignments according to course instructions via the internet. 2. Completing assignments according to instructions online. 3. Submitting assignments

The independent study model was chosen to enhance the independence of English Education students in managing their learning, strengthen their critical and analytical skills, and prepare them to face the challenges of the working world. To that end, students are given full support, including: the opportunity to try things for themselves, experiences of independence, role models from lecturers, expectations to become independent learners, motivation created through rewards and praise, and the provision of information to make choices and decisions. The learning methods that can be selected from this model are as follows: role-play, outdoor play, construction, storytelling, writing, music, movement and dance, creativity and critical thinking, messy activities.

No	Course Code	Course	Learning Methods	Level Constructive Alignment
1	UIN-6001	Education Pancasila and Citizenship (Pancasila and	Lectures, Presentations, Papers, Discussions, Case	Indirect Instructio

		Civic Education)	Study	n
2	UIN-6002	Indonesian Language for Scientific Writing	Lectures, Discussions, Case Method, Presentations, writing workshop, peer review	Direct Instruction
3	UIN-6003	Islam and Religious Religion (Islamic and Religious Moderation)	Lectures, Presentations, Papers, Discussions, Case Study	Indirect Instruction
4	UIN-6004	Philosophy of the Unity of Sciences	Seminar, Critical Reflection	Independent Study
5	UIN-6005	Fiqh	Lectures, Group Assignments, Discussions and Presentations, and Case Study Methods	Direct Instruction
6	UIN-6006	Tawhid and Sufi Ethics	Lectures, Discussions, Case-Based Learning, Presentations, Papers	Indirect Instruction
7	UIN-6008	Arabic	Lectures, Group Assignments, Discussions and Presentations, and Case Study Methods	Direct Instruction
8	PBI-6001	Qur'anic Studies and Hadith	Lectures, Discussions, Case Method, Presentations.	Indirect Instruction
9	PBI-6002	Philosophy and Educational Science Islam (Islamic Philosophy and Pedagogy)	Lectures, Group Assignments, Discussions and Presentations, and Case Study Methods	Independent Study
10	PBI-6003	Psychology Education	Lectures, Discussions,	Indirect

		(Educational Psychology)	Case Method, Presentations.	Instruction
11	PBI-6004	EdTech Entrepreneurship	Lectures, Group Assignments, Discussions, Presentations, and Case Study Methods	Independent Study
12	PBI-6005	Intensive Course: Listening and Speaking	Lectures, Presentations, Papers, Discussions, Case Study, Practical, Role-Playing	Direct Instruction
13	PBI-6006	Intensive Course: Reading and Writing	Lectures, Presentations, Papers, Discussions, Case Study	Direct Instruction
14	PBI-6007	Intensive Course: Vocabulary and Grammar	Lectures, Presentations, Papers, Discussions, Case Study, Interactive Exercises, Drills	Direct Instruction
15	PBI-6008	Intensive Course: Voice and Accent	Lectures, Presentations, Papers, Discussions, Case Study, Interactive Exercises, Drills	Direct Instruction
16	PBI-6009	Extensive Listening and Speaking	Lectures, Assignments Authentic Listening, Presentation, Discussion	Indirect Instruction
17	PBI-6010	Extensive Reading and Writing	Lectures, Group Study, Case-Based Learning, Reading Independent, Journal Writing	Independent Study
18	PBI-6011	Professional Listening and Speaking	Lectures, Case method, Discussions and Presentations, Simulation, roleplay	Direct Instruction
19	PBI-6012	Professional Reading and Writing	Lectures, Workshop, Professional Documents	Direct Instruction

			t Writing, Discussions and Project-Based Learning.	
20	PBI-6013	Academic Listening and Speaking	Lectures, Discussions, Case-Based Learning, Practice, Listening to Lectures, Critical Discussions Presentations	Direct Instruction
21	PBI-6014	Academic Reading and Writing	Lectures, Discussions, Case Studies, Workshops, Group Assignments, Presentations	Direct Instruction
22	PBI-6015	Communicative English Grammar	Lectures, Discussions, Case Method, Interactive Exercises, Drills	Direct Instruction
23	PBI-6016	Academic Essay Writing	Lectures, Discussions, Case Studies, Workshops, Peer review Presentations	Direct Instruction
24	PBI-6017	Current Issues in ELT	Lectures, Discussions, Group Assignments, Presentations, Project-Based Learning.	Indirect Instruction
25	PBI-6018	Statistics in Language Education	Lectures, Group Assignments, Discussions and Presentations Data, Case Studies	Independent Study
26	PBI-6019	Quantitative Research Methods in ELT	Lectures, Research Workshop, Discussions, and Presentations.	Direct Instruction
27	PBI-6020	Qualitative Research Methods in ELT	Lectures, Field study, workshop, Discussions,	Indirect Instruction

			and Presentations.	
28	PBI-6021	Language Teaching Media (LTM)	Lectures, Workshop, Discussions and Presentations, and Case Study Methods	Independent Study
29	PBI-6022	Technology Enhanced Language Learning (TELL)	Workshop Use of Digital Applications	Independent Study
30	PBI-6023	Language Instructional Design	Lectures, Discussions, Case Method, Presentations, and project-based learning	Direct Instruction
31	PBI-6024	Second Language Acquisition (SLA)	Lectures, Quizzes, Group Assignments, Discussions, Case-Based Learning, Reports, And Presentations.	Indirect Instruction
32	PBI-6025	English Across the Curriculum	Project Integrative, Interdisciplinary Collaboration	Independent Study
33	PBI-6026	Critical Discourse Analysis (CDA)	Lectures, Discussions, Presentations and Project-Based Learning.	Independent Study
34	PBI-6027	Standardised Test for Language Learners (TOEFL)	Practice Questions, Test Simulation	Direct Instruction
35	PBI-6028	Literary and Academic Translations	Lectures, Group Assignments, Discussions and Presentations, and Case Study Methods	Independent Study
36	PBI-6029	TESOL Methodology	Lectures, Discussions, and Group Presentation, Project-Based Learning.	Direct Instruction
37	PBI-6030	Language Learning	Lectures, Group	Independent

		Evaluation	Assignments, Discussions and Presentations, and Case Study Methods, Test Development	Study
38	PBI-6031	Language Curriculum and Materials Development	Lectures, Discussions, Case Method, Presentations.	Independent Study
39	PBI-6032	ICT-based Language Materials Development	Lectures, Project-Based Learning, Discussions, and Presentations. Development Digital Materials	Independent Study
40	PBI-6033	Poetry, Short Stories, and Drama in Language Education	Lectures, Individual Assignments, Group Assignments, Case Method, Discussions, and Presentations.	Indirect Instruction
41	PBI-6034	Teaching Listening and Speaking	Lectures, Discussions, Practical Exercises, Simulations, Presentations, Project-Based Learning.	Direct Instruction
42	PBI-6035	Teaching Grammar	Interactive Exercises, Drills	Direct Instruction
43	PBI-6036	Teaching Reading and Writing	Lectures, Interactive Exercises, Drills s, Discussions, Case-Based Learning, and Presentations	Direct Instruction
44	PBI-6037	Teaching English to Young Learners (TEYL)	Lectures, Discussions, Project-Based Learning, Presentations, Final	Direct Instruction

			Report	
45	PBI-6038	English Across the Curriculum	Lectures, Group Assignments, Discussions and Presentations, and Case Study Methods	Indirect Instruction
46	PBI-6039	Psycholinguistics in ELT	Lectures, Discussions, Case-Based Learning, Presentations, Papers	Independent Study
47	PBI-6040	Sociolinguistics and English Education	Lectures, Group Assignments, Discussions and Presentations, and Case Study Methods	Indirect Instruction
48	PBI-6041	Research Proposal in ELT	Workshop Writing, Individual Consultation Lectures, Discussions, Case Studies, Group Assignments, Presentations	Direct Instruction
49	PBI-6042	Reflective Practice in Micro Teaching	Simulation Teaching, Critical Reflection Lectures, Individual Guidance, Discussions, Presentations, Project-Based Learning	Independent Study
50	PBI-6043	PLP (School Observation and Teaching Internship)	Observation, Teaching Practice	Independent Study
51	PBI-6044	KKN (Community Service)	Community Service, Collaborative Projects	Independent Study
52	PBI-6045	Thesis/Final Project	Research Independent, Faculty Consultation	Independent Study

53	PBI-6046	Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	Interactive Exercises, Role-Playing.	Direct Instruction
54	PBI-6047	Elective Course B: Multimedia Design and Development in Education.	Lectures, Discussion, Practice Memorisation Individual Guidance	Independent Study
55	PBI-6048	Elective Course C: Memorisation of the Qur'an	Lectures, Discussion, Practice Memorisation Individual Guidance	Direct Instruction
56	PBI-6049	Elective Course D: Technology and Tourism	Lectures, Discussion, Project-Based Learning, Presentation, Final Report	Indirect Instruction
57	PBI-6050	Elective Course E: English for Business	Lectures, Discussion, Project-Based Learning, Presentation, Final Report	Direct Instruction
58	PBI-6051	Elective Course: IMKA English	Lectures, Discussion, Project-Based Learning, Presentation, Final Report	Direct Instruction

10.2. Learning Assessment

Assessment is one or more processes of identifying, collecting, and preparing data and evidence to evaluate the learning process and outcomes of students in order to meet the Graduate Learning Outcomes.

The following are assessment techniques aligned with the Constructive Alignment level that can be selected in the learning process of the English Language Education Programme

No	Assessment	Assessment Technique	Description
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1	Recall Knowledge	Examination Day First (<i>First Day Final</i>)	Students take an ungraded test on the first day of the semester, which consists of questions similar to the Final Exam, then identify the questions they consider easiest and most difficult. At the end of the semester, they take the actual Final Exam, which is graded, and the results are used as point reference for showing the improvement in learning over time.
		Examination Basic Knowledge Assessment (<i>Background Knowledge Probe</i>)	A simple questionnaire that assists lecturers with quickly assess students' basic knowledge and general readiness, along with their level of confidence theirinresponding, before starting a content unit or learning module.
		Tickets entry and exit (<i>Entry and Exit Tickets</i>)	Engineering that require students to reflect on a reading assignment, video, lecture, or and then write a brief response to questions on index cards designed to gather information about their understanding of key facts, terms, concepts, and ideas.
		Notes Guided Reading <i>Guided Reading Notes</i>	Students receive copies of notes summarising the content of the upcoming reading, but which includes blank sections. As students read, they provide the missing content and fill in the blanks to create a complete set of notes that can be used as a study guide.
		Comprehensive Factors List <i>Comprehensive Factors List</i>	Students recall and list as many perhaps relevant factors that they can relate to topics they have encountered through reading assignments, lectures, illustrations, performances, or other course experiences.
		Quick Write	An activity in which students write a response within a short period of time to a question

			related to the lecture material they have experienced.
		List Factors <i>Comprehensive Factors List</i>	Students remember and list as many as any relevant factors they can relate to the topic they have encountered through reading assignments, lectures, illustrations, presentations, or other course experiences.
		Write Quick <i>Write</i>	An activity in which students write a response in a short amount of time to a question related to the lecture material they have experienced.
		Best Summary <i>(best summary)</i>	Students individually prepare a summary of the main points at the end of a content unit, lecture reading assignment, or other activity, then work in groups. to compare, evaluate, and select the "best summary" the best.
		Snapshots <i>Snap Shots</i>	The lecturer presents questions during class along with several possible answers. Students individually choose the answer they think is correct, and the lecturer makes a quick visual assessment of the class results. Students then discuss the answers with their colleagues, after which they collectively choose the answer again and the lecturer makes another assessment and compares the results.
		Test Team <i>(Team Tests)</i>	Students work in teams to prepare for an exam created by the lecturer and then take the exam individually first and then as a group. This assessment is conducted in three steps: (1) group members study together for the exam, (2) individuals take the exam, and (3) the group takes the exam.
		Team Games Tournament	In this team game activity, the home team works together to study the content and then

		<i>Team Games Tournament</i>	competes against the tournament team.
2	Apply Knowledge	Guide Prediction Guide	Students are given a series of questions asking them to make predictions before the learning activity and then, after the learning activity, they reviewed their predictions to evaluate their accuracy and correct any potential misunderstandings.
		Fact or Opinion (<i>Fact or Opinion</i>)	Students first read the text to identify and note facts. Then they reread the text to find where the author explicitly or implicitly includes opinions, and make a list of as they carefully consider the evidence and resist the influence of the text's rhetoric.
		<i>Quotation Commentaries</i>	Students receive worksheets with a collection of quotations from recent readings and then provide commentary on them, following a specific process: paraphrasing, interpreting, and commenting.
		Insights Resources-Applications (<i>IRAs</i>) [<i>IRAs</i>])	In line with the assigned reading, students complete a written assignment that includes three components: new perceptions or understanding (Insights), resources they have found that reinforce the themes or information in the reading (Resources), and examples from their own experiences. personal matters related to reading (Application).
		Consider This (<i>Consider This</i>)	Students are given theories or concepts they have learned (e.g., thesis statements, scientific methods, or push-pull factors) and challenged to find ways to apply them in new and different contexts.
		What <i>What's the</i>	Students look at examples of common types of

		<i>Problem?</i>	problems to identify what type of problem each example represents.
		<i>Think-Aloud Problem-Solving Protocols Solving Protocols)</i>	Student pairs receive a set of problems to solve and specific roles—problem solver and listener—which they switch as they move from problem to problem.
		Peer Problem Review <i>Peer Problem Review</i>	Each student receives a problem, attempts to solve it, and then shares the problem and its solution with a nearby student. The student who receives the problem and response then analyses and evaluates the solution.
		Leap Three Steps (<i>Triple Jump</i>)	This three-step technique requires students to think through real-world problems presented in case-based scenarios: (1) to formulate a plan to solve the problem, (2) to gather resources, and (3) to attempt to provide a viable solution.
		Digital <i>Projects</i>	Students create projects that enhance and document their learning about key concepts within the subject area. Digital projects may include collages, photo albums, videos, infographics, websites, blogs, podcasts, book trailers, or others.
3	Create Knowledge	Grid <i>Knowledge Grid</i>	Students demonstrate analytical and organisational skills by filling in the internal cells of a grid where the first column and top row provide key categories.
		Chains <i>Sequence Chains</i>	Students analyse and graphically depict a sequence of events, actions, roles, or decisions. Sequence Chains require students to create a visual map of the logic within a series.
		<i>Concept Maps</i>	Students draw diagrams that convey their ideas or

			understanding of complex concepts, procedures, or processes they have learned. These diagrams aim to show the relationships between ideas, which are done in the form of a network where boxes or circles represent ideas and the lines between them represent connections.
		Journal Contemporary <i>Contemporary Issues Journal</i>	Students search for current events or developments in the real world that are related to their course readings and assignments, then analyse these current affairs to identify connections with the course material in the entries they write in their journals.
		Essay <i>Dyadic Essay</i>	Students individually write essay questions and model answers based on readings, lectures, or other materials. Student pairs exchange questions, write responses to each other's questions, and then compare their model with their their . Next, students discuss their responses and, as a final step, conduct peer evaluations of each other's performance.
		Paper Synthesis <i>Paper</i>	Instead of responding to or reviewing a single reading assignment, students consider several readings together, work to identify commonalities among them, and then write about these readings in a formal paper.
		Case Case (<i>Case Study</i>)	Students receive real-life scenarios, or "cases," related to the course content. These cases usually present a brief history of how the situation
			developed and the dilemmas faced by key figures in the scenario, and students are tasked with helping these figures develop solutions to the problems

		<i>Class Book</i>	Each student submits a scientific essay or research paper that they consider to represent their best work from the course, and then all of the students' best papers are published together in a Class Book.
		E-Portfolio (<i>E-Portfolios</i>)	Students collect examples of work they have created during the semester in various assignments, and they supplement them with a digital collection of examples that have significant importance.

No	Course Code	Course	Assessment Format	Bloom's Taxonomy Level
1	UIN-6001	Pancasila and Civic Education	Group projects, essays, and presentations	Create
2	UIN-6002	Indonesian Scientific Writing	Scientific paper writing, presentations, and peer review	Create (Create)
3	UIN-6003	Islam and Religious Moderation	Critical essays, group discussions, and presentations	Evaluate (Evaluating)
4	UIN-6004	Philosophy of the Unity of Knowledge	Text analysis, discussion, essay exam	Analyse
5	UIN-6005	Fiqh	Written examination, case studies, and class discussions	Apply (Applying)
6	UIN-6006	Tawhid and Sufi Ethics	Personal reflection, essay, written examination	Understand
7	UIN-6008	Arabic	Oral examination, written examination, translation exercises	Apply
8	PBI-6001	Qur'an and Hadith literacy	Class observation, research report, discussion	Analyse
9	PBI-6002	Philosophy and Islamic Education	Essay examination, critical analysis, group discussion	Evaluate
10	PBI-6003	Educational Psychology	Case studies, presentations, written examinations	Understand
11	PBI-6004	EdTech Entrepreneurship	Business projects, presentations, reflective journals	Create

12	PBI-6005	Intensive Course: Listening and Speaking	Oral examination, listening assignments, class discussions	Apply
13	PBI-6006	Intensive Course: Reading and Writing	Reading test, essay, writing assignment	Apply (Implement)
14	PBI-6007	English Grammar and Vocabulary	Written exam, grammar exercises, quizzes	Understand
15	PBI-6008	English Pronunciation and Accent	Oral exercises, voice recordings, feedback	Apply
16	PBI-6009	Extensive Listening and Speaking	Listening tasks, oral presentations, reflections	Apply
17	PBI-6010	Extensive Reading and Writing	Writing projects, reading assignments, reflective journals	Apply
18	PBI-6011	Professional Listening and Speaking	Oral examination, mock interviews, presentations	Apply
19	PBI-6012	Professional Reading and Writing	Research reports, writing assignments, reading tests	Apply
20	PBI-6013	Academic Listening and Speaking	Seminar discussions, oral presentations, listening tests	Analyse
21	PBI-6014	Academic Reading and Writing	Writing assignments, text analysis, reading tests	Analyse
22	PBI-6015	Communicative English Grammar	Grammar tests, interactive exercises, quizzes	Apply

23	PBI-6016	Academic Essay Writing	Essay writing, peer review, writing test	Create
24	PBI-6017	Current Issues in ELT	Panel discussions, critical essays, research projects	Evaluate
25	PBI-6018	Statistics in Language Education	Written examination, data analysis, statistical project	Apply
26	PBI-6019	Quantitative Research Methods in ELT	Research proposal, written examination, data analysis	Create
27	PBI-6020	Qualitative Research Method in ELT	Case studies, research proposals, research reports	Analyse
28	PBI-6021	Language Teaching Media (LTM)	Media projects, presentations, media evaluation	Create
29	PBI-6022	Technology-Enhanced Language Learning (TELL)	Technology projects, presentations, practical assignments	Create (Create)
30	PBI-6023	Language Instructional Design	Curriculum design, teaching projects, presentations	Create
31	PBI-6024	Second Language Acquisition (SLA)	Essay examinations, presentations, journal analysis	Analyse
32	PBI-6025	English Across the Curriculum	Integrated projects, presentations, reflective reports	Create
33	PBI-6026	Critical Discourse Analysis (CDA)	Text analysis, critical essays, group discussions	Evaluate

34	PBI-6027	Standardised Test for Language Learners (TOEFL)	Exam simulations, practice assignments, formative assessments	Apply
35	PBI-6028	Literary and Academic Translations	Translation assignments, group projects, written examinations	Apply
36	PBI-6029	TESOL Methodology	Class observation, reports, presentations	Analyse
37	PBI-6030	Language Learning Evaluation	Class evaluation, written examination, research project	Evaluate
38	PBI-6031	Language Curriculum and Materials Development	Curriculum projects, presentations, reports	Create
39	PBI-6032	ICT-based Language Materials Development	Digital projects, presentations, practical assignments	Create
40	PBI-6033	Poetry, Short Stories, and Drama in Language Education	Literary analysis, creative writing assignments, presentations	Analyse
41	PBI-6034	Teaching Listening and Speaking	Micro-teaching, oral examination, observation report	Apply
42	PBI-6035	Teaching Grammar	Teaching assignments, grammar tests, teaching material analysis	Apply
43	PBI-6036	Teaching Reading	Teaching projects,	Apply

		and Writing	reflective essays, written examinations	
44	PBI-6037	Teaching English to Young Learners (TEYL)	Micro-teaching, project assignments, observation reports	Apply
45	PBI-6038	English and Intercultural Communication (EIC)	Cultural project, presentation, reflective journal	Create (Creating)
46	PBI-6039	Socio-Pragmatics	Conversation analysis, critical essays, group discussions	Evaluate
47	PBI-6040	Sociolinguistics and English Education	Research projects, essays, discussions	Analyse
48	PBI-6041	Research Proposal in ELT	Research proposal, presentation, discussion	Create
49	PBI-6042	Reflective Practice in Micro Teaching	Micro-teaching, reflective journal, self- evaluation	Evaluate (Evaluate)
50	PBI-6043	School Observation and Teaching Internship)	Observation report, Field evaluation, Experience journal, Online/offline implementation discussion (see PLP guidelines)	Apply (Implement)
51	PBI-6044	Community Service (KKN)	Community project, Participation assessment, Community Service presentation, Online/offline collaborative discussion	Create knowledge
	PBI-6045	Thesis/Final Project	Final project defence (supervision and guidance),	Create knowledge

52			Research evaluation, Presentation of results, Online academic forum, Munaqosyah examination	
53	PBI-6046	Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	Lectures, Discussions, Case- based learning, Presentations Teaching project, oral examination, reflection	Apply
54	PBI-6047	Elective Course B: Multimedia Design and Development in Education	Technology projects, presentations, group assignments	Create
55	PBI-6048	Elective Course C: Memorisation of the Qur'an	Memory test, mentor evaluation, reflective journal	Remember (Remembering)
56	PBI-6049	Elective Course D: Technology and Tourism	Field project, presentation, reflective report	Create
57	PBI-6050	Elective Course E: English for Business	Business projects, simulations, presentations	Create
58	PBI-6051	Elective Course E: Arabic IMKA	Business projects, simulations, presentations	Create (Create

10.3 CLO Assessment Techniques

PLO	COURSE	CLO	MKBM	Participation (Attendance)	Observation (Practice)	Performance (Presentation)	Written Test (Midterm Exam)	Written Test (Final Exam)	Oral Test (Group Assignment)
PLO01	1	CLO 1 - CLO 2		√		√	√	√	
PLO02	2	CLO 3 - CLO 10		√		√	√	√	
PLO03	3	CLO 11- CLO 13		√		√	√	√	
PLO04	4	CLO 14 - CLO 17		√		√	√	√	
PLO05	5	CLO 18 – CLO 23		√			√	√	
	6	CLO 24 - CLO 29		√			√	√	
	7	CLO 30 - CLO 34		√			√	√	√
	8	CLO 35 - CLO 39		√			√	√	
	9	CLO 40 - CLO 44		√			√	√	
	10	CLO 45 - CLO 47		√			√	√	
	11	CLO 48 - CLO 51		√			√	√	
	12	CLO 52 - CLO 55		√			√	√	√
	13	CLO 56 - CLO 59		√			√	√	
	14	CLO 60 - CLO 63		√			√	√	

	15	CLO 64 - CLO 68		√			√	√	
	16	CLO 69 - CLO 72		√			√	√	√
	17	CLO 73 - CLO 79		√			√	√	
	18	CLO 80 - CLO 83		√			√	√	√
	19	CLO 84 - CLO 85		√			√	√	
	20	CLO 86 - CLO 89		√			√	√	√
	21	CLO 90 - CLO 92		√			√	√	
	22	CLO 93 - CLO 96		√			√	√	
	23	CLO 97 - CLO 101		√			√	√	
	24	CLO102 - CLO 105		√			√	√	
	25	CLO 106 - CLO 109		√			√	√	
	26	CLO 110 - CLO 115		√			√	√	
	27	CLO 116 - CLO 117		√			√	√	
	28	CLO 118 - CLO 121		√			√	√	
	29	CLO 122 - CLO 130		√			√	√	
	30	CLO 131 - CLO 136		√			√	√	
	31	CLO 137 - CLO 141		√			√	√	
	32	CLO 142 - CLO 144		√			√	√	
	33	CLO 145 - CLO 149		√			√	√	
	34	CLO 150 - CLO 153		√			√	√	
	35	CLO 154 - CLO 160		√			√	√	

	36	CLO 161 - CLO 165		√			√	√	
	37	CLO 166 - CLO 170		√			√	√	
	38	CLO 171 - CLO 173		√			√	√	
	39	CLO 174 - CLO 178		√			√	√	
	40	CLO 179 - CLO 185		√			√	√	
	41	CLO 186 - CLO 190		√			√	√	
	42	CLO 191 - CLO 195		√			√	√	
	43	CLO 196 - CLO 200		√			√	√	
	44	CLO 201 - CLO 205		√			√	√	
	45	CLO 206 - CLO 209		√			√	√	
	46	CLO 210 - CLO 214		√			√	√	
	47	CLO 215 - CLO 218		√			√	√	
	48	CLO 219 - CLO 222		√			√	√	
	49	CLO 223 - CLO 229		√	√	√			
	50	CLO 230 - CLO 234		√	√	√			√
	51	CLO 235 - CLO 239		√	√	√			
	52	CLO 240 - CLO 241		√	√	√			
	53	Basic CLO BIPA CLO 242 - CLO 248 CLO Intermediate BIPA		√			√	√	√

		CLO 249 - CLO 254 CLO Advanced BIPA CLO 255 - CLO 258							
	54	CLO 259 - CLO 273		√			√	√	
	55	CLO 274 - CLO 277		√			√	√	
	56	CLO 278 - CLO 289		√			√	√	
	57	CLO 290 - CLO 301		√			√	√	
	78	CLO 302-CLO 307							

10.4 Assessment Stages and Mechanisms

PLO	MK	CLO	STAGE EVALUATION	TECHNICAL ASSESSMENT	INSTRUMENT	CRITERIA	WEIGHT
PLO 1, 2, 3, 4	Pancasila and Civic Education (Pancasila and Civic Education)	CLO 1- CLO 2	Lectures and assignments	Observation and projects	Observation Sheet Tests	- Active, Independent, - Responsible - In accordance with test assessment indicators	50
PLO 1, 2, 3, 4, 5	Indonesian Language Scientific Writing	CLO 3 - CLO 10	Lectures and assignments	Observation and projects	Observation Sheet Tests	- Active, Independent, - Responsible - In accordance with test assessment indicators	10, 10, 10, 10, 15, 15, 30
PLO 1,2,3, 4,	Islam and Religious Moderation	CLO 11- CLO 13	Lectures and assignments	Observation and projects	Observation Sheet Tests	- Active, Independent, - Responsible - According to	20, 20, 60

						the test assessment indicators	
PLO 1, 2, 3, 4,	Philosophy of the Unity of Science	CLO 14 - CLO 17	Lectures and assignments	Observation and projects	Observation Sheet Tests	- Active, Independent, - Responsible - In accordance with assessment indicators - Tests	20, 20, 20, 40
PLO 1, 2, 3, 4,	Islamic Jurisprudence	CLO 18 – CLO 23	Lectures and assignments	Observation and projects	Observation Sheet Exams	- Active, Independent, - Responsible - In accordance with the assessment indicators of the responsibility test	10 15.15 15.15 30

PLO 1, 2, 3, 4,	Tawhid and Sufi Ethics	CLO 24 - CLO 29	Lectures and assignments	Observation and projects	Observation Sheet Exams	- Active, Independent, - Responsible - In accordance with the assessment indicators of the responsibility test	15.15 15.15 20.20
PLO 1, 2, 3, 4,	Arabic	CLO 30 - CLO 34	Lectures and assignments	Observation and projects	Observation Sheet Tests	- Active, Independent, - Responsible - In accordance with the assessment indicators of the responsibility test	15 20, 20, 30
PLO 1, 2,	Qur'anic Studies and Hadith	CLO 35 - CLO 39	Lectures and assignments	Observation and projects	Observation Sheet	- Active, Independent,	20 20

3, 4,						- Responsible - In accordance with assessment indicators	20
					Test	Multiple-choice test	
PLO 1, 2, 3, 4,	Philosophy and Islamic Education	CLO 40 - CLO 44	Lectures and assignments	Observation and projects	Observation Sheet Tests	- Active, Independent, Responsible - In accordance with test assessment indicators	20 20.20 20
PLO 1, 2, 3, 4,	Educational Psychology	CLO 45 - CLO 47	Lectures and assignments	Observation and projects	Observation Sheet Written Tests	- Active, Independent, Responsible - In accordance with test assessment indicators	25 35 40

PLO 1, 2, 3, 4, 5	EdTech Entrepreneurs hip	CLO 48 - CLO 51	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 25 - Independent, 25 - Responsible 25 - In accordance 25 - with test - assessment - indicators
PLO 1, 2, 3, 4, 5	Intensive Course: Listening and Speaking	CLO 52 - CLO 55	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 25 - Independent, 25 - Responsible 25 - In accordance 25 - with test - assessment - indicators
PLO 1, 2, 3, 4, 5	Intensive Course: Reading and Writing	CLO 56 - CLO 59	Lectures and assignments	Observation and writing projects	Performance observation sheets and written tests	- Active, 25 - Independent, 25 - Responsible 25 - In accordance 25 - with assessment - indicators - Tests

PLO 1, 2, 3, 4, 5	English Grammar and Vocabulary	CLO 60 - CLO 63	Lectures and assignments	Observation and writing projects	Performance observation sheets and written tests	- Active, - Independent, - Responsible - In accordance with assessment indicators - Tests	25 25 25 25
PLO 1, 2, 3, 4, 5	English Voice and Accent	CLO 64 - CLO 68	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, - Independent, - Responsible - In accordance with test assessment indicators	20 20 20 20 20
PLO 1, 2, 3, 4, 5	Extensive Listening and Speaking	CLO 69 - CLO 72	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, - Independent, - Responsible - In accordance with test assessment indicators	25 25 25 25

PLO 1, 2, 3, 4, 5	Extensive Reading and Writing	CLO 73 - CLO 79	Lectures and assignments	Observation and projects	Participation observation sheet and work demonstration Work	- Active, - Independent, - Responsible - In accordance with assessment indicators	10 15.15 15.15
						test	15.15
PLO 1, 2, 3, 4, 5	Professional Listening and Speaking	CLO 80 - CLO 83	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, - Independent, - Responsible - In accordance with assessment indicators - Tests	25 25 25 25
PLO 1, 2, 3, 4, 5	Professional Reading and Writing	CLO 84 - CLO 85	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, - Independent, - Responsible - In accordance with test assessment indicators	50 50

PLO 1, 2, 3, 4, 5	Academic Listening and Speaking	CLO 86 - CLO 89	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active,	25
						Independent,	25
						Responsible	25
						- In accordance with test assessment indicators	25
PLO 1, 2, 3, 4, 5	Academic Reading and Writing	CLO 90 - CLO 92	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active,	50
						Independent, Responsible	50
PLO 1, 2, 3, 4, 5	Communicative English Grammar	CLO 93 - CLO 96	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- In accordance with test assessment indicators	25
							25
							25
						- Active, Independent, Responsible - In accordance with test assessment indicators	25

PLO 1, 2, 3, 4, 5	Academic Essay Writing	CLO 97 - CLO 101	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	20.20 20.20 20
PLO 1, 2, 3, 4, 5	Current Issues in ELT	CLO102 - CLO 105	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	25 25 25 25
PLO 1, 2, 3, 4, 5	Statistics in Language Education	CLO 106 - CLO 109	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	25 25 25 25

PLO 1, 2, 3, 4, 5	Quantitative Research Methods in ELT	CLO 110 - CLO 115	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with assessment indicators - test	10.10 20.20 20.20
PLO 1, 2, 3, 4, 5	Qualitative Research Method in ELT	CLO 116 - CLO 117	Lectures and Assignments	Observation and Project	Observation sheets participation and performance	- Active, Independent, Responsible answers - In accordance with test assessment indicators	50 50
PLO 1, 2, 3, 4, 5	Language Teaching Media (LTM)	CLO 118 - CLO 121	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment	15 20 25 40

						indicators	
PLO 1, 2, 3, 4, 5	Technology Enhanced Language Learning (TELL)	CLO 122 - CLO 130	Lectures and assignments	Observation and projects	Participation and performance observation sheet	- Active, - Independent, - Responsible - In accordance with test assessment indicators	5,5,5,5,10,1 0 ,10,10,15 ,5,20
PLO 1, 2, 3, 4, 5	Language Instructional Design	CLO 131 - CLO 136	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, - Independent, - Responsible - In accordance with test assessment indicators	10 10,20 20 20
PLO 1, 2, 3, 4, 5	Second Language Acquisition (SLA)	CLO 137 - CLO 141	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, - Independent, - Responsible - In accordance with test	10.10 15.2025 ,

						assessment indicators	
PLO 1, 2, 3, 4, 5	English Across the Curriculum	CLO 142 - CLO 144	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	25 35 40
PLO 1, 2, 3, 4, 5	Critical Discourse Analysis (CDA)	CLO 145 - CLO 149	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	10 10 15 20 25
PLO 1, 2, 3, 4, 5	Standardised Test for Language Learners (TOEFL)	CLO 150 - CLO 153	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test	15 15 25 45

						assessment indicators	
PLO 1, 2, 3, 4, 5	Literary and Academic Translations	CLO 154 - CLO 160	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with assessment indicators - Tests	10, 10, 15, 15, 15, 15, 20
PLO 1, 2, 3, 4, 5	TESOL Methodology	CLO 161 - CLO 165	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	10 10 15 20 25
	Language Learning Assessment	CLO 166 - CLO 170	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance	10 10 15 20

PLO 1, 2, 3, 4, 5						with test assessment indicators	25
PLO 1, 2, 3, 4, 5	Language Curriculum and Materials Development	CLO 171 - CLO 173	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	25 35 40
PLO 1, 2, 3, 4, 5	ICT-based Language Materials Development	CLO 174 - CLO 178	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	10 10 15 20 25
PLO 1, 2, 3,	Poetry, Short Stories, and Drama in Language	CLO 179 - CLO 185	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance	10, 10, 15, 15 15, 15, 20

4, 5	Education					with test assessment indicators	
PLO 1, 2, 3, 4, 5	Teaching Listening and Speaking	CLO 186 - CLO 190	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 10 - Independent, 10 - Responsible 15 - In accordance 20 - with test 25 - assessment indicators	
PLO 1, 2, 3, 4, 5	Teaching Grammar	CLO 191 - CLO 195	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 10 - Independent, 10 - Responsible 15 - In accordance 20 - with test 25 - assessment indicators	
PLO 1, 2, 3, 4, 5	Teaching Reading and Writing	CLO 196 - CLO 200	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 10 - Independent, 20 - Responsible 20 - In accordance 20 - with test 30	

						assessment indicators	
PLO 1, 2, 3, 4, 5	Teaching English to Young Learners (TEYL)	CLO 201 - CLO 205	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 10 - Independent, 20 - Responsible 20 - In accordance 20 - with test 30 - assessment indicators	
PLO 1, 2, 3, 4, 5	English and Intercultural Communication (EIC)	CLO 206 - CLO 209	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 15 - Independent, 15 - Responsible 20 - In accordance 20 - with test 30 - assessment indicators	
PLO 1, 2, 3, 4, 5	Socio-Pragmatics	CLO 210 - CLO 214	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 20 - Independent, 20 - Responsible 25 - In accordance 35 - with test - assessment	

						indicators	
PLO 1, 2, 3, 4, 5	Sociolinguistics and English Education	CLO 215 - CLO 218	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	20 20 25 35
PLO 1, 2, 3, 4, 5	Research Proposal in ELT	CLO 219 - CLO 222	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	20 20 25 35
PLO 1, 2, 3, 4, 5	Reflective Practice in Micro Teaching	CLO 223 - CLO 229	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	10 10 10 15 15 15 25

PLO 1, 2, 3, 4, 5	PLP (School Observation and Teaching Internship)	CLO 230 - CLO 234	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 10 - Independent, 10 - Responsible 20 - In accordance 20 - with test 40 - assessment - indicators	
	Community Service	CLO 235 - CLO 239	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 10 - Independent, 10 - Responsible 20 - In accordance 20 - with test 40 - assessment - indicators	
	Thesis/Dissertation/ Final Project	CLO 240 - CLO 241	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, 50 - Independent, 50 - Responsible - In accordance - with test - assessment - indicators	

PLO 1, 2, 3, 4, 5	Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	CLO BIPA Basic CLO 242 - CLO 248 CLO BIPA Intermediate CLO 249 - CLO 254	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	10
		CLO BIPA Advanced CLO 255 - CLO 258					10 10 10 15 15 15 25
PLO 1, 2, 3, 4, 5	Elective Course B: Multimedia Design and Development in Education	CLO 259 - CLO 273	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible - In accordance with test assessment indicators	5,5,5,5,5,5, 5, 5,5,5,5,5, 5,5,10
PLO 1,2,3,4,5	Elective Course C: Memorisation of the Qur'an	CLO 274 - CLO 277	Lectures and assignments	Observation and projects	Participation and performance observation sheets	- Active, Independent, Responsible	20 20 25

						- In accordance with test assessment indicators	35
PLO 1, 2, 3, 4, 5	Elective Course D: Technology and Tourism	CLO 278 - CLO 289	Lectures and assignments	Observation and projects	Participation and performance observation sheet	- Active, Independent, Responsible - In accordance with test assessment indicators	5,5,5,5,5 5, 5, 10 10, 10, 10 10
PLO	Elective Course E:	CLO 290 - CLO 301	Lectures and	Observation and	Observation sheet	- - Active, Independent, Responsible	5,5,10,10
1, 2, 3, 4, 5	English for Business		Assignment	Project	Participation and performance	Answer - - In accordance with test assessment indicators	10, 10, 10 10 10

10.5 Assessment Weight (Table 18)

PLO	MK	CLO	MBKM	Participation (attendance)	Observation (practical)	Performance (Presentation)	Written Test (Midterm)	Written Test (Final Exam)	Oral Test (Assignment)	Total
PLO 1, 2, 3, 4	Course 01	CLO 1 - CLO 2		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	2	CLO 3 - CLO 10		10	10	20	20	40	-	100
PLO 1, 2, 3, 4,	3	CLO 11 - CLO 13		10	10	20	20	40	-	100
PLO 1, 2, 3, 4,	4	CLO 14 - CLO 17		10	10	20	20	40	-	100
PLO 1, 2, 3, 4,	5	CLO 18 – CLO 23		10	10	20	20	40	-	100
PLO 1, 2, 3, 4,	6	CLO 24 - CLO 29		10	-	20	20	40	10	100
PLO 1, 2, 3, 4,	7	CLO 30 - CLO 34		10	-	20	20	40	10	100
PLO 1, 2, 3, 4,	8	CLO 35 - CLO 39		10	10	20	20	40	-	100
PLO 1, 2, 3, 4,	9	CLO 40 - CLO 44		10	10	20	20	40	-	100
PLO 1, 2, 3, 4,	10	CLO 45 - CLO 47		10	10	20	20	40	-	100

PLO 1, 2, 3, 4, 5	11	CLO 48 - CLO 51		10	20	20	50	-	-	100
PLO 1, 2, 3, 4, 5	12	CLO 52 - CLO 55		10	10	20	20	40		100
PLO 1, 2, 3, 4, 5	13	CLO 56 - CLO 59		10	10	20	20	-	40	100
PLO 1, 2, 3, 4, 5	14	CLO 60 - CLO 63		10	10	20	20	40		100
PLO 1, 2, 3, 4, 5	15	CLO 64 - CLO 68		10	10	30	-	-	50	100
PLO 1, 2, 3, 4, 5	16	CLO 69 - CLO 72		10	10	20	20	-	40	100
PLO 1, 2, 3, 4, 5	17	CLO 73 - CLO 79		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	18	CLO 80 - CLO 83		10	10	20	20	-	40	100
PLO 1, 2, 3, 4, 5	19	CLO 84 - CLO 85		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5,	20	CLO 86 - CLO 89		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	21	CLO 90 - CLO 92		10	10	20	20	40	-	100
PLO 1, 2, 3,	22	CLO 93 -		10	10	20	20	40	-	100

4, 5		CLO 96								
PLO 1, 2, 3, 4, 5	23	CLO 97 - CLO 101		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	24	CLO102 - CLO 105		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	25	CLO 106 - CLO 109		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	26	CLO 110 - CLO 115		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5,	27	CLO 116 - CLO 117		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	28	CLO 118 - CLO 121		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	29	CLO 122 - CLO 130		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	30	CLO 131 - CLO 136		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	31	CLO 137 - CLO 141		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	32	CLO 142 - CLO 144		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	33	CLO 145 - CLO 149		10	10	20	20	40	-	100

PLO 1, 2, 3, 4, 5	34	CLO 150 - CLO 153		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	35	CLO 154 - CLO 160		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	36	CLO 161 - CLO 165		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	37	CLO 166 - CLO 170		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	38	CLO 171 - CLO 173		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	39	CLO 174 - CLO 178		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	40	CLO 179 - CLO 185		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	41	CLO 186 - CLO 190		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	42	CLO 191 - CLO 195		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	43	CLO 196 - CLO 200		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	44	CLO 201 - CLO 205		10	10	20	20	40	-	100

PLO 1, 2, 3, 4, 5	45	CLO 206 - CLO 209		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	46	CLO 210 - CLO 214		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	47	CLO 215 - CLO 218		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	48	CLO 219 - CLO 222		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	49	CLO 223 - CLO 229		10	35	65	-	-	-	100
PLO 1, 2, 3, 4, 5,	50	CLO 230 - CLO 234		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5,	51	CLO 235 - CLO 239		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5,	52	CLO 240 - CLO 241		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	53	CLO BIPA		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	54	CLO 259 - CLO 273		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	55	CLO 274 - CLO 277		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	56	CLO 278 -		10	10	20	20	40	-	100

4, 5		CLO 289								
PLO 1, 2, 3, 4, 5	MK 57	CLO 290 - CLO 301		10	10	20	20	40	-	100
PLO 1, 2, 3, 4, 5	MK 58	CLO 302 - CLO 307		10	10	20	20	40	-	100

10.6 Final Grade Formula for Course

PLO	Course	CLO	MAXIMUM SCORE
PLO 1, 2, 3, 4	MK 1MK01	CLO 1- CLO 2	50 5040
PLO 1, 2, 3, 4, 5	MK 2	CLO 3 - CLO 10	10, 10, 10, 10, 15, 1530
PLO 1, 2, 3, 4,	MK3	CLO 11 CLO 13	20, 20, 60
PLO 1, 2, 3, 4,	MK4	CLO 14 - CLO 17	20, 20, 20, 40
PLO 1, 2, 3, 4,	MK5	CLO 18 – CLO 23	10, 15, 15, 15, 15, 30
PLO 1, 2, 3, 4,	MK6	CLO 24 - CLO 29	15, 15, 15, 15, 20, 20
PLO 1, 2, 3, 4,	MK7	CLO 30 - CLO 34	15, 15, 20, 20, 30
PLO 1, 2, 3, 4,	MK8	CLO 35 - CLO 39	20, 20, 20, 20, 20
PLO 1, 2, 3, 4,	MK9	CLO 40 - CLO 44	20, 20, 20, 20, 20
PLO 1, 2, 3, 4,	MK10	CLO 45 - CLO 47	25, 35, 40
PLO 1, 2, 3, 4, 5	MK11	CLO 48 - CLO 51	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK12	CLO 52 - CLO 55	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK13	CLO 56 - CLO 59	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK14	CLO 60 - CLO 63	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK15	CLO 64 - CLO 68	20, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	MK16	CLO 69 - CLO 72	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK17	CLO 73 - CLO 79	10, 15, 15, 15, 15, 15, 15
PLO 1, 2, 3, 4, 5	MK18	CLO 80 - CLO 83	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK19	CLO 84 - CLO 85	50
PLO 1, 2, 3, 4, 5	MK20	CLO 86 - CLO 89	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK21	CLO 90 - CLO 92	50.50
PLO 1, 2, 3, 4, 5	MK22	CLO 93 - CLO 96	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK23	CLO 97 - CLO 101	20, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	MK24	CLO102 - CLO 105	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK25	CLO 106 - CLO 109	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	MK26	CLO 110 - CLO 115	10, 10, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	MK27	CLO 116 - CLO 117	50
PLO 1, 2, 3, 4, 5	MK28	CLO 118 - CLO 121	15, 20, 25, 40
PLO 1, 2, 3, 4, 5	MK29	CLO 122 - CLO 130	5,5,5,5,10,10,10,10,15,15,20
PLO 1, 2, 3, 4, 5	MK30	CLO 131 - CLO 136	10, 10, 20, 20, 20, 20

PLO 1, 2, 3, 4, 5	MK31	CLO 137 - CLO 141	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	MK32	CLO 142 - CLO 144	25, 35, 40
PLO 1, 2, 3, 4, 5	MK33	CLO 145 - CLO 149	10m, 10m, 15m, 20m, 25m
PLO 1, 2, 3, 4, 5	MK34	CLO 150 - CLO 153	15, 15, 25, 45
PLO 1, 2, 3, 4, 5	MK35	CLO 154 - CLO 160	10, 10, 15, 15, 15, 15, 20
PLO 1, 2, 3, 4, 5	MK36	CLO 161 - CLO 165	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	MK37	CLO 166 - CLO 170	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	MK38	CLO 171 - CLO 173	25, 35, 40
PLO 1, 2, 3, 4, 5	MK39	CLO 174 - CLO 178	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	MK40	CLO 179 - CLO 185	10, 10, 15, 15, 15, 15, 20
PLO 1, 2, 3, 4, 5	MK41	CLO 186 - CLO 190	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	MK42	CLO 191 - CLO 195	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	MK43	CLO 196 - CLO 200	10, 20, 20, 20, 30
PLO 1, 2, 3, 4, 5	MK44	CLO 201 - CLO 205	10, 20, 20, 20, 30
PLO 1, 2, 3, 4, 5	MK45	CLO 206 - CLO 209	15, 15, 20, 20, 30
PLO 1, 2, 3, 4, 5	MK46	CLO 210 - CLO 214	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	MK47	CLO 215 - CLO 218	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	MK48	CLO 219 - CLO 222	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	MK49	CLO 223 - CLO 229	10, 10, 10, 15, 15, 15, 25
PLO 1, 2, 3, 4, 5	MK50	CLO 230 - CLO 234	10, 10, 20, 20, 40
PLO 1, 2, 3, 4, 5	MK51	CLO 235 - CLO 239	10, 10, 20, 20, 40
PLO 1, 2, 3, 4, 5	MK52	CLO 240 - CLO 241	50
PLO 1, 2, 3, 4, 5, 6	MK53	CLO Basic BIPA CLO 242 - CLO 248 CLO Intermediate BIPA CLO 249 - CLO 254 CLO Advanced BIPA CLO 255 - CLO 258	10, 10, 10, 15, 15, 15, 25
PLO 1, 2, 3, 4, 5, 6	MK54	CLO 259 - CLO 273	5,5,5,5,5,5,5,5,5,5,5,5,10
PLO 1, 2, 3, 4, 5, 6	MK55	CLO 274 - CLO 277	20, 20, 25, 35
PLO 1, 2, 3, 4, 5, 6	MK56	CLO 278 - CLO 289	5,5,5,5,5,5,5,10,10,10,10,10
PLO 1, 2, 3, 4, 5, 6	MK 57	CLO 290 - CLO 301	5,5,10,10,10,10,10,10,10,10,1

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10.7 Final PLO Score Formula (Table 20)

PLO	CLO	MAXIMUM SCORE
PLO 1,2,3,4	CLO1- CLO 2	50, 5040
PLO 1, 2, 3, 4, 5	CLO 3 - CLO 10	10, 10, 10, 10, 15, 15, 30
PLO 1, 2, 3, 4,	CLO 11–CLO 13	20, 20, 60
PLO 1, 2, 3, 4,	CLO 14 - CLO 17	20, 20, 20, 40
PLO 1, 2, 3, 4,	CLO 18 – CLO 23	10, 15, 15, 15, 15, 30
PLO 1, 2, 3, 4,	CLO 24 - CLO 29	15, 15, 15, 15, 20, 20
PLO 1, 2, 3, 4,	CLO 30 - CLO 34	15, 15, 20, 20, 30
PLO 1, 2, 3, 4,	CLO 35 - CLO 39	20, 20, 20, 20, 20
PLO 1, 2, 3, 4,	CLO 40 - CLO 44	20, 20, 20, 20, 20
PLO 1, 2, 3, 4,	CLO 45 - CLO 47	25, 35, 40
PLO 1, 2, 3, 4, 5	CLO 48 - CLO 51	25, 25, 2525
PLO 1, 2, 3, 4, 5	CLO 52 - CLO 55	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 56 - CLO 59	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 60 - CLO 63	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 64 - CLO 68	20, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	CLO 69 - CLO 72	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 73 - CLO 79	10, 15, 15, 15, 15, 15, 15
PLO 1, 2, 3, 4, 5	CLO 80 - CLO 83	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 84 - CLO 85	50
PLO 1, 2, 3, 4, 5	CLO 86 - CLO 89	25, 25, 2525
PLO 1, 2, 3, 4, 5	CLO 90 - CLO 92	50,50
PLO 1, 2, 3, 4, 5	CLO 93 - CLO 96	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 97 - CLO 101	20, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	CLO102 - CLO 105	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 106 - CLO 109	25, 25, 25, 25
PLO 1, 2, 3, 4, 5	CLO 110 - CLO 115	10, 10, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	CLO 116 - CLO 117	50.50
PLO 1, 2, 3, 4, 5	CLO 118 - CLO 121	15, 20, 25, 40
PLO 1, 2, 3, 4, 5	CLO 122 - CLO 130	5,5,5,5,10,10,10,10,15,15,20
PLO 1, 2, 3, 4, 5	CLO 131 - CLO 136	10, 10, 20, 20, 20, 20
PLO 1, 2, 3, 4, 5	CLO 137 - CLO 141	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 142 - CLO 144	25, 35, 40

PLO 1, 2, 3, 4, 5	CLO 145 - CLO 149	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 150 - CLO 153	15, 15, 25, 45
PLO 1, 2, 3, 4, 5	CLO 154 - CLO 160	10, 10, 15, 15, 15, 15, 20
PLO 1, 2, 3, 4, 5	CLO 161 - CLO 165	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 166 - CLO 170	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 171 - CLO 173	25, 35, 40
PLO 1, 2, 3, 4, 5	CLO 174 - CLO 178	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 179 - CLO 185	10, 10, 15, 15, 15, 15, 20
PLO 1, 2, 3, 4, 5	CLO 186 - CLO 190	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 191 - CLO 195	10, 10, 15, 20, 25
PLO 1, 2, 3, 4, 5	CLO 196 - CLO 200	10, 20, 20, 20, 30
PLO 1, 2, 3, 4, 5	CLO 201 - CLO 205	10, 20, 20, 20, 30
PLO 1, 2, 3, 4, 5	CLO 206 - CLO 209	15, 15, 20, 20, 30
PLO 1, 2, 3, 4, 5	CLO 210 - CLO 214	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	CLO 215 - CLO 218	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	CLO 219 - CLO 222	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	CLO 223 - CLO 229	10, 10, 10, 15, 15, 15, 25
PLO 1, 2, 3, 4, 5	CLO 230 - CLO 234	10, 10, 20, 20, 40
PLO 1, 2, 3, 4, 5	CLO 235 - CLO 239	10, 10, 20, 20, 40
PLO 1, 2, 3, 4, 5	CLO 240 - CLO 241	50
PLO 1, 2, 3, 4, 5	CLO BIPA	10, 10, 10, 15, 15, 15, 25
PLO 1, 2, 3, 4, 5	CLO 259 - CLO 273	5,5,5,5,5,5,5,5,5,5,5,5,5,10
PLO 1, 2, 3, 4, 5	CLO 274 - CLO 277	20, 20, 25, 35
PLO 1, 2, 3, 4, 5	CLO 278 - CLO 289	5,5,5,5,5,5,5,10,10,10,10,10
PLO 1, 2, 3, 4, 5	CLO 290 - CLO 301	5,5,10,10,10,10,10,10,10,10,10

10.8 Assessment Rubric

A rubric is an assessment guideline that contains the criteria expected for assessing or determining the level of student learning outcomes. Rubrics cover the dimensions or aspects being assessed, the criteria for learning outcomes, and indicators of student learning achievement. The main purpose of using rubrics in assessment is to explain the aspects and levels of assessment of student learning outcomes, as well as to serve as a motivator for students to achieve their learning targets

A rubric can be designed for broad or general application, or for specific purposes on certain topics. For example, a comprehensive rubric can be realised in the form of a holistic rubric.

There are three types of rubrics that can be selected in the English Education programme, namely:

1. Holistic Rubric: This is an assessment guideline that evaluates based on the overall impression or integration of all criteria.
2. Analytical Rubric: This assessment guide sets criteria levels with clear descriptions and specific assessment scales or scores.
3. Perceptual Scale Rubric: This type of rubric offers criteria levels without detailed descriptions, but still provides a rating scale or score.

Example of a Holistic Rubric for Research Proposal Design

Grade Score Assessment Criteria		
Very Poor	< 20	The design presented is disorganised and does not address the problem
Poor	21	The design presented is organised but does not adequately address the problem
Adequate	41	The design presented is systematic, solves the problem, but is not very implementable.
Good	61-80	The design presented is systematic, solves problems, can be implemented, but lacks innovation
Very good	> 81	Designs that are presented systematically, solve problems, are implementable implemented and innovative

Example of an Analytical Rubric for Assessing Paper Presentations

Dimension/			Assessment Scale
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Aspects Assessed	Very Poor (Score <20)	Poor (Score 21-40)	Adequate (Score 41-60)	Good (Score 61-80)	Very Good (Score >81)
Organisation	No There is no clear organisation. Facts are not used to support statements.	Sufficiently focused, but evidence is insufficient to use in drawing conclusions	The presentation has focus and presents some evidence supporting the conclusion	Well-organised and presents convincing facts to support the conclusion	Well-organised, presenting facts that supported by examples that have been analysed according to the concept
Content	The content is inaccurate or too general. The audience does not learn anything or is sometimes misled	The content is inaccurate because there is no factual data, and it does not add to the listener's understanding	The content is accurate, but incomplete. The audience can understand some facts, but it does not add any new insights.	The content is accurate and complete. It adds new insights for the audience.	Content is able to inspire the audience to develop their minds.

Presentat ion style	The speaker is anxious and uncomfortable and rely on notes rather than speaking. The audience is often ignored. There is no eye contact,	Relying on notes, no ideas are developed beyond them. Monotonous voice.	Generally calm, but with a flat tone, and quite often rely on notes.	The speaker is calm and uses appropriate intonation, does not rely on notes when speaking, and interacts	Speaks with enthusiasm, conveying enthusiasm and enthusiasm to the audience.
	because		Sometimes	intensive with	
	the speaker more		eye contact	audience. The speaker	
	focuses a lot on		the audience	always maintain	
	the laptop or projector.		ignored.	eyes with the audience.	

Example of an Analytical Rubric for Evaluating Scientific Articles

Criteria	Very Good (4)	Good (3)	Satisfactory (2)	Poor (1)	Description
Title	Title is very specific, clear, and reflect the content of the article with accurate.	Title is sufficient specific and reflect the content of the article.	Title is insufficient specific and less reflect the content of the article.	Title is not specific and not reflect the content of the article.	The title must be provide a brief description and clearly about the content of the article.
Abstract	Abstract provides overview that clear and comprehensive about research, including objectives, methods, results, and conclusions.	Abstract provide description that sufficient about research but incomplete.	Abstract provide description general research. However, there is a lot of important details that are not mentioned.	Abstract not clear or not provide an overview that enough about research.	Abstract must contain all key elements research in brief.
Introduction	Providing background be robust, problems clear, and research objectives specific.	Background and objectives research quite clear yet unclear strong.	Background or purpose research not clear enough.	Background and objectives research very unclear or unclear.	Introduction must preparation readers with information that is needed for understand the research.
Methodology	Methodology be very detailed, clear, and sufficient for reproduction research.	Methodology sufficiently detailed and clear but there are certain aspects is lacking.	Methodology less detailed and some important aspects Not explained.	Methodology very insufficient details or not clear.	The methodology must explain clearly how research conducted.

Results	Results presented clearly, complete, and supported by robust data.	Results are sufficient clear and supported by data that adequate.	Results are insufficient clear and insufficient supported by robust data.	Results are unclear and not supported by data that Adequate.	Results must be accurate depicting research findings.
Discussion	Discussion present interpretations that meaning, links with other research, and implications practical implications.	Discussion is sufficient in-depth and showing some connections with other studies.	Discussion is insufficient in-depth and less show connection with other studies.	Discussion is very less depth and no shows a connection with other research.	Discussion is necessary explore meaning and implications of the results research.
Conclusion	Conclusion clear, logical, and based on research results. Presenting recommendation s for research Next.	Conclusion sufficiently clear and logical yet suggestions for research further insufficient.	Conclusion less clear and logical. Suggestions for research very lacking.	Conclusion unclear or illogical. No recommendation s for research Next.	The conclusion must be summarise important findings and proposals direction for future research Future.
References	Bibliography be complete, relevant, and appropriate in style the specified writing.	Bibliography sufficiently complete and relevant but there are some writing style errors.	Bibliography incomplete or relevant. Many writing style errors.	Bibliography very incomplete complete, relevant, or many writing style errors.	References must be cover all sources that cited in articles and Follow the appropriate format.
Quality	Writing is very	Writing is	Writing	Writing	Writing quality

		adequate			
Writing	clear, logical, and free from grammatical errors language or typing.	clear and logical with some grammatical errors language or typing.	less clear or logical with many grammatical errors language or typing.	very unclear or illogical and full with grammatical errors language or type.	should facilitate readers understanding the content articles without interference.

Example of a Perception Scale Rubric for Oral Presentation Assessment

Dimension/ Aspects Assessed	Very Poor (Score <20)	Poor (Score 21-40)	Adequate (Score 41-60)	Good (Score 61-80)	Very Good (Score >81)
Communication skills					
Mastery of material					
Ability to Handle Questions					
Use of presentation aids					
Accuracy in Solving Problems					

10.9 Learning Outcome Assessment Portfolio

A portfolio is a continuous assessment method that collects various information to show the progress of students' learning achievements during a certain period. This information includes students' best work obtained from the learning process, or work that shows the development of their abilities in achieving learning objectives.

		Article 1 Article 2, ...			
No	Aspects/Dimensions Assessed	Low (1-5)	High (6-10)	Low (1-5)	High (6-10)
1	The article is from an indexed journal within the last 3 years.				
2	The article relates to the theme of English Language Education				
3	The number of articles is at least on early childhood development				

4	Accuracy in summarising the important parts of the abstract of an article				
5	Accuracy in summarising important concepts in the article.				
6	Accuracy in summarising the methodology used in the article.				
7	Accuracy in summarising the research results in the article.				
8	Accuracy in summarising the discussion of research results in the article. the article.				
9	Accuracy in summarising the conclusions of research findings in the article.				
10	Accuracy in providing comments on selected journal articles.				
Total score for each article summary					
Average score obtained					

10.10 Constructive Curriculum Alignments

No	Course	Type of Learning Outcomes	Course Level	Teaching Method	Assessment Form/Outcome
1	Pancasila Education and Civic Education	High-Order Thinking	Advanced	Independent Study	Create Knowledge
2	Indonesian Scientific Writing	Analytical Thinking	Intermediate	Workshop and Peer Review	Scientific Paper
3	Islam and Religious Moderation	Critical Thinking	Intermediate	Seminar and Discussion	Critical Essays
4	Philosophy of the Unity of Science	Reflective Thinking	Advanced	Lectures and Debates	Analytical Essays
5	Fiqh	Practical Application	Intermediate	Case Study Analysis	Written Exams
6	Monotheism and Sufi Ethics	Reflective Understanding	Intermediate	Lectures and Reflections	Reflective Essays
7	Arabic	Language Proficiency	Beginner	Language Labs and Practice	Oral Exams
8	Quranic Studies and Hadith	Educational Analysis	Intermediate	Lectures and Practice	Oral Examinations and Analytical Essays
9	Philosophy and Islamic Education	Critical Evaluation	Advanced	Lectures and Discussions	Analytical Essays
10	Islamic Educational Psychology	Understanding and Application	Intermediate	Case Studies and Projects	Written Examinations
11	Entrepreneurship Education	Creative Thinking	Advanced	Project-Based Learning	Business Plans
12	Intensive Course: Listening and Speaking	Language Application	Intermediate	Interactive Activities	Oral Presentations
13	Intensive Course: Reading and Writing	Language Proficiency	Intermediate	Reading Assignments	Written Essays
14	English Grammar and Vocabulary	Language Understanding	Beginner	Exercises and Drills	Quizzes
15	English Pronunciation and Accent	Practical Application	Intermediate	Practice and Feedback	Oral Tests
16	Extensive Listening and Speaking	Language Fluency	Intermediate	Extensive Practice	Oral Presentations
17	Extensive Reading and Writing	Language Fluency	Intermediate	Extensive Assignments	Reflective Journal
18	Professional Listening and Speaking	Professional Skills	Advanced	Simulations and Practice	Mock Interviews
19	Professional Reading and Writing	Professional Skills	Advanced	Professional Assignments	Professional Portfolio

20	Academic Listening and Speaking	Academic Proficiency	Advanced	Seminars and Discussions	Oral Examinations
21	Academic Reading and Writing	Academic Proficiency	Advanced	Reading and Writing Tasks	Research Papers
22	Communicative English Grammar	Language Application	Intermediate	Interactive Sessions	Grammar Tests
23	Academic Essay Writing	Analytical Writing	Advanced	Workshops and Peer Review	Essays
24	Current Issues in ELT	Critical Analysis	Advanced	Lectures and Discussions	Research Papers
25	Statistics in Language Education	Analytical Skills	Advanced	Lectures and Assignments	Data Analysis Projects
26	Quantitative Research Methods in ELT	Research Skills	Advanced	Lectures and Projects	Research Proposals
27	Qualitative Research Method in ELT	Research Skills	Advanced	Case Studies and Projects	Research Proposals
28	Language Teaching Media (LTM)	Creative Application	Intermediate	Workshops and Projects	Media Projects
29	Technology Enhanced Language Learning (TELL)	Innovative Thinking	Advanced	Project-Based Learning	Technology Projects
30	Language Instructional Design	Creative Application	Advanced	Workshops and Design Tasks	Instructional Designs
31	Second Language Acquisition (SLA)	Analytical Skills	Advanced	Lectures and Research	Research Papers
32	English Across the Curriculum	Integrative Thinking	Advanced	Project-Based Learning	Integrative Projects
33	Critical Discourse Analysis (CDA)	Critical Evaluation	Advanced	Lectures and Analysis	Analytical Essays
34	Standardised Test for Language Learners (TOEFL)	Practical Skills	Intermediate	Practice Tests and Exercises	Simulated TOEFL Exams
35	Literary and Academic Translations	Practical Application	Intermediate	Translation Exercises	Translation Projects
36	TESOL Methodology	Practical Skills	Advanced	Observations and Reports	Methodology Projects
37	Language Learning Assessment	Analytical Skills	Advanced	Lectures and Projects	Evaluation Projects
38	Language Curriculum and Materials Development	Creative Application	Advanced	Workshops and Design Tasks	Curriculum Analysis and Materials development in ELT

39	ICT-based Language Materials Development	Innovative Thinking	Advanced	Project-Based Learning	Technology Projects
40	Poetry, Short Stories, and Drama in Language Education.	Creative Application	Advanced	Workshops and Performance S	Teaching Modules, Teaching Demonstrations, Creative Projects
41	Teaching Listening and Speaking	Practical Skills	Advanced	Micro-Teaching and Practice	Lesson plans, teaching demonstrations, material development
42	Teaching Grammar	Practical Skills	Advanced	Micro-Teaching and Practice	Lesson plans, teaching demonstrations, material development
43	Teaching Reading and Writing	Practical Skills	Advanced	Micro-teaching and practice	Lesson plans, teaching demonstrations, materials development
44	Teaching English to Young Learners (TEYL)	Practical Skills	Advanced	Micro-Teaching and Practice	Lesson plans, teaching demonstrations, material development
45	English and Intercultural Communication (EIC)	Integrative Thinking	Advanced	Project-Based Learning	Intercultural Projects
46	Socio-Pragmatics	Analytical Skills	Advanced	Lectures and Analysis	Research Paper Analysis
47	Sociolinguistics and English Education	Analytical Skills	Advanced	Lectures and Research	Research Paper Analysis
48	Research Proposal in ELT	Research Skills	Advanced	Workshops and Peer Review	Research Proposals
49	Reflective Practice in Micro Teaching	Reflective Thinking	Advanced	Micro-Teaching and Reflection	Reflective Journals, lesson plan, Teaching Demonstration.
50	PLP (School Observation and Teaching Internship)	Practical Application	Advanced	Field Observations	Teaching Portfolios
51	Community Service	Practical Application	Advanced	Field Projects	Community Projects
52	Thesis/Final Project	Research Skills	Advanced	Independent Study	Thesis Defence

53	Elective Course A: Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	Language Proficiency	Intermediate	Language Labs and Practice	Oral and Written Examinations
54	Elective Course B: Multimedia Design and Development in Education	Innovative Thinking	Advanced	Project-Based Learning	Technology Projects
55	Elective Course C: Memorisation of the Qur'an	Memorisation Skills	Beginner	Recitation Practice	Oral Examinations
56	Elective Course D: Technology and Tourism	Integrative Thinking	Advanced	Field Projects	Tourism Projects
57	Elective Course E: English for Business	Practical Application	Advanced	Simulations and Projects	Business Plans

XI. IMPLEMENTATION PLAN FOR MAXIMUM 3 SEMESTERS OF STUDY OUTSIDE THE PROGRAMME

11.1 MBKM Implementation Model

I	II	III	IV	V	VI	VII	VIII
Islam Dan Moderasi Beragama (Islam and Religious Moderation)	2 Bahasa Indonesia Karya Tulis Ilmiah (Indonesian Language for Scientific Writing)	2 Bahasa Arab (Arabic Language)	2 Quantitative Research Method in ELT	3 KAPITA SELEKTA	2 KAPITA SELEKTA	2 Pertukaran Mahasiswa / Magang / Praktek Kerja / Asistensi Mengajar / Penelitian (Riset) / Proyek	20
Pendidikan Pancasila dan Kewarganegaraan (Pancasila and Civic Education)	2 Ilmu Al-Qur'an dan Hadist	3 Ilmu Fiqh	2 Qualitative Research Method in ELT	3 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
Intensive Course: Listening and Speaking	4 Filsafat dan Ilmu Pendidikan Islam (Islamic Philosophy and Pedagogy)	2 Professional Listening and Speaking	2 Teaching Listening and Speaking	2 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
Intensive Course: Reading and Writing	4 Falsafah Kesatuan Ilmu (Unity of Sciences)	2 Professional Reading and Writing	2 Teaching Reading and Writing	2 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
Intensive Course: Vocabulary and Grammar	4 Psikologi Pendidikan Islam (Islamic Educational Psychology)	2 Language Teaching Media (LTM)	2 Teaching Grammar	2 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
Intensive Course: Voice and Accent	4 Tawhid dan Akhlaq Tasawuf	2 Language Learning Evaluation	3 Prose, Short Story, and Drama in Language Education	3 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
	Extensive Listening and Speaking	2 Language Curriculum and Materials Development	3 Technology-Enhanced Language Learning (TELL)	3 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
	Extensive Reading and Writing	2 Language Instructional Design	3 TESOL Methodology	2 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
	Second Language Acquisition (SLA)	2 Statistics in Language Education	3 English Across Curriculum	2 KAPITA SELEKTA	2 KAPITA SELEKTA	2	
	Communicative English Grammar	2		KAPITA SELEKTA	2 KAPITA SELEKTA	2	

11.2 Compulsory courses (MK) that must be taken within the programme itself

NO	COURSE CODE	COURSE NAME	SKS	DESCRIPTION
		Course		
	UIN-6003	Islam and Religious Moderation	2	
	UIN-6001	Pancasila and Civic Education	2	
	PBI-6005	Intensive Course: Listening and Speaking	4	
	PBI-6006	Intensive Course: Reading and Writing	4	
	PBI-6007	Intensive Course: Vocabulary and Grammar	4	
	PBI-6008	Intensive Course: Voice and Accent.	4	

	PBI-6009	Extensive Listening and Speaking 2	
	PBI-6010	Extensive Reading and Writing	2
	PBI-6024	Second Language Acquisition (SLA)	2
	PBI-6015	Communicative English Grammar	2
	UIN-6002	Indonesian Language for Scientific Writing	2
	PBI-6001	Qur'anic Studies and Hadith	3
	PBI-6002	Islamic Philosophy and Pedagogy	3
	UIN-6004	Philosophy of Unity of Science Sciences)	2
	PBI-6003	Psychology (Educational Psychology)	2
	PBI-6006	Monotheism and Sufi Ethics	2
	PBI-6011	Professional Listening and Speaking	2
	PBI-6012	Professional Reading and Writing	2
	PBI-6021	Language Teaching Media (LTM)	3
	PBI-6030	Language Learning Evaluation	3
	PBI-6031	Language Curriculum and Materials Development	3
	PBI-6023	Language Instructional Design	3
	PBI-6018	Statistics in Language Education	3
	UIN-6008	Arabic Language	3
	UIN-6005	Fiqh	2
	PBI-6019	Quantitative Research Methods in ELT	3
	PBI-6020	Qualitative Research Method in ELT	3
	PBI-6034	Teaching Listening and Speaking	2
	PBI-6036	Teaching Reading and Writing	2
	PBI-6035	Teaching Grammar	2
	PBI-6033	Prose, Short Story, and Drama in Language Education	3
	PBI-6022	Technology-Enhanced Language Learning (TELL)	3

	PBI-6029	TESOL Methodology	2	
	PBI-6025	English Across the Curriculum	2	

11.3 Course Learning Outside the Study Programme

NO	CODE MK	COURSE NAME	CREDITS	DESCRIPTION

11.4 Form of Learning Activities Outside the University

NO	MBKM ACTIVITY	NUMBER MAXIMUM CREDITS	EQUIVALENT COURSES FOR CONVERSION
1	Student Exchange	20	Field Work Study Introduction to Education Fieldwork (PLP) Community Service Programme (KKN) Final Project (6)
2	Internship / Work Placement	20	Educational Field Introduction (4) Community Service Programme (CSP) (4) Final Project (6)
3	Teaching Assistance	20	Microteaching (2) Professional Ethics for Teachers (4) Educational Field Introduction (4) Community Service Programme (KKN) (4) Final Project (6)
4	Research	20	Literacy (2) Public Speaking (2) Final Project Proposal (2) Introduction to Educational Fieldwork (4) Community Service Learning (CSL) (4) Final Project (6)
5	Humanitarian Project	20	Introduction to Educational Fieldwork (4) Community Service Learning (CSL) (4) Final Project (6)
6	Entrepreneurship Activities	20	Edupreneurship* Digital Content Design**(2) Community Service Learning (CSL) (4) Final Project (6)
7	Independent Study/Project	20	Field Introduction to Education (4) Community Service Learning (CSL) (4) Final

			Project (6)
8	Building Villages / Thematic Community Service Program	20	Public Speaking (2) Final Project Proposal (2) Field Introduction to Education (4) Community Service Programme (KKN) (4) Final Project (6)
9	Religious Moderation	20	Public Speaking (2) Final Project Proposal (2) Introduction to Educational Fieldwork (4) Community Service Learning (CSL) (4) Final Project (6)

11.5 Quality Assurance of MBKM Implementation

The implementation of the right to study for a maximum of 3 semesters outside the study programme is part of the 'Merdeka Belajar – Kampus Merdeka' policy, which allows students to develop their knowledge and skills through various learning experiences. The following is the implementation plan for the English Education undergraduate programme at FITKUIW Walisongo Semarang:

Courses that can be taken by English Education students outside their programme within the university, in accordance with the programme's PLO. Course grades will be converted to programme course grades, in accordance with the rules agreed upon by the programme.

- a. Studying outside your study programme at the same university Implementation steps:
- b. Studying in a different programme outside the university Collaboration with other universities:
Establishing cooperation with other universities that have English language education programmes.

Registration Process:

Students register as participants in the programme at another university through an agreed mechanism

Approval and Recognition:

Courses taken at another university must be recognised and equivalent to the curriculum at the home institution.

Monitoring and Evaluation:

Students' learning processes are monitored and evaluated according to the academic criteria applicable at the home institution and the host institution.

- c. Studying in a different study programme outside the university

Implementation steps

Exploration and cooperation with other companies that have different study programmes relevant to the development of student competencies.

Application Submission:

Students submit an application to participate in the desired programme at another university.

Credit Transfer:

1. Credit Transfer:

- d. Studying outside the university (internships, community service, etc.)
 - Courses taken at other universities must be recognised and converted into credits at the home university.

2. Evaluation and Reporting:

- Learning outcomes are evaluated periodically and reported to the original study programme for credit recognition.

11.6 Learning Outside the University (Internship, Community Service, etc.)

Implementation Steps:

Students may choose internship programmes, community service programmes, student exchange programmes, or independent study programmes outside the university. Students must obtain approval from their academic advisor and create a detailed plan for the programme they wish to

participate in. Students participate in external programmes in accordance with the approved plan. The results of external programmes are assessed and recognised as part of academic credits in accordance with the university's policies.

11.7 General Requirements

In implementing this policy, there are several requirements that must be met by students, namely:

- a. Students must be from an accredited study programme.
- b. Students are actively enrolled in the Higher Education Information System (PDDikti).

The Guidelines for Off-Campus Learning Rights at UIN Walisongo Semarang are intended to develop and facilitate the implementation of independent learning programmes. The programmes implemented should be developed and agreed upon jointly by UIN Walisongo Semarang and its partners. Independent learning programmes can be national programmes prepared by the ministry or UIN Walisongo Semarang and registered with PDDikti.

11.8 Curriculum Implementation and Related Parties

In accordance with Ministry of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards (SNPT), the roles of the relevant parties are as follows:

1. UIN Walisongo Semarang
 - a. Facilitating students' rights (which may or may not be exercised);
 - b. Developing policies/guidelines for facilitate learning activities outside the study programme.
 - c. Establishing cooperation agreements (MoU/PKS) with partners.
2. Faculty
 - a. Preparing a list of faculty-level courses that can be taken by students from other programmes;
 - b. Preparing cooperation agreements (MoU/PKS) with relevant partners.
3. Program
 - a. Developing or adapting the curriculum to align with the campus autonomy implementation model;
 - b. Facilitating students who will take interdisciplinary courses at UIN

Walisongo Semarang;

- c. Offering courses that can be taken by students outside their programme and outside UIN Walisongo Semarang, along with their requirements;
 - d. Conducting course equivalency with learning activities outside the programme and outside UIN Walisongo Semarang;
 - e. If there are courses/credit hours that have not been fulfilled from learning activities outside the programme and outside UIN Walisongo Semarang, alternative online courses are prepared.
4. Students
- a. Planning together with academic advisors regarding the course programme/programme to be taken outside the programme;
 - b. Register for activities outside the study programme;
 - c. Completing the requirements for extracurricular activities, including participating in the selection process if applicable;
 - d. Participating in extracurricular activities in accordance with existing academic guidelines.
5. Partners
- a. Establishing a cooperation agreement (MOU/PKS) with the UIN/faculty/programme;
 - b. Implementing extracurricular activities in accordance with the provisions outlined in the cooperation agreement (MoU/PKS).

11.9 Forms of Learning Activities

Forms of learning activities in accordance with Ministry of Education and Culture Regulation No. 3 of 2020, Article 15(1), may be conducted within the programme and outside the programme.

1. Student Exchange

Currently, student exchanges with *full credit transfer* are widely conducted with partner universities abroad, but the credit transfer system between UINs within the country itself is still very limited. Student exchanges are organised to foster several attitudes, namely respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others;

as well as to foster cooperation, social sensitivity, and concern for society and the environment.

The objectives of student exchanges include:

- a. Cross-campus learning (domestic and international), living with families at the destination campus, developing students' understanding of Bhinneka Tunggal Ika (unity in diversity), and strengthening cross-cultural and cross-ethnic brotherhood.
- b. Building friendships among students from different regions, ethnicities, cultures, and religions, thereby enhancing the spirit of national unity and integrity.
- c. Conducting knowledge transfer to bridge educational disparities between domestic universities and between domestic and international higher education systems.

2. Internships/Work Placements

Until now, students have lacked work experience in industry/the real professional world, leaving them ill-prepared for employment. Meanwhile, short-term internships (less than 6 months) are insufficient to provide students with industry experience and competencies. Companies that accept interns also state that very short internships are not beneficial and even disrupt activities in the industry.

The objectives of the internship programme include:

- a. A 1-2 semester internship programme provides students with sufficient experience and on-the-job learning (*experiential learning*);
- b. During the internship, students will acquire *hard skills* (skills, *complex problem solving*, *analytical skills*, etc.) as well as *soft skills* (professional/work ethics, communication, cooperation, etc.). Meanwhile, the industry will gain talent that, if suitable, can be recruited immediately, thereby reducing *recruitment* and initial training/induction costs;
- c. Students who are already familiar with the workplace will be more confident in entering the world of work and their careers. Through this activity, industry issues will flow into the university, *updating* teaching materials and lecturers' learning, and research topics at the university will become more relevant.

Note:

Student exchanges can be conducted with universities both domestically and internationally.

3. Teaching Assistants in Educational Institutions

The quality of primary and secondary education in Indonesia is still very low (PISA 2018 ranked Indonesia 7th from the bottom). There are many educational units in Indonesia with various problems, both in formal, non-formal and informal educational units. Teaching assistance activities are carried out by students in educational units such as primary, secondary and high schools. Schools where teaching practice takes place can be located in cities or in remote areas.

The objectives of the teaching assistance programme in educational institutions include:

- a. To provide opportunities for students who are interested in education to participate in teaching and deepen their knowledge by becoming teachers in educational institutions.
- b. To help improve the quality of education and the relevance of primary and secondary education to higher education and the changing times.

4. Research

For students who are *passionate* about becoming researchers, independent learning can be realised in the form of research activities at research institutions/study centres. Through research, students can develop critical thinking skills, which are essential for various fields of study at the higher education level. With critical thinking skills, students will be able to explore, understand, and apply research methods more effectively. For students who are interested in pursuing a career in research, the opportunity to intern at a research centre laboratory is their dream. In addition, laboratories/research institutions sometimes lack research assistants when working on short-term research projects (1 semester - 1 year).

The objectives of the research programme include:

- a. Student research is expected to improve in quality. Furthermore, student experience in large research projects will strengthen their competence in

conducting topical research.

- b. Students gain research competencies through direct guidance from researchers at research institutions/study centres.
- c. To improve the research ecosystem and quality in Indonesian laboratories and research institutions by providing researcher resources and fostering researcher regeneration from an early stage.

5. Humanitarian Projects

Indonesia experiences many natural disasters, including earthquakes, volcanic eruptions, tsunamis, hydrological disasters, and so on. UIN Walisongo Semarang has been helping to overcome disasters through humanitarian programmes. Student involvement has so far been *voluntary* and short-term. In addition, many international organisations (UNESCO, UNICEF, WHO, etc.) have conducted in-depth studies and created *pilot development projects* in Indonesia and other developing countries. Students with youthful spirit, scientific competence, and interest can become "*foot soldiers*" in humanitarian and other development projects both in Indonesia and abroad.

The objectives of the humanitarian project programme include:

- a. To prepare outstanding students who uphold humanitarian values in carrying out their duties based on religion, morals, and ethics.
- b. To train students to have social sensitivity to explore and delve into existing problems and contribute solutions in accordance with their respective interests and expertise.

6. Entrepreneurship Activities

According to *the Global Entrepreneurship Index (GEI)* in 2018, Indonesia only had a score of 21% of entrepreneurs from various fields of work, or ranked 94th out of 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia are interested in entrepreneurship. Unfortunately, the entrepreneurial potential of this generation has not been properly managed so far. The Independent Campus policy encourages the development of students' interest in entrepreneurship through appropriate learning programmes.

The objectives of the entrepreneurial activity programme include:

- a. To provide students who are interested in entrepreneurship with the opportunity to develop their businesses early on and under guidance.
- b. Addressing the issue of unemployment that results in intellectual unemployment among university graduates.

7. Independent Studies/Projects

Many students have a passion for creating great works that can be competed at the international level or works based on innovative ideas. Ideally, independent studies/projects are carried out to complement the curriculum that students have taken. Universities or faculties can also use independent studies to complement topics that are not included in the lecture schedule but are still available in the study programme or faculty syllabus. Independent project activities can be carried out in the form of interdisciplinary group work.

The objectives of independent study/projects include:

- a. Realising students' ideas in developing innovative products based on their own concepts.
 - b. Conducting research and development (R&D) based education.
 - c. Enhancing student achievement in national and international competitions.
- #### 8. Developing thematic villages/community service programmes.

Thematic Field Study Programme (KKNT) is a form of education that provides students with learning experiences by living in communities outside the campus, working directly with the community to identify potential and address issues, with the aim of developing the potential of villages/regions and formulating solutions to existing problems in the village. KKNT activities are expected to hone students' *soft skills* in partnership, cross-disciplinary/interdisciplinary teamwork (cross-competency), and *leadership* in managing development programmes in rural areas. So far, UIN Walisongo Semarang has been running the KKNT programme, but the Semester Credit Units (SKS) have not been recognised in accordance with the independent campus programme, which recognises credits equivalent to 6-12 months or 20-40 SKS, with implementation based on several models. It is also hoped that after the implementation of KKNT, students can write down what they have done and the results in the form of a final assignment. The implementation of KKNT is carried

out to support cooperation with the Ministry of Villages, PDRT and other *ministries/stakeholders*. The government, through the Ministry of Villages, Development of Disadvantaged Regions and Transmigration, distributes 1 billion rupiah per village to 74,957 villages in Indonesia. Based on the 2019 Village Development Index (IDM) data, there are 6,549 very underdeveloped villages and 20,128 underdeveloped villages. The KKNT can be implemented in very underdeveloped, underdeveloped, and developing villages, whose human resources do not yet have the capacity to plan development with such large funds. Therefore, the effectiveness of the use of village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources that can better empower village funds.

The objectives of the village development/fieldwork programme include:

The presence of students for 6-12 months provides them with the opportunity to utilise their knowledge, technology, and skills in collaboration with various stakeholders in the field. Assisting accelerate development in rural in the Ministry of Villages, Development of Disadvantaged Regions and Transmigration.

11.10 Religious Moderation

The implementation of religious moderation learning in Islamic higher education institutions can be carried out through various approaches, both in academic and non-academic activities. The following are examples of its implementation:

1. Integration of Religious Moderation Values into the Curriculum
 - Special Courses: Islamic universities can offer courses such as *Islamic Moderation* or *Islam Rahmatan Lil 'Alamin*, which focus on the concepts of moderation, tolerance, and pluralism.
 - Integration into Other Courses: Religious moderation values are integrated into courses such as Fiqh, Akhlak, or History of Islamic Civilisation. For example, discussing interfaith tolerance in Islamic history or a moderate approach to fiqh.
2. Use of Interactive Learning Methods
 - Interactive Discussions: Students are invited to discuss contemporary issues such as radicalism, interfaith tolerance, and the role of Islam in a

pluralistic society.

- Case Studies: Using case studies about interfaith conflicts and how a moderate approach to religion can be a solution.

3. Extracurricular Activities that Support Religious Moderation

- Interfaith Dialogue: Holding discussion forums with leaders of other religions to introduce the values of tolerance and cooperation.
- Community Engagement: Community service programmes that involve interaction with communities of diverse religions and cultures to practise the values of tolerance.

4. Application of Moderate Values in Campus Life

- Inclusive Campus Environment: Creating a campus culture that respects diversity, for example by facilitating places of worship for all religions or interfaith activities.
- Student Code of Ethics: Integrating the value of moderation into student regulations, such as prohibiting discrimination based on religion or belief.

5. Use of Technology for Religious Moderation Learning

- E-Learning: Developing e-learning materials that discuss the theme of religious moderation through videos, modules, or interactive webinars.
- Social Media: Students are encouraged to create religious moderation campaigns on social media, for example through infographics, short videos, or articles.

6. Character Education through Role Models

- Lecturers as Role Models: Lecturers demonstrate moderate attitudes when interacting with students and colleagues from different backgrounds.
- Inspirational Figures: Inviting religious leaders or academics known for their moderation to deliver public lectures or seminars.

7. Research and Community Service

- Research on Religious Moderation: Encouraging students to research practices of religious moderation in society.
- Social Programmes: Students engage in activities that support social harmony, such as projects to build harmonious villages based on religious diversity.

XII. CURRICULUM MANAGEMENT AND IMPLEMENTATION MECHANISM

Curriculum management and the internal quality assurance system (SPMI) at Walisongo State Islamic University related to curriculum implementation follow the PPEPP cycle system, namely (i) Curriculum Determination (P), (ii) Curriculum Implementation (P), (iii) Curriculum Evaluation (E), Curriculum Control (P), and (v) Curriculum Improvement (P). (Higher Education Curriculum Guidelines, Directorate General of Higher Education 2020). The following is an explanation of each stage in the PPEPP cycle:

12.1 Curriculum Determination (P)

This stage involves the formulation and establishment of the curriculum, which includes identifying stakeholder needs, analysing industry or field trends, developing graduate competency standards, and designing the curriculum structure.

12.2 Curriculum Implementation (P)

After the curriculum is established, the curriculum implementation stage is carried out. This involves the process of implementing the curriculum in learning, including the preparation of semester learning plans (SLP), teaching courses, and evaluating students.

12.3 Curriculum Evaluation (E)

Curriculum evaluation is conducted to assess the effectiveness and success of the implemented curriculum. This evaluation includes an assessment of graduate learning outcomes, the effectiveness of teaching methods, student satisfaction, and market response to graduates.

12.4 Curriculum Control (P)

At this stage, control is exercised over the implementation of the curriculum to ensure that it runs according to plan. This involves monitoring the learning process, improving the quality of teaching, and managing risks that may arise during the implementation of the curriculum.

12.5 Curriculum Improvement (P)

The curriculum improvement stage is carried out based on the results of previous evaluations and controls. This process involves refining the curriculum, adjusting it to the latest developments in education and industry, and implementing continuous improvements to enhance the quality of education.

12.6 Internal Quality Assurance System (SPMI)

SPMI is a tool used by higher education institutions to ensure the quality of curriculum implementation. This involves the formation of an internal quality assurance team

or institution responsible for monitoring, evaluating, and continuously improving curriculum implementation. This team is tasked with ensuring that the curriculum complies with established standards and identifying areas for improvement. By following the PPEPP cycle and through the effective implementation of SPMI, higher education institutions can ensure that the curriculum offered is of high quality, relevant to the needs of stakeholders, and capable of producing competent graduates who are ready to compete in the job market.

XIII. CONCLUSION

The implementation of an OBE-based curriculum in the English Education undergraduate programme provides an education framework that is oriented towards learning outcomes. This approach emphasises the importance of achieving measurable, relevant, and work-ready graduate learning outcomes (PLO). Thus, OBE not only improves the quality of learning but also ensures that graduates have the expected competencies in a global context.

However, the successful implementation of the OBE curriculum requires support from various parties. Lecturers must understand and apply learning strategies that are in line with OBE principles, while educational institutions need to provide adequate resources and training. In addition, continuous evaluation of the curriculum and teaching methods is a crucial step to ensure optimal PLO achievement. This also includes collaboration between educational institutions and industry to tailor the curriculum to current needs.

In the future, further research is needed to evaluate the long-term impact of OBE implementation, particularly in the English Education undergraduate programme at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang. This study is expected to provide new insights to address existing challenges and optimise the implementation of OBE. With the right approach and synergy among relevant parties, the OBE curriculum can become a solid foundation for producing competent, adaptive graduates who are ready to face global challenges.

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OVERVIEW CURRICULUM EXCEL

	Credit Points	Semester								Total
		1	2	3	4	5	6	7	8	
University	21,00	6	6	6	3	0	0	0	0	21
Compulsory Course	157,50	24	24	27	30	33	19,5	0	0	157,5
Elective	9,00	0	0	0	0	0	9	0	0	9
Final Project, Internship, Thesis	31,50	0	0	0	0	3	4,5	15	9	31,5
Total ECTS Credit Points	219,00	30,00	30,00	33,00	33,00	36,00	33,00	15,00	9,00	219

Legends		Type	Semester	Credit Points	Academic Hours	Learning Activities			Weight for GPA
Type	C = Compulsory;								
	E = Elective								
Credit Points	ECTS Credit Points								
Academic Hours	Academic Hours per Semester								
Learning Activities	L = Lecture (Discussion, Presentation, Quiz, Case Method, Project Base Learning, Exam)								
	A = Assignment								
	E = Exercise								
	FP= Final Project								
	La= Laboratory Activity								
	In=Internship								
University				21	360,00				
UIN-6001	Pancasila and Civic Education	C	1	3	90	L=26	A=32	E=32	0,01369863
UIN-6002	Indonesian Language for Scientific Writing	C	2	3	90	L=26	A=32	E=32	0,01369863
UIN-6003	Islam and Religious Moderation	C	1	3	90	L=26	A=32	E=32	0,01369863
UIN-6004	Philosophy Unity Science	C	2	3	90	L=26	A=32	E=32	0,01369863
UIN-6005	Fiqh	C	3	3	90	L=26	A=32	E=32	0,01369863
UIN-6006	Tawhid and Sufi Ethics	C	4	3	90	L=26	A=32	E=32	0,01369863
UIN-6008	Arabic	C	3	3	90	L=26	A=32	E=32	0,01369863
Compulsory Courses for the Departmen				9	270				
PBO-6013	Skripsi, Thesis, Final Project	C	8	9	270	Fp = 270			0,04109589

Compulsory Courses for the English Education Study Programme				180	3.060				
PBI-6001	Literacy in the Qur'an and Hadith	C	2	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6002	Islamic Philosophy and Pedagogy	C	4	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6003	Educational Psychology	C	2	3	90	L=26	A=32	E=32	0,01369863
PBI-6004	EdTech Entrepreneurship	C	5	6	180	L=53,33	A=64	E=64	0,02739726
PBI-6005	Intensive Course: Listening and Speaking	C	1	6	180	L=53,33	A=64	E=64	0,02739726
PBI-6006	Intensive Course: Reading and Writing	C	1	6	180	L=53,33	A=64	E=64	0,02739726
PBI-6007	English Grammar and Vocabulary	C	1	6	180	L=53,33	A=64	E=64	0,02739726
PBI-6008	Intensive Course: English Voice and Accent	C	1	6	180	L=53,33	A=64	E=64	0,02739726
PBI-6009	Extensive Listening and Speaking	C	2	3	90	L=26	A=32	E=32	0,01369863
PBI-6010	Extensive Reading and Writing	C	2	3	90	L=26	A=32	E=32	0,01369863
PBI-6011	Professional Listening and Speaking	C	3	3	90	L=26	A=32	E=32	0,01369863
PBI-6012	Professional Reading and Writing	C	3	3	90	L=26	A=32	E=32	0,01369863
PBI-6013	Academic Listening and Speaking	C	5	3	90	L=26	A=32	E=32	0,01369863
PBI-6014	Academic Reading and Writing	C	5	3	90	L=26	A=32	E=32	0,01369863
PBI-6015	Communicative English Grammar	C	2	3	90	L=26	A=32	E=32	0,01369863
PBI-6016	Academic Essay Writing	C	5	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6017	Current Issues on ELT	C	5	3	90	L=26	A=32	E=32	0,01369863
PBI-6018	Statistics in Language Education	C	3	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6019	Quantitative Research Method in ELT	C	4	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6020	Qualitative Research Method in ELT	C	4	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6021	Language Teaching Media (LTM)	C	3	3	90	L=26	A=32	E=32	0,01369863
PBI-6022	Technology Enhanced Language Learning (TELL)	C	4	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6023	Language Instructional Design	C	3	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6024	Second Language Acquisition (SLA)	C	2	3	90	L=26	A=32	E=32	0,01369863
PBI-6025	English Across Curriculum	C	2	3	90	L=26	A=32	E=32	0,01369863
PBI-6026	Critical Discourse Analysis (CAD)	C	6	3	90	L=26	A=32	E=32	0,01369863
PBI-6027	Standardized Test for Language Learners (TOEFL)	C	5	4,5	135	La = 135			0,02054795
PBI-6028	Literary and Academic Translations	C	5	3	90	L=26	A=32	E=32	0,01369863
PBI-6029	TESOL Methodology	C	4	3	90	La = 90			0,01369863
PBI-6030	Language Learning Evaluation	C	3	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6031	Language Curriculum and Materials Development	C	3	4,5	135	L=40	A=48	E=48	0,02054795

PBI-6032	ICT-based Language Materials Development	C	5	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6033	Poetry, Short Story and Drama in Language Education	C	4	4,5	135	L=40	A=48	E=48	0,02054795
PBI-6034	Teaching Listening and Speaking	C	4	3	90	L=26	A=32	E=32	0,01369863
PBI-6035	Teaching Grammar	C	4	3	90	L=26	A=32	E=32	0,01369863
PBI-6036	Teaching Reading and Writing	C	4	3	90	L=26	A=32	E=32	0,01369863
PBI-6037	Teaching English to Young Learners (TEYL)	C	5	3	90	L=26	A=32	E=32	0,01369863
PBI-6038	English and Intercultural Communication (EIC)	C	6	3	90	L=26	A=32	E=32	0,01369863
PBI-6039	Psycholinguistics in ELT	C	6	3	90	L=26	A=32	E=32	0,01369863
PBI-6040	Sociolinguistics and English Education	C	5	3	90	L=26	A=32	E=32	0,01369863
PBI-6041	Independent Research / Final Project in ELT	C	6	4,5	135	Fp = 135			0,02054795
PBI-6042	Reflective Practice in Micro Teaching	C	6	6	180	La = 180			0,02739726
PBI-6043	School Observation and Teaching Internship	C	7	9	270	In = 270			0,04109589
PBI-6044	Community Service	C	7	6	180	In = 180			0,02739726
Elective Courses (5 courses equivalent to 10 credits)				2	450				
PBI-6046	Elective Course A: Indonesian Language for Speakers Foreigners (BIPA- Dasar, Madya, Lanjut)	CE	6	3	90	La = = 90			0,01369863
PBI-6047	Elective Course B: Multimedia Design and Development in Education	CE	6	3	90	L=26	A=32	E=32	0,01369863
PBI-6048	Elective Course C: Tahfidzul Qur'an	CE	6	3	90	L=26	A=32	E=32	0,01369863
PBI-6049	Elective Course D: Technology and Tourism	CE	6	3	90	L=26	A=32	E=32	0,01369863
PBI-6050	Elective Course E: English for Business	CE	6	3	90	In = 90			0,01369863
PBI-6051	Elective Course G: Arabic IMKA	ce	6	3	90	L=26	A=32	E=32	0,01369863
									1,00000000

OVERVIEW CURRICULUM

	Final Project, Internship, Thesis		University Compulsory		Compulsory		Elective	
8th Semester (9.00 ECTS)	9.00 Final Project							
7th Semester (9.00 ECTS)	9.00 School Observation and Teaching Internship		6.00 Community Service					
6th Semester (39.00 ECTS)	3.00 Intensive Course: Listening and Speaking	3.00 Academic Reading and Writing	4.50 Technology-Enhanced Language Learning (TELL)	3.00 Sociolinguistics and English Education	4.50 Independent Research / Final Project in ELT	3.00 Psycholinguistics in ELT		
	3.00 Critical Discourse Analysis (CAD)	3.00 Literary and Academic Translations	6.00 Reflective Practice in Micro Teaching	3.00 Multimedia Design and Development in Education	3.00 Indonesian Language for Foreign Speakers (BIPA - Basic, Intermediate, Advanced)	3.00 Business English		
	3.00 Technology and Tourism	3.00 Qur'an Memorisation						
5th Semester (33.00 ECTS)	4.50 ICT-based Language Materials Development	4.50 Standardised Test for Language Learners (TOEFL)	3.00 Criminal Court Practice					
	3.00 English Across the Curriculum	3.00 Teaching English to Young Learners (TEYL)	3.00 English and Intercultural Communication (EIC)					
4th Semester (36.00 ECTS)	4.50 Quantitative Research Methods in ELT	4.50 Poetry, Short Stories and Drama in Language Education	3.00 Teaching Reading and Writing					
	4.50 Qualitative Research Methods in ELT	3.00 TESOL Methodology	3.00 Teaching Listening and Speaking	3.00 Teaching Grammar				
3rd Semester (33.00 ECTS)	3.00 Arabic	3.00 Fiqh	4.50 Language Instructional Design	4.50 Language Learning Assessment	4.50 Language Curriculum and Materials Development			
	3.00 Language Teaching Media (LTM)	3.00 Statistics in Language Education	3.00 Professional Reading and Writing	3.00 Professional Listening and Speaking				
2nd Semester 33.00 ECTS	3.00 Tawhid and Sufi Ethics	3.00 Indonesian Language Scientific Writing	3.00 Philosophy of the Unity of Knowledge	4.50 Qur'an and Hadith Literacy	4.50 Islamic Philosophy and Pedagogy			
	3.00 Extensive Reading and Writing	3.00 Extensive Listening and Speaking	3.00 Communicative English Grammar	3.00 Educational Psychology				
1st Semester (30.00 ECTS)	3.00 Islam and Religious Moderation	3.00 Pancasila and Civics Education	6.00 Reading and Writing	6.00 English Pronunciation and Accent	6.00 English Grammar and Vocabulary	6.00 EdTech Entrepreneurship		