

ACADEMIC CURRICULUM 2018

**HISTORY EDUCATION STUDY PROGRAM
BACHELOR DEGREE PROGRAM**



**FACULTY OF SOCIAL SCIENCES EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2020**

A. IDENTITY

1	Name of Study Program	History Education (S-1/bachelor degree)
2	Address	Nu'man Soemantri Building (Faculty of Social Sciences Building) 2 nd Floor Dr. Setiabudhi Street Number 229
3	City/District	Bandung City
4	Post Code	40154
5	Telephone Number	022-2013163 ext 2510
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7	E-mail Address	jp_sejarah@upi.edu
8	Website	Sejarah@upi.edu
9	Degree Earned	S.Pd.
10	Year and Decree of Establishment	20- October-1954/ Regulation concerning the Establishment of PTPG- <i>Perguruan Tinggi Pendidikan Guru</i> Teacher Education College Number 40719/S
11	Year and Decree of Accreditation	Accredited "A" by the National Accreditation Board of Higher Education (BAN PT), with the following decrees: Number 2032/SK/BAN-PT/Akred/S/IX/2016; Number 014/BAN-PT/Ak-XIV/S1VII/2011 (score 368); Number 09124/Ak-S1-013/IKBCFS/IX/2006 (score 384);

B. HEAD OF THE STUDY PROGRAM:

1	Name	Dr. Murdiyah Winarti, M.Hum
2	Position	Head of the History Education Study Program
3	Assignment Decree Number	Rector of Indonesia University of Education <i>Universitas Pendidikan Indonesia</i> Decree Number: 6838/UN40/KP/2019
4	Assignment Start Date	24-July-2019
5	Assignment Completion Date	23- July- 2023
6	Contact Number	081395348699

C. RATIONALE

The hope of realizing the History Education Study Program as an academic institutions that is advanced, modern, and responsive to the development of scientific disciplines and the needs of society continues to be raised. The higher education is an institutional mandate that must be constantly updated. This mandate has led to curriculum changes in the tertiary institutions, This has also experienced by the HESP, as one of the study program in the Faculty of Social Sciences Education, Indonesia University of Education. Serial of program activities then must be carried out as responses to the policy development, analysis of scientific disciplines, community needs, and the needs of graduate users that has encouraged HESP to make changes to synchronize to these newest challenges. The curriculum structure in the HESP has finally undergone several revisions of curriculum changes. The current curriculum is more complex and broad, and is a product of the 2013 curriculum refinement.

The newest policy has reinforced to the need for the curriculum changes. It is stated in the Law Number 12 of 2012 Article 35 paragraph (20) concerning the curriculum. The policy has clearly stated that the Higher Education Curriculum is developed by each tertiary education institution. The HESP has then followed up by referring to the National Higher Education Standard (SN-Dikti) as articulated in the Regulation of the Minister of Research, Technology and Higher education Number 44 Of 2015 Article 1 which states that the curriculum is a set of plans and arrangements of graduate learning outcomes, learning materials, processes, as well as assessment used as guidelines for the operation of the Study Program. The curriculum that is developed by the Study Program should include the development of intellectual intelligence, noble character, and life skills. The curriculum that has been developed by the HESP is not only basic teaching courses of history learning, and field experience programs that should be studied, but it also includes historical content: national, international, as well as thematic; and promote historical sciences - introduction to historical science, historical research methodology, philosophy of history and historiography. The HESP also provides other competencies with the presence of additional expertise courses to prepare graduates to be skillful educators and historical writers or journalists.

The curriculum is packaged to build strong young generations who are able to face these increasingly complex challenges. Especially in this global and digital era, the era of Industrial Revolution 4.0, that is marked by the acceleration of information with the support of digital media and technology, information is becoming more and more massively distributed throughout the world. So, the curriculum must also catch up to these developments. The acceleration of this information has caused accelerated increases in the internet users, therefore, education in this global 21st century era is premium to increasingly develop the 21st century skills: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Thus, the History Education Curriculum should be able to develop skills in this new life in order to have better career in the future through promoting new learning and innovation skills, and skills in using technology and information media, as well as skills for work and career lives, so the graduates are able to successfully survive, compete, and live in the 21st century era.

D. STUDY PROGRAM PROFILE DESCRIPTION

The History Education Study Program is running under the management of Faculty of Social Sciences Education (FPIPS), *Universitas Pendidikan Indonesia* (UPI), the most well-known University of Education in Indonesia. The HESP was established on Wednesday, October 20, 1954. Previously the name of UPI was PTPG Teacher Education College, and this college had 4 study programs, and the name of the study program at that time was Cultural History Study Program. PTPG was the embryo of UPI institution. In 1957 PTPG in Bandung had changed to FKIP-UNPAD, as one Faculty, that Faculty of Teaching and Educational Sciences, in Padjadjaran University (UNPAD), but the name of the study program did not change. In 2019, at the age of 65, the Cultural History Study Program which had later changed to the History Education Study Program, has continued to strive to improve its quality while maintaining its “A” Accreditation rank. Since then, the HESP is still in demand by the public, there is never a shortage of prospective students to join the study program.

The Study Program has also experienced progress both in quantity and quality, seen from the number of students, number of academically qualified lecturers, as well as, sophisticated learning facilities. Having supported by adequate human resources, the HESP has been consistently delivering quality education based on Academic Qualification Standards and Competencies for Educators as well as the Indonesian National Qualification Frameworks (KKNI). The first and foremost profiles of History Education Graduates are as

History educators, as well as researchers-writers on historical issues related to history learning as well as other social issues; and as a historical tourism educator. The HESP students must take at least 146 credits to complete their studies, to finally obtain a Bachelor of Education (S.Pd.) degree. Meanwhile, to improve the quality of the HESP, we have already collaborated for a long time with an organization of “Indonesian Historian Society” (MSI) West Java branch, and with the “Association of Indonesian History Study Programs “ (PPSI), and with the “Association of Indonesian History Education Study Programs “ (P3SI), and with the “History Subject Teacher Conference” (MGMP) of the city as well as the districts of Bandung, Schools and Education Institutions, government as well as private institutions, both at home and abroad. Cooperation with those parties involved in various aspects in the fields of researches, community services, collaborative learning and seminars, and so on.

The hope of realizing the HESP, as an academic institution that is advanced, modern, and responsive to the development of science, technology, and the needs of the community continues to be done. As has been implemented since 2000, it has owned and published the History Journal which is now jointly managed by an ‘association of Historical Educators and Researcher’. Furthermore, since 2014 the HESP has also published the Factum Journal, which accommodates articles written by students, lecturers, and Teachers of History. All the potentials of the HESP, have become strong assets to develop and improve itself to carry out the Tri Dharma of Higher Education to its full potentials.

E. VISION AND MISSION

VISION

In 2023 the HESP will become a superior and pioneering higher education institution in producing a Bachelor of History Education (S1) that is able to compete at national as well as international levels.

MISSION

Based on this vision the HESP as an undergraduate education program has missions to:

1. Organizing national quality education and learning to produce History Education graduates who have national perspectives, as well as collaborative, communicative, curious, innovative and competent in developing ideas and creativities in History Education in Secondary Education.
2. Carrying out research in History Education that is able to study problems in history education to produce scientific works that are able to contribute to developing innovations in the field of history education.
3. Organizing community services as an effort to provide understanding and cultivation to the importance of historical values for the wider community with various forms of activities.
4. Building networks and cooperation with various professional organizations or associations, as well as institutions at home and abroad as an effort to expand the existence of the HESP at the national and international levels.

F. THE OBJECTIVES OF HESP:

The History Education Study Program has the following objectives:

1. Produce Bachelor of History Education with personalities and attitudes based on religious values and national identity;

2. Produce Bachelor of History Education with broad historical insight and knowledge and able to understand history as tools for inculcating national patriotism values;
3. Produce Bachelor of History Education with skilled in developing various learning models, instructional media and evaluation tools in the implementation of history learning activities;
4. Produce various forms of cooperation and networking in the contexts of organizing and developing history education at the undergraduate levels.

G. GRADUATE PROFILE

The History Education Study Program has academic orientations towards innovative learning processes, so that the results of graduates are expected to be able to answer the needs of educational personnel to run in the fields of historical education, especially to fulfil the needs of history educators at the senior high schools or Aliyah (Islamic SHS) levels. Thus, the main profile of the graduates of the HESP is as history educators (Bachelor of History Education). Other additional profiles, are as educators or skilled personnel in historical tourism, as well as researchers or writers on various aspects related to historical education and learning, as well as historical content, for local, regional, and national histories, below is the description of HESP graduates profile:

a. Main Profile

Graduate Profile	Description
Prospective History Education Teacher /Prospective History Educator	As prospective graduates, HESP graduates are able to plan and carry out history learning and education processes, and assess the outcomes, and implement researches in the fields of history.

b. Other Profile (Additional)

Graduate Profile	Description
Educator /Museum Guide	HESP graduates are also able to work elsewhere as educators as well as skilled personnel in historical tourism.
Researcher/Writer	HESP graduates are also able to implement research and write various aspects related to historical learning and education, as well as historical contents for local, regional, and national levels.

H. GRADUATE LEARNING OUTCOMES

a. ATTITUDE (SIKAP)	
S1	Being devoted to the Almighty God, and able to show religious attitudes;
S2	Having the ability of upholding human values in carrying duties based on religion, morals, and ethics;
S3	Having the ability of contributing to the quality improvement of social life in the nation and state, and the advancement of civilization based on Pancasila;
S4	Having the ability to acting as citizens who are proud and love the country, have nationalism, and a sense of responsibility to the state and nation;
S5	Having the ability of respecting the diversity of cultures, views, religions,

	and beliefs, as well as the original opinions and findings of others;
S6	Having the ability of working together and have social sensitivity and care for the community and the environment;
S7	Having the ability of obeying rules and disciplines in public as well as state life;
S8	Having the ability of internalizing academic values, norms, and ethics;
S9	Having the ability of demonstrating attitudes of responsibilities for working independently in their fields of expertise;
S10	Having the ability of internalizing the spirit of independence, struggle, and entrepreneurship;
S11	Having the ability of understanding themselves with the roles of educators (in addition to SNPG Teacher Education National Standard).
S12	Having the ability to become lifelong learners
b. KNOWLEDGE (PENGETAHUAN)	
P1	Having the ability of mastering the Indonesian basic concepts of education, philosophical-theoretical-pedagogical foundations of history. historical sciences, content writers of historical events, and historical journalism, as well as educators as additional expertise.
P2	Having the ability of mastering history education curriculum and its application in the history learning processes in SMA/MA;
P3	Having the ability of mastering the use of information and communication technology in the digital era, in exploring and developing materials, and historical learning processes that are innovative, critical, and creative, in SMA/MA;
P4	Having the ability of mastering the skills and procedures for making appropriate and professional decisions regarding the identification and solution of historical education problems based on the results of analysis of information and data, both in groups and independently
P5	Having the ability of mastering research procedures in history education and history in general to develop historical learning materials and produce scientific works/articles;
c. GENERAL SKILL (KETERAMPILAN UMUM)	
KU1	Having the ability of applying logical, critical, systematic, and innovative thinking in the context of developing and implementing science and technology that pays attention to and applies humanities values in accordance with their expertise;
KU2	Having the ability of showing independent, quality, and measurable performances;
KU3	Having the ability of studying the implications of the development or implementation of technological sciences that pays attention to and applies humanities values in accordance with their expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs or art criticism;
KU4	Having the ability of compiling a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the college website;
KU5	Having the ability of making decisions appropriately in the context of problem solving in their area of expertise, based on the results of information and data analyses;

KU6	Having the ability of maintaining and developing networks with mentors, colleagues, peers, both inside and outside the institution;
KU7	Having the Responsibility for the achievement of group work results, and to evaluate the completion of works assigned to workers under their responsibilities;
KU8	Having the ability of carrying out the self-evaluation processes of the work groups under their responsibilities, and able to manage learning independently; and
KU9	Having the ability of documenting, storing, securing, and recovering data to ensure validity and prevent plagiarism.
d. SPECIFIC SKILLS (KETERAMPILAN KHUSUS)	
KK1	Having the ability to develop philosophical-theoretical insights and principles of historical education in accordance with the social-cultural environment of students, and the development of science and technology;
KK2	Having the ability of analyzing and evaluating the history education curriculum, and implementing it in the form of a history learning plan development;
KK3	Having the ability of observing, identifying, and adapting the development of society in in the past, present and the nearest future, both Indonesian and local histories, as well as regional and world histories to develop history education;
KK4	Having the ability of applying, assessing the appropriateness and developing the creativity in applying approaches, models, methods, and learning strategies in history education, and put them into practice in the history learning process experiment;
KK5	Having the ability of developing various assessment approaches, assessment models, compiling various assessment tools to process information from the results of history education learning outcomes assessment, and following up for the improvement of history education;
KK6	Having the skills and abilities of identifying, developing alternative solutions and making appropriate and professional decisions/ solutions based on the results of analysis of information and data regarding learning problems in History and the difficulties of students in learning history both independently and in groups to obtain the best learning outcomes;
KK7	Having the ability of conducting historical research and history learning and developing the results of these research for the development of history education;
KK8	Having the ability of communicating the results of history learning studies both orally, in writing, and in any other forms;
KK9	Having the ability of carrying out other competencies as educators of history education or as guides of historical tourism;
KK10	Having the ability of carrying out other competencies as researchers as well as writers or journalists in historical writing or historical journalism.

I. LEARNING PROCESS

The learning process developed in the History Education Study Program is fairly distributed into each semester based on the integration of concepts, principles, theories, and accountable facts. In its development, this learning process is directed at learning how to

teach, practicing in practice, collaboration, process skills, constructivism, and contextual teaching learning, etc. This learning is developed with the hope that it can encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials. To strengthen the knowledge obtained in theory or face to face in the classroom, students carry out practical activities in the classroom, history laboratory and school, as needed (according to the subject being taught). In addition, students will also visit various historical objects as contained in the Historical Heritage Study courses. In some subjects, blended learning, combines face-to-face learning strategies with online learning (hotspots).

The courses are distributed into each semester based on the integration of learning concepts, principles, and educational theories and history learning. Learning also refers not only to standardized theory but theory that departs from the results of lecturers' research so that it becomes research-based teaching. Through groups of subject areas, students are equipped with a mastery of conceptual and theoretical aspects to strengthen their competences. The elective expertise courses are to enrich and strengthen student competencies in the field of historical writing/ journalism and educators or historical tourism. The learning process in each subject is carried out according to the Semester Learning Plan (*RPS Rencana Pembelajaran Semester*).

J. SCORING METHODS

The assessment used in learning in the History Education Study Program has educative, authentic, objective, accountable, and transparent principles according to the demands of Permenristekdikti Number 50 of 2018 concerning Amendments to Permenristekdikti Number 44 of 2015 concerning National Standards for Higher Education. In accordance with the demands of 21st century skills, the assessment should be able to develop high-order thinking skills (High Order Thinking Skills).

Assessment uses educational principles, namely assessment that motivate students to be able to improve planning and learning methods, and achieve graduate learning outcomes. Authentic assessment, which is oriented to a continuous learning process and learning outcomes that reflect the student's ability during the learning process (comprehensively and completely includes aspects of knowledge, attitudes, and skills). Objective assessment, meaning that it is based on standards agreed upon between lecturers and students and is free from the influence of the assessor's subjectivity and the one being assessed. Accountable assessment, according to clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.

By paying attention to these principles of assessment, the assessment in lectures emphasizes the assessment of student learning processes and outcomes, including attendance and participation in lectures, Mid-Semester Exams, Final Semester Examinations, lecture performance, and products produced in lectures. The success of students in following a course is stated by the final score referred to the Indonesia University of Education Chancellor's Regulation Number 5805 / UN40 / HK / 2015 concerning the 2015 UPI Implementation Guidelines that can be seen as follows:

Table 1.
The Success in Taking Courses Based on Criterion Reference Test

Score Category			Skill Level	Notes
Letter	Number	Degree of Quality		
A	4.0	Excellent	92-100	
A-	3.7	High Satisfactory	86-91	
B+	3.4	Satisfactory	81-85	
B	3.0	Fairly Satisfactory	76-80	
B-	2.7	Average	71-75	
C+	2.4	Sufficient	66-70	
C	2.0	Fairly sufficient	60-65	
D	1.0	Insufficient	55-59	Minimum Passing Grade
E	< 1.0	Failure	Less than 55	Course Retake

CURRICULUM STRUCTURE AND COURSE SPREAD

NO	CODE	GENERAL COURSE (MATA KULIAH UMUM-MKU)	Semester Credit Units (sks)	SEMESTER								
				1	2	3	4	5	6	7	8	
1	KU100	ISLAMIC RELIGION EDUCATION *	2	-	x	-	-	-	-	-	-	-
2	KU101	PROTESTANT CHRISTIAN RELIGION EDUCATION*	2	-	x	-	-	-	-	-	-	-
3	KU102	CATHOLIC RELIGION EDUCATION*	2	-	x	-	-	-	-	-	-	-
4	KU103	HINDU RELIGION EDUCATION*	2	-	x	-	-	-	-	-	-	-
5	KU104	BUDHA RELIGION EDUCATION*	2	-	x	-	-	-	-	-	-	-
6	KU105	CIVIC EDUCATION	2	x	-	-	-	-	-	-	-	-
7	KU106	INDONESIAN LANGUAGE EDUCATION	2	-	x	-	-	-	-	-	-	-
8	KU108	PHYSICAL AND SPORT EDUCATION*	2	x	-	-	-	-	-	-	-	-
9	KU109	KONGHUCU RELIGION EDUCATION*	2	-	x	-	-	-	-	-	-	-
10	KU110	PANCASILA EDUCATION	2	-	x	-	-	-	-	-	-	-
11	KU119	ART EDUCATION*	2	x	-	-	-	-	-	-	-	-
12	KU300	ISLAMIC RELIGION EDUCATION SEMINAR *	2	-	-	-	-	-	x	-	-	-
13	KU301	PROTESTANT CHRISTIAN RELIGION EDUCATION SEMINAR *	2	-	-	-	-	-	x	-	-	-
14	KU302	CATHOLIC RELIGION EDUCATION SEMINAR *	2	-	-	-	-	-	x	-	-	-
15	KU303	HINDU RELIGION EDUCATION SEMINAR *	2	-	-	-	-	-	x	-	-	-
16	KU304	BUDHA RELIGION EDUCATION SEMINAR *	2	-	-	-	-	-	x	-	-	-

17	KU309	KONGHUCU RELIGION EDUCATION SEMINAR *	2	-	-	-	-	-	x	-	-
18	KU400	COMMUNITY SERVICE PROGRAM	2	-	-	-	-	-	x	-	-
		TOTAL	14	4	6				4		
NO	CODE	BASIC EDUCATION COURSES (MKDK)	sks	SEMESTER							
				1	2	3	4	5	6	7	8
1	KD300	FOUNDATION OF EDUCATION	2	x	-	-	-	-	-	-	-
2	KD301	EDUCATION PSYCHOLOGY AND COUNSELING	2	-	x	-	-	-	-	-	-
3	KD303	CURRICULUM AND LEARNING	2	-	-	x	-	-	-	-	-
4	KD304	EDUCATION MANAGEMENT	2	-	-	x	-	-	-	-	-
		TOTAL	8	2	2	4					
NO	KODE	INTRODUCTION TO THE EDUCATION UNIT FIELD COURSE (MKPLSP)	sks	SEMESTER							
				1	2	3	4	5	6	7	8
1	SJ590	THE FIELD EXPERIENCE PROGRAM	4	-	-	-	-	-	-	x	x
		TOTAL	4							4	
NO	KODE	COURSE OF FACULTY EXPERTISES (MKKF)	sks	SEMESTER							
				1	2	3	4	5	6	7	8
1	IS300	INTRODUCTION TO SOCIAL SCIENCES	2	x	-	-	-	-	-	-	-
2	IS301	SOCIAL SCIENCE STUDIES EDUCATION	2	-	x	-	-	-	-	-	-
3	IS303	INDONESIAN SOCIETY STUDIES	2	-	-	x	-	-	-	-	-
		TOTAL	6	2	2	2					
NO	KODE	COURSE OF FIELD STUDIES EXPERTISES (MKKBS)	sks	SEMESTER							
				1	2	3	4	5	6	7	8
1	SJ500	HISTORY LEARNING STRATEGY	3	-	-	-	x	-	-	-	-
2	SJ505	ICT LITERACY AND HISTORY LEARNING MEDIA	3	-	-	-	-	x	-	-	-
3	SJ506	HISTORY LEARNING PLANNING	3	-	-	-	-	x	-	-	-
4	SJ507	HISTORY LEARNING EVALUATION	3	-	-	-	x	-	-	-	-
		TOTAL	12				6	6			
NO	KODE	COURSE OF STUDY	sks	SEMESTER							

		PROGRAM EXPERTISES (MKKPS)		1	2	3	4	5	6	7	8
1	SJ100	ENGLISH	2	x	-	-	-	-	-	-	-
2	SJ101	INTRODUCTION TO THE SCIENCE OF HISTORY	3	x	-	-	-	-	-	-	-
3	SJ103	THE HISTORY OF HINDU CIVILIZATION	3	-	x	-	-	-	-	-	-
4	SJ104	PRE-HISTORY OF INDONESIA	2	x	-	-	-	-	-	-	-
5	SJ105	THE HISTORY OF INDONESIA DURING HINDU- BUDHA ERA	3	-	x	-	-	-	-	-	-
6	SJ230	THE HISTORY OF INDONESIA DURING ISLAM ERA	3	-	-	x	-	-	-	-	-
7	SJ201	THE HISTORY OF ISLAM CIVILIZATION	3	-	-	x	-	-	-	-	-
8	SJ231	THE HISTORY OF INDONESIA DURING COLONIALISM	3	-	-	-	x	-	-	-	-
9	SJ204	THE HISTORY OF COUNTRIES RESURRECTION IN AFRICA	3	-	-	x	-	-	-	-	-
10	SJ210	THE HISTORY OF NATIONAL MOVEMENT IN INDONESIA	3	-	-	-	-	x	-	-	-
11	SJ232	HISTORY OF WEST CIVILIZATION I: HISTORY OF EUROPE	2	-	-	-	x	-	-	-	-
12	SJ212	LOCAL HISTORY	3	-	x	-	-	-	-	-	-
13	SJ213	HISTORY RESEARCH METHODOLOGY	3	-	-	x	-	-	-	-	-
14	SJ234	HISTORY EDUCATION RESEARCH	3	-	-	-	-	x	-	-	-
15	SJ235	HISTORY CURRICULUM AND TEXTBOOK	3	-	-	x	-	-	-	-	-
16	SJ236	PUBLIC HISTORY	3	-	-	-	-	x	-	-	-
17	SJ233	HISTORY OF WEST CIVILIZATION II: HISTORY OF AMERICA AND AUSTRALIA	2	-	-	-	-	x	-	-	-
18	SJ301	HISTORIOGRAPHY	3	-	-	-	x	-	-	-	-
19	SJ307	HISTORY OF EDUCATION	3	-	-	-	-	-	x	-	-
20	SJ308	HISTORY OF EAST CIVILIZATION	3	-	-	x	-	-	-	-	-
21	SJ311	HISTORY OF INDONESIA: THE EARLY TIME OF INDEPENDENCE UNTIL GUIDED DEMOCRACY	3	-	-	-	-	-	x	-	-
22	SJ400	HISTORY OF THE RESURRECTION OF COUNTRIES IN ASIA	3	-	-	-	-	-	-	x	-

23	SJ401	HISTORY OF INDONESIA FROM THE NEW ORDE UNTIL THE REFORM	3	-	-	-	-	-	-	X	-
24	SJ407	STATISTICS	3	-	-	-	-	-	X	-	-
25	SJ409	THE PHILOSOPHY OF HISTORY	3	-	-	-	-	-	X	-	-
26	SJ410	HISTORY OF CULTURE	3	-	-	-	-	X	-	-	-
27	SJ415	OF SCIENTIFIC WRITING: CONTENT	3	-	-	-	-	-	-	X	X
28	SJ416	SEMINAR OF SCIENTIFIC WRITING: LEARNING	3	-	-	-	-	-	-	X	X
29	SJ317	STUDY OF HISTORICAL HERITAGE	3	-	-	-	X	-	-	-	-
30	SJ598	FINAL PROJECT RESEARCH	6	-	-	-	-	-	-	X	X
31	SJ599	THESIS/COMPREHENSIVE DEFENSE/EXAM (JUDICIUM DETERMINATION)	0	-	-	-	-	-	-	-	X
		TOTAL	86	7	9	18	11	14	11	9	6
NO	KODE	ELECTIVE OPTIONAL COURSES OF STUDY PROGRAM (MKKPPS)	sks	SEMESTER							
				1	2	3	4	5	6	7	8
1	SJ214	LITERATURE IN HISTORY LEARNING	2	-	-	-	X	-	-	-	-
2	SJ208	HISTORY TEXTBOOK STUDIES	2	-	-	-	-	-	X	-	-
3	SJ316	ENTREPRENEURHIP	2	-	-	-	X	-	-	-	-
4	SJ221	SOCIETY AND CULTURE OF INDONESIA	2	-	-	-	X	-	-	-	-
5	SJ224	SOCIETY AND HISTORY EDUCATION	2	-	-	-	-	X	-	-	-
6	SJ225	ECOPEADAGOGY IN HISTORY	2	-	-	-	-	X	-	-	-
7	SJ318	HISTORICAL JURNALISME	2	-	-	-	-	X	-	-	-
8	SJ319	ENGLISH: TOURISM	2	-	-	-	-	X	-	-	-
9	SJ313	LOCAL LANGUAGE AND ITS CULTURE	2	-	-	-	X	-	-	-	-
10	SJ314	FOUNDATIONS OF MUSEOLOGY	2	-	-	-	-	-	X	-	-
11	SJ315	PHILOSOPHY AND THEORY OF HISTORY EDUCATION	2	-	-	-	-	-	X	-	-
12	SJ206	ICT IN HISTORY EDUCATION	2	-	-	-	-	-	X	-	-
13	SJ420	HISTORY TOURISM/ EDUCATOR	2	-	-	-	-	-	-	X	-
14	SJ417	21 ST CENTURY SKILLS IN HISTORY LEARNING	2	-	-	-	-	-	-	X	-

15	SJ419	AN INTERDISCIPLINARY APPROACH IN HISTORY EDUCATION	2	-	-	-	-	-	-	x	-
16	SJ310	HISTORY LEARNING MODELS	2	-	-	-	-	-	-	x	-
		TOTAL	16				4	4	4	4	
				15	19	24	21	24	19	17	6
		TOTAL SKS	146								

NOTES:

1. Students are required to contract 8 elective courses (16 credits)
2. Students are required to contract the given courses (*), which is a joint agreement with the P3SI professional association (Association of Indonesian History Study Programs)

L. MAPPING OF THE LEARNING OUTCOMES OF STUDY PROGRAMS AND COURSE

No	KKNI Aspects	Learning outcomes aspects	S1
1	Attitude	Attitude	Having the ability of working cooperatively, having a spirit of leadership, care, and responsibility in history education based on scientific attitudes of <i>Silih Asah Silih Asih Silih Asuh</i> 'the attitudes of educating each other, loving each other, and taking care of each other' based on devotion to The Almighty God.
2	Knowledge	Knowledge	<ol style="list-style-type: none"> 1. Having knowledge about Pedagogical content knowledge in the field of History education that combines basic educational theory with integrated History content and implements it in the practice of History learning 2. Having the ability of analyzing the History curriculum and applying innovative learning based on a study of educational theory as well as carrying out an assessment of learning processes and outcomes. 3. Having the ability of mastering theoretical concepts in the field of History related to education

No	KKNI Aspects	Learning outcomes aspects	S1
3	General Skills	Communication Skills (Written and Verbal)	Having the ability of communicating the results of the study scientifically in both verbal and written form.
4	General Skills	Managerial	Having the ability of planning, managing resources and evaluating the implementation of programs under their responsibility by utilizing their knowledge and areas of expertise
5	General Skills	Life long learning	Having the ability of applying logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applying humanities values in accordance with the field of History education.
6	Specific Skills	Problem solving	<ol style="list-style-type: none"> 1. Having the ability of solving problems and developing innovations creatively in science, technology, in the field of History through interdisciplinary and multidisciplinary approaches. 2. Having the ability of using science and technology to develop History education 3. Having the ability of presenting integrated history learning assisted by information and communication technology (ICT) 4. Having the ability of solving various scientific problems in the field of History education through the help of science and technology to support graduate work

ACADEMIC CURRICULUM 2018
MASTER OF HISTORY EDUCATION PROGRAM STUDY



SCHOOL OF POSGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2020

A. IDENTITY

1	Study Program, Level	History Education, Doctorate
2	Address	Dr. Setiabudhi Street No. 229
3	Regency/City	Bandung
4	Postal Code	40154
5	Phone Number	+62 22 2013163
6	Fax	+62 22 2013651
7	E-mail Address	pendsejarahspsupi@gmail.com
8	Website Address	http://history.sps.upi.edu/
9	Awarded Degree	Master
10	Year and Decree of Establishment	Per. Rektor UPI No. 8377/H40/KL/2009
11	Year and Decree of Accreditation	035/SK/BAN-PT/Ak-X/M/I/2013 (B) PT No. 84/SK/BAN-PT/Akred/M/III/2018 (A)

B. HEAD OF THE STUDY PROGRAM

1	Name	Prof. Dr. Nana Supriatna, M.Ed.
2	Position	Head of the Magister and Doctoral Program of History Education
3	No. Decree of Assignment	1901/UN40/KP/2020
4	Assignment Date	5 January 2021
5	End of Assignment	4 January 2024
6	Head of Study Program Contact Number	081320497497/nanasup@upi.edu

C. RATIONALE

In its implementation, a simplified curriculum needs to accelerate study completion. This aspect is in line with the national policy of Indonesia University of Education (UPI/*Universitas Pendidikan Indonesia*) that requires most courses to be completed in the first year of study. On the other hand, through tracer study, the alumni encourages History Education Study Programs to improve its graduates' main competencies in guiding them to receive the title of history education associate degree and researchers in accordance with the Indonesian Qualifications Framework (*KKNI/Kerangka Kualifikasi Nasional Indonesia*) Level 8. In addition, a history education study program is required to collaborate with national and foreign universities on education, research, and community service.

Provincial or regency/city government also requests the study program to implement the results and innovation of the studies that have been produced by the study program or UPI. In addition, the global dynamics with fierce competition in human resource qualifications has caused intense work recruitment process. Moreover, demographic explosion, socio-political problems, global problems caused by science and technology development in Industrial Revolution 4.0 that is also identified as the disruptive era, and Society 5.0 emergence that was introduced by Japan in early 2019 require the study program to address these issues. A great educational process is also required for Indonesia to compete

with the emergence of China's economic and industrial powers that could challenge the United States' superpower in the global arena.

An empirical study found that history content that emphasizes the pedagogical aspects with 70%:30% proportion is still required. This history content is a group of Elective Courses of the Study Program (MKKPPS/*Mata Kuliah Keahlian Pilihan Program Studi*). By taking the aspect into account, the tracer study shows that content development is still necessary, especially for the content related to the development of science, technology, and global influences that includes courses that discuss strategies, approaches, methods, and techniques in developing e-learning. On the other hand, stakeholders also remind the importance of course distribution in a curriculum structure that could guide students to graduate on time, which is two years (four semesters).

To accommodate these inputs, the History Education Master Study Program considers curriculum renewal that could accommodate these suggestions in improving the competitiveness and “performance” of graduates. Therefore, the new curriculum is expected to operate as stated in the History Education Master Study Program’s vision, mission, and objectives.

D. STUDY PROGRAM PROFILE

The followings are the description of the History Education Master Study Program:

1. The program was established on 28 December 2009 as regulated by the Rector’s Decree No. 8377/H40/KL/2009. Four years later, this program received “B” accreditation from National Accreditation Board for Higher Education (BAN-PT/*Badan Akreditasi Nasional Perguruan Tinggi*) as per certification No. 035/SK/BAN-PT/Ak-X/M/I/2013.
2. History Education Master Study Program was established based on the stakeholders' interest regarding the necessity of a linear program for the History Education Undergraduate Program. Currently, the raw input potential in Indonesia includes 135 study programs/department with history education nomenclature. However, History Education Master Study Program is currently conducted in only six universities/Center for Teacher and Education Personnel Development (LPTK/*Lembaga Pendidikan Tenaga Kependidikan*). UPI's core in education is adopted as a reference in the curriculum development process with the proportion of 70:30 (education: content). The graduates of this program will be characterized by their title of the associate degree in history education and an associate degree in historical education research through a proportional disciplinary education development to strengthen the history education field of study.
3. The study program was established through the efforts of its pioneers, Prof. Dr. H. S. Hamid Hasan, M.A., history curriculum expert, Prof. Dr. Asmawi Zainul, M.A., history education assessment expert, Prof. Dr. Helius Sjamsuddin, M.A., history expert (historian), Prof. H. Dr. Dadang Supardan, M.Pd. (deceased), and Dr. Nana Supriatna, M.Ed. (currently a professor), history education expert, and Dr. Agus Mulyana, M.Hum history expert (historian). Since its establishment, the study program nomenclature has been unchanged and still History Education Study Program (Master Program).
4. Currently, the program BAN-PT accreditation is “A” as per BAN-PT Decree No. 84/SK/BAN-PT/Akred/M/III/2018, 20 March 2018.
5. The field of study and expertise of the program is focused on the expertise course (MKK/*Mata Kuliah Keahlian*) and the elective expertise course (MKKP/*Mata Kuliah Keilmuan dan Keahlian Pilihan*), which are supported by the foundation of expertise course (MKLK/*Mata Kuliah Landasan Keahlian*) and the graduate schools

expertise course (*Mata Kuliah Keahlian SPS*). In addition, matriculation course is also prepared.

6. The graduates are expected to be an expert in history education and research (Indonesian Qualifications Framework Level 8), which is an associate degree. The graduates' expected occupations include lecturer, education/research expert at government and private institutions, education consultants, and others. In addition, the program could also improve graduates' careers who are already teachers by improving their grades/rank or by giving a chance to be considered as government employees (CPNS).
7. Currently, the lecturers of History Education Magister Study Program are members/partners of various associations, including Association of History Educators and Researchers (*APPS/Asosiasi Pendidik dan Peneliti Sejarah*), Association of Indonesian History Education Bachelors (*ASPENSI/Asosiasi Sarjana Pendidikan Sejarah Indonesia*), Association of Social Science Education Bachelors (*HISPISI/Himpunan Sarjana Pendidikan Ilmu Sosial*), Indonesian Historian Society (*MSI/Masyarakat Sejarawan Indonesia*), Association of Indonesian Business Incubators (*AIBI/Asosiasi Inkubator Bisnis Indonesia*), Japanese-Indonesian Study Association, Association of Indonesian Early Childhood Teacher Education (*APG PAUD INDONESIA/Asosiasi Pendidikan Guru Pendidikan Anak Usia Dini*), and Indonesian PGSD (*Pendidikan Guru Sekolah Dasar/Primary School Teacher Education*) Lecturer Association. At the international level, some of the lecturers are members of Indonesian Curriculum Developers Association (*HIPKIN/Himpunan Pengembang Kurikulum Indonesia*) and UNESCO-WTA Korea. In addition, the study program has collaborated in the fields of education, research, and community service with UKM (National University of Malaysia), UPSI (Malaysia), UBD (Brunei), UNES, local government and city government in West Java, etc. Lecturers and students of the program also actively participate in various national and international seminars. In these events, they present their research that has been published in accredited or reputable national journals and in indexed international proceedings.

E. VISION AND MISSION

Vision

It is aimed that in 2020 the program will achieve a standard of excellence and become a pioneer in history education, producing research that could be implemented for the benefits of the nation and society development within the national and international cooperation framework.

Mission

1. Organizing a master's degree program in history education with an academic culture that encourages independence and competitiveness to produce history education expert graduates according to Indonesian Qualifications Framework Level 9 with remarkable language skills (Indonesian, English, and others).
2. Implementing an excellent standard in history education research to produce exceptional studies worthy of publication in a national or international journal.
3. Conducting scientific cooperation with various parties and performing community service based on actual research to contribute to civil society values based on Pancasila.

4. Managing academic activities and study program administration based on quality assurance to achieve the scientific standard of excellence that is recognized nationally and internationally.

F. OBJECTIVE

The History Education Study Program objective is essentially focused on producing graduates who meet the Level 8 of the Indonesian Qualifications Framework qualifications, which is to prepare associate degree of history education with the following competencies:

1. To organize an excellent education process to produce Masters of History Education with challenging and empowering academic cultures to cultivate graduates mastering the broad concepts and insights of history education that possess good personality and competitiveness that can be demonstrated at the national and international levels.
2. To produce remarkable studies from the lecturers and students of the History Education Master Study Program that are published nationally and internationally.
3. To establish scientific cooperation in various fields and to produce community service works based on excellent research that could provide a real contribution to social development.
4. To improve the study program administration and management quality that could create an excellent and international standard environment of educational, research, and community service.

G. GRADUATES PROFILE

Graduates Profile	Description
Candidate of Associate Degree in History Education	Understand the in-depth concepts and possessing remarkable insights in history education with good personality and competitiveness that can be demonstrated at the national and international levels.
Candidate of Associate Degree in History Education Research	Able to significantly expand their respective field of history education, technology, and/or new arts through research in producing creative, original, and proven studies of at national and international levels.

H. LEARNING OUTCOMES

1. ATTITUDE (S)	
S1	Devoted to the Almighty God and able to present religious attitudes.
S2	Upholding humanity values in duty based on religion, morals, and ethics.
S3	Contributing to improving the life quality of society, nation, state, and civilization based on Pancasila.
S4	Function as a patriotic citizen with a good sense of nationalism and responsibility to the state and nation.
S5	Respecting culture, view, religion, and belief diversity and also others' opinions or findings.
S6	Cooperating and having awareness of society and the environment.
S7	Upholding the law and discipline in social life.

S8	Internalizing academic values, norms, and ethics.
S9	Responsible for the works in their respective field of expertise independently.
S10	Internalizing the spirit of independence, competitiveness, and entrepreneurship.
S11	Showing scientific, educative, and religious behavior.
2. KNOWLEDGE (P)	
P1	Mastering education philosophy and theory and its implications for history learning.
P2	Mastering history education research methodology with the quantitative, qualitative, or mixed-method approach.
P3	Mastering various alternative solutions to education-related problems and history learning that adjusts to inter or multidisciplinary and transdisciplinary approaches.
P4	Mastering history and high-level pedagogical history content to develop history education.
3. GENERAL EXPERTISE (KU)	
KU1	Able to develop logical, systematic, critical, innovative, and creative thinking through scientific research, design, or art invention in science and technology by considering and applying pedagogical and cultural values in accordance with their respective expertise and ability to identify scientific conceptions through study based scientific ethics and procedures in the form of a thesis or other equivalent forms and upload it on the university website and also published papers in an accredited national journal or reputable international journal.
KU2	Able to academically justify or develop studies according to their respective field of expertise in solving community or relevant government or private institution issues through knowledge and expertise development.
KU3	Able to responsibly develop ideas and scientific arguments and able to communicate them through the media to the academic community and the wider community.
KU4	Able to identify the research object in a scientific field and able to place it on a research map developed through an interdisciplinary, multidisciplinary, and transdisciplinary approach.
KU5	Able to identify science and technological development issues by considering and applying humanity values.
KU6	Able to manage, develop, and maintain networks and relationships with colleagues and peers within the wider research institute and community.
KU7	Able to independently improve personal learning capacity.
KU8	Able to document, store, secure data based on archival principles, and recover research data to ensure its validity in preventing plagiarism.
4. SPECIAL EXPERTISE (KK)	
KK1	Able to develop knowledge, technology, and/or art related to history education through innovative and proven study.

KK2	Able to manage research in history education with a quantitative or qualitative approach and apply it to the scientific community and the general public, and able to receive national and international recognition.
KK3	Able to develop research in history education and produce publications in accredited or reputable national journals.
KK4	Able to develop history pedagogy through research to support sustainability, nationalism, patriotism, preservation of local culture, and national unity.
KK5	Able to solve school learning issues through research using interdisciplinary, multidisciplinary, and transdisciplinary approaches.
KK6	Able to lead and produce research that could solve issues related to curriculum and history learning in schools and the community.

I. LEARNING PROCESS

History Education Doctoral Study Program learning process emphasizes on constructivism by encouraging student-centered learning activities. The learning process emphasizes the preparation process to achieve learning outcomes to meet 21st-century learning demands. To prepare students for the industrial revolution 4.0 that elevates technological development, the learning process emphasizes on artificial intelligence pattern, big data, and other related topics, which is also known as disruptive innovation. In addition, the learning process also prepares students for the society 5.0 era. More than technology, the society 5.0 era highlights digital technology implementation, which is centered on human life. With the aforementioned learning process, the achieved graduates' profiles are expected to be able to compete and to be effective in every era. This aspect asserts UPI as a leading and outstanding university.

In developed countries, the implementation of robotic technology and "drones" nearly in every aspect of life has caused concern that it will replace human jobs. In summary, the unemployment rate will significantly increase. In the future, it is predicted that the unemployment rate of the United States will increase to 35 percent, Germany 30 percent, and Japan 21 percent. How about Indonesia? Although there is no current research to prove it, it is predicted that the impact would be greater because Indonesia is a developing country. Human resource in Indonesia is also considered to lack of competitiveness despite its large population that is always increasing each year that can be categorized as 'demographic exploration'. Therefore, education needs to anticipate this. For example, e-learning with a blended approach can be developed so that the latest technology can be implemented in a learning process that also supports the character development process. Consequently, demographic dividend can occur in 2020-2030 where the number working-age population is higher than the unproductive population. It shows that education can be used to prevent a demographic catastrophe!

Thus, the aforementioned approach must be started to be implemented in the learning process. With trials in several courses, blended learning would be part of the learning process of this study program.

In addition, the curriculum structure is required to be developed flexibly for the lecturers to employ the 4 C's in lectures, which is the characteristic of 21st-century learning that includes critical thinking and problem solving, creative and innovative, communicative, and collaborative. Using the 4 C's, lecturers would apply Bloom's Taxonomy in their teaching process, which is related to cognitive, affective, and psychomotor domains.

J. ASSESSMENT

Cognitive, affective, and psychomotor assessment is conducted continuously by referring to the authentic assessment approach. It is carried out not only to assess the results but also the process. The student's portfolio, which includes exam (mid-term and final), assignment, presentation, and class participation scores is also considered in the assessment. In addition, student involvement in scientific meetings, student visitation, writing productivity both in nationally and internationally reputable journals, is also taken into account.

Assessment that refers to the norm-referenced test (PAN/*Patokan Acuan Norma*) or criterion-referenced test (PAP/*Penilaian Acuan Patokan*) can be used as an alternative for lecturers in evaluating. Of course, the option that can be used depends on the needs considering the advantages and disadvantages of the assessment types. PAN is an assessment given to the reference group norm or the scores obtained by students compared to the other students in the group. On the other hand, although considered as a classic approach, PAP is still widely and frequently used.

PAP assessment refers to the instructional objectives or to measure students' mastery level of the behaviors included in the specific instructional goals. The criterion-referenced test covers the complete learning (mastery learning) concept. One of the PAP characteristics is to measure a limited number of specific behaviors using many test items on each behavior.

This type of assessment emphasizes test items that are relevant to the measured behavior regardless of the difficulty. Therefore, the assessment will be valid and reliable to achieve its goal: to measure according to its instruments!

The mid-term and final exam format is decided by the lecturers as their autonomous right. In this case, lecturers can determine whether the assessment is in writing, an oral, an assignment, or mixed. Lecturers are entitled to evaluate each of their course by referring to rules and regulations set by the institution that also considers theoretical and practical aspects. Furthermore, the accumulated scores will be converted into letter grades that refer to the provisions in the following table:

<i>Grade Categories</i>			<i>Level of Competency (%)</i>	<i>Remarks</i>
<i>Letter</i>	<i>Angka /Point</i>	<i>Degree of Quality</i>		
A	4,0	<i>Excellent</i>	90-100	
A-	3,7	<i>Almost Excellent</i>	85-89	
B+	3,4	<i>Very Good</i>	80-84	
B	3,0	<i>Good</i>	75-79	
B-	2,7	<i>Fairly Good</i>	70-74	
C+	2,4	<i>More than Sufficient</i>	65-69	
C	2,0	<i>Sufficient</i>	60-64	<i>Passing grade for Masters and Doctoral levels</i>
D	1,0	<i>Insufficient</i>	55-59	
E	<1,0	<i>Fail</i>	55/Below 55	<i>Must re-take</i>

K. CURRICULUM STRUCTURE

No	Code	Courses	Credit	Semester			
				1	2	3	4
A. SPs Courses (MKKPs)							
1.	PS701	Applied Statistics	2	X			
2.	PS702	Philosophy of Science	3	X			
3.	PS703	Pedagogic Studies	2		X		
Credits			7	0	7	0	0
B. Core Courses (MKKIPS)							
1.	SJ702	Philosophical and theoretical Foundation of History Education	3	X			
2.	SJ703	History Curriculum Studies	3		X		
3.	SJ704	Assessmen Models for History Learning	2		X		
4.	SJ705	Indonesia and World Histography Development	2	X			
5.	SJ706	History Methodology Studies	2	X			
6.	SJ707	Research Methods in History Education	3	X			
Credits			15	10	5	0	0
C. Elective Courses (MKKPPS)*							
1.	SJ760	Local History in learning History	2	X			
2.	SJ761	Ethnography and Ethnomethodology in Histery Education	2		X		
3.	SJ762	Historiography of School Textbook	2	X			
4.	SJ763	Value and Character Education in History Learning	2		X		
5.	SJ764	Contemporer Issues of Indonesia History	3		X		
6.	SJ765	Qualitatif Analysis in History Learning	3		X		
7.	SJ766	Government Policies on History Education	2	X			
8.	SJ767	Selected Topics of Indonesia and World History	3	X			
9.	SJ768	History and Culture of East Asia	3		X		
10.	SJ769	Seminar: Thesis Preparation	3			X	
11.	SJ770	Multiculturalism and Pluralism in History Learning	3		X		
12.	SJ771	Theories of Social Science and Culture in History Learning Contexts	2	X			
13.	SJ772	Histry Learning Models	3		X		
14.	SJ773	History Maritime	3		X		
Credits			6-8	11	20	3	0
Aanvullen Courses (MKAv)*							
1.	SJ500	History Learning Strategy	3	X			
2.	SJ505	ICT Literacy and History Learning Media	3	X			
3.	SJ506	History Learning Preparation	3		X		
4.	SJ507	History Learning Evaluation	3		X		
Aanvullen Courses (MKAv)**							
1	SJ201	History of Islamic Civilization	3	X			
2	SJ202	Economy History	3	X			
3	SJ210	History of Indonesia National Movement	3	X			
4	SJ211	History of Western Civilization	3	X			
Credits			12	6	6	0	0
1	SJ798	Thesis	8			X	

Credits	8	0	0	8	0
TOTAL CREDITS FOR LINEAR STUDENT	38	27	38	3	8
*) Total credits comes from the study program is not linear in historical education (including Matriculation)	47-49	27	38	3	8
***) Total Credits comes from non-linear non-historical education programs (including Matriculation)					

M. MAPPING OF THE LEARNING OUTCOMES OF STUDY PROGRAMS AND COURSE

No	Code	Course Group	SKS	ATTITUDE											KNOWLEDGE				GENERAL SKILLS								SPECIFIC SKILLS									
				1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	1	2	3	4	5	6	7	8	1	2	3	4	5	6				
A. Postgraduate Expertise Course																																				
1.	PS701	Applied Statistics	2			T		T			T	R		T	S	R	R	T								T	S	S	R							
2.	PS702	Philosophy of Science	3	T	S	S	S	R			R		R	R	R			R	R	R	R		R						S	S	R	R				
3.	PS703	Pedagogic Studies	2	S	S	S	S	R			S	R		S		R		T	S	R				R				R	S	S	S					
B. Study Program Core Skills Subjects																																				
1.	SJ702	Philosophical and theoretical Foundation of History Education	3	T		T	R				T	S		S	T	T	S	T	T	R	T	T	S							T	S	S	S	S	T	
2.	SJ703	History Curriculum Studies	3					S	S	S	T	S	R				S	T	T	T	T	S	S	T						R		T	T	T	T	S
3.	SJ704	Assessmen Models for History Learning	2			T						S			S	S	T	S	T											T	S	S	R			
4.	SJ705	Indonesia and World Histogramphy Development	2	S	S	S	T	S	S	S	T	S		S	S	S	S	T	R	T		S	R	T	S	R	S	S								
5.	SJ706	Kajian Metodologi Sejarah	2			S		S			T	T		S	T	T	T	T	T	T	T	T	S	S	S	T	T	T	T	T	T	T				
6.	SJ707	History Methodology Studies	2					S			T	T		S	T	T	S	T	T	T	T	T	T	S	S	T	T	T								
7.	SJ744	Research Methods in History Education	8	T	T	T	T	T	T	T	T	T	T	T		T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T		
C. Elective Courses (MKKPPS)																																				
1.	SJ760	Local History in learning History	2	R			T	S	S	S	T	S		S	S	S	S	T	T	T	T	S	S	T	S	T	T	T	T	T	T	S				
2.	SJ761	Ethnography and Ethnomethodology in History Education	2		S	S	T	S	S	S	T	S	S		S	S	S	T		T	T	S	S	S	T	S	T	T	T	T	T					
3.	SJ762	Historiography of School Textbook	2				T	S	S	S	T	S		S	S	S	S	T	T	T					S	T	T	T	T	T						
4.	SJ763	Value and Character Education in History Learning	2	T	T	T	T	T	S	S	T	S			T	S	S		T	T	T	T	S		R	R	T	S	S	S	S	S	T			
5.	SJ764	Contemporer Issues of Indonesia History	2		S	S	T	S	S	S	T	S		S	S	S	S	T	T	T	T	S	S	S	T	S	T	T	T	T	T	T	S			
6.	SJ765	Qualitatif Analysis in History Learning	3			T						S		S	S	S	T	T	T	T	T	T	T	S	T	T	S	S	S	T	T	S				
7.	SJ766	Government Policies on History Education	2		S	S	S	T	S	S	S	T	S		S	S			T	S	T	S	S	S	S	S	S	S	S	S	S	S	S			
8.	SJ767	Selected Topics of Indonesia and World History	3		S	S	T	S	S	S	T	S		S	S	S	S	T	T	T	T	S	S	S	T	S	T	T	T	T	T	T	S			
9.	SJ768	History and Culture of East Asia	3				T	S	S	S	T	S		S	S	S	S	T	T	T	T	S	S	S	T	S	T	T	T	T	T	T				
10.	SJ769	Seminar: Thesis Preparation	3	R	R	T	R	R	R	R	R	S		S	S	S	T	T	T	T	T	T	T	S	T	T	S	S	S	T	T	S				
11.	SJ770	Multiculturalism and Pluralism in History Learning in 21 st Era	3	S	S	S	S	T	S	S	S	T		S	S	R	R	T	S	T	S	S	S	S	S	R	S	S	S	S	S	S				

12.	SJ771	Theories of Social Science and Culture in History Learning Contexts	2	S	S	T	T	T	T	S	S	T		S	T	T	S	T	T	T	T	T	S	S	T	R	T	T	T	T	T	S
13.	SJ772	History Learning Models	3			T	R	R	R	R	R	S		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	T	S	
14.	SJ773	History of Maritime	2			T	R		R		R	S		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	T	S	
N. Aanvullen Courses *)																																
1.	SJ500	History Learning Strategy	3			T	R	R	R	R	R	R		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	T	S	
2.	SJ505	ICT Literacy and History Learning Media	3	R	R	T	R	R	R	R	R	R		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	S	S	
3.	SJ506	History Learning Preparation	3	R	R	T	R	R	R	R	R	R		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	S	S	
4.	SJ507	History Learning Evaluation	3	R	R	T	R	R	R	R	R	R		S	S	S	S	T	T	T	T	T	S	T	T	S	S	S	T	T	T	
O. Aanvullen Courses **)																																
1	SJ201	History of Islamic Civilization	3	T	R	T	R	R	R	R	R	R		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	T	S	
2	SJ202	Economy History	3	R	R	T	R	R	R	R	R	R		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	S	S	
3	SJ210	History of Indonesia National Movement	3	R		T						R		S	S	S	T	T	T	T	T	T	S	T	T	S	S	S	T	S	S	
4	SJ211	History of Western Civilization	3			T								S	S	S	S	T	T	T	T	T	S	T	T	S	S	S	T	T	T	
F.Thesis																																
1.	SJ744	Thesis	8	T	T	T	T	T	T	T	T	T		T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	

Remark

T :Course contribution toward the learning outcomes of study program is high
S : Course contribution toward the learning outcomes of study program is medium
R : Course contribution toward the learning outcomes of study program is low

ACADEMIC CURRICULUM 2018
DOCTORATE PROGRAM OF HISTORY EDUCATION
PROGRAM STUDY



SCHOOL OF POSGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA

2020

A. IDENTITY

1	Study Program, Level	History Education, Doctorate
2	Address	Dr. Setiabudhi Street No. 229
3	Regency/City	Bandung
4	Postal Code	40154
5	Phone Number	+62 22 2013163
6	Fax	+62 22 2013651
7	E-mail Address	pendsejarahspsupi@gmail.com
8	Website Address	http://history.sps.upi.edu/
9	Awarded Degree	Doctorate
10	Year and Decree of Establishment	As per Decree of the Rector of Indonesia University of Education No. 4350/UN40/HK/2014
11	Year and Decree of Accreditation	No. 1211/SK/BAN-PT/Akred/D/IV/2019

B. HEAD OF THE STUDY PROGRAM

1	Name	Prof. Dr. Nana Supriatna, M.Ed
2	Position	Head of the Magister and Doctoral Program of History Education
3	No. Decree of Assignment	1901/UN40/KP/2020
4	Assignment Date	5 January 2021
5	End of Assignment	4 January 2024
6	Head of Study Program Contact Number	081320497497/nanasup@upi.edu

C. RATIONALE

Several years after curriculum implementation, the needs to reduce curriculum loads have been considered to accelerate study completion. Therefore, the Indonesia University of Education (UPI/*Universitas Pendidikan Indonesia*) has declared in their national policy that all courses in the first year of study should be completed within two semesters. Despite the program has produced any alumni yet, which makes tracer study to be impossible, the History Education Study Program has been considering stakeholders' demand to strengthen the core competencies of its graduates to become experts and researchers (Level 9 of Indonesian Qualifications Framework (KKNI/*Kerangka Kualifikasi Nasional Indonesia*)) in history education.

In addition, the demands for the History Education Study Program to collaborate with other universities (national and foreign) on education, conduct research, and community service and to meet the inquiry of provincial or regency/city governments to conduct studies and implement its result and innovation, have encouraged the study program to keep developing its curriculum. Thus, the global dynamics with fierce competition in human

resource qualifications has caused intense work recruitment process, in which this leads to consider global dynamics named 21st Century Education. The Industrial Revolution 4.0 and Society 5.0 along with information and technology policy are in line with this global changes.

Besides, the increase of China, Japan, and Korea's economic and political influence in the East Asian region, which is highly concerned by America, Europe, and other countries, requires Indonesia to improve its technology-based historical learning to take an active role in the global economic and political arena through theories and concepts development in history and culture research and education.

The analysis result shows that historical contents are required by still emphasizing on pedagogical aspects with ratio of 70:.. This history content is a group of Elective Courses of the Study Program (MKKPPS/*Mata Kuliah Keahlian Pilihan Program Studi*). In accordance, the tracer study shows that content development is still necessary, especially content related to the development of science, technology, and global influences, such as courses that discuss strategies, approaches, methods, and techniques in developing e-learning. In addition, the alumni also suggest that cooperation programs with foreign countries should be improved to give graduates more international experience. It can be done by inviting guest lecturers directly or using video conferences. The program will be better if it is conducted in the form of e-learning. On the other hand, stakeholders remind the importance of courses distribution in a curriculum structure that could guide students to graduate on time, which is three years (six semesters).

To accommodate these inputs, the History Education Doctoral Study Program considers curriculum renewal that could accommodate these suggestions in improving the competitiveness and "performance" of its graduates to be necessary. Therefore, the new curriculum is expected to operate adequately as stated in the History Education Doctoral Study Program vision, mission, and objectives that expect its graduates to possess the capability to compete at the local, national, and international levels.

D. STUDY PROGRAM PROFILE

History Education Doctoral Program was established in 2014 by Rector's Decree No. 4350/UN40/HK/2014 together with the new student admissions in the odd semester of 2015.

1. History Education Doctoral Program was established based on the needs of history education experts at the doctoral level. This program is expected to produce experts in historical education and research (Indonesian Qualifications Framework Level 9) as an output through proportional disciplinary education development to improve history education disciplines. Currently, the raw input potential in Indonesia includes 135 history education study programs and six master programs throughout Indonesia. Currently, there are only two History Education Doctoral Study Program, which is in UNS (*Sebelas Maret University*) and UPI. It is stipulated that prospective students can also be recruited from other related study programs. Similarly, teaching staff or history education/related program personnel in government or private institutions can also be recruited as students. UPI's core in education is adopted as a reference in the curriculum development process with the proportion of 70:30 (education:content).
2. The study program was established through the efforts of its pioneers, Prof. Dr. H. S. Hamid Hasan, M.A., history curriculum expert, Prof. Dr. Asmawi Zainul, M.A.,

history education assessment expert, Prof. Dr. Helius Sjamsuddin, M.A., history expert (historian), Prof. H. Dr. Dadang Supardan, M.Pd. (deceased), Dr. Nana Supriatna, M.Ed. (currently a professor), history education expert, and Dr. Agus Mulyana, M.Hum., history expert (historian). Since its establishment, the study program nomenclature has been unchanged, which is History Education Study Program (Doctoral Program).

3. At the time the curriculum was updated, History Education Doctoral Study Program was accredited “B”, which was considered as a maximum score since there were no graduates at the time of the accreditation visit. Two months after the accreditation process, the study program produced the first doctor of history education in Indonesia.
4. The field of study and expertise of the program is focused on the expertise course (MKK/*Mata Kuliah Keahlian*) and the elective expertise course (MKKP/*Mata Kuliah Keilmuan dan Keahlian Pilihan*), which are supported by the foundation of expertise course (MKLK/*Mata Kuliah Landasan Keahlian*) and the graduate schools expertise course (*Mata Kuliah Keahlian SPS*). In addition, matriculation course is also prepared.
5. The graduates are expected to be an expert in history education and research (Indonesian Qualifications Framework Level 8), which is a qualified expert. Therefore, the expected graduate's occupation includes lecturer, education/research expert at government and private institutions, educational consultants, and others. In addition, the program could also improve graduates' careers who are already teachers by improving their grades/rank or by giving a chance to be considered as government employees (CPNS. *Calon Pegawai Negeri Sipil*).
6. Currently, the lecturers of History Education Magister Study Program are members/partners of various associations, including Association of History Educators and Researchers (APPS/*Asosiasi Pendidik dan Peneliti Sejarah*), Association of Indonesian History Education Bachelors (ASPENSI/*Asosiasi Sarjana Pendidikan Sejarah Indonesia*), Association of Social Science Education Bachelors (HISPISI/*Himpunan Sarjana Pendidikan Ilmu Sosial*), Indonesian Historian Society (MSI/*Masyarakat Sejarawan Indonesia*), Association of Indonesian Business Incubators (AIBI/*Asosiasi Inkubator Bisnis Indonesia*), Japanese-Indonesian Study Association, Association of Indonesian Early Childhood Teacher Education (APG PAUD INDONESIA/*Asosiasi Pendidikan Guru Pendidikan Anak Usia Dini*), and Indonesian PGSD (*Pendidikan Guru Sekolah Dasar/Primary School Teacher Education*) Lecturer Association. At the international level, some of the lecturers are members of Indonesian Curriculum Developers Association (HIPKIN/*Himpunan Pengembang Kurikulum Indonesia*) and UNESCO-WTA Korea. In addition, the study program has collaborated in the fields of education, research, and community service with UKM (National University of Malaysia), UPSI (Malaysia), UBD (Brunei), UNES, local government and city government in West Java, etc.
7. By-research History Education Doctoral Study Program is being prepared for those with academic requirements as stated in the UPI School of Postgraduates' standard operational procedures.

E. VISION AND MISSION

Vision

To achieve broader recognition at the national and international level in postgraduate education implementation in the science of education and history education and to achieve the pioneering and excellence of UPI in 2020

Mission

1. Organizing history education doctoral program in a competitive and empowering academic atmosphere to produce graduates who possess the ability to develop history education study and program with a good personality, integrity, and competitiveness that can be demonstrated at the national and international levels.
2. Developing excellent history education research for lecturers and students to increase research productivity of scientific publications at the national and international levels.
3. Conducting research-based community service that provides actual and factual contributions to the community and nation development.
4. Organizing various academic activities by utilizing scientific community networks at the national and international levels.
5. Managing the academic process to realize excellent education, research, and community service at an international level.

F. OBJECTIVE

The objectives of the History Education Doctoral Study Program are in accordance with Indonesian Qualifications Framework Level 9, which is preparing history education experts to:

1. Produce a history education doctoral graduates through a challenging educational environment to empower them with mastery of concepts and insights of history education with good personal integrity and competitiveness at the national and international levels.
2. Produce doctoral and post-doctoral research based on academic excellence and quality assurance to be published at the national and international levels (2015-2020).
3. Conduct community service that refers to scientific-based problem-solving application creating a real contribution to social development in history education.
4. Increase the capacity and capability of the program and academic reputation at the national and international levels.
5. Improve administration and management quality that encourages the creation of an excellent educational, research, and community service environment on an international scale.

G. GRADUATES PROFILE

GRADUATES PROFILE	Description
Candidate of Experts in History Education	Understand the in-depth concepts and having remarkable insights in history education with good personality and competitiveness that can be demonstrated at the national and international levels.
Candidate of Experts in History Education Research	Able to significantly expand their respective fields of study in history education, technology, and/or new arts through research to produce creative, original, and proven works at a national and international level.

H. LEARNING OUTCOMES

1. ATTITUDE (S)	
S1	Devoted to the Almighty God and showing religious attitudes.
S2	Upholding humanity values in duty based on religion, morals, and ethics.
S3	Contributing to improve the life quality of society, nation, state, and civilization based on Pancasila.
S4	Function as a patriotic citizen with a great sense of nationalism and responsibility to the state and nation.
S5	Respecting culture, view, religion, and belief diversity and also others' opinions or findings.
S6	Cooperating and having awareness of society and the environment.
S7	Obeying the law and discipline in social life.
S8	Internalizing academic values, norms, and ethics.
S9	Responsible for their works in the respective field of expertise independently.
S10	Internalizing the spirit of independence, competitiveness, and entrepreneurship.
S11	Showing scientific, educative, and religious behaviors.
2. KNOWLEDGE (P)	
P1	Mastering educational philosophy and theory and their implications for history learning.
P2	Mastering history education research methodology with the quantitative, qualitative, or mixed-method approach.
P3	Mastering various alternative solutions to education-related problems and history learning that implements inter or multidisciplinary and transdisciplinary approaches.
P4	Mastering history and high-level pedagogical history content to develop history education.

3. GENERAL EXPERTISE (KU)	
KU1	Able to develop logical, systematic, critical, innovative, and creative thinking through scientific research, design or invent art in science and technology by considering and applying values of humanity in accordance with each of their respective area of expertise, able to compile scientific conceptions and study results based on rules, procedures, and scientific ethics in the form of a dissertation or other equivalent forms and upload the result on the university website, and also published papers in an national accredited journal or international reputable journal.
KU2	Able to perform academic validation related to their respective field of expertise in addressing community or relevant government or private institution issues through knowledge and expertise development.
KU3	Able to develop ideas and scientific arguments responsibly and able to communicate them through the media to the academic community and the wider community.
KU4	Able to identify the research object in a scientific field and able to place it on a research map developed through an interdisciplinary, multidisciplinary, and transdisciplinary approach.
KU5	Able to make decisions in solving issues of science and technology development by considering and applying the values of humanity based on the analytical or experimental study of information and data.
KU6	Able to manage, develop, and maintain networks and relationships with colleagues and peers within the wider research institute and community.
KU7	Able to independently improve personal learning capacity.
KU8	Able to document, store, and secure data based on archival principles, and recover research data to ensure its validity to prevent plagiarism.
4. SPECIAL EXPERTISE (KK)	
KK1	Able to develop history education values through creative, innovative, original, and proven studies.
KK2	Able to develop history education theories and principles through research with a quantitative and qualitative approach.
KK3	Able to develop history pedagogy through research to support sustainability, nationalism, patriotism, preservation of local culture, and national unity.
KK4	Able to solve school learning issues through research using interdisciplinary, multidisciplinary, and transdisciplinary approaches.
KK5	Able to develop research in history education and produce publications in accredited or reputable national journals.
KK6	Able to lead and produce research that could solve issues related to curriculum and history learning in schools and the community.

I. LEARNING PROCESS

History Education Doctoral Study Program learning process emphasizes on constructivism by encouraging student-centered learning activities. The learning process emphasizes the preparation process to achieve learning outcomes to meet 21st-century learning demands. To prepare students for the industrial revolution 4.0 that elevates technological development, the learning process emphasizes on artificial intelligence pattern, big data, and other related topics, which is also known as disruptive innovation. In addition, the learning process also prepares students for the society 5.0 era. More than technology, the society 5.0 era highlights digital technology implementation, which is centered on human life. With the aforementioned learning process, the achieved graduates' profiles are expected to be able to compete and to be effective in every era. This aspect asserts UPI as a leading and outstanding university.

In developed countries, the implementation of robotic technology and "drones" nearly in every aspect of life has caused concern that it will replace human jobs. In summary, the unemployment rate will significantly increase. In the future, it is predicted that the unemployment rate of the United States will increase to 35 percent, Germany 30 percent, and Japan 21 percent. How about Indonesia? Although there is no current research to prove it, it is predicted that the impact would be greater because Indonesia is a developing country. Human resource in Indonesia is also considered to lack of competitiveness despite its large population that is always increasing each year that can be categorized as 'demographic exploration'. Therefore, education needs to anticipate this. For example, e-learning with a blended approach can be developed so that the latest technology can be implemented in a learning process that also supports the character development process. Consequently, demographic dividend can occur in 2020-2030 where the number working-age population is higher than the unproductive population. It shows that education can be used to prevent a demographic catastrophe!

Thus, the aforementioned approach must be started to be implemented in the learning process. With trials in several courses, blended learning would be part of the learning process of this study program.

In addition, the curriculum structure is required to be developed flexibly for the lecturers to employ the 4 C's in lectures, which is the characteristic of 21st-century learning that includes critical thinking and problem solving, creative and innovative, communicative, and collaborative. Using the 4 C's, lecturers would apply Bloom's Taxonomy in their teaching process, which is related to cognitive, affective, and psychomotor domains.

J. ASSESSMENT

Cognitive, affective, and psychomotor assessment is conducted continuously by referring to the authentic assessment approach. It is carried out not only to assess the results but also the process. The student's portfolio, which includes exam (mid-term and final), assignment, presentation, and class participation scores is also considered in the assessment. In addition, student involvement in scientific meetings, student visitation, writing productivity both in nationally and internationally reputable journals, is also taken into account.

Assessment that refers to the norm-referenced test (*PAN/Patokan Acuan Norma*) or criterion-referenced test (*PAP/Penilaian Acuan Patokan*) can be used as an alternative for lecturers in evaluating. Of course, the option that can be used depends on the needs considering the advantages and disadvantages of the assessment types. PAN is an assessment given to the reference group norm or the scores obtained by students compared to the other students in the group. On the other hand, although considered as a classic approach, PAP is still widely and frequently used.

PAP assessment refers to the instructional objectives or to measure students' mastery level of the behaviors included in the specific instructional goals. The criterion-referenced test covers the complete learning (mastery learning) concept. One of the PAP characteristics is to measure a limited number of specific behaviors using many test items on each behavior.

This type of assessment emphasizes test items that are relevant to the measured behavior regardless of the difficulty. Therefore, the assessment will be valid and reliable to achieve its goal: to measure according to its instruments!

The mid-term and final exam format is decided by the lecturers as their autonomous right. In this case, lecturers can determine whether the assessment is in writing, an oral, an assignment, or mixed. Lecturers are entitled to evaluate each of their course by referring to rules and regulations set by the institution that also considers theoretical and practical aspects. Furthermore, the accumulated scores will be converted into letter grades that refer to the provisions in the following table:

<i>Grade Categories</i>			<i>Level of Competency (%)</i>	<i>Remarks</i>
<i>Letter</i>	<i>Angka /Point</i>	<i>Degree of Quality</i>		
A	4,0	<i>Excellent</i>	90-100	
A-	3,7	<i>Almost Excellent</i>	85-89	
B+	3,4	<i>Very Good</i>	80-84	
B	3,0	<i>Good</i>	75-79	
B-	2,7	<i>Fairly Good</i>	70-74	
C+	2,4	<i>More than Sufficient</i>	65-69	
C	2,0	<i>Sufficient</i>	60-64	<i>Passing grade for Masters and Doctoral levels</i>
D	1,0	<i>Insufficient</i>	55-59	
E	<1,0	<i>Fail</i>	55/Below 55	<i>Must re-take</i>

K. CURRICULUM STRUCTURE

No	Code	Courses	SKS	Semester			
				1	2	3	4
A. SPs Courses (MKKPs)							
1.	PS702	Philosophy of Science	2		X		
2.	PS801	Statistics Data Science	3		X		
3.	PS703	Pedagogic Studies	2		X		
Credits			7	0	7	0	0
B. Core Courses (MKKIPS)							
1.	SJ803	Study on History Education	3		X		
2.	SJ804	Philosophy of History Education	3	X			
3.	SJ805	Research methods in History education	3	X			
4.	SJ821	Learning theories in History Education perspectives	3	X			
5.	SJ 807	Teaching Skills in History for 21 st Century Era	3			X	
Credits			15	9	3	3	
C. Elective Courses (MKKPPS)**)							
1.	SJ801	Development Thought of History Education In Indonesia	3	X			
2.	SJ802	Theoretical Study of History Education in Social Science Perspectives	3	X			
3.	SJ803	History Education and National Identity for Industrial Era 4.0 and Society 5.0	3	X			
4.	SJ813	Learning Resources of History and Its Development for 21 st Century Learning	3		X		
5.	SJ805	IT Development in History Learning for Industrial Revolution 4.0 and <i>Society</i> 5.0	3		X		
6.	SJ806	Assessment Theories and Research in History education	2			X	
7.	SJ807	Quantitative Research in History Education	2		X		
8.	SJ808	Qualitative Research in History Education	2		X		
9.	SJ809	History Education for Industrial Revolution 4.0 and Society 5.0	3		X		
10.	SJ810	Comparative Study in Curriculum of History Education	2	X			
11.	SJ811	Development of Local and National History Content for Learning history	3	X			
12.	SJ812	Individual Study	2		X		
Credits			10-11	14	15	2	0
D. Aanvullen Courses (MKAv) *)							
1.	SJ717	Philosophy and Theoritcal Background of History Education	3	X			
2.	SJ718	Study on History Curriculum	3		X		
3.	SJ719	Historical Learning Models	3		X		
4.	SJ730	Multiculturalism and Pluralism in History Learning	3			X	
E. Aanvullen Courses (MKAv) **)							
1	SJ764	Contemporer Issues on Indonesia History Education	3				
2	SJ767	Selected Topics in Indonesia and World	3				

		History					
3	SJ768	History and Culture of East Asia	3				
4	SJ773	History of Maritime	3				
Credits			12	3	6	3	
5.	SJ899	Dissertation	15		X		
Credits			15			15	
TOTAL CREDITS FOR LINEAR STUDENT			44-45	23	31	8	15
*) Total credits comes from the study program is not linear in historical education (including Matriculation)			56-59	23	31	8	15
**) Total Credits comes from non-linear non-historical education programs (including Matriculation)							

L. MAPPING OF THE LEARNING OUTCOMES OF STUDY PROGRAMS AND COURSE

No	Code	Course Group	SKS	ATTITUDE											KNOWLEDGE					GENERAL SKILLS								SPECIFICS SKILSS									
				1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	6				
A. SPs Courses																																					
1.	PS701	Philosophy of Science	2	T	S	S	R			S	T		R	T	T	S	S	S			T	T	T	T	S	S	R	R	T	S	S	S					
2.	PS703	Pedagogic Studies	3	T	S	S	S	T	T	T	T	T				R	R	S	R			T	S	S					S	S	S				T	T	
3.	PS801	Statistics Data Science	2	S	S	S	S				S	T		S		R					S	R			S					S	S	S	S				
B Core Courses																																					
1.	SJ803	Kajian Pendidikan Sejarah	3	S	T	T	T	T	T	T	T	T	T		S	S	T	T			T	T	T	T	T	T	T	T	T	T	S	T	T	T	S		
2.	SJ804	Filosofi Pendidikan Sejarah	3	T	T	T	T	T	T	S	T	S		S	T	T	T	T			T	T	T	T	T	S	S		T	T	T	T	T	T	T	S	
3.	SJ805	Metode Penelitian Pendidikan Sejarah	3		S	T		S			T	T			S	T	T	T			T	T	T	T	T	S	S	S	T	T	T	T	T	T	T		
4.	SJ806	Teori-Teori Belajar dalam Pendidikan Sejarah	3			T	S	S	S		T	S		R	T	S	T	T			S	S	T	T	S		T	S	T	T	T	T	T	T			
5	SJ807.	Keterampilan Mengajar Sejarah Abad ke-21	3		S	T		S			T	T			S	T	T	T			T	T	T	T	T	S	S		T	T	S	S	S	S	S		
c. Elective Courses																																					
1.	SJ801	Development Thought of History Education In Indonesia		S	T	T	T	T	T	S	T	T	S		S	S	T	T			S	T	S	T	T	S	S	R	T	T	T	S	T	S			
2.	SJ802	Theoretical Study of History Education in Social Science Perspectives	3	S	S	T	T	T	T	S	S	T	S		T	T	S	T			T	T	T	T	S	S	T	R	T	T	T	T	T	S			
3.	SJ803	History Education and National Identity for Industrial Era 4.0 and Society 5.0	3	S	T	T	T	T	T	T	T	T	T		S	S	T	T			T	T	T	T	T	T	T	T	T	T	S	T	T	T	S		
4.	SJ804	Learning Resources of History and Its Development for 21 st Century Learning	3		S	S	S	S	T		S	T	S		S	S	T	T			T	T	T	T	S	S	T	S	T	T	T	T	T	T	S		
5.	SJ905	IT Development in History Learning for Industrial Revolution 4.0 and Society 5.0	3		S	T	S	S	T	S	S	S	T		S	S	T	S			T	T	T	T	T	T	T	T	S	S	S	T	T	T			
6.	SJ806	Assessment Theories and Research in History education	2			T	S	T	T	S	T	T	S		S	T	T	T			T	T	T	T	T	T	T	T	T	T	T	T	T	T	T		
7.	SJ807	Quantitative Research in History Education	2			T						S	S		S	S	T	T			T	T	T	T	T	S	T	T	S	S	S	T	T	S			
8.	SJ808	Qualitative Research in History Education	2			T						S	S		S	T	T	T			T	T	T	T	T	S	T	T	T	T	T	T	T	T	T		
9.	SJ809	History Education for Industrial	3			T	S	S	T	T		T	S		S	S	T	T			T	T	T	T	T	T	T	S	T	T	T	T	T	T	S		

