

LEARNING OUTCOME MATRIX

SOCIAL SCIENCE EDUCATION
STUDY PROGRAM
FACULTY OF TEACHER
TRAINING AND EDUCATION
LAMBUNG MANGKURAT
UNIVERSITY BANJARMASIN





VALIDITY SHEET

LEARNING OUTCOME MATRIX SOCIAL SCIENCE EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION LAMBUNG MANGKURAT UNIVERSITY BANJARMASIN

This document has been formally compiled as an official reference and operational guideline for the implementation of the **Learning Outcome Matrix** in the Social Science Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin.

The Learning Outcome Matrix functions as a strategic instrument to ensure coherence between graduate profiles, program learning outcomes (PLOs), course learning outcomes (CLOs), teaching and learning activities, and assessment methods. It is designed to support the continuous improvement of academic quality, foster the effectiveness of the learning process, and ensure that graduates possess competencies aligned with the Indonesian National Qualifications Framework (KKNI) and institutional standards.

After a comprehensive review and validation, we hereby declare that this document has been verified and approved for implementation as an official academic instrument within the Social Science Education Study Program.

Confirmed by:

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CHAPTER I INTRODUCTION

A. Introduction

The rapid development of science and technology in the 21st century following a logarithmic pattern has caused the Higher Education Standards (SN-Dikti) to also follow these changes. Within a period of six years, SN-Dikti has undergone three changes, namely from Permenristekdikti No. 49 of 2014 changed to Permenristekdikti No. 44 of 2015, and most recently changed to Permendikbud No. 3 of 2020 in line with the policy of the Ministry of Education and Culture on Independent Learning-Independent Campus (MBKM). For the general public, these changes are often wrongly perceived as a necessity that every time the minister of education changes, the education curriculum also changes. However, in fact, changes to the education curriculum are inevitable as long as they do not conflict with the philosophy of education and applicable regulations.

The essence of education according to Ki Hadjar Dewantara, a strategy to achieve educational outcomes that are in accordance with Indonesian culture. The issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI), and Law Number 12 of 2012 concerning Higher Education, encourages all universities to adjust to these provisions. KKNI is a statement of the quality of Indonesian Human Resources (HR) whose qualification levels are based on the level of ability stated in the formulation of learning outcomes. Universities as producers of educated HR need to measure their graduates, whether the graduates produced have 'abilities' equivalent to the 'abilities' (learning outcomes) that have been formulated in the KKNI qualification levels. Graduates of the Bachelor/Applied Bachelor Program must at least have "abilities" equivalent to the "learning outcomes" formulated at level 6 of the KKNI.

In compiling or developing a curriculum, it is mandatory to refer to the KKNI and the National Higher Education Standards. This is intended so that the challenges faced in the Industry 4.0 era can produce graduates who have new literacy skills including data literacy, technology literacy, and human literacy with noble morals based on an understanding of religious beliefs. Universities need to reorient curriculum development that is able to answer these challenges. The higher education curriculum is a program to produce graduates, so the program should ensure that its graduates have qualifications equivalent to the qualifications agreed upon in the KKNI. The graduate profile is described as a formulation of Graduate Learning Outcomes (LO). The formulation of abilities in the KKNI descriptor is stated in terms of learning outcomes (translation of learning outcomes), where competencies are included in it or are part of learning outcomes (CP).

The use of the term competence used in higher education (DIKTI) is found in Permendikbud No. 3 of 2020 concerning SN-DIKTI article 5, paragraph (1), which states that Graduate Competency Standards (SKL) are the minimum criteria for graduate ability qualifications that include attitudes, knowledge, and skills stated in the formulation of Graduate Learning Outcomes (LO). The description of learning outcomes in KKNI contains four elements, namely elements of attitude and values, elements of work ability, elements of mastery of knowledge, and elements of authority and responsibility. Meanwhile, in SN-Dikti, the formulation of LO is included in one of the standards, namely Graduate Competency Standards (SKL).

In SN-Dikti, LO consists of elements of attitude, general skills, special skills, and knowledge. Elements of attitude and general skills have been formulated in detail and are listed in the SN-Dikti appendix, while elements of special skills and knowledge must be formulated by a forum of similar study programs that are characteristics of graduates of the study program. Based on the LO, the preparation of a study program curriculum can be developed. Based on Law Number 12 of 2012 concerning Higher Education, it is stated that the preparation of the curriculum is the right of universities, but it is further stated that it must refer to national standards (Article 35 paragraph (1). The formulation of LO refers to the KKNI descriptor, especially in the Knowledge and Special Skills section, while the Attitude and General Skills section can be adopted from SN-Dikti. Meanwhile, the preparation of the complete curriculum refers to eight (8) National Education Standards, plus 8 National Research Standards, and eight (8) National Community Service Standards.

CHAPTER II FORMULATION OF GRADUATES' LEARNING OUTCOMES (LO)

A. Graduate Profile and Competency Formulation

Graduate profiles and graduate competency formulation refer to Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualification Framework (KKNI). The undergraduate level is included in qualification level 6 (level 6):

Table 2.1 Description of Qualification Levels

Table 2.1 Description of Quantication Levels				
Qualification Level	Description			
General Description	 Have faith in God Almighty. Have good morals, ethics and personality in completing his/her duties. Act as a proud citizen who loves his country and supports world peace. Able to work together and have high social sensitivity and concern for society and the environment. Respecting the diversity of cultures, views, beliefs and religions as well as opinions/findingsoriginalothers. Upholding law enforcement and having the spirit to prioritize the interests of the nation and the wider community. 			
6	 Able to apply areas of expertise and utilize science, technology, and/or art in the field of problem solving and able to adapt to the situations faced. Mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific parts of that field of knowledge in depth, and being able to formulate solutions to problems.procedural. Able to make the right decisions based on information and data analysis, and able to provide guidance in selecting various alternative solutions independently and in groups. Responsible for one's own work and can be given responsibility for achieving the organization's work results. 			

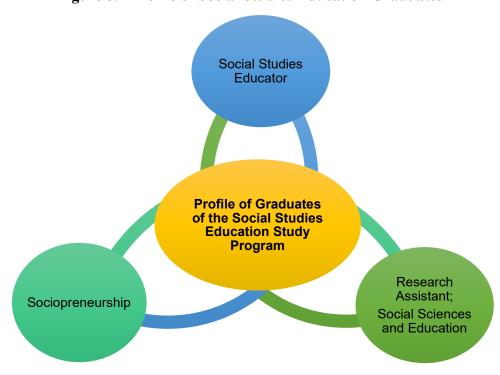


Figure 5.1 Profile of Social Studies Education Graduates

Table 2.2 Profile of Graduates of the Social Studies Education Study Program

No	Job Profile	Graduate Profile	Keywords
1	Social Studies Educator (Social Studies Teacher)	Educators who have the skills to improve students' competencies as good citizens.	Education, Educator (teacher), Communicative
2	Research Assistant: Social Sciences and Education	Reviewer of problems in the field of social sciences and education to achieve insight or conclusions related to social issues in wetland environmental communities, so as to have the ability to make decisions and solve social problems.	Researcher, Social Skills, Innovative
3	Sociopreneurship Entrepreneurs who are able to utilize the environmental and social potential of wetlands as an opportunity to develop businesses and open up employment opportunities for the community.		Entrepreneurship , Human Resource Management

The existence of the Social Studies Education Study Program is intended to fulfill the needs of social studies educators (teachers) at the elementary/Islamic elementary

school and junior high school levels. The development of social studies education is necessary because social studies learning at the elementary and junior high school levels is still carried out separately. This is not in line with the concept of integrated social studies. The social studies education curriculum emphasizes that social studies education is carried out in an integrated manner, namely the integration of social sciences and humanities for pedagogical purposes. The profile of graduates of the FKIP ULM social studies education study program is determined by considering the scientific vision, university values and job market demand. The scientific vision of social studies education adopts the National Council for Social Studies (NCSS), namely the ability to analyze social science and humanities concepts with a multidisciplinary, interdisciplinary and transdisciplinary approach.

Table 2.3 Graduate Learning Outcomes

Code	Attitude		
S1	Internalizing the values of Pancasila and the manifestation of Wasaka values in personal and social life.		
S2	Demonstrate professional, creative and innovative attitudes in the field of education, both independently and in groups.		

(Code	Knowledge		
	P1	Able to examine the theoretical and practical aspects of Social Studies Education in an integrated manner at Elementary School levelandIntermediate		
	P2	Able to construct research, educationandsocial for the development of social studies educationlogically, systematically and critically		
	P3	Able to analyze local potential as a business development opportunity		

Code	General Skills		
KU1	Able to utilize information and communication technology to support performance in the field of education		
KU2	Able to make appropriate decisions in the context of solving social problems at local, national and international levels.		
KU3	Able to adapt to work independently or in groups in a multidisciplinary scope		

Code	Special Skills		
KK1	Able to apply learning strategies with the TPACK approach to improve powerful social studies learning		

Code	Special Skills	
KK2	Able to apply research methodsby prioritizing ethnopedagogical studies as the development of Social Studies Education through a multidisciplinary, interdisciplinary and transdisciplinary approach.	
KK3	Able to demonstrate ideas in various forms of media as an entrepreneur (sociopreneurship) to the general public	

Table 2.4 Graduate Profile and LO Suitability Matrix

No	LO	Graduate Profile			
			2	3	
Attitud			ı		
S1	Internalizing the values of Pancasila and the manifestation of Wasaka values in personal and social life.	3	2	2	
S2	Demonstrate professional, creative and innovative attitudes in the field of education, both independently and in groups.	3	2	3	
Knowl	edge (P)		•		
P1	Able to examine the theoretical and practical aspects of Social Studies				
	Education in an integrated manner at Elementary School levelandIntermediate	3	2	1	
P2	Able to construct research, educationandsocial for the development of social studies educationlogically, systematically and critically	2	3	1	
P3	Able to analyze local potential as a business development opportunity	1	2	3	
Genera	al Skills (KU)				
KU1	Able to utilize information and communication technology to support performance in the field of education	3	2	1	
KU2	Able to make appropriate decisions in the context of solving social problems at local, national and international levels.		3	3	
KU3	Able to adapt to work independently or in groups in a multidisciplinary scope		3	3	
Special	cial Skills (KK)				
KK1	Able to apply learning strategies with the TPACK approach to improve powerful social studies learning	3	1	1	
KK2	Able to apply research methodsby prioritizing ethnopedagogical studies as the development of Social Studies Education through a multidisciplinary, interdisciplinary and transdisciplinary approach.	2	3	1	
KK3	Able to demonstrate ideas in various forms of media as an entrepreneur (sociopreneurship) to the general public	1	2	3	

Information:

Very Suitable : 3
In accordance : 2
Quite Appropriate : 1

B. Determination of Study Materials

The study materials of the Social Studies Education Study Program, FKIP ULM are identified based on student needs for central issues in learning practices. This is also adjusted based on the principle of forming a graduate profile. The study materials are presented as follows:

Table 2.5 Study Materials

No	Theme	Study Materials
1	Philosophy of Science	·
2	Philosophy of Education	
3	Learning Theory	
4	Educational Psychology	
5	Cognitive Psychology	
6	Pedagogical Science	Education
7	Curriculum and Learning	
8	Teaching Profession	
9	Inclusive Education	
10	Education Management	
11	Educational Evaluation	
12	History of Science	
13	Geographical Science	
14	Economics	
15	Sociology	Social Sciences
16	Anthropology Science	
17	Political Science	
18	Psychology Science	
19	Research Paradigm	
20	Research Ethics	
21	Research Approach	
22	Research methods	Research methodology
23	Data collection technique	Research methodology
24	Data Analysis Techniques	
25	Scientific Writing Techniques	
26	Statistics	
27	Postmodernism	
28	Globalization	
29	International Relations	
30	Geopolitical Studies	PerspectiveGlobal
31	Contemporary local, national and international issues	
32	Proxy Wars	
33	Conflict Resolution	

No	Theme	Study Materials
34	Social Capital	
35	SustainableDevelopment Goals (SDGs)	
34	Basic Concepts of Technology, Information, and	
34	Communication	
35	Educational Technology Studies	
36	ICT Applications/Software	
37	Ethics and Responsibility in Using Technology	Technology, Information, Communication
38	Technology Trends and Developments	Communication
39	Internet of Things (IoT)	
40	Big data and data analysis	
41	Artificial intelligence (AI)	

Table 2.6 Study Materials Based on LO

No	LO	Study Materials
		Study Hantel Inis
1	S.1 (LO 1) Internalizing the values of Pancasila and the manifestation of Wasaka values in personal and social life.	Education, Social Sciences, Global Perspectives
2	S.2 (LO 2) Demonstrate professional, creative and innovative attitudes in the field of education, both independently and in groups.	Social Sciences Education, Information Communication Technology
3	P.1 (LO 3) Able to examine the theoretical and practical aspects of Social Studies Education in an integrated manner at the Elementary School level.andIntermediate	Education, Social Sciences
4	P.2 (LO 4) Able to construct research, educationandsocial for the development of social studies educationlogically, systematically and critically	Research methodology
5	P.3 (LO 5) Able to analyze local potential as a business development opportunity	PerspectiveGlobal,Information Communication Technology
6	KU.1 (LO 6) Able to utilize information and communication technology to support performance in the field of education	Social Sciences Education, Information Communication Technology
7	KU.2 (LO 7) Able to make appropriate decisions in the context of solving social problems at local, national and international levels.	Social Science Research Methodology,PerspectiveGlob al
8	KU.3 (LO 8)	PerspectiveGlobal,Information Communication Technology

No	LO	Study Materials
	Able to adapt to work independently and in groups in a multidisciplinary environment	
9	KK.1 (LO 9) Able to apply learning strategies with the TPACK approach to improve powerful social studies learning	Education, Social Sciences, Information Communication Technology
10	KK.2 (LO 10) Able to apply research methodsby prioritizing ethnopedagogical studies as the development of Social Studies Education through a multidisciplinary, interdisciplinary and transdisciplinary approach.	Social Science Research Methodology,PerspectiveGlob al
11	KK.3 (LO 11) Able to demonstrate ideas in various forms of media as an entrepreneur (sociopreneurship) to the general public	PerspectiveGlobal,Information Communication Technology

Matrix of the Relationship between Study Materials and Graduate Learning Achievements

Table 2.7 Study Materials Based on LO

	Study Materials	Graduate Profile											
No		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	
1	Education	\checkmark	$\sqrt{}$	\checkmark			$\sqrt{}$			$\sqrt{}$			
2	Social Sciences	\checkmark	\checkmark	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	\checkmark	$\sqrt{}$	
3	Research methodology				√			\checkmark					
4	PerspectiveGlobal	\checkmark				√		√	√		$\sqrt{}$	\checkmark	
5	Information and communication technology		V		V	V	V		V	V		V	

Table 2.8 Study Materials Based on LO

	1 W	bic 2.0 Study Mutchinis Buscu on E.S.									
Code	Study Materials	Description of Study Materials									
BK 1	Education	This study material contains the concept of education and Indonesian									
		national education, learning theory, and national education practice.									
		This study material aims to provide insight and scientific basis of									
		education to students to be further applied in reviews/studies, as well									
		as educational and learning practices in schools.									
		Education policy is a study material that is sourced from laws and									
		regulations related to education and the implementation of these laws									
		and regulations in national education practices. This study is intended									
		to provide insight to students regarding national education issues and									
		developments.									
BK 2	Social Sciences	The study of social sciences is a study of concepts and theories used									
		as auxiliary sciences in the study of Social Science Education.									

Code	Study Materials	Description of Study Materials
		Theories and concepts in social sciences are used as analytical aspects
		in the study of history. The study uses a multidisciplinary, interdisciplinary, transdisciplinary approach in examining social
		problems comprehensively.
BK 3	Research methodology	Research methodology is a branch of science that focuses on the systematic study of how to conduct research. This study is like a roadmap that guides researchers in designing, implementing, and analyzing their research in a scientific, valid, and reliable manner. This study provides students with the skills to practice research, both social and educational research. Research methodology studies cover various important aspects of the research process, such as: • Research Approaches: This review discusses the differences between qualitative, quantitative, and mixed research approaches, and helps researchers choose the right approach for their research questions.
		 Data Collection Methods: This study discusses various data collection techniques, such as surveys, interviews, observations, and experiments, and helps researchers choose the right technique to collect accurate and relevant data. Data Analysis Techniques: This study discusses various data analysis techniques, such as statistical analysis, thematic analysis, and narrative analysis, and helps researchers choose the right technique to analyze their data systematically and produce in-depth interpretations. Research Ethics: This review discusses the principles of research ethics, such as informed consent, anonymity, and privacy, and helps researchers ensure their research is conducted in an ethical and
		responsible manner.
BK 4	Global Perspective	Global perspective is a way of seeing and thinking about a problem, event or activity from a global perspective, namely from the perspective of world or international interests. Therefore, our attitudes and actions are also directed towards global interests. The study of Global Perspective is intended to understand a view that arises from an awareness that life and living are for wider global interests. In a way of thinking, a person must think globally, and in acting, they can do it locally (think globally and act locally). Therefore, this study material describes that what is done and done will affect the world globally.
BK 5	Information & Communication Technology	ICT studies cover two aspects, namelyinformation TechnologyAndcommunication technology. Technology informationcovers everything related to the process, use as a tool, manipulation, and management of information. Whilecommunicationis everything related to the use of tools/media to process and transfer information from information sources to information recipients. This study aims to provide students with

Code	Study Materials	Description of Study Materials
		provisions related to the use of technology in learning, and
		communication skills.

Table 2.9 Relationship between Graduate Profile, LO, and Study Material Group

Graduate	Creducte Learning Outcomes (LO)	Study Material Chara
Profile	Graduate Learning Outcomes (LO)	Study Material Group
	Demonstrate behavior that reflects the values of Pancasila and the spirit of Waja Sampai Kaputing (Wasaka) in personal and social life.	➤ Education➤ Social Sciences➤ PerspectiveGlobal
	Demonstrate a professional, creative and innovative attitude in the field of education, both independently and in groups.	 Education, Social Sciences Information Communication Technology
Social Studies Educator (Social Studies	Able to examine the theoretical and practical aspects of Social Studies Education in an integrated manner at the Elementary School level.andIntermediate	➤ Education➤ Social Sciences
Teacher)	Able to utilize information and communication technology to support performance in the field of education	 Education Social Sciences Information Communication Technology
	Able to apply learning strategies with the TPACK approach to improve powerful social studies learning	 Education Social Sciences Information Communication Technology
	Demonstrate behavior that reflects the values of Pancasila and the spirit of Waja Sampai Kaputing (Wasaka) in personal and social life.	➤ Education➤ Social Sciences➤ PerspectiveGlobal
	Demonstrate a professional, creative and innovative attitude in the field of education, both independently and in groups.	 Education, Social Sciences Information Communication Technology
Research Assistant: Social Sciences and Education	Able to construct research, educationandsocial for the development of social studies educationlogically, systematically and critically	 Research methodology Information Communication Technology
	Able to make appropriate decisions in the context of solving social problems at local, national and international levels.	➤ Social Sciences➤ Research methodology➤ PerspectiveGlobal
	Able to apply research methodsby prioritizing ethnopedagogical studies as the development of Social Studies Education through a multidisciplinary, interdisciplinary and transdisciplinary approach.	 Social Sciences Research methodology PerspectiveGlobal

Graduate Profile	Graduate Learning Outcomes (LO)	Study Material Group
	Demonstrate behavior that reflects the values of Pancasila and the spirit of Waja Sampai Kaputing (Wasaka) in personal and social life.	➤ Education➤ Social Sciences➤ PerspectiveGlobal
	Demonstrate a professional, creative and innovative attitude in the field of education, both independently and in groups.	 Education, Social Sciences Information Communication Technology
Entrepreneur	Able to analyze local potential as a business development opportunity	 PerspectiveGlobal Information Communication Technology
	Able to adapt to work independently and in groups in a multidisciplinary environment	 PerspectiveGlobal Information Communication Technology
	Able to demonstrate ideas in various forms of media as an entrepreneur to the general public	 Social Sciences, PerspectiveGlobal Information Communication Technology

C. Grouping of Courses, Determination of Credit Weight, and LO Content in Courses

The determination of the subjects and the number of credits is based on the level of breadth (number of study materials) and depth (Bloom's taxonomy level). The total weight of the courses that must be taken by students in the Social Studies Education Study Program is set at a minimum of 145 credits from the total number of credits offered of 157 credits. The distribution of courses offered by the Social Studies Education Study Program consists of 59 compulsory courses and 12 elective courses. Related, sThe structure of the Social Studies Education Study Program Curriculum course is designed by considering the learning achievements of graduates contained in each course. Thus, each course has a LO load with a certain weight and all LOs are distributed proportionally as presented in the following table:

Table 2.10 Course Groups and Credits

No Subject		LO Load LO 1 LO 1, LO 7 LO 2, LO 7, LO 8 LO 1, LO 4, LO 8, LO 9 LO 2, LO 7, LO 8 LO 1, LO 7 LO 2, LO 7, LO 8 LO 1, LO 7	Study Materials 3 4 5 5 5 4 5 4	3 2 3 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	100 100 100 50 100 50	50 0 50 50 0 0 0	Credit Weight 3 2 3 2 2 2 2
1 Religious education 2 Pancasila 3 Indonesian 4 Introduction to Wetland Enviro 5 English: Basic 6 Civic education 7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools	onment	LO 1, LO 7 LO 2, LO 7, LO 8 LO 1, LO 4, LO 8, LO 9 LO 2, LO 7, LO 8 LO 1, LO 7 LO 2, LO 7, LO 8	4 5 5 5 4 5	2 3 3 2 3 3	100 100 50 100 100	0 50 50 0	2 3 2 2 2
2 Pancasila 3 Indonesian 4 Introduction to Wetland Environ 5 English: Basic 6 Civic education 7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools	onment	LO 1, LO 7 LO 2, LO 7, LO 8 LO 1, LO 4, LO 8, LO 9 LO 2, LO 7, LO 8 LO 1, LO 7 LO 2, LO 7, LO 8	4 5 5 5 4 5	2 3 3 2 3 3	100 100 50 100 100	0 50 50 0	2 3 2 2 2
3 Indonesian 4 Introduction to Wetland Environ 5 English: Basic 6 Civic education 7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools	onment	LO 2, LO 7, LO 8 LO 1, LO 4, LO 8, LO 9 LO 2, LO 7, LO 8 LO 1, LO 7 LO 2, LO 7, LO 8	5 5 5 4 5	3 3 2 3 3	100 50 100 100	50 50 0 0	3 2 2 2
4 Introduction to Wetland Enviro 5 English: Basic 6 Civic education 7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools	onment	LO 1, LO 4, LO 8, LO 9 LO 2, LO 7, LO 8 LO 1, LO 7 LO 2, LO 7, LO 8	5 5 4 5	3 2 3 3	50 100 100	50 0 0	2 2 2
5 English: Basic 6 Civic education 7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools	onment	LO 2, LO 7, LO 8 LO 1, LO 7 LO 2, LO 7, LO 8	5 4 5	2 3 3	100	0	2 2
6 Civic education 7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools		LO 1, LO 7 LO 2, LO 7, LO 8	5	3	100	0	2
7 English: Intermediate 8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools		LO 2, LO 7, LO 8	5	3			
8 Entrepreneurship Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools					50	50	
Pedagogical Knowledge 9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools		LO 5, LO 8, LO 11	4	-		30	2
9 Introduction to Education 10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools				3	50	50	2
10 Student Development 11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools							
11 Teaching Profession 12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools		LO 2, LO 3, LO 6	4	2	100	0	2
12 Learning and Study 13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools		LO 2, LO 3, LO 6	4	4	100	0	2
13 School Administration Manage 14 Micro Teaching 15 Teaching Practices in Schools		LO 2, LO 3, LO 6	4	3	100	0	2
14 Micro Teaching 15 Teaching Practices in Schools		LO 1, LO 2, LO 3	3	2	100	0	2
15 Teaching Practices in Schools	ement	LO 1, LO 2, LO 3	4	2	50	50	2
		LO 2, LO 6, LO 9	5	3	0	100	2
		LO 2, LO 6, LO 9	5	3	0	150	3
16 Educational Innovation*		LO 3, LO 6	3	4	50	50	2
17 E-Learning*		LO 3, LO 6, LO 9	3	3	50	50	2
Pedagogical Content Knowledge							
18 Social Studies Learning Planning	ng	LO 3, LO 6	3	4	100	50	3
19 Social Studies Textbook Review	W	LO 3, LO 6	3	4	100	50	3
20 Study of Social Studies Learnin Elementary Schools		LO 3, LO 6	3	3	100	0	2
21 Study of Social Studies Learnin High School	ng Curriculum in Junior	LO 3, LO 6	3	3	100	0	2
22 Social Studies Learning Strateg	gy	LO 2, LO 6, LO 9	4	4	100	50	3
23 Social Studies Learning Media		LO 6, LO 9	4	3	100	50	3

N T	Subject	101	Breadth of	Depth	Estimat	Credit	
No	Subject	LO Load	Study Materials	(Taxonomy Level)	Studying	Practice	Weight
24	Social Studies Learning Resources	LO 6, LO 9	4	3	50	50	2
25	Social Studies Learning Evaluation	LO 3, LO 6, LO 9	4	5	100	50	3
26	Transdisciplinary and Crossdisciplinary Approaches in Social Studies Learning	LO 3, LO 6, LO 9	4	3	50	50	2
27	Development of Social Studies Learning Laboratory	LO 3, LO 6, LO 9	4	4	50	50	2
Content	Knowledge						
28	Introduction to Social Sciences	LO 4, LO 7	3	2	100	0	2
29	Basic Concepts of Social Studies	LO 3, LO 6, LO 9	3	2	100	0	2
30	Geography and Social Studies Education	LO 3, LO 9	3	2	100	0	2
31	History and Social Studies Education	LO 3, LO 9, LO 11	4	2	100	0	2
32	Economics and Social Studies Education	LO 3, LO 9	3	2	100	0	2
33	Sociology and Social Studies Education	LO 3, LO 9	3	2	100	0	2
34	Political Science and Social Studies Education	LO 3, LO 9	3	2	100	0	2
35	Anthropology and Social Studies Education	LO 3, LO 9	3	2	100	0	2
36	Psychology and Social Studies Education	LO 3, LO 9	3	2	100	0	2
37	Logic	LO 7, LO 10	3	3	100	0	2
38	Environmental education	LO 7, LO 8	4	3	50	50	2
39	Time, Continuity, and Change	LO 7, LO 8	4	3	100	0	2
40	People, Places, and Environment	LO 5, LO 8, LO 11	3	3	100	0	2
41	Individual Development and Identity	LO 5, LO 8, LO 11	3	3	100	0	2
42	Individuals, Societies, and Institutions	LO 7, LO 8	4	3	100	0	2
43	Power, Authority, and Government	LO 7, LO 8	4	3	100	0	2
44	Production, Distribution, and Consumption	LO 5, LO 8, LO 11	3	3	100	0	2
45	Science, Technology and Society	LO 8, LO 11	3	3	100	0	2
46	Journalism	LO 5, LO 8	3	3	50	50	2
47	Indonesian Society and Culture	LO 2, LO 7	5	2	100	0	2
48	Multicultural Society*	LO 2, LO 7	5	2	100	0	2
49	Philosophy of Science	LO 3, LO 4, LO 5	5	3	100	0	2

D.T.	Subject	1011	Breadth of	Depth	Estimat	ed Time	Credit
No	Subject	LO Load	Study Materials	(Taxonomy Level)	Studying	Practice	Weight
50	Local Wisdom and Ethnopedagogy	LO 3, LO 6, LO 9	5	4	50	50	2
51	Tourist	LO 5, LO 8, LO 11	5	3	50	50	2
52	Banjar Society and Culture	LO 2, LO 7, LO 9	5	3	100	0	2
53	Banjar Literature	LO 2, LO 7, LO 9	5	3	100	0	2
54	Global Perspective	LO 6, LO 7, LO 11	5	4	100	0	2
55	Basics of Statistics	LO 4, LO 10	4	4	50	50	2
56	Social Studies Research Study	LO 4, LO 10	4	5	100	50	3
57	Quantitative Research Approach	LO 4, LO 10	4	4	50	50	2
58	Qualitative Research Approach	LO 4, LO 10	4	4	50	50	2
59	Social Skills Development	LO 8, LO 11	3	3	100	0	2
60	Nationalism and National Identity	LO 1, LO 2	3	3	100	0	2
61	Field Work Practice	LO 2, LO 7, LO 8	5	3	50	50	2
62	Proposal Seminar	LO 1, LO 4, LO 10	5	4	0	100	2
63	Scientific Paper Guidance	LO 1, LO 4, LO 10	5	4	100	50	3
64	Anti-Corruption Education	LO 6, LO 7, LO 8	5	3	100	0	2
65	Human Resource Management	LO 8, LO 11	3	4	100	0	2
66	History of Banjar	LO 1, LO 5	4	3	150	0	3
67	Contemporary Issues	LO 7, LO 11	4	3	100	0	2
68	Social Change	LO 5, LO 7, LO 11	4	3	100	0	2
69	River Community Life	LO 1, LO 5	4	3	100	0	2
70	Social Studies Education and Character Education	LO 1, LO 3	3	3	100	0	2
71	Thesis	LO 1, LO 4, LO 10	5	6	0	300	6

^{*}Note: The estimated lecture time for each course is rounded to facilitate the determination of the credit weight.

Table 2.11 LO Content in Courses

		LO Content in Courses										
No	Subject	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
General Course												
1	Religious education											
2	Pancasila											
3	Indonesian								\checkmark			
4	Introduction to Wetland Environment	$\sqrt{}$			\checkmark				~	$\sqrt{}$		
5	English: Basic							V	\checkmark			
6	Civic education							V				
7	English: Intermediate							V	\checkmark			
8	Entrepreneurship								\checkmark			$\sqrt{}$
Pedag	Pedagogical Knowledge											
9	Introduction to Education			V								
10	Student Development											
11	Teaching Profession			V								
12	Learning and Study											
13	School Administration Management	$\sqrt{}$	$\sqrt{}$	√								
14	Micro Teaching											
15	Teaching Practices in Schools											
16	Educational Innovation*			V								
17	E-Learning*			V			V			$\sqrt{}$		
Pedag	gogical Content Knowledge									_		
18	Social Studies Learning Planning			V			V					

		LO Content in Courses										
No	Subject	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
19	Social Studies Textbook Review			√			√					
20	Study of Social Studies Learning Curriculum in Elementary Schools			~			V					
21	Study of Social Studies Learning Curriculum in Junior High School			V			V					
22	Social Studies Learning Strategy		\checkmark				√			$\sqrt{}$		
23	Social Studies Learning Media						√			$\sqrt{}$		
24	Social Studies Learning Resources						1			$\sqrt{}$		
25	Social Studies Learning Evaluation			√			√			$\sqrt{}$		
26	Transdisciplinary and Crossdisciplinary Approaches in Social Studies Learning			V			V			V		
27	Development of Social Studies Learning Laboratory			\checkmark			√			$\sqrt{}$		
Conte	ent Knowledge											
28	Introduction to Social Sciences				$\sqrt{}$			$\sqrt{}$				
29	Basic Concepts of Social Studies			$\sqrt{}$			√			$\sqrt{}$		
30	Geography and Social Studies Education			V						V		

		LO Content in Courses										
No	Subject	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
31	History and Social Studies Education			$\sqrt{}$						$\sqrt{}$		$\sqrt{}$
32	Economics and Social Studies Education			$\sqrt{}$						$\sqrt{}$		
33	Sociology and Social Studies Education			$\sqrt{}$						$\sqrt{}$		
34	Political Science and Social Studies Education			$\sqrt{}$						$\sqrt{}$		
35	Anthropology and Social Studies Education			$\sqrt{}$						$\sqrt{}$		
36	Psychology and Social Studies Education			$\sqrt{}$						$\sqrt{}$		
37	Logic										$\sqrt{}$	
38	Environmental education								\checkmark			
39	Time, Continuity, and Change								$\sqrt{}$			
40	People, Places, and Environment					$\sqrt{}$			\checkmark			$\sqrt{}$
41	Individual Development and Identity					$\sqrt{}$			~			$\sqrt{}$
42	Individuals, Societies, and Institutions							V	$\sqrt{}$			
43	Power, Authority, and Government							√	$\sqrt{}$			
44	Production, Distribution, and Consumption					$\sqrt{}$			V			V
45	Science, Technology and Society								V			√
46	Journalism					$\sqrt{}$						_

		LO Content in Courses										
No	Subject	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
47	Indonesian Society and Culture		$\sqrt{}$					√				
48	Multicultural Society*							$\sqrt{}$				
49	Philosophy of Science				$\sqrt{}$							
50	Local Wisdom and Ethnopedagogy			$\sqrt{}$			$\sqrt{}$			$\sqrt{}$		
51	Tourist								$\sqrt{}$			$\sqrt{}$
52	Banjar Society and Culture									$\sqrt{}$		
53	Banjar Literature											
54	Global Perspective							V				\checkmark
55	Basics of Statistics										$\sqrt{}$	
56	Social Studies Research Study										$\sqrt{}$	
57	Quantitative Research Approach				V						V	
58	Qualitative Research Approach				V						V	
59	Social Skills Development											\checkmark
60	Nationalism and National Identity	√	√									
61	Field Work Practice		√					V				
62	Proposal Seminar	V			$\sqrt{}$						$\sqrt{}$	
63	Scientific Paper Guidance	V									$\sqrt{}$	
64	Anti-Corruption Education						V	V				
65	Human Resource Management								√			$\sqrt{}$
66	History of Banjar	V				V						
67	Contemporary Issues							V				V

		LO Content in Courses										
No	Subject	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
68	Social Change											
69	River Community Life	V				\checkmark						
70	Social Studies Education and Character Education	√		√								
71	Thesis	√									$\sqrt{}$	

CHAPTER II

GRADUATES LEARNING OUTCOMES (LO) FORMULA

Graduate profiles and graduate competency formulation refer to Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualification Framework (KKNI). The undergraduate level is included in qualification level 6 (level 6):

Table 2.1 Description of Qualification Levels

Table 2.1 Description of Qualification Levels								
Qualification Level	Description							
General Description	 Have faith in God Almighty. Have good morals, ethics and personality in completing his/her duties. Act as a proud citizen who loves his country and supports world peace. Able to work together and have high social sensitivity and concern for society and the environment. Respecting the diversity of cultures, views, beliefs and religions as well as opinions/findingsoriginalothers. Upholding law enforcement and having the spirit to prioritize the interests of the nation and the wider community. 							
6	 Able to apply areas of expertise and utilize science, technology, and/or art in the field of problem solving and able to adapt to the situations faced. Mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific parts of that field of knowledge in depth, and being able to formulate solutions to problems.procedural. Able to make the right decisions based on information and data analysis, and able to provide guidance in selecting various alternative solutions independently and in groups. Responsible for one's own work and can be given responsibility for achieving the organization's work results. 							



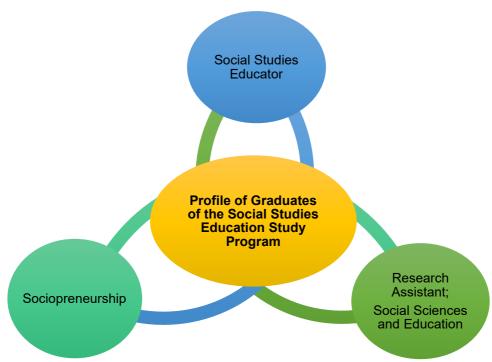


Table 2.2 Profile of Graduates of the Social Studies Education Study Program

No	Job Profile	Graduate Profile	Keywords
1	Social Studies Educator (Social Studies Teacher)	Educators who have the skills to improve students' competencies as good citizens.	Education, Educator (teacher), Communicative
2	Research Assistant: Social Sciences and Education	Reviewer of problems in the field of social sciences and education to achieve insight or conclusions related to social issues in wetland environmental communities, so as to have the ability to make decisions and solve social problems.	Researcher, Social Skills, Innovative
3	Sociopreneurship	Entrepreneurs who are able to utilize the environmental and social potential of wetlands as an opportunity to develop businesses and open up employment opportunities for the community.	Entrepreneurship , Human Resource Management

The existence of the Social Studies Education Study Program is intended to fulfill the needs of social studies educators (teachers) at the elementary/Islamic elementary school and junior high school levels. The development of social studies education is necessary because social studies learning at the elementary and junior high school levels is still carried out separately. This is not in line with the concept of integrated social studies. The social studies education curriculum emphasizes that social studies education is carried out in an integrated manner, namely the integration of social sciences and humanities for pedagogical purposes. The profile of graduates of the Social Studies Education Study Program, FKIP ULM, is determined by considering the scientific vision, university values and job market demand. The

scientific vision of social studies education adopts the National Council for Social Studies (NCSS), namely the ability to analyze social science and humanities concepts with a multidisciplinary, interdisciplinary and transdisciplinary approach.

CHAPTER III ANALYSIS AND DISCUSSION PLO

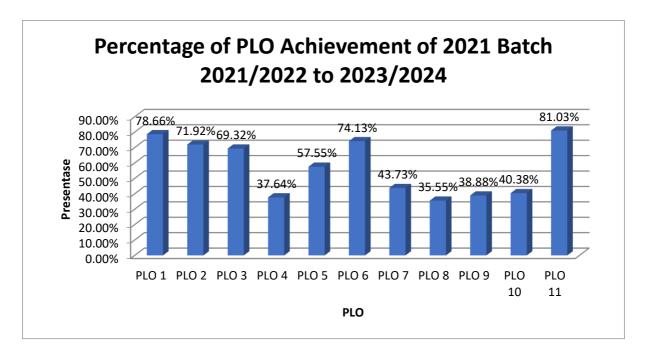
A. Achievements of PLO Class of 2020



Based on the percentage graph of the achievement of the Program Learning Outcomes (PLO) of students from the 2020 intake, there is a significant variation between the achievements of each PLO. PLO 1 occupies the highest position with an achievement of 82.77%, followed by PLO 2 (78.11%) and PLO 3 (76.18%), which shows that most students are able to master the main competencies formulated in the three PLOs. PLO 6 also shows high achievement, namely 75.54%, so it can be concluded that PLO 1, 2, 3, and 6 have been implemented very well in the learning process. Meanwhile, there are several PLOs with moderate levels of achievement, such as PLO 7 (62.34%), PLO 9 (60.71%), PLO 11 (57.25%), and PLO 5 (48.87%). This percentage shows that although most students have achieved the learning achievement targets, there is still room for improvement in learning methods, assessments, and strengthening understanding of the material in these aspects. On the other hand, three PLOs were recorded as having the lowest achievement percentages, namely PLO 4 (38.13%), PLO 8 (37.86%), and PLO 10 (38.58%). These figures indicate that there are quite significant challenges in achieving the competencies covered in the three PLOs. This low achievement requires special attention, either through curriculum evaluation, development of teaching strategies, or increasing student involvement in the learning process relevant to the PLO.

In general, these data show that most of the learning achievements of the 2020 batch of students have been carried out well, but there are several aspects that still need to be improved. A comprehensive evaluation of the factors causing low achievement in several PLOs needs to be carried out, so that in the future the learning process can be more even and produce graduates who are competent as a whole in accordance with the learning targets of the study program.

B. Achievements of PLO Class of 2021

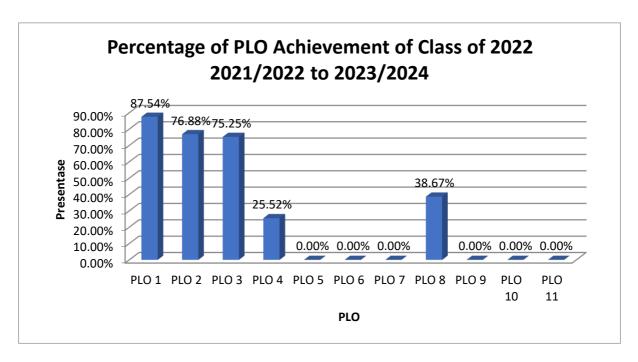


The diagram shows that the achievement of the Program Learning Outcomes (PLO) of students in the 2021 intake varies, with the highest achievement being in PLO 11 at 81.03%. This shows that the competencies contained in PLO 11 were successfully mastered by the majority of students. PLO 1, 2, and 3 also showed high achievement, at 78.66%, 71.92%, and 69.32% respectively, indicating that most students were able to achieve the basic and essential competencies targeted by the study program. PLO 6 is in the middle position with an achievement of 74.13%, which shows good performance, although still below PLO 11 and PLO 1. On the other hand, PLO 5 (57.55%) and PLO 7 (43.73%) are included in the moderate achievement category. These two PLOs still show a need for improvement in the learning process so that achievement can be increased to approach or exceed 70%. Meanwhile, four PLOs have low levels of achievement, namely PLO 4 (37.64%), PLO 8 (35.55%), PLO 9 (38.88%), and PLO 10 (40.38%). The low achievement figures indicate that students have difficulty in achieving these competencies, which can be caused by internal factors (such as

material complexity) or external factors (such as teaching methods, facility support, or level of student involvement).

Overall, the PLO achievement data for the 2021 batch shows that although there are some very good achievements, there are still some PLOs that require special attention. Therefore, evaluation and improvement in learning strategies, assessments, and academic support are important steps to improve achievement comprehensively and evenly in all aspects of learning.

C. Achievements of PLO Class of 2022

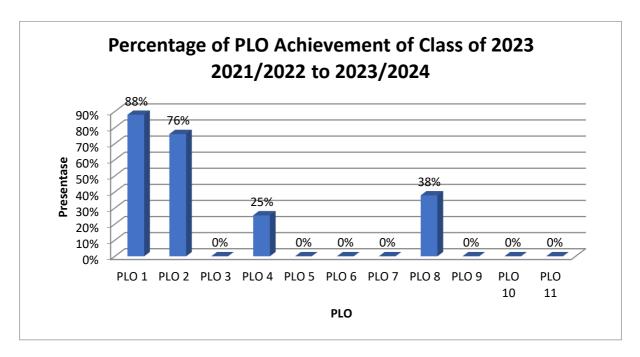


The data shows that the achievement of PLOs for the 2022 batch is not evenly distributed and tends to be limited to only a few PLOs. PLO 1 has the highest achievement rate, which is 87.54%, indicating that most students have successfully mastered the core competencies contained in the PLO. High achievement is also seen in PLO 2 (76.88%) and PLO 3 (75.25%), which illustrates the success of implementing learning in other main aspects. However, achievement began to decline drastically in PLO 4 which only reached 25.52%, and furthermore it can be seen that PLO 5, PLO 6, PLO 7, PLO 10, and PLO 11 all show a figure of 0%, which means that there has been no achievement or assessment of the PLO in this period. PLO 8 showed an achievement of 38.67%, while PLO 9 had no achievement (0%), indicating that the learning achievement at the end of the curriculum has not been optimally implemented. The phenomenon of zero percent achievement in most PLOs may indicate that

learning or assessment of the PLO has not been implemented in the 2022 intake, possibly because students are still in the early stages of their studies and have not completed all the courses or learning activities that include the related PLO. This is normal if the measurement is carried out before students complete the study program in full.

Overall, despite high achievements in several early PLOs, these data show that the achievement of PLOs for the 2022 batch is still partial and does not reflect overall achievement. Further time and monitoring are needed until all PLOs are fully measured to provide a complete picture of the competency achievement of this batch of students.

C. Achievements of PLO Class of 2023



The achievement data for the 2023 batch of PLOs shows that only a small portion of the PLOs have been measured for achievement, with varying results. PLO 1 recorded the highest achievement, which was 88%, indicating that the basic competencies in the PLO had been successfully mastered by the majority of students. PLO 2 also showed good results with a percentage of 76%, illustrating the success in implementing learning in this competency aspect. Meanwhile, PLO 3 was only achieved by 25%, indicating that there is still a need for improvement in fulfilling learning outcomes in this aspect. PLO 8 was recorded to have an achievement of 38%, while all other PLOs, namely PLO 4, 5, 6, 7, 9, 10, and 11, have not shown any achievement at all (0%). This is most likely due to the 2023 batch of students who are still in the early stages of their studies, so they have not taken courses or learning activities that cover all of these PLOs.

Thus, it can be concluded that the PLO achievement data for the 2023 batch is still preliminary and does not reflect the overall profile of student learning achievements as a whole. High achievements in PLO 1 and 2 indicate a positive direction in the basic learning process, but zero percent achievement in the majority of other PLOs indicates that the assessment of these achievements still requires time and further implementation according to the students' academic development.

CHAPTER IV CONCLUSION

The achievement of the Program Learning Outcomes (PLO) of students from the 2020 to 2023 intakes, it can be seen that the highest achievement consistently occurs in PLO 1, 2, and 3. These three PLOs generally reflect the basic competencies that have been successfully mastered by the majority of students, with the highest achievement reaching more than 80% in several intakes. Meanwhile, the achievement of PLOs such as PLO 4, 8, 9, and 10 shows a low trend, even in certain intakes only reaching around 25%–40%. Several PLOs also show zero percent achievement, especially in the 2022 and 2023 intakes, which is most likely due to students who are still in the early stages of their studies and have not taken the assessment for the related PLO. In general, the data shows that the implementation of learning has succeeded in achieving most of the basic competencies, but has not been evenly distributed across all aspects of PLO. Therefore, a comprehensive evaluation of the implementation of the curriculum, assessments, and learning strategies used is needed. In addition, continuous monitoring is very important, especially for the newest batches, so that the achievement of PLO can increase proportionally along with the students' academic progress.