Report on the
Compilation of graduate learning outcomes

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

VALIDITY SHEET

**REPORT ON THE COMPILATION OF GRADUATE LEARNING OUTCOMES
SOCIAL SCIENCE EDUCATION STUDY PROGRAM
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This report outlines the process of compiling the Graduate Learning Outcomes (GLOs) for the Social Science Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. The development of these outcomes was guided by national higher education standards, the Indonesian National Qualifications Framework (IQF), and the program's academic vision and graduate profile.

The compilation process included curriculum review sessions, internal discussions among faculty members, benchmarking with reputable institutions, and consultations with stakeholders such as alumni, employers, and education experts. The finalized GLOs articulate the essential knowledge, skills, and attitudes that graduates are expected to possess upon completing the program.

This document serves as an academic reference to ensure that curriculum components, teaching strategies, and assessment methods are aligned with the intended learning outcomes. It also reinforces the program's commitment to continuous quality improvement and the preparation of graduates who are competent, ethical, and responsive to the needs of society.

Confirmed by:
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FOREWORD

Praise and gratitude are offered to the presence of Allah SWT, thanks to Him mercy and grace. The Curriculum for the Social Science Education Study Program at Lambung Mangkurat University has been completed by the Curriculum Design Team. The ULM PIPS Curriculum Document is prepared based on the KKNI (Indonesian National Qualifications Framework) Curriculum regulated in Presidential Regulation Number 8 of 2012 and SN-DIKTI (National Higher Education Standards) as outlined in the Minister of Education and Culture Regulation Number 3 of 2020, which has adopted the policy Merdeka Belajar-Kampus Merdeka or MBKM, based on learning outcomes. Curriculum preparation was carried out to continue preparing PIPS ULM academic services.

PIPS ULM describes the implementation of the Curriculum using an Outcomes-based Education (OBE) approach. Curriculum development based on Graduate Learning Profiles and Achievements (CPL). Based on this CPL, study materials (body of knowledge) are then derived, the formation of courses and their credit weights, curriculum maps, learning designs expressed in the form of Semester Learning Plans developing teaching materials, and developing assessment and evaluation instruments.

It is hoped that the existence of the ULM PIPS Curriculum Document can be used as evaluation material for the academic community, especially in the study program environment. Thus, it has a positive impact on improving the quality of education at PIPS ULM.

Banjarmasin, June 2020
Head of the Curriculum Design Team

Prof. Dr. Drs. Ersis Warmansyah Abbas, BA., M.Pd.

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CHAPTER I
INTRODUCTION

A. Introduction

The rapid advancement of science and technology in the 21st century, which follows a logarithmic pattern, has driven changes in the National Standards for Higher Education (SN-Dikti). Within a span of six years, SN-Dikti has undergone three revisions—from Permenristekdikti No. 49 of 2014 to Permenristekdikti No. 44 of 2015, and most recently to Permendikbud No. 3 of 2020. These changes align with the Ministry of Education and Culture's policy on the Independent Learning–Independent Campus (MBKM) initiative. In public perception, such revisions are often misunderstood as being solely driven by changes in ministerial leadership, suggesting that each new minister brings a new curriculum. However, curriculum reform is an inevitable necessity, provided it does not conflict with educational philosophy or prevailing regulations.

The essence of education, as articulated by Ki Hadjar Dewantara, emphasizes strategies that align learning outcomes with Indonesian cultural values. The issuance of Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI), along with Law No. 12 of 2012 on Higher Education, has mandated all universities to adapt accordingly. KKNI functions as a reference for the quality of Indonesian human resources, with qualification levels based on the competencies expressed in learning outcomes. As institutions responsible for producing competent human resources, universities must ensure that their graduates possess qualifications aligned with the learning outcomes outlined in the KKNI. For instance, graduates of Bachelor's or Applied Bachelor's programs must demonstrate learning outcomes equivalent to Level 6 of the KKNI.

In designing or developing curricula, universities are required to refer to both the KKNI and the National Standards for Higher Education. This ensures that graduates

are well-prepared to meet the demands of the Industry 4.0 era, including new literacies in data, technology, and human values, all grounded in ethical and religious understanding. Therefore, universities must reorient their curriculum development to respond effectively to these emerging challenges. As the curriculum functions as a program to produce qualified graduates, it must guarantee that graduate qualifications are consistent with those prescribed in the KKNI.

The graduate profile is reflected in the formulation of Learning Outcomes (LO). KKNI descriptors express these abilities in terms of learning outcomes, which include and integrate competencies. In the context of higher education, the term "competency" appears in Permendikbud No. 3 of 2020 on SN-Dikti, Article 5, Paragraph (1), which defines Graduate Competency Standards (Standar Kompetensi Lulusan/SKL) as the minimum criteria for graduate qualifications, encompassing attitudes, knowledge, and skills articulated through the LO.

The learning outcomes described in the KKNI include four components: attitudes and values, work ability, mastery of knowledge, and authority and responsibility. In SN-Dikti, the LO framework comprises elements of attitude, general skills, specific skills, and knowledge. The components of attitude and general skills are comprehensively outlined in the SN-Dikti appendix, while the elements of specific skills and knowledge must be developed by forums of similar study programs to reflect the distinct characteristics of each academic discipline.

Based on the LO, curriculum development at the study program level can be structured. According to Law No. 12 of 2012 on Higher Education, curriculum development is the prerogative of each university. However, the law also stipulates that it must comply with national standards (Article 35, Paragraph (1)). The formulation of LO draws upon KKNI descriptors, particularly in the domains of knowledge and specific skills, while the components of attitude and general skills may be adopted directly from SN-Dikti. Moreover, comprehensive curriculum development must also

align with the eight National Standards of Education, in addition to the eight National Standards for Research and the eight National Standards for Community Service.

B.   Basics of Compilation

1. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
3. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI).
4. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of KKNI in the Field of Higher Education.
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions.
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning the Establishment, Amendment, and Dissolution of Public Universities, and the Establishment, Amendment, and Revocation of Private University Permits.
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014 concerning Diplomas, Competency Certificates, and Higher Education Professional Certificates.
9. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 74/P/2021 concerning Recognition of Semester Credit Units in the Independent Campus Program.

10. Regulation of the Chancellor of Universitas Lambung Mangkurat Number 3 of 2021 concerning Guidelines for Independent Learning–Independent Campus at Universitas Lambung Mangkurat.

11. Regulation of the Chancellor of Universitas Lambung Mangkurat Number 5 of 2021 concerning Academic and Student Guidelines for Undergraduate, Vocational, and Professional Programs at Universitas Lambung Mangkurat.

12. Decree of the Chancellor of Universitas Lambung Mangkurat Number 1526/UN8/KR/2018 concerning Curriculum Development Documents at Universitas Lambung Mangkurat.

C. Drafting Process

In general, the preparation of Learning Outcomes (LO) is carried out through several stages as follows:

1. **Formation of the LO Drafting Team**

   The team is composed of study program lecturers, alumni representatives, and graduate user partners.

2. **Document Analysis**

   This stage involves a comprehensive review of existing documents, including Level 6 of the Indonesian National Qualification Framework (KKNI), the National Standards for Higher Education (SN-Dikti), and benchmarking with the LO of Social Science Study Programs from other universities.

3. **Identification of Graduate Profiles**

   Graduate profiles are formulated through Focus Group Discussions (FGDs) involving both internal and external stakeholders.

4. **Formulation of Learning Outcomes (LO)**

   The LO is structured based on four learning domains: attitudes, knowledge, general skills, and specific skills.

5. **Internal Validation**

   The LO draft is validated by internal lecturers and academic reviewers at the faculty level to ensure its relevance and quality.

6. **Official Endorsement of Learning Outcomes**

   The finalized LO is formally established through a Decree issued by the Dean or Chancellor and becomes an integral part of the study program's curriculum document.

CHAPTER III

GRADUATE PROFILE, GRADUATE LEARNING OUTCOMES, AND STUDY MATERIALS

A. Graduate Profile and Competency Formulation

The graduate profile and formulation of graduate competencies refer to Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualifications Framework (KKNI). The strata 1 level is entered at qualification level 6 (level 6):

Table 5.1 Description of Qualification Levels

Qualification Level	Description
General Description	1. Have faith in God Almighty. 2. Have good morals, ethics and personality in completing his duties. 3. Act as a proud citizen who loves the country and supports world peace. 4. Able to work together and have social sensitivity and deep concern for Society and the environment. 5. Respect the diversity of cultures, views, beliefs, religions and opinions/findings from others. 6. Uphold law enforcement and have the enthusiasm to put the nation's and broader community's interests first.
6	1. 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. 2. Master 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 be able to formulate problem solutions. 3. Able to make the right decisions based on information and data analysis and can guide in choosing various alternative solutions independently and in groups. 4. Responsible for one's work and can be responsible for achieving the organization's work results.

Figure 5.1 Profile of Social Science Education Graduates
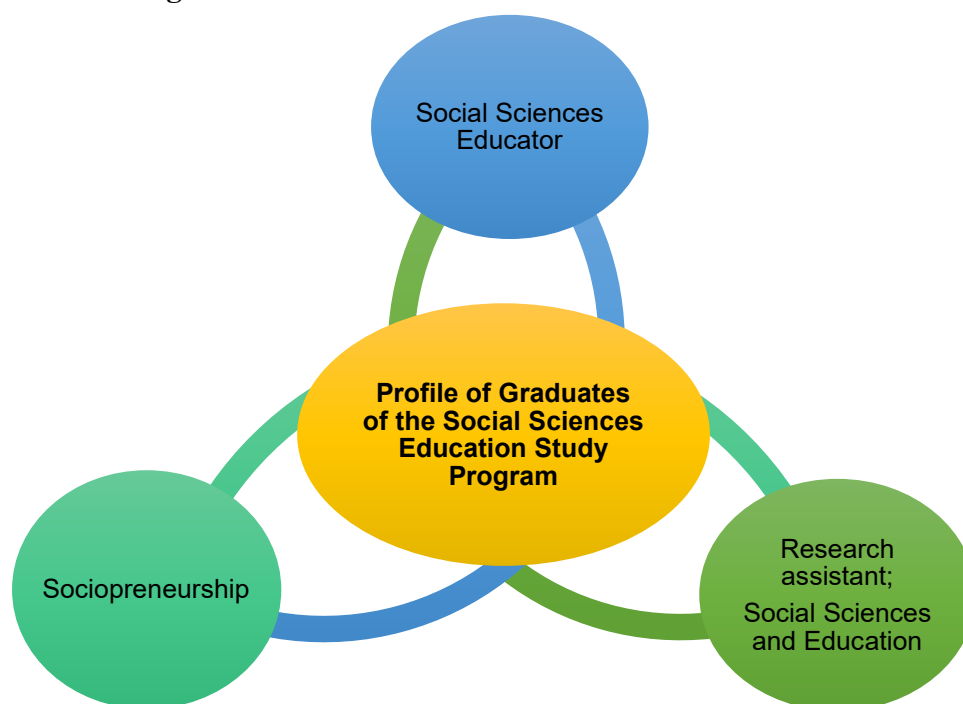
Table 5.2 Profile of Graduates of the Social Science Education Study Program

No	Job Profile	Graduate Profile	Keywords
1	Social Science Education educator (Social Science Education Teacher)	Educators who have the skills to improve students' competence as good citizens.	Education, Educator (teacher), Communicative
2	Research Assistant: Social Sciences and Education	Reviewing problems in social sciences and education to reach insights or conclusions related to social issues in wetland environmental communities so that they have the skills to make decisions and resolve social problems.	Researcher, Social Skills, Innovative
3	Sociopreneurship	Entrepreneurs who can utilize the environmental and social potential of wetlands as opportunities to develop businesses and create employment opportunities for the community.	Entrepreneurship, Human Resources Management

The Social Science Education Study Program aims to equip Social Science Education educators (teachers) at the SD/MI and SMP/MT levels with the requisite knowledge and skills to effectively teach Social Science Education. The advancement of Social Science Education education is imperative, given that Social Science

Education instruction at the elementary and middle school levels is still conducted as discrete entities. This is not aligned with the concept of integrated IPS (integrative). The Social Science Education Curriculum emphasizes the integration of social sciences and humanities to facilitate pedagogical purposes. The graduate profile of the Social Science Education Study Program at FKIP ULM is determined by considering the scientific vision, the values of the university, and the demands of the job market. As adopted by the National Council for Social Science Education (NCSS), the scientific vision of Social Science Education is the ability to analyze social science and humanities concepts with a multidisciplinary, interdisciplinary and transdisciplinary approach.

Table 5.3 Graduate Learning Achievements

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

Code	Knowledge
P1	Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate
P2	Able to construct research education studies for the development of Social Science Education education logically, 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 resolving social problems at local, national and international levels
KU3	Able to adapt to work independently or in groups within a multidisciplinary scope

Code	Special skill
KK1	Able to apply learning strategies with the TPACK approach to improve influential Social Science Education learning

Code	Special skill
KK2	Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches
KK3	Able to demonstrate ideas in various forms of media as an entrepreneur (solopreneurship) to the general public

Table 5.4 Graduate and LO Profile Conformity Matrix

No	CPL	Graduate Profile		
		1	2	3
Attitude (S)				
S1	Internalize the values of Pancasila and the manifestation of Wasaka values in personal and social life.	3	2	2
S2	Demonstrate a professional, creative, and innovative attitude in education, both independently and in groups.	3	2	3
Knowledge (P)				
P1	Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate	3	2	1
P2	Able to construct research education studies for the development of Social Science Education education logically, systematically and critically	2	3	1
P3	Able to analyze local potential as a business development opportunity	1	2	3
General 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 resolving social problems at local, national and international levels	2	3	3
KU3	Able to adapt to work independently or in groups within a multidisciplinary scope	3	3	3
Special Skills (KK)				
KK1	Able to apply learning strategies with the TPACK approach to improve powerful Social Science Education learning	3	1	1
KK2	Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches	2	3	1
KK3	Able to demonstrate ideas in various forms of media as an entrepreneur (solopreneurship) to the general public	1	2	3

Information:
Very suitable   :3
In accordance: 2
Suitable enough: 1

B.   Determining Study Materials

The study materials for the Social Science Education Study Program at FKIP ULM were identified by analyzing the student's learning needs and the central issues in the learning process. Moreover, the content is based on the principles of the graduate profiles. The study material is presented in the following format:

Table 5.5 Study Materials

No	Theme	Study Materials
1	Science philosophy	Education
2	Philosophy of Education	
3	Learning Theory	
4	Educational Psychology	
5	Cognitive Psychology	
6	Pedagogical Science	
7	Curriculum and Learning	
8	Teaching Profession	
9	Inclusive Education	
10	Education Management	
11	Education Evaluation	
12	Historical Science	Social Sciences
13	Geography Science	
14	Economics	
15	Sociology	
16	Anthropological Science	
17	Political science	
18	Psychology	
19	Research paradigm	Research Methodology
20	Research Ethics	
21	Research Approach	
22	Research methods	
23	Data collection technique	
24	Data analysis technique	
25	Techniques for Writing Scientific Papers	
26	Statistics	
27	Postmodernism	PerspectiveGlobal
28	Globalization	
29	International Relations	
30	Geopolitical Studies	

No	Theme	Study Materials
31	Local, national and international Contemporary Issues	
32	Proxy Wars	
33	Conflict Resolution	
34	Social Capital	
35	*SustainableDevelopment Goals*(SDGs)	
34	Basic Concepts of Technology, Information and Communication	Information and Communication Technology
35	Educational Technology Studies	
36	ICT Applications/Software	
37	Ethics and Responsibility in Using Technology	
38	Technology Trends and Developments	
39	Internet of Things (IoT)	
40	Big data and data analysis	
41	Artificial intelligence (AI)	

Table 5.6 Study Materials Based on CPL

No	CPL	Study Materials
1	S.1 (LO 1) Internalize the values of Pancasila and the manifestation of Wasaka values in personal and social life.	Education, Social Sciences, Global Perspective
2	S.2 (LO 2) Demonstrate a professional, creative, and innovative attitude in education, both independently and in groups.	Social Science Education, Information Communication Technology
3	P.1 (LO 3) Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate	Education, Social Sciences
4	P.2 (LO 4) Able to construct research education studies for the development of Social Science Education education logically, systematically and critically	Research Methodology
5	P.3 (LO 5) Able to analyze local potential as a business development opportunity	PerspectiveGlobal, Information and Communication Technology
6	KU.1 (LO 6) Able to utilize information and communication technology to support performance in the field of education	Social Science Education, Information Communication Technology
7	KU.2 (LO 7) Able to make appropriate decisions in the context of resolving social problems at local, national and international levels	Social Science Research Methodology, PerspectiveGlobal

No	CPL	Study Materials
8	KU.3 (LO 8) Able to adapt to work independently and in groups within a multidisciplinary scope	PerspectiveGlobal, Information and Communication Technology
9	KK.1 (LO 9) Able to apply learning strategies with the TPACK approach to improve influential Social Science Education learning	Education, Social Sciences, Information Communication Technology
10	KK.2 (LO 10) Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches	Social Science Research Methodology, PerspectiveGlobal
11	KK.3 (LO 11) Able to demonstrate ideas in various forms of media as an entrepreneur (solopreneurship) to the general public	PerspectiveGlobal, Information and Communication Technology

C. **Matrix of the Relationship between Study Materials and Graduate Learning Achievements**

Table 5.7 Study Materials Based on CPL

No	Study Materials	Graduate Profile										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
1	Education	√	√	√			√			√		
2	Social Sciences	√	√	√			√	√		√	√	√
3	Research Methodology				√			√		√		
4	PerspectiveGlobal	√				√		√	√		√	√
5	Information and communication technology		√		√	√	√		√	√		√

Table 5.8 Study Materials Based on CPL

Code	Study Materials	Description of Study Materials
BK 1	Education	The study material presents an in-depth examination of the conceptual framework of Indonesian education, encompassing national education, learning theory, and national education praxis. This study material aims to provide students with an insight into the scientific basis of education, which they can subsequently apply in reviews and studies and in educational and learning practices in schools. Education policy is concerned with studying laws and regulations about education and their practical implementation within the context of national education systems. This study aims to provide students with insight into the issues and developments pertaining to national education.
BK 2	Social Sciences	The field of social sciences encompasses the study of concepts and theories that serve as auxiliary knowledge in the context of social science education. Social science theories and concepts are employed as analytical tools in historical studies. The study employs a multidisciplinary, interdisciplinary, and transdisciplinary approach to examine social problems in a comprehensive manner.
BK 3	Research Methodology	The study of research methodology is a branch of science that focuses on the systematic study of how to conduct research. This study provides a road map for researchers, guiding them in designing, conducting, and analyzing their research in a scientific, valid, and reliable manner. It also allows students to practise research, both social and educational. Research methodology studies cover various essential 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,

Code	Study Materials	Description of Study Materials
		and helps researchers choose the proper techniques 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 proper techniques 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 ethically and responsibly.
BK 4	Global Perspective	A global perspective is a way of viewing and conceptualizing a problem, event or activity from the standpoint of global interests, that is, from the perspective of world or international interests. Consequently, our attitudes and actions are also oriented towards global interests. The global perspective study aims to comprehend a perspective that emerges from an awareness that life and living are for the benefit of the global community. One must adopt a global perspective in one's thinking and a local perspective in one's actions (think globally, act locally). Consequently, the material presented in this study demonstrates that the actions undertaken by individuals and organizations will have a global impact.
BK 5	Information and Communication Technology	ICT encompasses two distinct areas: information technology and communication technology. Information technology, in particular, encompasses the study of processes, tools, manipulation, and information management. Communication, in contrast, encompasses all aspects of the utilization of tools and media for the processing and transfer of information from information sources to information recipients. This study aims to equip students with the requisite knowledge and skills to utilize technology effectively in both learning and communication.

Table 5.9 Relationship between Graduate Profile, CPL, and Study Material Groups

Graduate Profile	Graduate Learning Outcomes (CPL)	Study Material Group
Social Science Education educator (Social Science Education Teacher)	Demonstrate behaviour that reflects the values of Pancasila and the spirit of Waja Tu Kaputing (Wasaka) in personal and social life.	➢ Education ➢ Social Sciences ➢ PerspectiveGlobal
	Demonstrate a professional, creative, innovative attitude in education independently or in groups.	➢ Education, ➢ Social Sciences ➢ Information and Communication Technology
	Able to study the theoretical and practical aspects of Social Science Education education in an integrated manner at the elementary school level or intermediate	➢ Education ➢ Social Sciences

Graduate Profile	Graduate Learning Outcomes (CPL)	Study Material Group
	Able to utilize information and communication technology to support performance in the field of education	➢ Education ➢ Social Sciences ➢ Information and Communication Technology
	Able to apply learning strategies with the TPACK approach to improve influential Social Science Education learning	➢ Education ➢ Social Sciences ➢ Information and Communication Technology
Research Assistant: Social Sciences and Education	Demonstrate behaviour that reflects the values of Pancasila and the spirit of Waja Tu Kaputing (Wasaka) in personal and social life.	➢ Education ➢ Social Sciences ➢ PerspectiveGlobal
	Demonstrate a professional, creative, innovative attitude in education independently or in groups.	➢ Education, ➢ Social Sciences ➢ Information and Communication Technology
	Able to construct research education studies for the development of Social Science Education education logically, systematically and critically	➢ Research Methodology ➢ Information and Communication Technology
	Able to make appropriate decisions in the context of resolving social problems at local, national and international levels	➢ Social Sciences ➢ Research Methodology ➢ PerspectiveGlobal
	Able to apply research methods by prioritizing ethnopedagogical studies as the development of Social Science Education education through multidisciplinary, interdisciplinary and transdisciplinary approaches	➢ Social Sciences ➢ Research Methodology ➢ PerspectiveGlobal
Entrepreneur	Demonstrate behaviour that reflects the values of Pancasila and the spirit of Waja Tu Kaputing (Wasaka) in personal and social life.	➢ Education ➢ Social Sciences ➢ PerspectiveGlobal
	Demonstrate a professional, creative, innovative attitude in education independently or in groups.	➢ Education, ➢ Social Sciences ➢ Information and Communication Technology
	Able to analyze local potential as a business development opportunity	➢ PerspectiveGlobal ➢ Information and Communication Technology

Graduate Profile	Graduate Learning Outcomes (CPL)	Study Material Group
	Able to adapt to work independently and in groups within a multidisciplinary scope	➢ PerspectiveGlobal ➢ Information and Communication Technology
	Able to demonstrate ideas in various forms of media as an entrepreneur to the general public	➢ Social Sciences, ➢ PerspectiveGlobal ➢ Information and Communication Technology

D.   Grouping Courses, Determining SKS Weights, and LO Loads in Courses

The determination of points and number of credits is based on the breadth (amount of study material) and depth (level of Bloom's taxonomy). The total weight of courses that students must take in the Social Science Education Study Program is set at a minimum of 145 credits out of the total number of credits offered at 157 credits. The distribution of courses offered by the Social Science Education Study Program consists of 59 compulsory courses and 12 elective courses. Relatedly, the course structure of the Social Science Education Study Program Curriculum is structured by considering the learning outcomes of graduates in each course. Thus, each course has a LO load with a certain weight, and all CPLs are distributed proportionally, as presented in the following table:

Table 5.10 Course Groups and Credits

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
General Course							
1	Religious education	LO 1	3	3	100	50	3
2	Pancasila	LO 1, LO 7	4	2	100	0	2
3	Indonesian	LO 2, LO 7, LO 8	5	3	100	50	3
4	Introduction to Wetland Environments	LO 1, LO 4, LO 8, LO 9	5	3	50	50	2
5	English: Basic	LO 2, LO 7, LO 8	5	2	100	0	2
6	Civic education	LO 1, LO 7	4	3	100	0	2
7	English: Intermediate	LO 2, LO 7, LO 8	5	3	50	50	2
8	Entrepreneurship	LO 5, LO 8, LO 11	4	3	50	50	2
Pedagogical Knowledge							
9	Introduction to Education	LO 2, LO 3, LO 6	4	2	100	0	2
10	Student Development	LO 2, LO 3, LO 6	4	4	100	0	2
11	Education Profession	LO 2, LO 3, LO 6	4	3	100	0	2
12	Learning and Learning	LO 1, LO 2, LO 3	3	2	100	0	2
13	School Administrative Management	LO 1, LO 2, LO 3	4	2	50	50	2
14	Microteaching	LO 2, LO 6, LO 9	5	3	0	100	2
15	Teaching Practices in Schools	LO 2, LO 6, LO 9	5	3	0	150	3
16	Education Innovation*	LO 3, LO 6	3	4	50	50	2
17	E-Learning*	LO 3, LO 6, LO 9	3	3	50	50	2
Pedagogic Content Knowledge							
18	Social Science Education Learning Planning	LO 3, LO 6	3	4	100	50	3
19	Study of Social Sciences Textbooks	LO 3, LO 6	3	4	100	50	3
20	Study of the Social Sciences Learning Curriculum in Elementary Schools	LO 3, LO 6	3	3	100	0	2

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
21	Study of the Social Sciences Learning Curriculum in Middle Schools	LO 3, LO 6	3	3	100	0	2
22	Social Science Education Learning Strategy	LO 2, LO 6, LO 9	4	4	100	50	3
23	Social Sciences Learning Media	LO 6, LO 9	4	3	100	50	3
24	Social Sciences Learning Resources	LO 6, LO 9	4	3	50	50	2
25	Evaluation of Social Science Education Learning	LO 3, LO 6, LO 9	4	5	100	50	3
26	Transdisciplinary and Crosdisciplinary Approaches in Social Science Education Learning	LO 3, LO 6, LO 9	4	3	50	50	2
27	Development of a Social Sciences Learning Laboratory	LO 3, LO 6, LO 9	4	4	50	50	2
Content Knowledge							
28	Introduction to the Social Sciences	LO 4, LO 7	3	2	100	0	2
29	Basic Concepts of Social Sciences	LO 3, LO 6, LO 9	3	2	100	0	2
30	Geography and Social Science Education	LO 3, LO 9	3	2	100	0	2
31	History and Social Science Education	LO 3, LO 9, LO 11	4	2	100	0	2
32	Economics and Social Science Education	LO 3, LO 9	3	2	100	0	2
33	Sociology and Social Science Education	LO 3, LO 9	3	2	100	0	2
34	Political Science and Social Science Education	LO 3, LO 9	3	2	100	0	2
35	Anthropology and Social Science Education	LO 3, LO 9	3	2	100	0	2
36	Psychological Science and Social Science 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 and Identity Development	LO 5, LO 8, LO 11	3	3	100	0	2
42	Individuals, Society, and Institutions	LO 7, LO 8	4	3	100	0	2
43	Power, Authority, and Governance	LO 7, LO 8	4	3	100	0	2

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
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	Science philosophy	LO 3, LO 4, LO 5	5	3	100	0	2
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 Science Education Research Review	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 Practices	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 Work 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 transformation	LO 5, LO 7, LO 11	4	3	100	0	2

No	Subject	LO Payload	Breadth of the Number of Study Materials	Depth (Taxonomic Level)	Estimated time		SKS weight
					Studying	Practice	
69	Life of River People	LO 1, LO 5	4	3	100	0	2
70	Social Science 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 study time for each course is rounded to make determining the weight of credits easier.

Table 5.11 LO Contents in Courses

No	Subject	LO Contents in Courses										
		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		√					√	√			
4	Introduction to Wetland Environments	√			√				√	√		
5	English: Basic		√					√	√			
6	Civic education	√						√				
7	English: Intermediate		√					√	√			
8	Entrepreneurship					√			√			√
Pedagogical Knowledge												
9	Introduction to Education		√	√			√					
10	Student Development		√	√			√					
11	Education Profession		√	√			√					
12	Learning and Learning	√	√	√								
13	School Administrative Management	√	√	√								
14	Microteaching		√				√			√		
15	Teaching Practices in Schools		√				√			√		
16	Education Innovation*			√			√					
17	E-Learning*			√			√			√		
Pedagogic Content Knowledge												

No	Subject	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
						LO Contents in Courses						
18	Social Science Education Learning Planning			√			√					
19	Study of Social Sciences Textbooks			√			√					
20	Study of the Social Sciences Learning Curriculum in Elementary Schools			√			√					
21	Study of the Social Sciences Learning Curriculum in Middle Schools			√			√					
22	Social Science Education Learning Strategy		√				√			√		
23	Social Sciences Learning Media						√			√		
24	Social Sciences Learning Resources						√			√		
25	Evaluation of Social Science Education Learning			√			√			√		
26	Transdisciplinary and Crosdisciplinary Approaches in Social Science Education Learning			√			√			√		
27	Development of a Social Sciences Learning Laboratory			√			√			√		
Content Knowledge												
28	Introduction to the Social Sciences				√			√				
29	Basic Concepts of Social Sciences			√			√			√		

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
30	Geography and Social Science Education			√						√		
31	History and Social Science Education			√						√		√
32	Economics and Social Science Education			√						√		
33	Sociology and Social Science Education			√						√		
34	Political Science and Social Science Education			√						√		
35	Anthropology and Social Science Education			√						√		
36	Psychological Science and Social Science Education			√						√		
37	Logic							√			√	
38	Environmental education							√	√			
39	Time, Continuity, and Change							√	√			
40	People, Places, and Environment					√			√			√
41	Individual and Identity Development					√			√			√
42	Individuals, Society, and Institutions							√	√			
43	Power, Authority, and Governance							√	√			
44	Production, Distribution and Consumption					√			√			√
45	Science, Technology and Society								√			√
46	Journalism					√			√			

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

No	Subject	LO Contents in Courses										
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11
69	Life of River People	√				√						
70	Social Science Education and Character Education	√		√								
71	Thesis	√			√						√	

Figure 5.2 Organization of Social Science Education Study Program Courses

SMT	Jumlah SKS SMT	Jumlah MK	MK WAJIB [SKS]										MK PILIHAN [SKS]				Dalam PT	PT Lain	Non-PT	
VIII	6	1	Skripsi (6)																MBKM	MBKM
VII	11	5	Kehidupan Masyarakat Sungai (2)	Pendidikan IPS dan Pendidikan Karakter (2)	Sejarah Banjar (3)								Isu-Isu Kontemporer³ (2)	Perubahan Sosial³ (2)					MBKM [Penelitian/Riset atau Studi Independen] ≤8	Content Knowledge
VI	20	9	Manajemen Sumber Daya Manusia (2)	Praktik Kerja Lapangan (2)	Bimbingan Karya Ilmiah (3)	Seminar Proposal (2)	Praktik Pengajaran di Sekolah (3)						Pendidikan Anti Korupsi³ (2)	Pengembangan Laboratorium Pembelajaran IPS³ (2)	E-Learning³ (2)	Inovasi Pendidikan³ (2)	MBKM [Asistensi Mengajar] ≤20		MBKM [Magang/Praktik Kerja] ≤20	Content Knowledge (Pilihan)
V	26	11	Kajian Penelitian IPS (3)	Pendekatan Penelitian Kualitatif (2)	Pendekatan Penelitian Kuantitatif (2)	Pendekatan Transdisipliner dan Krosdisipliner dalam Pembelajaran IPS (2)	Media Pembelajaran IPS (3)	Sumber Pembelajaran IPS (2)	Evaluasi Pembelajaran IPS (2)	Strategi Pembelajaran IPS (3)	Pengajaran Mikro (2)		Nasionalisme dan Jati Diri Bangsa³ (2)	Pengembangan Keterampilan Sosial³				MBKM [Pertukaran Mahasiswa] Sesuai MK		Pedagogic Knowledge
IV	26	12	Dasar-Dasar Statistik (2)	Filsafat Ilmu (2)	Kearifan Lokal dan Etnopedagogi (2)	Pariwisata (2)	Kajian Buku Teks IPS (3)	Kajian Kurikulum Pembelajaran IPS di SD (2)	Kajian Kurikulum Pembelajaran IPS di SMP (2)	Perencanaan Pembelajaran IPS (2)	Perspektif Global (2)	Kewirausahaan (2)	Masyarakat dan Kebudayaan Banjar³ (2)	Sastra Banjar³ (2)				MBKM [Pertukaran Mahasiswa] Sesuai MK		Pedagogic Knowledge (Pilihan)
III	26	13	Individu, Masyarakat, dan Institusi (2)	Jurnalistik (2)	Kekuasaan, Kewenangan, dan Pemerintahan (2)	Logika (2)	Manusia, Tempat, dan Lingkungan (2)	Pendidikan Lingkungan Hidup (2)	Pengembangan Individu dan Identitas (2)	Produksi, Distribusi, dan Konsumsi (2)	Sains, Teknologi, dan Masyarakat (2)	Waktu, Keberlanjutan, dan Perubahan (2) / Manajemen Administrasi Sekolah (2)	Masyarakat dan Kebudayaan Indonesia³ (2)	Masyarakat Multikultural³ (2)			MK dengan CPL Relevan, Sesuai MK			Pedagogic Content Knowledge
II	22	11	Ilmu Antropologi dan Pendidikan IPS (2)	Ilmu Ekonomi dan Pendidikan IPS (2)	Ilmu Geografi dan Pendidikan IPS (2)	Ilmu Politik dan Pendidikan IPS (2)	Ilmu Psikologi dan Pendidikan IPS (2)	Ilmu Sejarah dan Pendidikan IPS (2)	Ilmu Sosiologi dan Pendidikan IPS (2)	Belajar dan Pembelajaran (2)	Profesi Kependidikan (2)	Bahasa Inggris: Intermediate (2) / Pendidikan Kewarganegaraan (2)								Pedagogic Content Knowledge (Pilihan)
I	20	9	Konsep Dasar IPS (2)	Pengantar Ilmu-ilmu Sosial (2)	Pengantar Pendidikan (2)	Perkembangan Peserta Didik (2)	Pengantar Lingkungan Lahan Basah (2)	Bahasa Inggris: Basic (2)	Bahasa Indonesia (3)	Pendidikan Agama (3)	Pancasila (2)									General Course

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Table 5.12 Distribution of Social Science Education Study Program Courses

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
1	2	3	4	6	7
Semester 1					
Must					
1	AKBK3101	Basic Concepts of Social Sciences	e	2	0
2	AKBK3102	Introduction to the Social Sciences	e	2	0
3	AKWF2101	Introduction to Education	b	2	0
4	AKWF2102	Student Development	b	2	0
5	AULM1115	Introduction to Wetland Environments	a	1	1
6	AULM1151	English: Basic	a	2	0
7	AULM1152	Indonesian	a	2	1
8	AULM1161	Religious education	a	2	1
9	AULM1171	Pancasila	a	2	0
		Amount		**17**	**3**
Semester 2					
Must					
10	AKBK3201	Anthropology and Social Science Education	e	2	0
11	AKBK3202	Economics and Social Science Education	e	2	0
12	AKBK3203	Geography and Social Science Education	e	2	0
13	AKBK3204	Political Science and Social Science Education	e	2	0
14	AKBK3205	Psychological Science and Social Science Education	e	2	0
15	AKBK3206	History and Social Science Education	e	2	0
16	AKBK3207	Sociology and Social Science Education	e	2	0
17	AKWF2203	Learning and Learning	b	2	0

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
18	AKWF2204	Education Profession	b	2	0
19	AULM1252	English: Intermediate	a	1	1
20	AULM1272	Civic education	a	2	0
	Amount			**21**	**1**
3rd semester					
Must					
21	AKBK3301	Individuals, Society, and Institutions	e	2	0
22	AKBK3302	Journalism	e	1	1
23	AKBK3303	Power, Authority, and Governance	e	2	0
24	AKBK3304	Logic	e	2	0
25	AKBK3305	People, Places, and Environment	e	2	0
26	AKBK3308	Environmental education	e	1	1
27	AKBK3309	Individual and Identity Development	e	2	0
28	AKBK3310	Production, Distribution and Consumption	e	2	0
29	AKBK3311	Science, Technology and Society	e	2	0
30	AKBK3312	Time, Continuity, and Change	e	2	0
31	AKWF2305	School Administrative Management	b	1	1
	Amount			**19**	**3**
Electives (Can be taken up to 4 credits)					
32	AKBK3306	Indonesian Society and Culture*	e	2	0
33	AKBK3307	Multicultural Society*	e	2	0
	Amount			**4**	**0**
Semester 4					
Must					
34	AKBK3401	Basics of Statistics	e	1	1
35	AKBK3402	Science philosophy	e	2	0

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
36	AKBK3403	Study of Social Sciences Textbooks	e	2	1
37	AKBK3404	Study of the Social Sciences Learning Curriculum in Elementary Schools	e	2	0
38	AKBK3405	Study of the Social Sciences Learning Curriculum in Middle Schools	e	2	0
39	AKBK3406	Local Wisdom and Ethnopedagogy	e	1	1
40	AKBK3408	Tourist	e	1	1
41	AKBK3409	Social Science Education Learning Planning	e	2	1
42	AKBK3410	Global Perspective	e	2	0
43	AULM1451	Entrepreneurship	a	1	1
		Amount		**16**	**6**
Electives (Can be taken up to 4 credits)					
44	AKBK3407	Banjar Society and Culture*	e	2	0
45	AKBK3411	Banjar Literature*	e	2	0
		Amount		**4**	**0**
5th semester					
Must					
46	AKPP4501	Transdisciplinary and Crosdisciplinary Approaches in Social Science Education Learning	c	1	1
47	AKPP4502	Social Sciences Learning Media	c	2	1
48	AKPP4503	Social Sciences Learning Resources	c	1	1
49	AKPP4504	Evaluation of Social Science Education Learning	c	2	1
50	AKPP4505	Microteaching	c	0	2
51	AKPP4507	Social Science Education Learning Strategy	c	2	1
52	AMPP5501	Social Science Education Research Review	d	2	1

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
53	AMPP5502	Qualitative Research Approach	d	1	1
54	AMPP5503	Quantitative Research Approach	d	1	1
		Amount		12	10
Electives (Can be taken up to 4 credits)					
55	AKBK3501	Nationalism and National Identity*	e	2	0
56	AKBK3502	Social Skills Development*	e	2	0
		Amount		4	0
6th semester					
Must					
57	AKBK3603	Human Resource Management	e	2	0
58	AKBK3606	Field Work Practices	e	1	1
59	AKPP4606	Teaching Practices in Schools	c	0	3
60	AMPP5601	Scientific Work Guidance	d	2	1
61	AMPP5602	Proposal Seminar	d	0	2
		Amount		5	7
Electives (Can be taken up to 8 credits)					
62	AKBK3601	E-Learning*	e	1	1
63	AKBK3602	Education Innovation*	e	1	1
64	AKBK3604	Anti-Corruption Education*	e	2	0
65	AKBK3605	Development of Social Sciences Learning Laboratory*	e	1	1
		Amount		5	3
7th semester					
Must					
66	AKBK3702	Life of River People	e	2	0

No	Subject		Element Category	Study Load on Activities: (credits)	
	Code	Name		Studying	Practice
67	AKBK3703	Social Science Education and Character Education	e	2	0
68	AKBK3705	History of Banjar	e	3	0
		Amount		7	0
Electives (Can be taken up to 4 credits)					
69	AKBK3701	Contemporary Issues*	e	2	0
70	AKBK3704	Social transformation*	e	2	0
		Amount		4	0
Semester 8					
71	AMPP5801	Thesis	d	0	6
		Amount		0	6

Total credits of university compulsory courses (A)	18
Total credits of compulsory faculty courses (B)	10
Total credits of compulsory study programme courses (C)	105
Total credits of elective courses that must be taken (D)	12
Total credits of elective courses provided	24
Total credits of courses provided	157
Total credits of courses taken (A+B+C+D)	145
Course element categories:	
GENERAL COURSES (MKU)	= a
BASIC EDUCATION COURSES (MKDK)	= b
SUBJECT LEARNING PROCESS SKILLS (MKKPP)	= c
EDUCATIONAL DEVELOPMENT COURSES (MKPP)	= d
EXPERTISE SUBJECTS (MKBK)	= e

E. Curriculum Map

The curriculum map is constructed according to the mandatory and elective courses offered each semester, facilitating students' ability to programme their studies in a way that is aligned with the desired graduate profile. Furthermore, the curriculum map considers the relationships between courses and their prerequisites.

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8
Basic Concepts of Social Studies	Anthropology and Social Studies Education	Individuals, Groups and Institutions	Basic of Statistics	Research of Social Studies	Human Resource Management	The Life of River Community	Thesis
Introduction to Social Sciences	Economics and Social Studies Education	Journalism	Philosophy of Science	Qualitative Research	Field of Practice	Social Studies Education and Character Education	
Introduction to Wetlands Environment	Geography and Social Studies Education	Power, Authority, and Governance	Local Wisdom and Etnopedagogy	Quantitative Research	Guidance of Scientific Work	History of Banjar	
English: Basic	Political Science and Social Studies Education	Logic	Tourism	Transdisciplinary and Cross Disciplinary Approach on Social Studies Learning	Proposal Seminar	Social Transformation*	
Indonesia Language	Psychology and Social Studies Education	People, Places, and Environment	Global Connections	Social Studies Learning Media	Teaching Practice at School	The Contemporary Issues*	
Religious Education	History and Social Studies Education	Environmental Education	Studies on Social Studies Curriculum In Primary School	Social Studies Learning Resources	E-Learning*		
Pancasila	Sociology and Social Studies Education	Individual Development and Identity	Studies on Social Studies Curriculum In Secondary School	Social Studies Learning Evaluation	The Innovation of Education*		
Introduction to Education	English: Intermediate	Production, Distribution and Consumption	Studies of Textbook on Social Studies	Social Studies Learning Strategy	Development of Social Science Learning Laboratory*		
Development of Students	Civics Education	Science, Technology, and Society	Planning of Social Studies Learning		Education of Anti-Corruption*		
	Teaching and Learning	Time, Continuity and Change	Society and Culture of Banjar*	Micro Teaching			
	Profession of Education	School Administration Management	Literature of Banjar*	Nationalism and National Identity*			
		Society and Culture of Indonesia*	Entrepreneurship	Development of Social Skills*			
		Multicultural Society*					

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As illustrated by the map of course distribution for each semester, the curriculum review has resulted in notable alterations to the course structure. The curriculum's structure has been modified to align it with the evolving needs of the contemporary academic landscape. The changes resulting from the curriculum review are minor. They entail removing, altering, or repositioning compulsory/elective courses and adjusting the weight of credits. The outcomes of the curriculum review are presented in the table below:

Table 5.13 Changes in the Curriculum Structure of the Social Science Education Study Program

No	Subject	Status	Reason for Review
1	English	Customized	English courses are offered in semesters I and II. Therefore, to avoid overlapping CPMK, it has been adjusted to English: Basic **English: Intermediate**
2	Learning and Learning	Changes in MK offers in the semester	Based on the review results, the MK is idealservedtogether with the Educational Profession MK. So, there is a change in offers from semester 3 (Odd) to semester 2 (Even)
3	Basics of Statistics	Changes in MK offers in the semester	From semester 5 (Odd) to semester 4 (Even)
4	Philosophy of Education	Deleted	It is an MKDK (pedagogic knowledge) group offered by FKIP; in January 2020, based on Faculty MK policy, it was abolished
5	Basic Natural Sciences	Deleted	This is the MKU (Basic Course) group offered by ULM; in January 2020, based on University policy, MK was abolished
6	Psychological Science and Social Science Education	Changes in MK offers in the semester	MK (Content Knowledge) for the Social Science Education group study is combined in one semester (Semester 2), making it easier to offer the MBKM program. The semester changes from semester 3 (Odd) to semester 2 (Even)
7	Study of the Social Sciences Learning Curriculum in Middle Schools	Changes in MK offers in the semester	MK (Pedagogic Content Knowledge) is distributed over three semesters, starting with semesters 4, 5, and 6, making it easier to offer the MBKM program. The

No	Subject	Status	Reason for Review
			semester changes from semester 5 (Odd) to semester 4 (Even)
8	Life of River People	Changes in MK offers in the semester	Adjustment change in course position from semester 6 to semester 7 to make it easier for students to increase their understanding of the theme of river community life
9	Entrepreneurship	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 6 (Even) to semester 4 (Even)
10	Human Resource Management	Elective MK becomes Mandatory MK, and Changes to Semester offers	Adjustments to changes in course groups to support graduate profiles and MBKM program offerings from semester 8 (Even) to semester 6 (Even)
11	Qualitative Research Approach	Name Changes and Changes to Semester Offerings	Change in the name of the previous Qualitative Research course and semester offerings from semester 6 (Even) to semester 5 (Odd) to support the MBKM program
12	Quantitative Research Approach	Name Changes and Changes to Semester Offerings	Change in the name of the previous Qualitative Research course and semester offerings from semester 6 (Even) to semester 5 (Odd) to support the MBKM program
13	Anti-Corruption Education*	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 8 (Even) to semester 6 (Even)
14	Inclusive Education	Deleted	This is an MKD (Basic Course) group offered by FKIP; in January 2020, based on Faculty policy, MK was abolished
15	Social Science Education and Character Education	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 1 (Odd) to semester 7 (Odd)
16	Environmental education	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 4 (Even) to semester 3 (Odd)
17	Microteaching	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 6 (Even) to semester 5 (Odd)

No	Subject	Status	Reason for Review
18	Development of Social Sciences Learning Laboratory*	The MK must be the MK of Choice	AdjustmentChanges in subject groups are based on the needs of the graduate profile
19	Student Development	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 2 (Even) to semester 1 (Odd)
20	Global Perspective	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 7 (Odd) to semester 4 (Even)
21	Field Work Practices	Change of name	Adjustment of the previous name PKL
22	Teaching Practices in Schools	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 7 (Odd) to semester 6 (Even)
23	Education Profession	Changes in MK offers in the semester	Adjustments to changes in course positions to support course offerings due to the need for mastery of the Pedagogic course group (MKDK) from semester 4 (Even) to semester 2 (Even)
24	History of Banjar	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 6 (Even) to semester 7 (Odd)
25	Proposal Seminar	Changes in MK offers in the semester	Adjustments to changes in course positions to support the MBKM program offering from semester 7 (Odd) to semester 6 (Even)

Table 5.14 Selected Subjects for the Social Science Education Study Program

No	SUBJECT	SKS	Semesters Offered
1	Indonesian Society and Culture*	2	3
2	Multicultural Society*	2	3
3	Banjar Society and Culture*	2	4
4	Banjar Literature*	2	4
5	Nationalism and National Identity*	2	5
6	Social Skills Development*	2	5
7	E-Learning*	2	6
8	Education Innovation*	2	6
9	Anti-Corruption Education*	2	6

No	SUBJECT	SKS	Semesters Offered
10	Development of Social Sciences Learning Laboratory*	2	6
11	Contemporary Issues*	2	7
12	Social transformation*	2	7
Total Credits Presented		**24**	
Minimum credits taken by students		**12**	

CHAPTER III
CONCLUSION AND FOLLOW-UP ACTION PLAN

The preparation of the Learning Outcomes (LO) document for the Social Science Study Program at Universitas Lambung Mangkurat (ULM) is an essential component of curriculum development efforts aligned with the Indonesian National Qualifications Framework (KKNI), the National Standards for Higher Education (SN-Dikti), the Independent Learning–Independent Campus (MBKM) policy, and the Outcome-Based Education (OBE) approach. This process has been conducted systematically and collaboratively by involving various stakeholders to ensure that graduates possess competencies that are relevant to current developments and aligned with the needs of the professional world.

This document is expected to serve as a primary reference for curriculum design, the development of semester learning plans, and the formulation of measurable and structured assessment tools. With comprehensively and measurably formulated learning outcomes, the educational process within the Social Science Study Program at ULM is expected to produce graduates who excel not only in academic and professional domains but also demonstrate integrity, social responsibility, and adaptability in addressing global challenges and local realities.

We extend our sincere appreciation and gratitude to all parties who have contributed to the preparation of this document. May this document serve as a strong foundation for enhancing the quality of learning and academic development within the Social Science Study Program at ULM in a continuous and sustainable manner. Constructive feedback and suggestions for future improvement of this document are highly welcomed and appreciated.