



SUMMARY OF CURRICULUM

Master's Program in Indonesian Language Education
Faculty of Teacher Training and Education
Universitas Islam Sultan Agung

2026



Identity

1. University: Sultan Agung Islamic University
PTN-PTS ✓
2. Faculty: Faculty of Education
3. Major: Master Program
4. Title: Master of Education
5. Accreditation: B
6. Student Body: 22
7. Lecturer: 7
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A. OBJECTIVE OF MASTER OF INDONESIAN EDUCATION PROGRAM

The Master of Indonesian Language Education Study Program is a graduate program offered by the Faculty of Teacher Training and Education (FKIP) at Sultan Agung Islamic University (UNISSULA), Indonesia. The program was officially established in 2025 and is the second master's degree program within the Faculty, following the Master of Elementary Education Study Program. The establishment of the study program was approved by the Sultan Agung Waqf Foundation through Decree No. 112.a/YBW-SA/X/2024. Subsequently, the program was officially authorized by the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia through Ministerial Decree No. 177/B/O/2025. The study program is currently accredited with the "Good" rating by the Independent Accreditation Agency for Education (LAMDIK), based on Decree No. 646/SK/LAMDIK/Ak-PBS/M/V/2025.

The objectives of the Master of Indonesian Language Education Study Program are as follows:

1. To produce graduates who demonstrate Khaira Ummah character—reflecting Islamic values, ethical leadership, integrity, and social responsibility—while possessing professional competence, advanced knowledge of Indonesian Language Education, and the ability to adapt and compete in a rapidly changing global environment.
2. To produce high-quality research, scholarly publications, and innovative works in Indonesian Language Education that contribute to the advancement of knowledge, educational practice, and sustainable societal development.
3. To implement community engagement activities by applying research outcomes to improve educational quality and empower communities in accordance with Islamic values.
4. To establish sustainable national and international partnerships that strengthen education, research, and community engagement in support of the Tri Dharma of Higher Education (education, research, and community service) and enhance the global competitiveness of graduates.

B. VISION, MISSION, AND EDUCATIONAL OBJECTIVES

1. The Vision of Study Program

The vision Master of Indonesian Language Education Study Program is derived from the Vision Faculty of Teacher Training and Education and adapted to the Vision of Universitas Islam Sultan Agung:

a. The Vision of Universitas Islam Sultan Agung

As a leading Islamic University in building the khaira ummah generation, developing knowledge and technology based on Islamic values, and building Islamic civilisation toward a prosperous society blessed by Allah Swt. within the framework of rahmatan lil'alam.

b. The Vision of the Faculty of Teacher Training and Education

Becoming a globally competitive faculty, realising Khaira Ummah educators, and building Islamic civilisation through the development of science and technology based on Islamic values.

c. The Vision of Master of Indonesian Language Education Study Program

Developing Indonesian Language Education science based on science

and technology, and being globally competitive to produce Master of Indonesian Language Education graduates who are Khaira Ummah based on Islamic values.

2. The Mission of The Faculty of Teacher Training and Education is as follows

- a. Reconstructing and developing science, technology, and arts (IPTEKS) in the field of education based on Islamic values through research activities.
- b. Producing and developing Islamic educators to build the khaira ummah generation and as cadres of ulama tafaquh fiddin, prioritising noble character, with the highest standards of scholarship and expertise, and ready to carry out the leadership and da'wah tasks of the ummah.
- c. Developing community service to build Islamic civilisation within the framework of rahmatan lil'alam in toward a prosperous society blessed by Allah Swt.
- d. Developing dynamic ideas and activities for institutional improvement in accordance with the results of IPTEKS reconstruction and societal development.

3. Based on the Vision and Mission, the Objectives of the Faculty of Teacher Training and Education

- a. Producing the reconstruction and development of science and technology in the field of education based on Islamic values through consistent and sustainable research activities, in line with the evolving needs of society toward a prosperous community blessed by Allah Swt.
- b. Producing a community of educators who are pious and knowledgeable in religion, with scholarship and expertise of the highest quality in universal equality, mastering the fundamental values of Islam for academic disciplines, steadfast in carrying out educational duties, engaging in scholarly work, and undertaking leadership and preaching tasks.
- c. Realising an educational process that utilises the results of the reconstruction and development of science and technology based on Islamic values in line with the needs toward a prosperous society blessed by Allah Swt.
- d. Producing educators of the khaira ummah who are also cadres of scholars in tafaquh fiddin with noble character, mastering science and technology with the highest standards, proficient in English or Arabic, and information technology, and ready to carry out leadership and preaching duties.
- e. Producing initiators of the advancement of Islamic civilisation in the field of education, through intensive, high-quality, and relevant research studies, toward a prosperous society blessed by Allah Swt.
- f. Establishing intensive relationships with centres for the development of science, technology, and culture.
- g. Realising a self-evaluation and quality assurance process regularly and sustainably.
- h. Establishing educational institutions that are consistent with the results of IPTEKS reconstruction, self-evaluation, and community development.

4. The Mission of Master of Indonesian Language Education are:

To provide education in the field of Indonesian Language Education within the framework of Islamic da'wah, oriented towards quality and universal equality, by:

- a. Providing an innovative Master's degree in Indonesian Language Education, based on science and technology, and integrated with Islamic values, to produce graduates with Khaira Ummah character and professionalism.
- b. Conducting research and community service in the field of Indonesian Language Education based on science and technology to develop knowledge, generate innovation, and contribute to improving the quality of education and public welfare based on Islamic values.
- c. Collaborating with national and international stakeholders and partners to support the implementation of education, research, and community service, and to improve the quality of study programs.

C. PROGRAM EDUCATIONAL OBJECTIVES (PEO)

The Program Educational Objectives (PEOs) of the Master of Indonesian Language Education Study Program are derived from the University's vision, the Faculty's vision and mission, the Study Program's vision and mission, the needs of stakeholders, and the Indonesian National Qualifications Framework (KKNI) Level 8. The PEOs describe the expected achievements of graduates within three to five years after graduation in their professional careers and contributions to society. The Program Educational Objectives of the Master of Indonesian Language Education Study Program are as follows:

PEO 1. Ethical and Professional Leadership

Graduates demonstrate ethical and professional leadership by integrating the Khaira Ummah character, Islamic values, advanced knowledge, and expertise in Indonesian Language Education to improve the quality of education and respond effectively to contemporary educational challenges.

PEO 2. Research, Innovation, and Knowledge Development

Graduates conduct high-quality research, produce reputable scholarly publications, and develop innovative teaching, learning, assessment, and educational resources in Indonesian Language Education through the application of science and technology to advance knowledge and educational practice.

PEO 3. Community Engagement and Educational Transformation

Graduates apply research findings and educational innovations to improve Indonesian language education, empower communities, and contribute to sustainable educational transformation through community engagement activities grounded in Islamic values.

PEO 4. Global Collaboration and Lifelong Professional Development

Graduates establish productive national and international collaborations, continuously enhance their professional competencies through lifelong learning, and contribute to the global advancement of Indonesian Language Education in response to developments in education, science, technology, and society.

Table 1. Mapping of Program Educational Objectives (PEOs) to Graduate Accomplishments

Program Educational Objectives (PEOs)	Professional Accomplishment	Academic Accomplishment	Social Accomplishment
PEO 1. Ethical and Professional Leadership	√		√
PEO 2. Research, Innovation, and Knowledge Development	√	√	
PEO 3. Community Engagement and Educational Transformation			√
PEO 4. Global Collaboration and Lifelong Professional Development	√	√	√

Table 2. Program Educational Objectives vs. the 8th Level of the National Qualification Framework (KKNI)

Program Educational Objectives (PEOs)	Develop knowledge, science, technology, and innovation through research	Solve educational problems using scientific and interdisciplinary approaches	Manage research and innovation that contribute to society and gain national/international recognition	Make strategic decisions and demonstrate professional responsibility
PEO 1	S	S	NS	S
PEO 2	S	S	S	S
PEO 3	NS	S	S	S
PEO 4	NS	S	S	S

S-Strong, NS-Not Strong

D. PROGRAM LEARNING OUTCOMES (PLO)

a. Graduate Profile

Table 3. Graduate Profile and Description

Kode	Graduate Profile	Graduates Profile Description
PL1	Professional (Madya) Educator in Indonesian Language and Literature Education	Professional educators who demonstrate the Khaira Ummah character, uphold Islamic values, possess integrity, independence, and professional competence, and are capable of developing innovative teaching, learning, and assessment practices in Indonesian Language Education through the integration of science, technology, and educational innovation.
PL2	Researcher in Indonesian Language and Literature Education	Researchers who conduct high-quality research, produce scholarly publications, and develop innovative educational practices and learning resources that contribute to the advancement of Indonesian Language Education through multidisciplinary and interdisciplinary approaches.
PL3	Educational Entrepreneur in Indonesian Language Education	Educational leaders and entrepreneurs who establish strategic partnerships and professional networks, develop sustainable educational innovations, and enhance the quality and global competitiveness of Indonesian Language Education through collaboration with national and international stakeholders.

b. Formulation of Program Learning Outcomes

Formulation of the Program Learning Outcomes (PLOs) for the Master of Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Sultan Agung Islamic University (UNISSULA), was developed through a systematic process involving internal and external stakeholders. The formulation is aligned with the University's vision and mission, the Faculty's and Study Program's vision and mission, the Graduate Profiles, the Program Educational Objectives (PEOs), the Indonesian National Qualifications Framework (KKNI) Level 8, the National Standards for Higher Education (SN-Dikti), stakeholder needs, and the principles of Outcome-Based Education (OBE). The formulation process is carried out through the following stages:

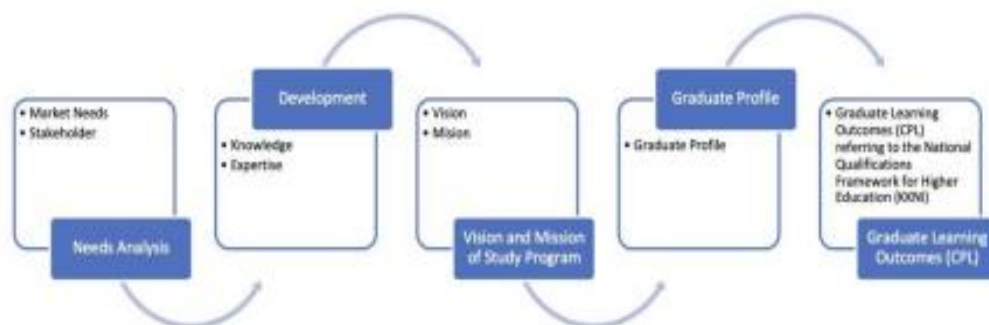


Figure 1. Figure Flowchart of Formulating Learning

Based on the Regulation of the Minister of Education and Culture of the

Republic of Indonesia No. 3 of 2020 concerning the National Standards for Higher Education (SN-Dikti), the Program Learning Outcomes (PLOs) of the Master of Indonesian Language Education Study Program consist of four domains: Attitudes, Knowledge, General Skills, and Specific Skills. The Attitudes and General Skills domains are adopted from the National Standards for Higher Education and further enriched with the institutional values of Sultan Agung Islamic University (UNISSULA), particularly the Khaira Ummah character and Islamic values, to support the University's vision and mission.

The Knowledge and Specific Skills domains are formulated by considering the Indonesian National Qualifications Framework (KKNI) Level 8 descriptors, the characteristics of the discipline of Indonesian Language Education, stakeholder needs, the Program Educational Objectives (PEOs), the Graduate Profiles, and recommendations from relevant academic and professional associations in the field of Indonesian Language Education.

In accordance with the National Standards for Higher Education, the graduate competency standards serve as the basis for determining the minimum qualifications expected of graduates. These competencies are expressed through the Program Learning Outcomes, which encompass attitudes, knowledge, general skills, and specific skills. The Attitudes domain reflects the internalisation and actualisation of ethical values, Islamic principles, academic integrity, professionalism, and social responsibility demonstrated through learning activities, research, community engagement, and professional practice. The Knowledge domain refers to the mastery of advanced theories, concepts, methodologies, and philosophies in Indonesian Language Education acquired through systematic learning, research, and scholarly inquiry.

The General Skills domain represents graduates' ability to think critically, communicate effectively, collaborate professionally, make strategic decisions, and demonstrate leadership in academic and professional contexts. The Specific Skills domain refers to graduates' ability to conduct high-quality research, develop innovative educational practices, solve complex problems in Indonesian Language Education using multidisciplinary and interdisciplinary approaches, and contribute to the advancement of knowledge and educational practice at the national and international levels.

c. Matrix of Relationship between Program Learning Outcomes (PLO) and Graduate Profile

Table 4. PLO of the Master of Indonesian Language Education Program

PLO CODE	PLO
PLO 1	Demonstrate advanced knowledge of educational policies in Indonesian language and literature, theories of Indonesian language and literature education, and the philosophy of language, as well as the ability to apply and further develop learning across all levels of education based on contemporary theories and emerging technologies while upholding academic integrity and Indonesian national values.

PLO 2	Demonstrate advanced knowledge of language and literary theories, as well as theories of Indonesian language and literature education, and apply and further develop Indonesian language instruction through innovative learning models and information technology while upholding academic integrity and promoting Indonesian national character.
PLO 3	Demonstrate advanced knowledge of literacy and language skills, including listening, speaking and presenting, reading and viewing, and writing, and apply and develop innovative learning practices, contemporary instructional models, and technology-enhanced pedagogical resources through education, research, and community engagement while upholding academic integrity, religious values, legal norms, nationalism, collaboration, and social responsibility.
PLO 4	Demonstrate advanced knowledge of research and development methodologies using interdisciplinary and multidisciplinary approaches in innovative language and literature education, and apply and further develop advances in science and technology to address complex issues in Indonesian language and literature education at the national and international levels while upholding academic integrity.
PLO 5	Demonstrate advanced knowledge of entrepreneurship principles and apply and further develop entrepreneurial initiatives in the fields of education, language, literature, and literacy while upholding academic integrity, religious values, legal norms, nationalism, collaboration, and social responsibility.

d. Matrix of Relationship between Program Learning Outcomes (PLO) and Graduate Profile

Table 5. Matrix of Relationship between PLO & Graduate Profile

PLO CODE	PLO	PL 1	PL2	PL3
PLO 1	Demonstrate advanced knowledge of educational policies in Indonesian language and literature, theories of Indonesian language and literature education, and the philosophy of language, as well as the ability to apply and further develop learning across all levels of education based on contemporary theories and emerging technologies while upholding academic integrity and Indonesian national values.	√		

PLO 2	Demonstrate advanced knowledge of language and literary theories, as well as theories of Indonesian language and literature education, and apply and further develop Indonesian language instruction through innovative learning models and information technology while upholding academic integrity and promoting Indonesian national character.	√	√	
PLO 3	Demonstrate advanced knowledge of literacy and language skills, including listening, speaking and presenting, reading and viewing, and writing, and apply and develop innovative learning practices, contemporary instructional models, and technology-enhanced pedagogical resources through education, research, and community engagement while upholding academic integrity, religious values, legal norms, nationalism, collaboration, and social responsibility.	√	√	√
PLO 4	Demonstrate advanced knowledge of research and development methodologies using interdisciplinary and multidisciplinary approaches in innovative language and literature education, and apply and further develop advances in science and technology to address complex issues in Indonesian language and literature education at the national and international levels while upholding academic integrity.	√	√	√
PLO 5	Demonstrate advanced knowledge of entrepreneurship principles and apply and further develop entrepreneurial initiatives in the fields of education, language, literature, and literacy while upholding academic integrity, religious values, legal norms, nationalism, collaboration, and social responsibility.		√	√

E. PROGRAMME STRUCTURE

The curriculum development process of the Master's Program in Indonesian Language Education begins with a comprehensive needs assessment and diagnostic analysis to identify the program's strengths, weaknesses, opportunities, and challenges. This process includes evaluating graduate performance, stakeholder expectations, and the relevance of the curriculum to developments in Indonesian language education, research, technology, and the needs of society.

The curriculum is developed based on the principles of Outcome-Based Education (OBE) and is aligned with the Indonesian National Higher Education Standards (SN-DIKTI), the Indonesian National Qualifications Framework (KKNI), and the curriculum guidelines established by the Association of

Indonesian Language and Literature Education Study Programs (IKAPROBSI). The curriculum also supports the implementation of national higher education policies and promotes lifelong learning, academic excellence, and innovation.

Curriculum evaluation involves both internal and external stakeholders. Internal evaluation is conducted by the study program through periodic reviews of curriculum implementation, learning outcomes, course relevance, graduate competencies, and emerging educational trends. External evaluation incorporates feedback from alumni, employers, professional associations, partner institutions, education practitioners, policymakers, and other relevant stakeholders to ensure that the curriculum remains responsive to national and global developments.

The evaluation also examines the alignment among the graduate profile, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), curriculum structure, learning experiences, assessment strategies, and the vision and mission of Universitas Islam Sultan Agung and the Master's Program in Indonesian Language Education. Particular attention is given to advances in Indonesian language and literature education, educational technology, literacy, research and innovation, and the evolving needs of the education sector at both the national and international levels.

Based on the findings of the evaluation, curriculum revisions are carried out systematically to ensure continuous quality improvement and to maintain the relevance, competitiveness, and sustainability of the Master's Program in Indonesian Language Education. The stages of curriculum development are presented as follows.

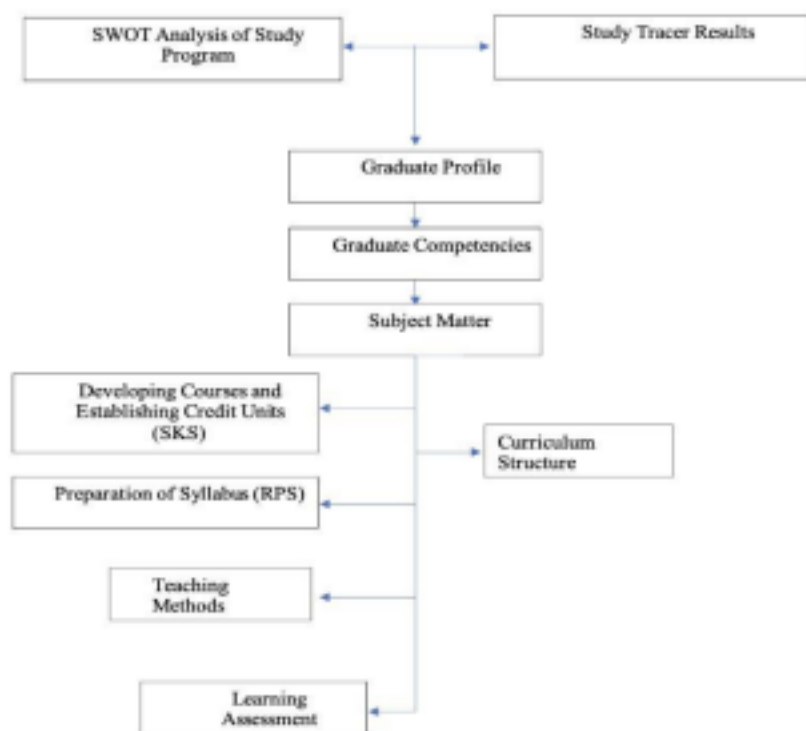


Figure 2. Curriculum Development Stages

The curriculum of the Master's Program in Indonesian Language Education is

organized according to the principles of Outcome-Based Education (OBE), ensuring a coherent progression from fundamental knowledge to advanced competencies and independent research. The curriculum is structured to enable students to achieve the Program Learning Outcomes (PLOs) through a systematic sequence of learning experiences, beginning with foundational knowledge in Indonesian language education and progressing toward advanced studies, research, innovation, and scholarly inquiry. The program concludes with a master's thesis that demonstrates students' ability to conduct independent research and contribute to the development of Indonesian language education.

The program requires students to complete 13 courses totaling 39 credit units (CU), consisting of 11 compulsory courses and 2 university courses. The curriculum does not currently include elective or faculty-specific courses. This structure ensures that all graduates attain a common set of advanced competencies in Indonesian language education, research methodology, educational innovation, and academic scholarship while fostering academic integrity, professional ethics, and lifelong learning. The curriculum is designed to prepare graduates for careers as educators, researchers, curriculum developers, and professionals capable of addressing contemporary challenges in Indonesian language education at the national and international levels.

Tabel 6. Matrix of the Curriculum Organization of the Master's Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung

Smt	CU	Number of Courses	Group of Course for Master Programs			
			Compulsory Course	Elective Course	Faculty Course	University Course
III	8	1	1			
II	14	5	4			1
I	17	7	6			1
Total	39	13	11			2

F. CURRICULUM EVALUATION

Curriculum evaluation is a systematic process undertaken to assess the effectiveness, relevance, implementation, and impact of the curriculum in achieving the Program Learning Outcomes (PLOs). The evaluation serves as the basis for continuous quality improvement (CQI) by ensuring that the curriculum remains responsive to developments in Indonesian language education, research, educational technology, stakeholder needs, and national and international quality standards. The evaluation process consists of formative evaluation, which focuses on improving specific curriculum components during implementation, and summative evaluation, which provides a comprehensive assessment to support curriculum revision and strategic policy development.

In the Master's Program in Indonesian Language Education, curriculum evaluation follows the University's curriculum development cycle and is conducted

periodically through both internal and external quality assurance mechanisms. The evaluation examines the alignment among the graduate profile, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), curriculum structure, learning experiences, teaching strategies, assessment methods, and research-based learning activities.

The previous curriculum was developed in accordance with the Indonesian National Qualifications Framework (KKNI) and the National Standards for Higher Education (SN-DIKTI). In response to recent developments in higher education and the University's strategic direction, the curriculum has been redesigned based on the principles of Outcome-Based Education (OBE). The revised curriculum also refers to the curriculum guidelines issued by the Association of Indonesian Language and Literature Education Study Programs (IKAPROBSI) and accommodates advances in Indonesian language education, educational technology, literacy, research, and global academic trends.

The transition from a KKNI-based curriculum to an OBE-based curriculum was preceded by a comprehensive curriculum review and gap analysis. This process ensured that the curriculum aligns with international quality standards, supports graduate employability, strengthens research competencies, and equips graduates with the knowledge and professional skills required to address contemporary challenges in Indonesian language education.

The implementation of Outcome-Based Education (OBE) is essential for the Master's Program in Indonesian Language Education for the following reasons:

1. Student-Centred Learning and Learning Outcomes

The OBE curriculum places students at the centre of the learning process by emphasizing the achievement of measurable Program Learning Outcomes (PLOs). Teaching, learning activities, research experiences, and assessments are designed to ensure that graduates acquire advanced knowledge, research competence, professional skills, and academic integrity.

2. Constructive Alignment

The curriculum applies the principle of constructive alignment by ensuring consistency among graduate profiles, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), learning activities, teaching strategies, and assessment methods. This alignment guarantees that every course contributes directly to the achievement of the expected graduate competencies.

3. Relevance to Professional and Societal Needs

The curriculum is designed to respond to the evolving needs of Indonesian language education, educational institutions, research organizations, and society. Curriculum development actively involves stakeholders, including alumni, employers, education practitioners, professional associations, and policymakers, to ensure that graduates possess competencies relevant to the national and global labour market.

4. Compliance with International Quality Standards

The implementation of OBE supports the University's commitment to international quality assurance and accreditation. An outcomes-based curriculum demonstrates transparency, accountability, and continuous improvement, which are fundamental principles of international accreditation frameworks such as AQUIN and AUN-QA.

5. Continuous Quality Improvement (CQI)

The OBE framework enables systematic monitoring and evaluation of student achievement at both course and program levels. Evidence obtained from learning

assessment, stakeholder feedback, tracer studies, and curriculum reviews is used to continuously improve curriculum design, learning strategies, and assessment practices.

6. Transparency and Lifelong Learning

Clearly defined graduate profiles and Program Learning Outcomes provide students with a comprehensive understanding of the competencies they are expected to achieve throughout their studies. This transparency enhances students' motivation, promotes independent learning, and prepares graduates for lifelong professional development.

The curriculum of the Master's Program in Indonesian Language Education is evaluated through four interrelated components:

1. Curriculum Design Evaluation

Curriculum design is reviewed periodically to ensure consistency among the graduate profile, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), curriculum structure, course contents, Semester Learning Plans (RPS), teaching materials, and assessment strategies. The review also considers developments in Indonesian language education, educational research, digital technology, and stakeholder expectations.

2. Curriculum Implementation Evaluation

Curriculum implementation is evaluated through:

- a. Monitoring the implementation of teaching and learning activities.
- b. Reviewing the effectiveness of learning methods, research-based learning, and digital learning platforms.
- c. Assessing the adequacy and utilization of learning resources and educational facilities.
- d. Evaluating the alignment between the planned curriculum and its actual implementation.

3. Learning Outcomes Evaluation

The achievement of Program Learning Outcomes is evaluated through:

- a. Student academic performance, including course grades, Grade Point Average (GPA), and completion of research projects and the master's thesis.
- b. Achievement of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs).
- c. Students' research productivity, scientific publications, conference presentations, and other scholarly achievements.
- d. Graduation rates and average study completion time.

4. Impact Evaluation

The long-term impact of the curriculum is evaluated through:

- a. Graduate tracer studies assessing employment, career development, further education, and professional achievements.
- b. Employer satisfaction surveys evaluating graduates' competencies, professional performance, research capabilities, communication skills, leadership, and ethical conduct.
- c. Feedback from alumni, professional associations (IKAPROBSI), partner institutions, and other stakeholders to support evidence-based curriculum improvement.

Table 7. Correlation between the PEOs and PLOs of the Master's Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung

	PEO 1	PEO 2	PEO 3	PEO 4
PLO 1	S	S	S	S
PLO 2	S	S	S	S
PLO 3	S	S	S	S
PLO 4	S	S	S	S
PLO 5	S	S	S	S

**S-Strong, NS-Not Strong*

Table 8. Mapping of the Courses that Support the Program Learning Outcome (PLO)

No	Semester	Courses	Credit Unit (CU)	PLO-01	PLO-02	PLO-03	PLO-04	PLO-05
1	1	Character Education and Islamic Academic Culture (BudAI)	2					
2	1	Literary Theory	2					
3	1	Curriculum, Evaluation, and Development of Indonesian Language and Literature Teaching Materials	3					
4	1	Digital Literature	2					
5	1	Critical Discourse Analysis	2					
6	1	Applied Linguistics	3					
7	1	BIPA (Indonesian for Foreign Speakers) Development	3					
8	2	Research Methodology in Indonesian Language and Literature Education	3					
9	2	Islamic Worldview	2					
10	2	Entrepreneurship in Indonesian Language and Literature Education	3					
11	2	Writing Indexed Scientific Articles	3					
12	2	Research Proposal Seminar	3					
13	3	Thesis	8					
		Total CU	39					

ROADMAP OF THE MASTER'S PROGRAM IN INDONESIAN LANGUAGE EDUCATION	Semester 3	Thesis						
		Research Methodology in Indonesian Language and Literature Education	Islamic Worldview	Entrepreneurship in Indonesian Language and Literature Education	Writing Indexed Scientific Articles	Research Proposal Seminar		
	Semester 2							
		Character Education and Islamic Academic Culture (BudAI)	Literary Theory	Curriculum, Evaluation, and Development of Indonesian Language and Literature Teaching Materials	Digital Literature	Critical Discourse Analysis	Applied Linguistics	BIPA (Indonesian for Foreign Speakers) Development
	Semester 1							