

# Assessment of Needs for Developing Curriculum Study Program for Masters of Education in Madrasah Ibtidaiyah Teachers Towards Excellent Accreditation

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## Article Information

## Abstract

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This research was conducted to find out how the curriculum development design for the Madrasah Ibtidaiyah Masters of Teacher Education Study program led to superior accreditation, how to implement the curriculum for the Madrasah Ibtidaiyah Masters of Teacher Education Study program towards superior accreditation, as well as the learning outcomes in the Madrasah Ibtidaiyah Masters of Teacher Education study program. This research is a mixed research with a sequential explanatory research approach. The result of this research is that the curriculum development design for the Madrasah Ibtidaiyah Masters of Education (MPGMI) study program towards superior accreditation is carried out by conducting a continuous review of the MPGMI Study Program curriculum to obtain input for curriculum improvements that are being implemented. Implementation of the Madrasah Ibtidaiyah Teacher Education Master's Study Program Curriculum Towards Superior Accreditation is presented in the form of the MPGMI Study Program Curriculum Structure, MPGMI Study Program Activities and Prospects, MPGMI Study Program HR, Supporting Educational Facilities and Infrastructure. Learning Outcome Achievements in the Madrasah Ibtidaiyah Teacher Education Masters Study Program can be seen from the progress of alumni and the results of student publications.

### Kata kunci:

Penilaian Akreditasi,  
Kurikulum Program Studi,  
Peringkat Unggul,  
MPGMI

### Abstrak.

Penelitian ini dilakukan untuk mengetahui bagaimana desain pengembangan kurikulum program studi Magister Pendidikan Guru Madrasah Ibtidaiyah menuju akreditasi unggul, bagaimana implementasi kurikulum program studi Magister Pendidikan Guru Madrasah Ibtidaiyah menuju akreditasi unggul, serta capaian learning outcome pada program studi Magister Pendidikan Guru Madrasah Ibtidaiyah. Penelitian ini merupakan penelitian campuran dengan pendekatan eksplanatoris sekuensial research. Hasil dari penelitian ini adalah desain pengembangan kurikulum program studi Magister Pendidikan Guru Madrasah Ibtidaiyah (MPGMI) menuju akreditasi unggul dilakukan dengan melakukan peninjauan kurikulum Program Studi MPGMI dilakukan secara berkelanjutan untuk memperoleh masukan perbaikan kurikulum yang sedang dilaksanakan. Implementasi Kurikulum Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah (MPGMI) Menuju Akreditasi Unggul tersaji dalam bentuk Struktur Kurikulum Program Studi MPGMI, Kegiatan dan Prospek Program Studi MPGMI, SDM Program Studi MPGMI, Sarana dan Prasarana Pendidikan yang mendukung. Capaian Learning Outcome Pada Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah dapat dilihat dari kiprah alumni dan hasil publikasi mahasiswa.

## INTRODUCTION

The background to the existence of an accreditation policy in Indonesia is that every citizen has the right to obtain quality education (Martínez et al., 2013; Smaldino & Muffoletto, 1997). Efforts to improve the quality of education are one of the national policies that need to be considered and pursued by all elements involved in it (Brown et al., 2019; Glasgow et al., 1997). This is because through a quality level of education, the Indonesian people are expected to be more independent and have competence in accordance with the demands of people's lives (Eliasson et al., 2022; Young et al., 2020). In order for the quality of education to be in accordance with what should be and what is expected by the community, it is necessary to have a standard that is used as a guideline to improve agency accreditation. Accreditation is an assessment activity in accordance with predetermined criteria based on the National Higher Education Standards (SNDikti). Accreditation is carried out to determine the eligibility of Study Programs and Higher Education on the basis of criteria referring to SNDikti, as mandated by Law Number 12 of 2012 concerning Higher Education Article 55 Paragraph (1) and Paragraph (2). Apart from that Accreditation also aims to guarantee the quality of Study Programs and Higher Education externally both in the academic and non-academic fields to protect the interests of students and society (Regulation of the Minister of Education and Culture Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Article 2 Paragraph (2) letter b).

The success of a study program in achieving accreditation status is highly dependent on the assistance activities carried out by the institution (Pengabdian Magister Pendidikan IPA et al., 2022). Therefore, it is necessary to have clear references regarding matters that must be prepared in the framework of study program accreditation. Study program accreditation is a form of assessment (evaluation) of the feasibility and quality of study programs related to the assessment of accountability, granting of permits, and granting of licenses by BAN PT or certain bodies. Different from other forms of quality assessment, accreditation is carried out by peer experts and those who understand the nature of the field of knowledge as well as the nature of the management of the study program as a Team or Group of Assessors. Decisions regarding feasibility and quality are based on an assessment of various evidence related to established standards and based on the reasoning and consideration of peer experts. The required evidence includes a written report prepared by the management unit of the study program to be accredited, which is verified and by peer experts..

Study program accreditation is one of the important things because it becomes a reference for prospective students to choose to enter a study program where they study. Study program accreditation ratings are often used as a requirement for applying for a job. Based on a study (Direktorat Jenderal Pendidikan Tinggi Kemendikbud, 6 C.E.; Tony Luxon, 2 C.E.), Study program accreditation is the most influential variable for students in choosing a study program where they study compared to other variables (perceptions and promotions). Master's Program in Madrasah Ibtidaiyah Teacher Education (MPGMI) Postgraduate Program at State University of Maulana Malik Ibrahim Malang was established on December 17, 2007 with the Number SK Establishment PS Dj.I/496/2007 and began organizing this study program on September 1, 2009 with Number SK Operation Permit Dj.I /358/2008, with accreditation B Number SK BAN-PT 4835/SK/BAN-PT/Akred/M/XII/2017. In the next stage, the existence of the Madrasah Ibtidaiyah Teacher Education Masters Study Program is growing after the issuance of the Decree of the Independent Accreditation Institute for Education (LAMDIK) concerning the Accreditation of the Madrasah Ibtidaiyah Teacher Education Study Program in the Master's

Program at the State Islamic University of Maulana Malik Ibrahim Malang with EXCELLENT scores.

Based on LAMDIK decision Number: 650/SK/LAMDIK/Ak/M/XI/2022 signed by Dr. Muchlas Samani, determined the accreditation rating for the Madrasah Ibtidaiyah Teacher Education Study Program in the Masters Program at the State Islamic University of Maulana Malik Ibrahim Malang, which received the SUPERIOR predicate with a score of 388. The study program's accreditation rating is valid from December 20 2022 to December 19 2027. Student data is recorded active in the 2019/2020 academic year totaling 1016 students from provinces throughout Indonesia and 4 foreign students. From its establishment until 2022, the Study Program has produced 481 alumni of the Masters of Education for Madrasah Ibtidaiyah teachers who are spread all over the country and abroad. Wide distribution of alumni, because student input comes from all regions of the country, and from several countries such as; Thai, Malaysian.

In the last accreditation of the Madrasah Ibtidaiyah Teacher Education Study Program, the accreditation assessment used the accreditation assessment of tertiary institutions and new study programs based on 9 criteria (Pengabdian Magister Pendidikan IPA et al., 2022), so that the accreditation process for this study program in the future will use a scoring system based on 9 criteria (Direktorat Jenderal Pendidikan Tinggi Kemendikbud, 6 C.E.; Lambok Manurung, 2019). For this reason, in our research, 9 criteria-based study program accreditation assessment guidelines were used to see the implementation of accreditation in the MPGMI study program. Based on BAN-PT (2019) and LAMDIK, the 9 accreditation assessment criteria consist of: 1) Vision, Mission, Goals and Targets; 2) Governance, Governance and Cooperation; 3) Students; 4) Human Resources; 5) Finance, Facilities and Infrastructure; 6) Education; 7) Research; 8) Community Service; and 9) Outcomes and Achievements of Tridharma. Based on the study program accreditation assessment based on 9 criteria, the ranking system starts from the highest rating, namely: Excellent, Very Good, Good, and Not Accredited. To achieve the highest (excellent) rating, study programs must maximize accreditation assessment items based on 9 criteria. It is hoped that this research will be able to see the difference in the implementation of study program accreditation based on 9 criteria in the MPGMI study program at UIN Maulana Malik Ibrahim Malang.

## **METHODS**

The research method used is a qualitative method (H. Mudjia Rahardjo, 2010; Rachmawati, 2007; Sugiyono, 2012). This research was conducted at the Madrasah Ibtidaiyah Teacher Education Masters Study Program at the Masters Program at the State Islamic University of Maulana Malik Ibrahim Malang to see how far the implementation of 9 criteria-based accreditation was in the study program. The results of this review found strengths, weaknesses, similarities and differences which were described qualitatively. The techniques used in data collection were interviews and documentation. Interviews were conducted with the leaders of the Madrasah Primary Teacher Education Masters Study Program at the Maulana Malik Ibrahim State Islamic University Master's Program in Malang to find out how far the implementation of 9 criteria-based accreditation is at the Maulana Malik Ibrahim State Islamic University Masters Education Study Program at the Master's Program at Maulana Malik Ibrahim State Islamic University Malang.

Apart from interviews, another data collection technique is documentation. Documents in the form of literature studies namely tracing, collecting, recording written data, scientific

information from books, journals and documents containing regulations relating to the implementation of the 9 criteria for assessing accreditation of undergraduate study programs National Accreditation Board for Higher Education (BAN-PT) and LAMDIK, as well as supporting documents for accreditation assessment in the Master's Program in Madrasah Ibtidaiyah Teacher Education in the Master's Program at the State Islamic University of Maulana Malik Ibrahim Malang. The results of this data collection will be analyzed through three stages, namely data reduction, data presentation, and drawing conclusions. From the results of data analysis, it will be obtained the advantages, disadvantages, similarities and differences in the implementation of 9 criteria-based accreditation in the Masters Program in Madrasah Ibtidaiyah Teacher Education in the Masters Program at the State Islamic University of Maulana Malik Ibrahim Malang.

## **RESULT AND DISCUSSION**

Education at UIN Maulana Malik Ibrahim Malang is based on the noble ideals with the character of Ulul Albab to build and create a generation of Muslims who are able to bring the image of true Islam that reflects the universality and significance of Islam in the midst of mankind who yearn for physical and spiritual well-being, worldly happiness. -hereafter(Malang et al., 2020; Sahlan et al., n.d.). The generation that wants to be realized also has the skills to build civilization by adhering to the principles of reasonable and superior life, such as justice, truth, goodness, peace, order, convenience, equality, pluralism and tolerance. In the context of education, this reflection of Islam is actualized in the ideal Muslim personality profile which is balanced between intellectual aspects and moral-spiritual, social and individual aspects, and serves religion, society and the nation creatively and responsibly.

Accreditation has an important role in improving the quality of study programs in tertiary institutions. Study program accreditation can be said to be the spirit of quality assurance in organizing higher education, both internally through SPMI and externally through SPME. The mandate to carry out accreditation is stated in Law Number 12 of 2012 concerning Higher Education (UU DIKTI), namely the assessment accreditation is carried out according to the criteria set based on the National Higher Education Standards (SN DIKTI) (Article 55). Meanwhile, the duties and authorities to accredit study programs are carried out by the Independent Accreditation Institute (LAM), in accordance with the Regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) Number 32 of 2016 concerning Accreditation of Study Programs and Higher Education, which was renewed by Permendikbud Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Article 4 Paragraph (1) which states that "Accreditation for Study Programs is carried out by LAM." For the period of accreditation it is stated in Article 8 Paragraph (1) that "The period of Accreditation of Study Programs carried out by LAM is determined by LAM" and Paragraph (2) states that "In the event that the Accreditation period determined by LAM as referred to in paragraph (1) ends, re-Accreditation must be carried out by LAM." In terms of the duties and powers of the LAM, it is confirmed in the Rules Minister of Education and Culture (Permendikbud) Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education, Article 37 paragraph (1) among other things that LAM is tasked with preparing Study Program accreditation instruments based on the National Higher Education Standards: Accrediting study programs, Publishing, amending, or revoke the decision regarding the accreditation status and accreditation rating of study programs. Therefore, based on their duties and authorities, LAMDIK prepares and compiles

study program accreditation instruments in accordance with higher education standards and conducts study program accreditation.

In carrying out study program accreditation, accreditation assessment instruments are needed that meet quality standards based on the provisions of SN DIKTI, which are based on the tridharma of higher education: education, research, and community service. Currently an instrument for assessing the accreditation of study programs has been developed by BAN PT to assess the feasibility and quality of study programs for all fields of science, including the field of education. Learning from BAN PT, LAMDIK developed an accreditation assessment to assess study program compliance and performance with the outcome-based accreditation principle that focuses on achieving graduate learning outcomes. There are nine (9) criteria as a benchmark for accreditation which refer to SN DIKTI (Direktorat Jenderal Pendidikan Tinggi Kemendikbud, 6 C.E.; Pengabdian Magister Pendidikan IPA et al., 2022), namely: vision, mission, goals and strategies, governance, governance and cooperation, students, human resources, finance, facilities and infrastructure, education, research, community service, tridharma outcomes and achievements.

### **Curriculum Development for Master of Education Program for Madrasah Ibtidaiyah Teachers**

There are various ways used by Study Programs in developing and compiling curricula. Where when carrying out a visitation within the framework of the Madrasah Ibtidaiyah Teacher Education Master's Program, there is a study program in preparation with a complete mechanism or procedure as required in curriculum development for the Madrasah Ibtidaiyah Masters Education Program, namely by formulating a vision, mission, graduate profile, graduate competencies and materials studies, competency elements, course names, identification of learning experiences, learning resources and the weight of the semester credit system (SKS) and time allocation and there are also Study Programs that in preparing the curriculum first conduct self-evaluations to find out strengths, weaknesses, opportunities and challenges that exist as well as conducting tracer studies (Gopal, 2011; Rossouw & Frick, 2023; Uslu, 2020). From this activity the objectives and determination of the required courses are formulated and the material or teaching materials are described. However, it is not uncommon for study programs to only adopt the curriculum (precisely the courses and their contents from the study program). In line with the enactment of Presidential Decree No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), which requires higher education graduates to have qualifications whose level corresponds to the strata and type of education, in the Guidebook for Development and Preparation of Higher Education Curriculum (KPT) the steps for compiling a curriculum are set out.

The steps for compiling the curriculum include (1) determining graduate profiles, (2) determining graduate competencies or learning outcomes, (3) assessing the content of competency elements, (4) determining study materials or teaching materials, (5) estimating and determining the load (credits) as well as the formation of courses, (6) the preparation of curriculum structures. Graduate profiles are the roles and functions that graduates can carry out after entering the era of work and/or society. This profile is generated from tracer studies of alumni, need assessment analysis from stakeholders, scientific vision and Discrepancy provous analysis from study programs and tertiary institutions. Discrepancy provous is an ideal model to be applied in an educational context, especially in Doctoral Programs because the key to this evaluation is to

compare performance with predetermined goals and what is meant by performance is resources, procedures, management and the real results that appear when the program is implemented.

The same thing was also expressed by (Lloyd, 2009; Roehrig et al., 2007) that; evaluation concept that contributes to sustainable improvement of competence based teaching in higher education institutions. The evaluation concept considers competence research developments as well as the participatory evaluation approach. The evaluation concept consists of three stages. The first stage evaluates whether the competencies students are supposed to acquire within the curriculum (ideal situation) are well defined. The second stage evaluates the teaching process and the competencies students have actually acquired (real situation). The third stage evaluates concrete aspects of the teaching process. Additionally, an implementation strategy is introduced to support the transfer from the theoretical evaluation concept to practice. The evaluation concept and its implementation strategy are designed for internal evaluations in higher education and primarily address higher education institutions that have already developed and conducted a competence-based curriculum.

The review of the MPGMI Study Program curriculum is carried out on an ongoing basis to obtain input on curriculum improvements that are being implemented. Improvements made are in the form of improvements to the implementation or improvements to the curriculum materials themselves in the framework of updating the curriculum which is closely related to the latest developments in the field of science being studied, developments in societal demands, and the need for workers or experts. Curriculum changes or the formation of a new curriculum, as a result of curriculum review, are designed by the Postgraduate Program involving internal and external parties, and reviewed by experts. The implementation of the curriculum is determined based on the Decree of the Director of the Postgraduate Program. Curriculum changes are made after periodic reviews (4-5 years).



**Figure 1.** Director, Head and Secretary of the Study Program, MPGMI Lecturer, LAMDIK Assessor, Postgraduate Teaching Assistant at UIN Maulana Malik Ibrahim Malang.

Based on the Postgraduate Education Guidebook Chapter V article 22, paragraph 5 The curriculum review mechanism consists of stages; 1) Curriculum Colloquium, 2) Curriculum Workshop, and 3) discussion in the context of Appointment of Directors, namely Leaders Discussion (University, Postgraduate including MPGMI Study Programs, and 4) Appointment by the Director. The SPMI standard mentions the parties involved (internal and external) in the

preparation and review of the curriculum. The review and evaluation of the curriculum in the MPGMI Study Program is carried out by considering several things: 1) developments in Science and Technology in the field of learning at MI/SD, 2) changes in regulations and normative provisions in the field of MI/SD curriculum at both the national and international levels, and 3) Tracer study results. To accommodate these three things, the curriculum review process is carried out in the form of workshops that bring together various elements as resource persons; academics, regulators, stakeholders, and students.

The final curriculum update was carried out on 4-5 May 2022 involving Postgraduate leaders, Head of Study Program and Secretary of the MPGMI Study Program Study Program, alumni represented by Nuril Nuzulia, M.Pd, and graduate users represented by Dr. Vita Mustavida, M.Pd. The experts who were presented as resource persons were Dr. Samsul Hadi, M. Pd from Malang State University. Apart from the experts, the lecturers in charge of the courses were also present to provide input regarding what changes were expected so that the quality of education delivery in the MPGMI Study Program could be controlled by a well-organized curriculum. Among the inputs came from Prof.Dr. H. Wahid Murni, M. Pd, Dr. H. Suaib. H. Muhammad, M. Ag, Dr. Rahmat Aziz, M.A, Dr. Mohamad Zubad Nurul Yaqin, M.Pd, Dr. Rini Nafsiati Astuti, M. Pd, Dr.H. Djoko Santoso, M.A., Dr. Hj. Sri Harini, M.Sc., Prof. Dr. H. Turmudi, M.Pd., (until a Director's Decree is appointed).



Figure 2. LAMDIK Field Assessment Predicate of Excellence Study Program Master of Education Madrasah Ibtidaiyah Postgraduate UIN Maulana Malik Ibrahim Malang

Tracer studies are carried out periodically and institutionalized by the Postgraduate through Google Forms for all alumni of the MPGMI Study Program through the alumni whatsapp group. The results of the Tracer Study were coordinated at the UPPS level which became feedback for improving the Study Program curriculum, institutional development including increasing graduate competence and developments in educational technology that are relevant to the needs of the world of education and society. The last tracer study activity was carried out from 14 to 19 July 2022 at four locations namely: STAI AT-TADZIB Ngoro Jombang, Institut KH. Abdul Halim Mojokerto, Pancawahana Bangil Islamic College and STIT Muhammadiyah Bangil where in the four universities the MPGMI Study Program alumni served as Chair of the PGMI Undergraduate Program. User responses, namely the Dean and Chair of the Foundation, were very kind to the

performance of the PGMI Masters alumni and the alumni also really hoped that there would be a PGMI Doctoral Study Program or Islamic Basic Education as a follow-up to the alumni's lectures.

### **Basis for Curriculum Design and Development**

In the MPGMI Study Program curriculum document it is stated that the preparation and development of the curriculum should be based on a strong foundation, both philosophically, sociologically, psychologically, historically, and juridically.(Lloyd, 2009; Sukardi & Sugiyanti, 2013; Tinggi, 2019; Utami, 2019). Philosophical foundation, providing direction and basic framework in the stages of planning, implementing, and improving the quality of education related to profiles and learning outcomes and learning models. The sociological foundation, provides a frame of reference related to social dynamics as a basis for curriculum development as an educational tool consisting of goals, materials, learning activities and a positive learning environment for the acquisition of learner experiences that are relevant to the personal and social development of learners.

Psychological foundation (Penuel et al., 2007; Roehrig et al., 2007), provide an overview of the characteristics of students in accordance with the context of the times as a basis for curriculum development, so that the curriculum and learning process are able to continuously encourage students' curiosity and capacity and can motivate lifelong learning; a curriculum that can facilitate student learning so that they are able to realize their roles and functions in their environment; curriculum that can cause students to think critically, and think at a higher level and perform higher order thinking; curriculum that is able to optimize the potential development of students to become the human beings they want.

Historical foundation, curriculum that is able to facilitate student learning in accordance with the times (Conference et al., 2019; Tony Luxon, 2 C.E.);(Shofiyah et al., 2023) a curriculum that is able to pass on the cultural values and golden history of past nations, and transform it in the era in which one is studying; curriculum that is able to prepare students to live better in the 21st century, have an active role in the industrial era 5.0, and be able to read signs of its development. The juridical basis is the legal basis which forms the basis or reference at the stages of design, development, implementation and evaluation, as well as a higher education quality assurance system that will ensure the implementation of the curriculum and the achievement of curriculum objectives.

The juridical basis is the legal basis which forms the basis or reference at the stages of design, development, implementation and evaluation, as well as a Higher Education quality assurance system that will ensure the implementation of the curriculum and the achievement of curriculum objectives.(Adegboye & Abubakar, 2021; Benckendorff et al., 2012). The juridical basis for the development of the Higher Education curriculum as stipulated in Law no. 12 of 2012 concerning Higher Education contains the definition of the Higher Education curriculum in article 35 paragraph 1 as a set of plans and arrangements regarding objectives, content, and teaching materials as well as the methods used as guidelines for organizing learning activities to achieve Higher Education goals. The curriculum developed by the Study Program must meet the competency standards set by the Minister. In Article 29 of the Higher Education Law it is stated that the basic reference in determining the competency of graduates of Academic Education, Vocational Education, and Professional Education is the Indonesian National Qualifications Framework (KKNI) which is regulated through Presidential Regulation No. 2012. Curriculum development also refers to the National Higher Education Standards based on Permendikbud No.



03 of 2020 where curriculum development for each includes the development of intellectual intelligence, noble character, and skills. In addition, the juridical basis is based on the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, especially regarding the Curriculum, Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning Application of the Qualifications Framework Indonesian National Higher Education Sector, Regulation of the Minister of Research, Technology and Higher Education Number 2015 concerning National Higher Education Standards (SN-DIKTI), Decree of the Director General of Islamic Education Number 3879 of 2019 concerning Guidelines for Learning and Assessment in Islamic Religious Higher Education, Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards.

The accuracy of the curriculum in the formation of learning outcomes is presented in the KKNI-based curriculum documents for the Postgraduate KKNI of UIN Maulana Malik Ibrahim Malang in 2019 related to the analysis of learning outcomes for determining study materials and course names determined based on the Decree of the Postgraduate Director of UIN Maulana Malik Ibrahim number 736/Ps/ KP.01.1/05/2020, can be taken for 4-8 semesters.

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**Table 1:** Curriculum Structure of the Postgraduate Masters of Madrasah Ibtidaiyah Teacher Education Study Program UIN Maulana Malik Ibrahim Malang

<b>Curriculum Structure</b>	<b>Code</b>	<b>Courses</b>	<b>SKS</b>
<b>Basic Competency Course</b>	1976101	1. Qur'anic Studies & Thematic Hadiths	3
	1976102	2. Islamic Civilization Studies	3
		<b>Number of credits</b>	<b>6</b>
<b>Methodology Competency Course</b>	1976201	1. Islamic Studies Approach	3
	1976202	2. Philosophy of Science (Integration of Islam & Science)	3
	1976203	3. Research Methodology	3
		<b>Number of credits</b>	<b>9</b>
<b>Main Competency Courses</b>	1976301	1. Basic Education Curriculum Development	3
	1976302	2. Media & Teaching Material Development	3
	1976303	3. Development of Science Learning Materials & Methodologies	3
	1976304	1. Material Development & Social Studies Learning Methodology	3
	1976305	2. Material Development & Methodology of Mathematics Learning	3
	1976306	3. Development of Learning Materials & Methodologies Indonesian	3
	1976307	4. Learning Evaluation Development	3
		<b>Number of credits</b>	<b>21</b>

<b>Supporting Competency Courses</b>	1976401	1. Development of Learning & Learning Theory	3
	1976402	2. Basic Education Policy Studies	3
	1976403	3. Education Quality Assurance System	3
	<b>Number of credits</b> Compulsory to take 2 courses (6 SKS)		<b>6</b>
<b>Final Project of Study</b>	1976501	Thesis Proposal Seminar	2 (3 JS)
	1976502	Thesis Proposal Examination	0
	1976503	Thesis Writing and Examination	4
	<b>Number of credits</b>		<b>4</b>
<b>Total Number of credits</b>			<b>46</b>

To support the achievement of Graduate Learning Outcomes / Study Program Graduate Competencies, educational facilities and infrastructure have been prepared very well by the University and Postgraduate of UIN Maulana Malik Ibrahim Malang. In terms of learning facilities, for example, there is adequate Wi-Fi network available, there is LCD media in every classroom, there is broad access for the entire academic community to access articles from reputable international publishers, books from well-known publishers, there is access to plagiarism of scientific work for all students. , library facilities that have been accredited A Plus, and the availability of learning infrastructure such as clean mosques, canteens, parking lots, adequate health polyclinics and so on.

The design of the curriculum development for the Madrasah Ibtidaiyah Master of Education Masters study program (MPGMI) towards superior accreditation is carried out by conducting an ongoing review of the MPGMI Study Program curriculum to obtain input for curriculum improvements that are being implemented. The last curriculum update was carried out on 4-5 May 2022. Implementation of the Curriculum for the Master of Education Study Program for Madrasah Ibtidaiyah Teachers (MPGMI) Towards Superior Accreditation is presented in the form of the MPGMI Study Program Curriculum Structure, MPGMI Study Program Activities and Prospects which include training activities, conferences, public lectures , webinars at the national and international levels, the HR of the MPGMI Study Program totaling 24 lecturers who are experienced in their fields, supporting educational facilities and infrastructure. Learning Outcome Achievements in the Madrasah Ibtidaiyah Teacher Education Masters Study Program (MPGMI) can be seen from the Alumni Gait, namely until the end of 2021, the MPGMI Study Program has produced 481 Alumni who have contributed to the development of basic education in Indonesia and several other countries as well as the results of student publications Publication data scientific work of students in the last three years with the number of published writings by students of the PGMI Masters Study Program as the first authors in accredited national journals of 38 students and/or reputable international journals of 6 students and local mass media of 2 students.

## CONCLUSION

Based on the results of the research and discussion, we draw conclusions that: 1) many accreditation assessment items based on 9 criteria have been fulfilled by the Masters of Education Teacher Education Study Program at Madrasah Ibtidaiyah UIN Maulana Malik Ibrahim Malang; 2) items for study program accreditation assessment based on 9 criteria that have not been met by the Master of Education Study Program for Teacher Education Madrasah Ibtidaiyah UIN Maulana

Malik Ibrahim Malang, namely not having collaboration with other institutions at the international level. The design of the curriculum development for the Madrasah Ibtidaiyah Master of Education Masters study program (MPGMI) towards superior accreditation is carried out by conducting an ongoing review of the MPGMI Study Program curriculum to obtain input for curriculum improvements that are being implemented. The last curriculum update was carried out on 4-5 May 2022.

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