



UPGRIS

Universitas Persatuan Guru Republik Indonesia Semarang

GRADUATE PROFILE

Faculty of Language and Arts Education

Bachelor of Local Language and Literature Education



2025



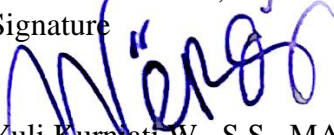

APPROVAL SHEET

College Internal Quality Assurance System

Graduate Profiles Document of Local Language and Literature Education Study Programme

Faculty of Language and Arts Education

Universitas Persatuan Guru Republik Indonesia Semarang

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Semarang, 20 December 2025

Dean of Faculty of Language and Arts Education Universitas Persatuan Guru Republik
Indonesia Semarang



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GRADUATE PROFILES DOCUMENT

**LOCAL LANGUAGE AND LITERATURE EDUCATION
STUDY PROGRAMME**

**FACULTY OF LANGUAGE AND ARTS EDUCATION
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

ACADEMIC YEAR 2025/2026

SEMARANG, 20 DECEMBER 2025

FOREWORD

It is with great pride and appreciation that we present the Graduate Profiles Document of the Local Language and Literature Education Study Programme, Faculty of Language and Arts Education, Universitas PGRI Semarang (UPGRIS). This document represents a strategic effort to ensure that the programme continuously produces graduates who are academically competent, professionally skilled, culturally grounded, and adaptive to the dynamic development of regional language education and creative industries.

The development of this document is grounded in the programme's scientific vision of advancing Local Language and Literature Education oriented toward ethnopreneurship, while fostering strong identity based on character and AdAB values (Adaptive, Enthusiastic, and Integrity-driven), as well as the faculty's core value of *Bertutur Luhur Berkultur*. In response to the challenges of globalization and digital transformation, the programme is committed to preserving local wisdom while promoting innovation through the integration of technology and creative practices.

The graduate profiles outlined in this document reflect the programme's dedication to producing three main types of graduates: beginner Javanese language educators, practitioners in language, literature, and Javanese cultural arts, and ethnotechnopreneurs. These profiles are designed to ensure that graduates possess not only strong theoretical foundations in language, literature, and culture, but also practical competencies in teaching, cultural production, artistic design, and entrepreneurship.

This document also highlights the programme's commitment to integrating information technology into teaching and learning processes, strengthening research competence, and fostering innovation in the development of cultural and educational products. Through an outcome-based curriculum, students are equipped with competencies that are relevant to educational institutions, cultural industries, and community-based development.

The preparation of this document would not have been possible without the valuable contributions of faculty members, curriculum developers, practitioners, alumni, and stakeholders. Their insights and collaboration have ensured that this document reflects both academic rigor and the preservation of cultural identity.

We believe that this Graduate Profiles Document will serve as an important reference for curriculum implementation, academic quality assurance, and continuous improvement. It is expected to guide the programme in producing graduates who are competent, innovative, ethical, and culturally responsible.

On behalf of the Local Language and Literature Education Study Programme, we extend our sincere appreciation to all contributors. May this document serve as a foundation for advancing regional language education, preserving cultural heritage, and developing innovative solutions rooted in local wisdom.

Semarang, December 2025

Head of Local Language and Literature Education Study Programme

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A. INTRODUCTION

1. BACKGROUND

The preservation and development of regional languages, literature, and cultural heritage are essential components in maintaining national identity and cultural diversity. In Indonesia, Javanese language and culture represent one of the richest cultural traditions, encompassing linguistic systems, literary works, performing arts, and philosophical values that continue to influence society. However, in the era of globalization and rapid technological advancement, regional languages and cultural expressions face significant challenges, including declining usage among younger generations and the dominance of global languages and digital content.

In the educational context, the teaching of Javanese language, literature, and culture plays a strategic role in preserving cultural heritage while fostering students' character, identity, and cultural awareness. Education is expected not only to transmit knowledge but also to cultivate values, creativity, and appreciation for local wisdom. Therefore, educators in this field must be able to integrate traditional knowledge with modern pedagogical approaches and digital technology to ensure relevance and sustainability.

At the same time, the development of creative industries has opened new opportunities for the utilization of regional language and cultural resources. Fields such as performing arts, cultural production, media, and digital content creation provide platforms for innovation and economic development rooted in local culture. This context highlights the importance of preparing graduates who are capable of transforming cultural assets into creative and economically valuable products.

Furthermore, the integration of technology into education and cultural production has become increasingly important. Digital media, multimedia learning, and online platforms enable wider dissemination of Javanese language and culture, making them accessible to broader audiences. Graduates are therefore required to possess competencies in developing multimedia-based learning materials, managing digital content, and applying technology in both educational and cultural contexts.

In addition, research competence is essential in supporting the development of Javanese language, literature, and cultural studies. Graduates are expected to be able to analyze linguistic phenomena, literary works, and cultural practices, as well as to conduct research that contributes to the preservation, documentation, and innovation of local wisdom.

In response to these developments, the Local Language and Literature Education Study Programme at Universitas PGRI Semarang (UPGRIS) has developed a curriculum that integrates language, literature, culture, arts, pedagogy, technology, and entrepreneurship within an outcome-based education framework. The concept of ethnopreneurship becomes a distinctive characteristic of the programme, emphasizing the ability to develop innovative products and services based on local culture and supported by technological advancement.

Through this integrated approach, the programme aims to produce graduates who are competent as educators, cultural practitioners, and ethnotechnopreneurs. These graduates are expected to possess strong professional identity and character based on AdAB values, enabling them to contribute to education, cultural preservation, and the development of creative industries rooted in Javanese culture.

2. PURPOSE OF THE DOCUMENT

The preparation of this Graduate Profiles Document for the Local Language and Literature Education Education Study Programme at UPGRIS serves several important purposes in supporting academic quality, curriculum relevance, and graduate competitiveness in the fields of regional language education, cultural preservation, performing arts, and ethnopreneurship.

a. Clarification of Graduate Competencies

This document aims to clearly define the competencies, skills, and professional characteristics expected of graduates. It provides a structured description of graduates' abilities in teaching Javanese language and literature, cultural and artistic production, research, and the development of innovative cultural-based products, supported by strong character and AdAB values.

b. Alignment with Educational, Cultural, and Creative Industry Needs

The document ensures that graduate profiles are aligned with the evolving demands of educational institutions, cultural communities, and creative industries. By integrating language, literature, performing arts, and technology, the programme bridges academic preparation with real-world applications in cultural preservation and innovation.

c. Guidance for Curriculum Design and Continuous Improvement

This document serves as a reference for curriculum development, implementation, and evaluation. It supports the alignment between Graduate Profiles, Programme Learning Outcomes (PLOs), and courses, ensuring that each component contributes directly to the achievement of targeted competencies. It also supports continuous curriculum improvement in response to cultural, technological, and societal developments.

d. Enhancement of Graduate Employability and Professional Readiness

By mapping competencies to potential professional roles, this document strengthens graduate employability and readiness to enter the workforce. It helps students understand their career pathways as educators, cultural practitioners, and ethnotechnopreneurs, while equipping them with competencies relevant to both traditional and modern cultural sectors.

e. Support for Research and Cultural Development

This document reinforces the importance of research competence in the fields of Local Language and Literature Education. It highlights graduates' ability to conduct analysis, document cultural practices, and develop innovative approaches to preserving and promoting local wisdom.

f. Facilitation of Stakeholder Collaboration

The document provides a shared reference for collaboration among lecturers, students, alumni, cultural institutions, art communities, and creative industries. It promotes alignment between academic objectives and stakeholder expectations, ensuring the relevance and sustainability of graduate competencies.

g. Support for Quality Assurance and Academic Accountability

This Graduate Profiles Document serves as formal evidence of the programme's commitment to maintaining academic quality and accountability. It demonstrates that the Study Programme implements an outcome-based education approach aligned with national and international standards.

Through these purposes, this document not only articulates the expected outcomes of graduate development but also strengthens the Local Language and Literature Education Study Programme at UPGRIS as a programme that produces competent, innovative, ethical, and culturally grounded graduates who are ready to contribute to education, cultural preservation, and the development of creative industries based on local wisdom.

B. PROFILE OF GRADUATE OF LOCAL LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAMME, FACULTY OF LANGUAGE AND ARTS EDUCATION

The Local Language and Literature Education Study Programme at UPGRIS is committed to producing graduates who are competent, adaptive, and professionally prepared to respond to the challenges of preserving and developing regional language, literature, and cultural heritage in the digital era. The programme is designed to address the growing need for educators, cultural practitioners, and entrepreneurs who are able to integrate local wisdom with technological innovation and creative industry practices.

The graduate profiles formulated by the Study Programme reflect its scientific vision of developing local language, literature, and cultural education oriented toward ethnopreneurship, while upholding strong character and identity based on AdAB values (Adaptive, Enthusiastic, and Integrity-driven) as well as the faculty's core value of Bertutur Luhur Berkultur. These profiles ensure that graduates possess not only strong theoretical foundations in language, literature, and culture, but also pedagogical competence, artistic creativity, research capability, and entrepreneurial skills.

The Local Language and Literature Education Study Programme defines three main graduate profiles:

1. Beginner Educator of Javanese Language, who is capable of teaching and developing learning in Javanese language, literature, and culture using innovative and technology-supported approaches;
2. Practitioner in Javanese Language, Literature, and Cultural Arts, who is able to apply theoretical knowledge in cultural production, artistic performance, and language-related professional practices; and
3. Ethnotechnopreneur, who is capable of developing innovative products and services based on Javanese language, literature, and cultural heritage by integrating technology and entrepreneurial strategies.

The table presented in the following section provides a comprehensive overview of each graduate profile, including descriptions of competencies, professional roles, and potential career pathways. It also outlines the alignment between graduate profiles and the Programme Learning Outcomes (PLOs) that students are expected to achieve throughout their studies. These PLOs encompass mastery of language, literature, and cultural knowledge, pedagogical competence, digital literacy, artistic skills, research capability, and entrepreneurial competencies, ensuring a coherent and progressive development of professional expertise.

Through systematic curriculum design and the implementation of outcome-based education, the Study Programme ensures that graduates are equipped with measurable, relevant, and transferable competencies. This approach prepares graduates not only for entry-level professional roles but also for lifelong learning, career advancement, and meaningful contributions to cultural preservation and innovation.

Thus, the graduate profile framework serves as a strategic foundation for curriculum implementation, learning evaluation, and graduate development. It provides clear direction for students, lecturers, and stakeholders in preparing qualified graduates who are ready to face future challenges with professionalism, creativity, and strong cultural identity.

Table 1.1. Graduate Profiles Relationship with Programme Learning Outcomes (PLOs)

GP Code	Graduate Profile	Profession Potential	Graduate Profile Description	Programme Learning Outcomes (PLOs)												
				PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
GP1	Beginner Javanese Language Teacher	Javanese Language Teacher (Primary, Secondary, and Non-formal Education), Cultural Educator, Language Instructor	Graduates are capable of mastering theoretical concepts of Javanese language, literature, and culture, and applying them in teaching by utilizing relevant information and communication technology. They are able to design, implement, and evaluate innovative learning strategies, conduct research in the field, make data-based decisions, and develop multimedia learning media to improve the quality of education.	√	√	√	√	√			√	√	√		√	√
GP2	Practitioner in Javanese Language, Literature, and Cultural Arts	Cultural Practitioner, Performer, Artistic Director, Broadcaster, Writer, Editor	Graduates are capable of mastering theories of Javanese language, literature, and culture comprehensively, applying them in professional practices, and solving real-world problems through innovation. They are able to design and manage artistic elements of performing arts creatively and professionally, as well as contribute to cultural production and communication.	√	√		√		√	√	√	√	√	√		√
GP3	Ethnotechpreneur	Creative Industry Entrepreneur, Cultural Content Creator, Multimedia Developer, Cultural Product Innovator	Graduates are capable of applying principles of ethnopreneurship in developing innovative products and services in Javanese language, literature, and cultural arts. They are able to design	√			√	√	√	√		√	√	√	√	√

			technology-based business ideas, integrate digital tools, and create creative solutions that are relevant to community needs and the development of the creative industry.														
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Quality higher education is not only oriented toward the transmission of knowledge, but also toward the development of competencies, professional skills, and character that enable graduates to respond to societal needs and cultural transformation. In this context, the Local Language and Literature Education Study Programme at UPGRIS has developed a curriculum that integrates language, literature, cultural arts, pedagogy, digital technology, and entrepreneurship within an outcome-based education (OBE) framework.

The curriculum is structured around two interrelated components: Graduate Profiles and Programme Learning Outcomes (PLOs). Graduate profiles describe the professional roles and career pathways that graduates are expected to pursue, while PLOs define the measurable competencies that students must achieve throughout their study. This alignment ensures that the curriculum is coherent, relevant, and responsive to the needs of education, cultural preservation, and creative industries.

The Study Programme defines three main graduate profiles: Beginner Educator of Javanese Language, Practitioner in Javanese Language, Literature, and Cultural Arts, and Ethnotechnopreneur. Each profile is supported by a set of PLOs that encompass mastery of language and literary knowledge, cultural understanding, pedagogical competence, digital literacy, artistic skills, research capability, and entrepreneurial competencies. These competencies are developed progressively through structured learning experiences across semesters.

PLOs function as a bridge between theoretical understanding and practical application. Courses in Javanese language, literature, and cultural studies provide a strong disciplinary foundation, enabling students to understand linguistic structures, literary works, and cultural expressions. Pedagogical courses support the development of competencies in lesson planning, instructional strategies, curriculum development, and learning evaluation, which are essential for the educator profile.

To support the practitioner profile, the curriculum includes courses related to performing arts, cultural studies, broadcasting, journalism, and artistic design. These courses equip students with the ability to create, manage, and present cultural products and performances in professional contexts. Students develop competencies in artistic production, cultural communication, and creative expression that are relevant to the cultural and creative industries.

For the ethnotechnopreneur profile, the curriculum integrates courses in multimedia development, digital media, and entrepreneurship. These courses enable students to design and develop innovative products and services based on Javanese language and culture, utilizing digital technology and responding to market needs. This approach supports the transformation of cultural heritage into creative and economically valuable outputs.

Each course in the curriculum is explicitly mapped to one or more PLOs and aligned with specific graduate profiles. Experiential learning activities such as microteaching, teaching practice (PLP), cultural projects, and multimedia production provide opportunities for students to apply their knowledge and skills in authentic contexts. Through these experiences, students develop professional competence, creativity, and problem-solving abilities.

Thus, the close integration between Graduate Profiles and Programme Learning Outcomes (PLOs) ensures that the Local Language and Literature Education Study Programme at UPGRIS produces graduates who are academically competent, culturally grounded, and professionally skilled. This alignment provides a clear roadmap for curriculum

implementation, learning evaluation, and continuous improvement, ensuring that graduates are well prepared to contribute to education, cultural preservation, and the development of creative industries based on local wisdom.

The following section presents a mapping of courses that support the formation of graduate profiles of Local Language and Literature Education Study Programme at UPGRIS.

Table 1.2. Courses with Relationship Programme Learning Outcomes (PLOs)

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)												
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
UPGRIS's Signature Course																	
4325121610	English	2	2	3	√												√
4325221611	PGRI Studies	3	2	3	√												√
4325244675	Community Service Programme	8	4	6	√												√
4325765612	Final Project	8	6	9	√							√	√				
4325242611	Technology-Based Entrepreneurship	6	4	6	√						√	√					√
Compulsory Curriculum Courses																	
4325121601	Islamic Religious Education	1	2	3	√												√
4325121602	Catholic Religious Education	1	2	3	√												√
4325121603	Cristhian Religious Education	1	2	3	√												√
4325121604	Hindu Religious Education	1	2	3	√												√
4325121605	Buddhist Religious Education	1	2	3	√												√
4325121606	Confucian Religious Education	1	2	3	√												√
4325121609	Indonesian Language	2	2	3	√												√
4325121608	Pancasila Education	2	2	3	√												√
4325121607	Civics Education	1	2	3	√												√
Compulsory Course																	
4325321613	Foundations of Education	1	2	3	√	√	√										
4325321614	Professional Ethics	5	2	3	√	√	√										
4325321615	Teaching and Learning	1	2	3	√	√	√										
4325321616	Student Development	5	2	3	√	√	√										
4325321617	Curriculum Review	2	2	3	√	√	√										
4325321618	Learning Media and Learning Resources Development	3	2	3	√	√	√										
4325321619	Learning Strategies	3	2	3	√	√	√										
4325321620	Learning Evaluation	4	2	3	√	√	√										
4325321621	Javanese Language Lesson Planning	4	2	3	√	√	√										

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)												
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
4325322622	Digital Learning Media Development	5	2	3	√	√	√										
4325322621	Microteaching	6	2	3	√		√							√			
4325324622	Internship– Curriculum Analysis	7	2	3	√		√							√			
4325324623	Internship – Lesson Plan Development	7	2	3	√		√							√			
4325324624	Internship – Development of Learning	7	2	3	√		√							√			
4325344625	Internship – Teaching Practice	7	4	6	√		√							√			
4325321623	Javanese Phonetics and Oral Expression (Widya Swara)	1	2	3	√			√	√								
4325321624	Javanese Lexicology (Widya Tembung)	2	2	3	√			√	√								
4325321625	Javanese Syntax (Widya Ukara)	3	2	3	√			√	√								
4325321626	Javanese Semantics (Widya Makna)	4	2	3	√			√	√								
4325421627	Speaking	1	2	3	√			√	√								
4325421628	Reading Literary Texts	2	2	3	√			√	√								
4325321629	Reading Javanese Script	2	2	3	√			√	√								
4325321630	Writing Javanese Script	6	2	3	√			√	√								
4325321631	Creative Writing	3	2	3	√			√	√								
4325321632	Academic and Scientific Writing	4	2	3	√			√	√								
4325321633	Broadcasting	5	2	3	√			√	√								
4325321634	Journalism Studies	5	2	3	√			√	√								
4325321635	Text Analysis	5	2	3	√			√	√								
4325421636	Master of Ceremony	6	3	4.5	√			√	√								
4325321638	Translation Studies	6	2	3	√			√	√								
4325321642	Literary History	1	2	3	√			√									
4325321643	Literary Theory	2	2	3	√			√	√								
4325321644	Literary Criticism	3	2	3	√			√	√								
4325321645	Prose Studies	4	2	3	√			√	√								
4325321646	Poetry Studies	5	2	3	√			√	√								
4325322647	Drama	4	3	4.5	√			√	√								
4325321648	Wayang Literature	2	2	3	√			√	√								
4325321649	Folklore	4	2	3	√			√	√								
4325321650	Javanese Culture	1	2	3	√			√	√								

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)													
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	
4325321651	Character Education	1	2	3	√				√	√								
4325322652	Dance Arts	5	2	3	√					√								
4325324653	Cultural Orientation Course	6	2	3	√										√			
4325322654	Karawitan Performing Arts	2	2	3	√				√	√								
4325322655	Macapat Song Art	1	2	3	√				√	√								
4325321656	Javanese Song Studies	6	2	3	√				√	√								
4325321658	Performing Arts Studies	4	2	3	√												√	
4325321659	Research Methodology	5	2	3	√								√	√				
4325323660	Proposal Seminar	6	2	3	√								√	√				
4325322661	Stage Decoration Design	3	2	3	√												√	
4325322662	Costume Design for Performing Arts	3	2	3	√												√	
4325322663	Hairstyling and Makeup for Performing Arts	3	2	3	√												√	
4325321674	English (Study Programme)	5	2	3	√													√
Elective Course																		
4325321657	Puppetry Arts Studies	7	2	3	√				√	√								
4325332637	Writing Javanese Texts	7	2	3	√				√	√								
4325421639	Semiotics	7	2	3	√				√	√								
4325322640	Editing	7	2	3	√				√	√								
4325321641	Pragmatics	7	2	3	√				√	√								
4325424664	Performing Arts Design	7	2	3	√												√	
4325424665	Performing Arts Management	7	2	3	√												√	
4325424666	Stage Artistic Design	7	2	3	√												√	
4325424667	Performing Arts Properties	7	2	3	√												√	
4325424668	Lighting and Audio Design for Performing Arts	7	2	3	√												√	
4325424669	Multimedia Learning Development	7	2	3	√													√
4325424670	Multimedia Learning Research Methodology	7	2	3	√													√
4325424671	Multimedia Project Management	7	2	3	√													√
4325424672	Integrated Multimedia Asset Production	7	2	3	√													√

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)													
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	
	and Management																	
4325424673	Application and Implementation of Multimedia Components	7	2	3	√												√	

Table 1.3. Mapping of Courses Supporting Graduate Profiles

Beginner Javanese Language Teacher	Practitioner in Javanese Language, Literature, and Cultural Arts	Ethnotechpreneur
Compulsory Courses		
<ol style="list-style-type: none"> 1. Foundations of Education 2. Professional Ethics 3. Teaching and Learning 4. Student Development 5. Curriculum Review 6. Learning Strategies 7. Learning Evaluation 8. Javanese Language Learning Planning 9. Microteaching 10. Internship – Curriculum Analysis 11. Internship –Lesson Plans Development 12. Internship – Learning Media Development 13. Internship – Teaching Practice 14. Widya Swara (Javanese Phonology Studies) 15. Widya Tembung (Javanese Lexicology) 16. Widya Ukara (Javanese Syntax) 17. Widya Makna (Javanese Semantics) 18. Wicara (Speaking Skills) 19. Learning Media Development 	<ol style="list-style-type: none"> 1. Speaking 2. Reading Literary Texts 3. Creative Writing 4. Scientific Writing 5. Journalism 6. Literary Theory 7. Literary History 8. Literary Criticism 9. Prose Studies 10. Poetry Studies 11. Drama 12. Dance Art 13. Character Education 14. Javanese Script Reading 15. Javanese Script Writing 16. Reading Skills 17. Writing Skills 18. Cultural Studies 	<ol style="list-style-type: none"> 1. Technology-Based Entrepreneurship 2. Digital Learning Media Development 3. Learning Media and Learning Resources Development 4. Broadcasting 5. Text Analysis 6. Translation 7. Folklore 8. Javanese Culture 9. Cultural Orientation Course 10. Karawitan Performance Art 11. Macapat Song Art 12. Javanese Song Studies 13. Research Methods 14. Proposal Seminar

Beginner Javanese Language Teacher	Practitioner in Javanese Language, Literature, and Cultural Arts	Ethnotechpreneur
Elective Course		
	<ol style="list-style-type: none"> 1. Puppetry Arts Studies 2. Writing Javanese Texts 3. Semiotics 4. Editing 5. Pragmatics 6. Performing Arts Design 7. Performing Arts Management 8. Stage Artistic Design 9. Performing Arts Properties 10. Lighting and Audio Design for Performing Arts 	<ol style="list-style-type: none"> 1. Multimedia Learning Development 2. Multimedia Learning Research Methodology 3. Multimedia Project Management 4. Integrated Multimedia Asset Production and Management 5. Application and Implementation of Multimedia Components 6. Puppetry Studies 7. Performing Arts Studies

1. GRADUATE PROFILE: BEGINNER JAVANESE LANGUAGE TEACHER

The Local Language and Literature Education Study Programme at UPGRIS is committed to producing graduates who are competent, adaptive, and professional beginner educators in the field of Javanese language and literature. This graduate profile is designed to respond to the growing need for educators who are not only capable of teaching language and literature effectively, but also able to preserve and revitalize local cultural heritage through education in the digital era.

In the context of globalization and rapid technological development, local languages and cultures face significant challenges related to sustainability and relevance. Research highlights that education plays a crucial role in maintaining linguistic and cultural identity, particularly through the integration of local content into formal learning environments. Therefore, Javanese language educators are expected to act not only as teachers, but also as cultural agents who promote the values, ethics, and identity embedded in Javanese language and literature.

Programme Commitment to Vision and Educational Objectives

Aligned with the programme's vision of developing Local Language and Literature Education based on AdAB values (Adaptive, Enthusiastic, and Integrity-driven), this graduate profile emphasizes the formation of educators who possess strong pedagogical competence, cultural awareness, and professional ethics. The integration of character education and cultural values is essential, as effective teaching in local language education requires sensitivity to sociocultural contexts and moral dimensions.

The educational objectives support the development of graduates who are capable of mastering theoretical concepts of Javanese linguistics, literature, and pedagogy, and applying them in designing, implementing, and evaluating learning processes. Graduates are also expected to utilize information and communication technology (ICT) to enhance learning effectiveness and student engagement, which is increasingly important in contemporary education systems.

Competency-Based Curriculum Structure

The curriculum supporting this profile is structured progressively, integrating foundational courses, pedagogical courses, linguistic and literary studies, and practicum-based learning. Foundational courses such as Foundations of Education, Student Development, and Teaching and Learning provide students with essential knowledge of educational theories and learner characteristics.

Courses in Javanese language and literature, including Widya Swara, Widya Tembung, Widya Ukara, and Widya Makna, build students' mastery of linguistic structures and meaning systems. These are complemented by courses in literary studies and cultural understanding, which enrich students' ability to interpret and teach texts in meaningful ways.

Pedagogical and practicum courses, such as Microteaching and Teaching Practice (internship), enable students to apply theoretical knowledge in real classroom settings. Through these experiences, students develop competencies in lesson planning, instructional strategies, classroom management, and learning evaluation, which are essential for professional teaching practice.

Learning Approaches and Professional Development

The Study Programme adopts student-centered and culturally responsive learning approaches, including project-based learning, reflective practice, and contextual learning. These approaches are effective in developing higher-order thinking skills, creativity, and pedagogical competence.

Students are also encouraged to integrate digital technology into their teaching practices, such as through the development of digital learning media and interactive instructional tools. This aligns with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of content, pedagogy, and technology in effective teaching.

Collaboration with Educational and Cultural Stakeholders

To strengthen professional readiness, the programme collaborates with schools, cultural institutions, and local communities. These collaborations provide students with authentic learning experiences and opportunities to engage with real-world educational and cultural challenges. Partnerships with stakeholders are essential in ensuring that teacher education remains relevant and responsive to societal needs.

Graduate Readiness and Professional Relevance

Graduates with this profile are equipped with competencies to teach Javanese language and literature at various educational levels, design culturally relevant learning materials, and integrate technology into instruction. They are also capable of conducting basic educational research and contributing to the development of Javanese language education.

With strong pedagogical skills, cultural competence, and AdAB character values, graduates are prepared to enter the profession as beginner educators who are adaptive, ethical, and committed to lifelong learning. They are expected to contribute to the preservation and development of Javanese language and culture through innovative and meaningful educational practices.

2. GRADUTE PROFILE: PRACTITIONER IN JAVANESE LANGUAGE, LITERATURE, AND CULTURAL ARTS

The Local Language and Literature Education Study Programme at UPGRIS is committed to producing graduates who are competent practitioners in the fields of Javanese language, literature, and cultural arts. This graduate profile is designed to respond to the growing need for professionals who are capable of preserving, developing, and innovating cultural expressions in the context of contemporary society and the creative industry.

In the era of globalization and digital transformation, cultural heritage is not only required to be preserved but also to be reinterpreted and presented in ways that are relevant to modern audiences. Research indicates that cultural practitioners play a significant role in sustaining local identity while adapting to global cultural dynamics. Therefore, graduates are expected to function as cultural mediators who are able to bridge tradition and innovation through artistic production, cultural communication, and creative expression.

Programme Commitment to Vision and Educational Objectives

Aligned with the programme's vision of developing Local Language and Literature Education grounded in AdAB values (Adaptive, Enthusiastic, and Integrity-driven), this profile emphasizes the development of graduates who possess strong theoretical knowledge, artistic competence, and professional ethics. Cultural practitioners are required to demonstrate creativity, critical thinking, and sensitivity to cultural values in their work.

The programme aims to prepare graduates who are capable of mastering theories of language, literature, and culture, and applying them in various professional contexts such as performing arts, broadcasting, journalism, and creative writing. Graduates are also expected to design and manage artistic productions, including stage performance elements such as costume, makeup, stage design, and artistic direction.

Competency-Based Curriculum Structure

The curriculum supporting this profile integrates linguistic, literary, cultural, and artistic courses with practical and project-based learning. Courses such as Literary Theory, Literary Criticism, Folklore, and Cultural Studies provide students with a strong theoretical foundation in analyzing cultural texts and phenomena.

Practical courses, including Broadcasting, Journalism, Creative Writing, and Performing Arts Studies, develop students' skills in cultural production and communication. Students are trained to create and present cultural content in various formats, including written, oral, and audiovisual media.

Courses related to performing arts, such as Dance Art, Karawitan, Macapat, and stage production design, equip students with competencies in artistic performance and production management. These courses emphasize both technical skills and aesthetic understanding, enabling students to design and execute cultural performances professionally.

Learning Approaches and Professional Development

The Study Programme adopts experiential and project-based learning approaches, which are essential for developing artistic competence and creative thinking. Students engage in cultural projects, performances, and media production activities that simulate real-world professional practices. Such approaches have been shown to enhance students' creativity, collaboration skills, and cultural awareness.

Reflective practice is also emphasized to help students evaluate their artistic work and continuously improve their professional competencies. Through guided reflection, students develop critical awareness of cultural values, audience needs, and the social impact of their work.

Collaboration with Cultural and Creative Industry Stakeholders

To ensure relevance and professional readiness, the programme collaborates with cultural institutions, art communities, media organizations, and creative industry practitioners. These collaborations provide students with opportunities to participate in real cultural events, performances, and media productions.

Engagement with stakeholders allows students to gain practical experience, understand industry standards, and develop professional networks. Such partnerships are essential in bridging academic learning with the demands of the cultural and creative industries.

Graduate Readiness and Professional Relevance

Graduates with this profile are equipped with competencies to work as cultural practitioners, performers, writers, broadcasters, editors, and artistic directors. They are capable of producing, managing, and evaluating cultural and artistic works that are rooted in Javanese traditions while being responsive to contemporary contexts.

With strong cultural competence, creative skills, and AdAB character values, graduates are prepared to contribute to the preservation and development of Javanese language, literature, and cultural arts. They are expected to play an active role in sustaining cultural heritage, promoting cultural identity, and enriching the creative industry through innovative and professional practices.

3. GRADUTE PROFILE: ETNOTECHPRENEUR

The Local Language and Literature Education Study Programme at UPGRIS is committed to producing graduates who are innovative ethnotechnopreneurs, capable of integrating cultural heritage with digital technology and entrepreneurial practices. This graduate profile is designed to respond to the increasing demand for creative professionals who can transform local cultural assets into economically valuable products and services in the digital era.

In the context of the creative economy, local culture is recognized as a strategic resource that can be developed into sustainable economic opportunities. Research highlights that cultural-based entrepreneurship not only contributes to economic growth but also supports cultural preservation and community empowerment. Therefore, ethnotechnopreneurs are expected to combine cultural knowledge, technological skills, and business acumen to create innovative solutions that are both culturally meaningful and economically viable.

Programme Commitment to Vision and Educational Objectives

Aligned with the programme's vision of developing Local Language and Literature Education oriented toward ethnopreneurship and AdAB values (Adaptive, Enthusiastic, and Integrity-driven), this profile emphasizes the development of graduates who are creative, independent, and capable of identifying opportunities in the cultural and digital industries.

The educational objectives support the preparation of graduates who are able to design, develop, and manage technology-based business ideas in the fields of language, literature, and cultural arts. Graduates are expected to integrate cultural values with digital innovation, particularly in multimedia development, performing arts production, and creative content creation.

Competency-Based Curriculum Structure

The curriculum supporting this profile integrates courses in multimedia development, digital technology, performing arts production, and entrepreneurship. Courses such as Multimedia Learning Development, Multimedia Project

Management, and Integrated Multimedia Asset Production and Management equip students with competencies in designing and producing digital content.

Courses related to performing arts production, including Performing Arts Management, Stage Artistic Design, and Lighting and Audio Design, enable students to develop creative and professional artistic works. These competencies are essential for producing culturally rich performances that can be adapted to modern audiences.

Entrepreneurship-oriented courses, such as Technology-Based Entrepreneurship, provide students with knowledge and skills in business planning, project management, and market analysis. Students are trained to identify opportunities, develop business models, and implement innovative ideas in the creative industry.

Integration with Professional Certification (BNSP)

To strengthen graduate competitiveness and professional recognition, the programme provides opportunities for students to participate in competency certification schemes issued by the National Professional Certification Agency (BNSP), including:

- a. Multimedia Learning Media Management Certification (Pengelolaan Media Pembelajaran Multimedia – KEP.1656/BNSP/VIII/2022)
- b. Performing Arts Artistic Management Certification (Pelaksanaan Tata Artistik Seni Pertunjukan – KEP.1338/BNSP/VI/2025)

These certification schemes validate students' competencies in multimedia production and artistic performance management, ensuring that graduates meet national professional standards. The integration of certification pathways into the curriculum enhances graduates' employability and credibility in the creative and digital industries.

Learning Approaches and Professional Development

The Study Programme adopts project-based and entrepreneurship-oriented learning approaches. Students are engaged in real-world projects such as multimedia production, cultural content development, and performance design. These approaches foster creativity, innovation, collaboration, and problem-solving skills, which are essential for entrepreneurship.

Students are also encouraged to develop digital literacy and entrepreneurial mindset, enabling them to adapt to technological advancements and market dynamics. Reflective and experiential learning activities support continuous professional growth and innovation.

Collaboration with Industry and Creative Communities

To ensure relevance and practical experience, the programme collaborates with creative industries, cultural institutions, and multimedia practitioners. These collaborations provide students with opportunities to engage in internships, projects, and entrepreneurial activities that reflect real industry practices.

Partnerships with stakeholders enable students to understand market needs, industry standards, and professional challenges, thereby strengthening their readiness to enter the workforce or establish their own ventures.

Graduate Readiness and Professional Relevance

Graduates with this profile are equipped with competencies to become creative entrepreneurs, multimedia developers, cultural content creators, and artistic

production managers. They are capable of developing innovative products and services based on Javanese language, literature, and cultural arts, supported by digital technology and entrepreneurial strategies.

With strong integration of cultural knowledge, technological skills, and AdAB character values, graduates are prepared to contribute to the development of the creative economy while preserving cultural heritage. They are expected to become agents of innovation who transform local wisdom into globally relevant and economically sustainable solutions.

C. CONCLUSION

The Local Language and Literature Education Study Programme at UPGRIS is committed to producing graduates who are not only academically competent but also professionally skilled, culturally grounded, and entrepreneurially oriented. The curriculum is designed to be adaptive and responsive to the dynamic development of education, cultural preservation, and the creative industry in the digital era.

Through the integration of theoretical knowledge, pedagogical competence, cultural understanding, digital literacy, and entrepreneurial skills, the programme ensures that students develop comprehensive competencies aligned with the defined graduate profiles. These include the roles of Beginner Educator of Javanese Language, Practitioner in Javanese Language, Literature, and Cultural Arts, and Ethnotechnopreneur. Each profile reflects a strategic response to societal needs, particularly in strengthening cultural identity while embracing innovation and technological advancement.

The alignment between Graduate Profiles, Programme Learning Outcomes (PLOs), and curriculum structure ensures that each learning experience contributes meaningfully to the development of professional competencies. Students are equipped with both conceptual understanding and practical skills through a combination of classroom learning, practicum activities, cultural projects, and technology-based innovation.

Furthermore, the incorporation of competency-based certification pathways, particularly in multimedia learning media management and performing arts artistic management, strengthens graduates' professional recognition and competitiveness in the labor market. This approach enhances the relevance of the programme to industry standards and supports graduates in pursuing diverse career opportunities.

With a strong foundation in Javanese language, literature, and cultural arts, supported by digital technology and entrepreneurial insight, graduates are well prepared to contribute to education, cultural sustainability, and the creative economy. They are expected to become adaptive, ethical, and innovative professionals who are capable of preserving cultural heritage while transforming it into meaningful and impactful contributions to society.

D. CLOSING REMARKS

In conclusion, the Graduate Profiles Document for the Local Language and Literature Education Study Programme at UPGRIS represents both a reflection of the programme's academic commitment and a strategic vision for the future development of language, literature, and cultural education grounded in local wisdom and global relevance.

This document articulates the programme's dedication to preparing graduates who possess not only strong theoretical foundations in Javanese language, literature, and cultural arts, but also applied professional competencies, digital literacy, creative capabilities, and entrepreneurial mindset. Through clearly defined graduate profiles, the programme ensures that its educational outcomes remain relevant, measurable, and aligned with the evolving demands of education, cultural preservation, and the creative industries.

The formulation of these graduate profiles is the result of careful academic consideration, curriculum alignment, and responsiveness to stakeholder needs, including educators, cultural practitioners, creative industries, and the broader community. By integrating pedagogical expertise, cultural competence, and technopreneurial skills, this document strengthens the programme's role in producing graduates who are capable of sustaining cultural heritage while innovating within contemporary contexts.

The Study Programme recognizes that graduate development is a continuous and dynamic process. Therefore, it remains committed to continuously improving curriculum quality, enhancing learning innovation, and strengthening collaboration with educational institutions, cultural communities, and industry partners. This commitment ensures that graduates remain competitive, adaptive, and professionally relevant in a rapidly changing world.

On behalf of the academic community of the Local Language and Literature Education Study Programme, sincere appreciation is extended to all contributors involved in the preparation of this document, including faculty members, curriculum developers, practitioners, and stakeholders. Their contributions have been invaluable in shaping a document that reflects the identity, strengths, and future direction of the programme.

Moving forward, this document is expected to serve as a guiding reference for curriculum implementation, academic quality assurance, and graduate development. Through continuous refinement and innovation, the programme remains dedicated to nurturing educators, cultural practitioners, and ethnotechnopreneurs who are capable of making meaningful contributions to education, culture, and society.

Thank you.