


MODULE HANDBOOK

PANCASILA

Module name	Pancasila	
Module level	Undergraduate	
Code	IG141106	
Course (if applicable)	Pancasila	
Semester	First Semester (Gasal)	
Person responsible for the module	Dr. Soedarso, SS.,M.Hum	
Lecturer		
Language	Bahasa Indonesia and English	
Relation to curriculum	Undergraduate degree program, mandatory , 1 st semester.	
Type of teaching, contact hours	Lectures, <60 students	
Workload	1. Lectures : 2 x 50 = 100 minutes per week. 2. Exercises and Assignments : 2 x 50 = 100 minutes per week. 3. Private learning : 2 x 50 = 100 minutes per week.	
Credit points	2 credit points (sks)	
Requirements according to the examination regulations	A student must have attended at least 75% of the lectures to sit in the exams.	
Mandatory prerequisites	-	
Learning outcomes and their corresponding PLOs	Course Learning Outcome (CLO) after completing this module, CLO 1: Students are able to understand the importance of history to strengthen national identity and Indonesian national identity. CLO 2: Students are able to analyze factual problems of nationality based on the Pancasila perspective. CLO 3: Students are able to analyze the concept of science and technology development based on the values of Pancasila. CLO 4: Students are able to practice social sensitivity, environmental awareness and love for the homeland.	PLO-02 PLO-02, PLO-04 PLO-04 PLO-01, PLO-03, PLO-04

Content	This course studies the urgency of Pancasila Education in Indonesia, Pancasila in the Perspective of Indonesian National History, Pancasila as the Foundation of the Republic of Indonesia, Pancasila as State Philosophy and Ideology, Pancasila as an Ethical System and the implementation of Pancasila principles, and Pancasila as the Basic Value of Science and Technology Development in Indonesia.
Study and examination requirements and forms of examination	<ul style="list-style-type: none"> ● In-class exercises ● Assignment 1, 2, 3 ● Mid-term examination ● Final examination
Media employed	LCD, whiteboard, websites (myITS Classroom), zoom.
Reading list	<p>Main :</p> <ol style="list-style-type: none"> 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti <p>Supporting :</p> <ol style="list-style-type: none"> 1. Bahar, Saafroedin (ed). 1992. Risalah Sidang Badan Penyelidik Usaha-Usaha Persiapan Kemerdekaan Indonesia (BPUPKI): Panitia Persiapan Kemerdekaan Indonesia (PPKI) 29 Mei – 19 Agustus 1945. Jakarta: Sekretariat Negara Republik Indonesia. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia. 3. Friedman, Thomas. 2006. The World is Flat: Sejarah Ringkas Abad ke 21. Jakarta: Dian Rakyat 4. Kattsof, Louis O. 1992. Pengantar Filsafat. Yogyakarta: Tiara Wacana. 5. Latif, Yudi. 2011. Negara Paripurna, Jakarta: PT. Gramedia Pustaka Utama. 6. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 7. Magnis-Suseno, Franz. 2006. Etika Politik: Prinsip-prinsip Moral Dasar Kenegaraan Modern. Jakarta: Penerbit Gramedia Pustaka Utama. 8. Schwab, Klaus. 2016. The Fourth Industrial Revolution. New York: Crown Business. 9. Sukarno. 2001. Tjamkan Pancasila Dasar Falsafah Negara. Jakarta: Panitia Nasional Peringatan Lahirnya Pancasila 1 Juni 1945 – 1 Juni 1964. 10. Soedarso. 2014. Filsafat Pancasila Identitas Indonesia. Surabaya: Pustaka Radja.

I. Rencana Pembelajaran Semester / Semester Learning Plan

		INSTITUT TEKNOLOGI SEPULUH NOPEMBER (ITS) FACULTY OF INTELLIGENT ELECTRICAL AND INFORMATICS TECHNOLOGY DEPARTMENT OF ELECTRICAL ENGINEERING				Document Code
SEMESTER LEARNING PLAN						
MATA KULIAH (MK) COURSE	KODE CODE	Rumpun MK Course Cluster	BOBOT (sks) Credits		SEMESTER	Tgl Penyusunan Compilation Date
Pancasila Pancasila	IG141106	SKPB	T=2	P=0	III	June 3, 2020
OTORISASI / PENGESAHAN AUTHORIZATION / ENDORSEMENT	Dosen Pengembang RPS Developer Lecturer of Semester Learning Plan		Koordinator RMK Course Cluster Coordinator		Ka DEPARTEMEN Head of Department	
	(Dr. Soedarso, SS.,M.Hum)		(Dimas Anton Asfani, ST., MT., Ph.D)		Dedet Candra Riawan, ST., M.Eng., Ph.D.)	
Capaian Pembelajaran Learning Outcomes	CPL-PRODI yang dibebankan pada MK PLO Program Charged to The Course					
CPL-01 PLO-01	Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila. Contribute to the improvement of the quality of life in society, nation, state, and progress of civilization based on Pancasila.					
CPL-02 PLO-02	Menghargai keanekaragaman budaya, pandangan, agama dan kepercayaan serta pendapat atau temuan orisinal orang lain. Respect the diversity of cultures, views, religions and beliefs as well as the original opinions or findings of others.					
CPL-03 PLO-03	Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan. Cooperate and have social sensitivity and care for the community and the environment.					
CPL-04 PLO-04	Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni.					

		Able to study the implications of the development or implementation of science technology that tent and applies humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism.			
	Capaian Pembelajaran Mata Kuliah (CPMK) Course Learning Outcome (CLO) - If CLO as description capability of each Learning Stage in the course, then CLO = LLO				
	CP MK 1 CLO 1	Mahasiswa mampu memahami arti penting sejarah untuk memperkuat jati diri bangsa dan identitas nasional Indonesia. <i>Students are able to understand the importance of history to strengthen national identity and Indonesian national identity.</i>			
	CP MK 2 CLO 2	Mahasiswa ampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila. <i>Students are able to analyze factual problems of nationality based on the Pancasila perspective.</i>			
	CP MK 3 CLO 3	Mahasiswa mampu menganalisis konsep pengembangan sains dan teknologi berbasis nilai-nilai Pancasila. <i>Students are able to analyze the concept of science and technology development based on the values of Pancasila.</i>			
	CP MK 4 CLO 4	Mahasiswa mampu mempraktekkan kepekaan sosial, kepedulian lingkungan dan cinta tanah air. <i>Students are able to practice social sensitivity, environmental awareness and love for the homeland.</i>			
Peta CPL – CP MK Map of PLO - CLO		CPL-01	CPL-02	CPL-03	CPL-04
	CPMK 1 / SUB CPMK 1 <i>CLO 1 / LLO 1</i>				
	CPMK 2 / SUB CPMK 2 <i>CLO 2 / LLO 2</i>				
	CPMK 3 / SUB CPMK 3 <i>CLO 3 / LLO 3</i>				
	CPMK 4 / SUB CPMK 4 <i>CLO 4 / LLO 4</i>				

<p>Diskripsi Singkat MK</p> <p>Short Description of Course</p>	<p>Mata Kuliah Pancasila merupakan salah satu mata kuliah wajib umum/nasional. Dalam perkuliahan ini mahasiswa akan mendapatkan pengetahuan dan pengalaman belajar untuk meningkatkan pemahaman dan kesadaran tentang: rasa kebangsaan dan cinta tanah air melalui wawasan tentang Pancasila sehingga menjadi warganegara yang memiliki daya saing, serta berdisiplin tinggi dan berpartisipasi aktif dalam membangun kehidupan yang damai berdasarkan sistem nilai Pancasila. Setelah perkuliahan ini diharapkan mahasiswa mampu mewujudkan diri menjadi warga negara yang baik yang mampu mendukung bangsa dan negaranya. Warga negara yang cerdas, berkeadaban dan bertanggung jawab bagi kelangsungan hidup negara Indonesia dalam mengamalkan kemampuan ilmu pengetahuan, teknologi dan seni yang dimilikinya.</p> <p><i>This course is one of the general / national compulsory courses. In this lecture, students will gain knowledge and learning experiences to increase understanding and awareness of: a sense of nationality and love of the land through insight into Pancasila so that it becomes a citizen who has competitiveness, is highly disciplined and actively participates in building a good life. peace based on the Pancasila value system. After this lectures, students are expected to be able to create good citizens who is able to support the nation and country. Citizens who are smart, civilized and responsible for the survival of the country Indonesia in applying its knowledge, technology and art skills.</i></p>
<p>Bahan Kajian: Materi pembelajaran</p> <p>Course Materials:</p>	<ol style="list-style-type: none"> 1. Urgensi Pendidikan Pancasila di Indonesia / <i>The Urgency of Pancasila Education in Indonesia</i> 2. Pancasila dalam Perspektif Sejarah Bangsa Indonesia / <i>Pancasila in the Perspective of Indonesian History</i> 3. Pancasila sebagai Dasar Negara Republik Indonesia / <i>Pancasila as the foundation of the Republic of Indonesia</i> 4. Pancasila sebagai Filsafat dan Ideologi negara / <i>Pancasila as the philosophy and ideology of the nation</i> 5. Pancasila sebagai Sistem Etika serta implementasi sila-sila Pancasila / <i>Pancasila as an Ethical System and the implementation of the principles of Pancasila</i> 6. Pancasila sebagai Nilai Dasar Pengembangan Sains dan teknologi di Indonesia / <i>Pancasila as a fundamental value for the development of science and technology in Indonesia</i>
<p>Pustaka</p> <p>References</p>	<p>Utama / Main:</p> <ol style="list-style-type: none"> 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti <p>Pendukung / Supporting:</p> <ol style="list-style-type: none"> 1. Bahar, Saafroedin (ed). 1992. Risalah Sidang Badan Penyelidik Usaha-Usaha Persiapan Kemerdekaan Indonesia (BPUPKI): Panitia Persiapan Kemerdekaan Indonesia (PPKI) 29 Mei – 19 Agustus 1945. Jakarta: Sekretariat Negara Republik Indonesia. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia. 3. Friedman, Thomas. 2006. The World is Flat: Sejarah Ringkas Abad ke 21. Jakarta: Dian Rakyat 4. Kattsof, Louis O. 1992. Pengantar Filsafat. Yogyakarta: Tiara Wacana. 5. Latif, Yudi. 2011. Negara Paripurna, Jakarta: PT. Gramedia Pustaka Utama. 6. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan.

<p>1</p>	<p>Sub-CPMK1 : Mampu memahami arti penting sejarah untuk memperkuat jatidiri bangsa dan identitas nasional Indonesia.</p> <p><i>LLO 1 : Able to understand the importance of history to strengthen national identity and Indonesian national identity.</i></p>	<ul style="list-style-type: none"> Keakuratan dalam mengidentifikasi persoalan-persoalan Pancasila. Komperhensif dalam identifikasi bentuk-bentuk kearifan lokal yang ada di Indonesia. <ul style="list-style-type: none"> <i>Accuracy in identifying Pancasila problems.</i> <i>Be comprehensive in identifying local wisdom that exist in Indonesia.</i> 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes : Observasi</p> <p>Criteria: <i>Rubric.</i></p> <p>Non-Test Technique: <i>Observation</i></p>	<ul style="list-style-type: none"> Bentuk: Kuliah Metode: Diskusi [(TM: 1 minggu x (2 x 50 menit))] Tugas 1: Review kasus dari fenomena yang relevan dengan Pancasila [(PT+BM: (1+1) x (2 x 60 menit))] Format: <i>Lecture</i> Method: <i>Discussion [(FF: 1 week x (2 50 minutes))]</i> Task 1: <i>Case review of phenomena relevant to Pancasila [(SA + SS: (1 + 1) x (2 x 60 minutes))]</i> 	<ul style="list-style-type: none"> Bentuk: Kuliah tatap muka maya (via Zoom) Metode: Diskusi, Tanya Jawab [(TM: 1 minggu x (2 x 50 menit))] Tugas 1: Mereview dan mensarikan jurnal - http://jurnal.dpr.go.id/index.php/aspirasi/article/view/460/357 [(PT+BM: (1+1) x (2 x 60 menit))] Format: <i>Face-to-face virtual lectures (via Zoom)Kuliah tatap muka maya (via Zoom)</i> Method: <i>Discussion, Questions and Answers [(FF: 1 week x (2 x 50 minutes))]</i> Task 1: 	<ul style="list-style-type: none"> Sumber Pustaka: 1.Kemenristekdikti . 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. Materi Pembelajaran: 1. Penjelasan RPS dan Silabus; 2. Kontrak Perkuliahan; 3. Urgensi Pendidikan Pancasila di Indonesia. Source: 1.Kemenristekdikti . 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. Learning Materials: 1. Explanation of the RPS and syllabus; 	<p>3</p>
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					<p><i>Review and summarize journals -</i> http://jurnal.dpr.go.id/index.php/aspirasi/article/view/460/357 [(SA+SS: (1+1) x (2 x 60 menit)]</p>	<p>2. Lecture Contracts; 3. The Urgency of Pancasila Education in Indonesia.</p>	
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<p>2-3</p>	<p>Sub-CPMK1 : Mahasiswa mampu memahami arti penting sejarah untuk memperkuat jatidiri bangsa dan identitas nasional Indonesia.</p> <p><i>LLO 1 : Students are able to understand the importance of history to strengthen national identity and Indonesian national identity.</i></p>	<ul style="list-style-type: none"> • Kelengkapan dan keakuratan dalam menjelaskan sejarah Pancasila pada zaman Pra Kemerdekaan • Kelengkapan dan keakuratan dalam menjelaskan sejarah Pancasila pada zaman Pasca Kemerdekaan • Ketepatan dalam menjelaskan kronologi pengusulan, penyusunan, pengesahan Pancasila dan UUD 1945 <ul style="list-style-type: none"> • <i>Completeness and accuracy in explaining the history of Pancasila in the Pre-Independence era</i> • <i>Completeness and accuracy in explaining the history of Pancasila in the post-independence era</i> 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes : Observasi</p> <p>Teknik Tes : Tes Tertulis</p> <p>Criteria: <i>Rubric.</i></p> <p>Non-Test Technique: <i>Observation</i></p> <p>Test Technique: <i>Written test</i></p>	<ul style="list-style-type: none"> • Bentuk: <ol style="list-style-type: none"> 1. Kuliah 2. Responsi • Metode: <ol style="list-style-type: none"> 1. Diskusi 2. Discovery Learning [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Merangkum dan mensarikan proses Pengusulan, Perumusan, dan Pengesahan Pancasila dari Buku Sejarah BPUPKI • Kuis 1: Soal Essay tentang Sejarah Pancasila [(PT+BM: (2+2) x (2 x 60 menit))] • Format: 	<ul style="list-style-type: none"> • Bentuk: <ol style="list-style-type: none"> 1. Kuliah tatap muka maya (via Zoom) 2. Responsi (via Classroom) [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Merangkum dan mensarikan proses Pengusulan, Perumusan, dan Pengesahan Pancasila dari Buku Sejarah BPUPKI • Kuis 1: Soal Essay tentang Sejarah Pancasila [(PT+BM: (2+2) x (2 x 60 menit))] • Bentuk: <ol style="list-style-type: none"> 1. Face-to-face virtual lectures (via Zoom) 2. Review Session (via Classroom) [(FF: 	<ul style="list-style-type: none"> • Sumber Pustaka: <ol style="list-style-type: none"> 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bahar, Saafroedin (ed). 1992. Risalah Sidang (BPUPKI): (PPKI) Jakarta: Sekretariat Negara Republik Indonesia. • Materi Pembelajaran: <ol style="list-style-type: none"> 1. Sejarah Pancasila dalam era Pra dan Pasca Kemerdekaan; 2. Bukti-bukti sejarah Pancasila bagian dari budaya bangsa; 3. Periode Pengusulan, Penyusunan, Pengesahan Pancasila dan Pembukaan UUD 1945. 	<p>3</p>
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		<ul style="list-style-type: none"> • <i>Accuracy in explaining the chronology of the proposal, preparation, ratification of the Pancasila and the 1945 Constitution.</i> 		<p>1. Lecture 2. Review Session</p> <ul style="list-style-type: none"> • Method: 1. Discussion 2. Discovery Learning [(FF: 2 weeks x (2 x 50 minutes))] • Task 1: Summarize the process of proposing, formulating, and ratifying the Pancasila from the BPUPKI History Book • Quiz 1: Essay Questions on the History of Pancasila [(SA + SS: (2 + 2) x (2 x 60 minutes))] 	<p>2 weeks x (2 x 50 minutes)]</p> <ul style="list-style-type: none"> • Task 1: Summarize the process of proposing, formulating, and ratifying the Pancasila from the BPUPKI History Book • Kuis 1: Essay Questions on the History of Pancasila [(SA + SS: (2 + 2) x (2 x 60 minutes))] 	<ul style="list-style-type: none"> • Source: 1. <i>Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti.</i> 2. <i>Bahar, Saafroedin (ed). 1992. Risalah Sidang (BPUPKI): (PPKI) Jakarta: Sekretariat Negara Republik Indonesia.</i> • Learning Materials : 1. <i>History of Pancasila in the Pre and Post Independence era;</i> 2. <i>Historical evidences of Pancasila as part of the nation's culture;</i> 3. <i>Period for the Proposal, Formulation, Ratification of</i> 	
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						<i>Pancasila and the Preamble of the 1945 Constitution.</i>	
4 - 5	<p>Sub-CPMK2 : Mahasiswa mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila.</p> <p><i>LLO 2 : Students are able to analyze factual problems of nationality based on the Pancasila perspective.</i></p>	<ul style="list-style-type: none"> • Ketepatan dalam menjelaskan Konsep dan pengertian negara. • Ketepatan dalam menjelaskan konsep Pancasila sebagai dasar negara. • Ketepatan dalam menyebutkan hubungan Pancasila dan UUD 1945. • Keakuratan dalam menyebutkan dan memberikan solusi persoalan-persoalan SARA di Indonesia. <ul style="list-style-type: none"> • <i>Accuracy in explaining the concept and definition of a country.</i> • <i>Accuracy in explaining the Pancasila concept as the basis of the country.</i> 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes : 1. Observasi 2. Unjuk Kerja</p> <p>Criteria: <i>Rubric.</i></p> <p>Non-test Technique : 1. <i>Observation</i> 2. <i>Performance</i></p>	<ul style="list-style-type: none"> • Bentuk: 1. Kuliah 2. Responsi • Metode: 1. Diskusi 2. Small Group Disussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Mengkaji dan merangkum Laporan Penelitian Infid https://www.infid.org/publication/read/laporan-studitoleransi-danradikalisme-di4-daerah • Tugas 2: Presentasi Kelompok Tema “Pancasila Ideologi Negara” 	<ul style="list-style-type: none"> • Bentuk: 1. Kuliah tatap muka maya (via Zoom) 2. Responsi (via Classroom) [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Mengkaji dan merangkum Laporan Penelitian Infid https://www.infid.org/publication/read/laporan-studitoleransi-danradikalisme-di4-daerah • Tugas 2: Presentasi Kelompok Tema “Pancasila Ideologi Negara” (via zoom dan classroom) [(PT+BM: (2+2) x (2 x 60 menit))] • Format: 	<ul style="list-style-type: none"> • Sumber Pustaka: 1.Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 3. Latif, Yudi. 2011. Negara Paripurna, Jakarta: PT. Gramedia Pustaka Utama. • Materi Pembelajaran: 1. Definisi, Konsep, dan Tujuan Negara; 2. Kajian Pancasila sebagai dasar negara; 3. Tantangan Pancasila sebagai ideologi negara dalam menghadapi 	8

		<ul style="list-style-type: none"> ● Accuracy in mentioning the correlation between Pancasila and the 1945 Constitution. ● Accuracy in mentioning and providing solutions to SARA problems in Indonesia. 		<p>[(PT+BM: (2+2) x (2 x 60 menit)]</p> <ul style="list-style-type: none"> ● Format: <ol style="list-style-type: none"> 1. Lecture 2. Review Session ● Method: <ol style="list-style-type: none"> 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes)] ● Task 1: Review and summarize the Infid Research Report https://www.infid.org/publication/read/laporan-studitoleransi-danradikalisme-di4-daerah ● Task 2 : Group presentation with the theme "Pancasila, the 	<ol style="list-style-type: none"> 1. Face-to-face virtual lectures (via Zoom) 2. Review Session (via Classroom) [(FF: 2 weeks x (2 x 50 minutes)] <ul style="list-style-type: none"> ● Task 1 : Review and summarize the Infid Research Report https://www.infid.org/publication/read/laporan-studitoleransi-danradikalisme-di4-daerah ● Tugas 2: Group presentation with the theme "Pancasila, the State Ideology" (via zoom and classroom) [(SA + SS: (2 + 2) x (2 x 60 minutes)] 	<p>persoalan-persoalan: SARA, Ekstrimisme;</p> <ol style="list-style-type: none"> 4. Hubungan Pancasila dengan UUD 1945, NKRI, Bhineka Tunggal Ika; 5. Hubungan Pancasila dalam kaitannya dengan Rumusan Kebijakan Pemerintah di bidang: ekonomi, teknologi, dan hukum. <ul style="list-style-type: none"> ● Source: <ol style="list-style-type: none"> 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 3. Latif, Yudi. 2011. Negara Paripurna, 	
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				<p><i>State Ideology"</i> <i>[(SA + SS: (2 + 2) x (2 x 60 minutes))]</i></p>		<p><i>Jakarta: PT. Gramedia Pustaka Utama.</i></p> <ul style="list-style-type: none"> ● Learning Materials: <ol style="list-style-type: none"> <i>1. Definition, Concept and Purpose of the State;</i> <i>2. The study of Pancasila as the foundation of the state;</i> <i>3. The challenge of Pancasila as the state ideology in facing the following problems: SARA, extremism;</i> <i>4. the correlation between Pancasila and the 1945 Constitution, NKRI, Bhineka Tunggal Ika;</i> <i>5. Correlation of Pancasila in relation to Government Policy Formulations in the fields of: economy,</i> 	
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						<i>technology and law.</i>	
6,7	<p>Sub-CPMK2 : Mahasiswa mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila.</p> <p><i>LLO 2 : Students are able to analyze factual problems of nationality based on the Pancasila perspective.</i></p>	<ul style="list-style-type: none"> • Ketepatan dalam menjelaskan sejarah, konsep, dan pengertian ideologi • Keakuratan dalam menjelaskan dan memberikan contoh ideologi lain: liberalisme, komunisme, sosialisme, dan fasisme. • Ketepatan dalam menjelaskan Pancasila sebagai ideologi negara. • Keakuratan dan kelengkapan dalam menjelaskan dan memberikan solusi terhadap tantangan Pancasila dalam menghadapi ideologi lain. <ul style="list-style-type: none"> • <i>Accuracy in explaining the history, concept, and meaning of ideology.</i> 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes : 1. Observasi 2. Unjuk Kerja</p> <p>Criteria: <i>Rubric.</i></p> <p>Non-test Technique : 1. <i>Observation</i> 2. <i>Performance</i></p>	<ul style="list-style-type: none"> • Bentuk: 1. Kuliah • Metode: 1. Diskusi 2. Small Group Disussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Membuat kajian film “71 Into the Fire” dalam perspektif ideologi • Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai Ideologi” [(PT+BM: (2+2) x (2 x 60 menit))] <ul style="list-style-type: none"> • Format: 1. <i>Lecture</i> • Method: 	<ul style="list-style-type: none"> • Kuliah tatap muka maya (via zoom): 1. Diskusi 2. Small Group Disussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Membuat kajian film “71 Into the Fire” dalam perspektif ideologi (via classroom) • Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai Ideologi” [(PT+BM: (2+2) x (2 x 60 menit))] • Virtual face-to-face lecture (via zoom): 1. <i>Discussion</i> 	<ul style="list-style-type: none"> • Sumber Pustaka: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 3. Magnis-Suseno, Franz. 2006. Etika Politik: Prinsip-prinsip Moral Dasar Kenegaraan Modern. Jakarta: Penerbit Gramedia Pustaka Utama. • Materi Pembelajaran: 1. Sejarah, Konsep dan Pengertian Ideologi; 2. Ideologi negara lain: Liberalisme, Komunisme, 	8

		<ul style="list-style-type: none"> ● Accuracy in explaining and exemplifying other ideologies: liberalism, communism, socialism and fascism. ● Accuracy in explaining Pancasila as the state ideology. ● Accuracy and completeness in explaining and providing solutions to Pancasila challenges in facing other ideologies. 		<ol style="list-style-type: none"> 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes))] <ul style="list-style-type: none"> ● Task 1: Making a review of the film "71 Into the Fire" from an ideological perspective ● Task 2: Group presentation with the theme "Pancasila, the State Ideology" [(SA + SS: (2 + 2) x (2 x 60 minutes))] 	<ol style="list-style-type: none"> 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes))] <ul style="list-style-type: none"> ● Task 1: Making a review of the film "71 Into the Fire" from an ideological perspective (via classroom) ● Task 2: Group presentation with the theme "Pancasila, the State Ideology" [(SA + SS: (2 + 2) x (2 x 60 minutes))] 	<p>Fasisme, dan, Sosialisme;</p> <ol style="list-style-type: none"> 3. Konsep Pancasila sebagai ideologi negara; 4. Tantangan Pancasila terhadap ideologi lain: Komunisme, Liberalisme, Transnasional. <ul style="list-style-type: none"> ● Source: <ol style="list-style-type: none"> 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 3. Magnis-Suseno, Franz. 2006. Etika Politik: Prinsip-prinsip Moral Dasar Kenegaraan Modern. Jakarta: 	
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						<p><i>Penerbit Gramedia Pustaka Utama.</i></p> <ul style="list-style-type: none"> ● Learning Materials: <ol style="list-style-type: none"> 1. <i>History, Concept and Understanding of Ideology;</i> 2. <i>Ideologies of other countries: Liberalism, Communism, Fascism, and Socialism;</i> 3. <i>The concept of Pancasila as the state ideology;</i> 4. <i>Pancasila challenges to other ideologies: Communism, Liberalism, Transnationalism.</i> 	
8	UJIAN TENGAH SEMESTER (Soal Pilihan Ganda atau Soal Essay) dan Evaluasi Tengah Semester						20
MID-SEMESTER EXAM							
9 - 10	<p>Sub-CPMK2 : Mahasiswa mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila.</p>	<ul style="list-style-type: none"> ● Ketepatan dalam menjelaskan sejarah dan pengertian filsafat. ● Kekuratan dalam memberikan penjelasan ciri berpikir dan cabangcabang filsafat: ontologi, 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes :</p> <ol style="list-style-type: none"> 1. Observasi 2. Unjuk Kerja <p>Criteria:</p>	<ul style="list-style-type: none"> ● Bentuk: 1. Kuliah ● Metode: 1. Diskusi 2. Small Group Disussion 3. Contextual Learning 	<ul style="list-style-type: none"> ● Bentuk: Kuliah tatap muka maya (via Zoom) ● Metode: 1. Diskusi 2. Small Group Disussion 	<ul style="list-style-type: none"> ● Sumber Pustaka: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 	8.

	<p><i>LLO 2 : Students are able to analyze factual problems of nationality based on the Pancasila perspective.</i></p>	<p>epistemologi, dan aksiologi.</p> <ul style="list-style-type: none"> ● Accuracy in explaining the history and understanding of philosophy. ● Accuracy in describing the characteristics of thinking and the branches of philosophy: ontology, epistemology and axiology. 	<p><i>Rubric.</i></p> <p>Non-test Technique :</p> <ol style="list-style-type: none"> 1. Observation 2. Performance 	<p>[(TM: 2 minggu x (2 x 50 menit)]</p> <ul style="list-style-type: none"> ● Tugas 1: Mengkaji dan mensarikan jurnal https://www.researchgate.net/publication/298787398_Pengantar_Filsafat_Ilmu ● Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai sistem Filsafat” [(PT+BM: (2+2) x (2 x 60 menit)] ● Format: <ol style="list-style-type: none"> 1. Lecture ● Method: <ol style="list-style-type: none"> 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 	<p>3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit)]</p> <ul style="list-style-type: none"> ● Tugas 1: Mengkaji dan mensarikan jurnal https://www.researchgate.net/publication/298787398_Pengantar_Filsafat_Ilmu (via classroom) ● Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai sistem Filsafat” (via zoom) [(PT+BM: (2+2) x (2 x 60 menit)] ● Format: Face-to-face virtual lectures (via Zoom) ● Method: <ol style="list-style-type: none"> 1. Discussion 2. Small Group Discussion 	<ol style="list-style-type: none"> 2. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 3. Kattsof, Louis O. 1992. Pengantar Filsafat. Yogyakarta: Tiara Wacana. 4. Sukarno. 2001. Tjamkan Pancasila Dasar Falsafah Negara. Jakarta: Panitia Nasional Peringatan Lahirnya Pancasila 1 Juni 1945 – 1 Juni 1964. 5. Soedarso. 2014. Filsafat Pancasila Identitas Indonesia. Surabaya: Pustaka Radja. <ul style="list-style-type: none"> ● Materi Pembelajaran: <ol style="list-style-type: none"> 1. Sejarah dan Pengertian Filsafat; 2. Ciri berpikir filosofis; 3. Cabang -cabang filsafat: 	
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				<p>weeks x (2 x 50 minutes)]</p> <ul style="list-style-type: none"> • Task 1: Review and summarize journals https://www.researchgate.net/publication/298787398_Pengantar_Filsafat_Ilmu • Task 2: Group presentation with the theme "Pancasila as a Philosophical System" [(SA + SS: (2 + 2) x (2 x 60 minutes)] 	<p>3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes)]</p> <ul style="list-style-type: none"> • Task 1: Review and summarize journals https://www.researchgate.net/publication/298787398_Pengantar_Filsafat_Ilmu (via classroom) • Task 2: Group presentation with the theme "Pancasila as a Philosophical System" (via zoom) [(SA + SS: (2 + 2) x (2 x 60 minutes)] 	<p>Ontologi, Epistemologi, Aksiologi.</p> <ul style="list-style-type: none"> • Source: <ol style="list-style-type: none"> 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Latif, Yudi. 2018. Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan. Jakarta: Mizan. 3. Kattsof, Louis O. 1992. Pengantar Filsafat. Yogyakarta: Tiara Wacana. 4. Sukarno. 2001. Tjamkan Pancasila Dasar Falsafah Negara. Jakarta: Panitia Nasional Peringatan Lahirnya Pancasila 1 Juni 1945 – 1 Juni 1964. 	
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						<p>5. Soedarso. 2014. Filsafat Pancasila Identitas Indonesia. Surabaya: Pustaka Radja.</p> <p>● Learning Materials:</p> <ol style="list-style-type: none"> 1. History and meaning of Philosophy; 2. Characteristics of philosophical thinking; 3. Branches of philosophy: Ontology, Epistemology, Axiology. 	
11 -12	<p>Sub-CPMK3 : Mahasiswa mampu menganalisis konsep pengembangan sains dan teknologi berbasis nilai-nilai Pancasila.</p> <p><i>LLO 3 : Students are able to analyze the concept of science and technology development based on the values of Pancasila.</i></p>	<ul style="list-style-type: none"> ● Ketepatan dalam menganalisis pengertian sains. ● Kelengkapan dan keakuratan dalam menganalisis problematika teknologi dan sains berbasis nilai-nilai Pancasila. ● <i>Accuracy in analyzing the meaning of science.</i> 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes :</p> <ol style="list-style-type: none"> 1. Observasi 2. Unjuk Kerja <p>Criteria: <i>Rubric.</i></p> <p>Non-test Technique :</p> <ol style="list-style-type: none"> 1. <i>Observation</i> 2. <i>Performance</i> 	<ul style="list-style-type: none"> ● Bentuk: 1. Kuliah ● Metode: 1. Diskusi 2. Small Group Discussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] ● Tugas 1: Mengkaji video dalam perspektif 	<ul style="list-style-type: none"> ● Bentuk: Kuliah tatap muka maya (via Zoom) ● Metode: 1. Diskusi 2. Small Group Discussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] ● Tugas 1: Mengkaji video dalam perspektif 	<ul style="list-style-type: none"> ● Sumber Pustaka: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia ● Materi Pembelajaran: 	8

		<ul style="list-style-type: none"> • <i>Completeness and accuracy in analyzing technology and science problems based on Pancasila values.</i> 		<p>etika https://www.youtube.com/watch?v=8dnVZibrV6g</p> <ul style="list-style-type: none"> • Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai sistem Etika” [(PT+BM: (2+2) x (2 x 60 menit)] • Format: 1. Lecture • Method: 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes))] • Task 1: Review videos from an ethical perspective https://www.youtube.com/watch?v=8dnVZibrV6g 	<p>etika https://www.youtube.com/watch?v=8dnVZibrV6g</p> <ul style="list-style-type: none"> • Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai sistem Etika” (via zoom) [(PT+BM: (2+2) x (2 x 60 menit)] • Format: Face-to-face virtual lectures (via Zoom) • Method: 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes))] • Task 1: Review videos from an ethical perspective https://www.youtube.com/watch?v=8dnVZibrV6g 	<ol style="list-style-type: none"> 1. Sejarah dan Pengertian Moral dan Etika; 2. Aliran-aliran etika: Deontologi, Teleologi, Virtue 3. Kaitan antara: ilmu budaya dan agama; 4. Pancasila sebagai sistem Etika; 5. Implementasi sila-sila Pancasila dalam perspektif etika <ul style="list-style-type: none"> • Source: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia • Learning Materials: 1. History and Definition of Morals and Ethics; 	
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				atch?v=8dnVZibrV6g <ul style="list-style-type: none"> • Task 2: Group presentation with the theme "Pancasila as an Ethical System" [(SA + SS: (2 + 2) x (2 x 60 minutes))] 	h?v=8dnVZibrV6g <ul style="list-style-type: none"> • Tugas 2: Group presentation with the theme "Pancasila as an Ethical System" (via zoom) [(SA + SS: (2 + 2) x (2 x 60 minutes))] 	2. types of ethical schools: Deontology, Teleology, Virtue 3. The link between: culture and religion; 4. Pancasila as an Ethics system; 5. Implementation of Pancasila principles from an ethical perspective.	
13-14	Sub-CPMK4 : Mahasiswa mampu mempraktekkan kepekaan sosial, kepedulian lingkungan dan cinta tanah air. <i>LLO 4 : Students are able to practice social sensitivity, environmental awareness and love for the homeland.</i>	<ul style="list-style-type: none"> • Keakuratan dalam menjelaskan konsep dan praktik Pancasila sebagai dasar pengembangan ilmu. • Kelengkapan dan keakuratan dalam menjelaskan dan mengkaji implikasi teknologi berdasarkan nilai-nilai Pancasila. • <i>Accuracy in explaining the concept and practice of Pancasila as the basis for the development of knowledge.</i> • <i>Completeness and accuracy in explaining</i> 	Kriteria : Rubrik. Teknik Nontes : 1. Observasi 2. Unjuk Kerja Criteria: <i>Rubric.</i> Non-test Technique : 1. <i>Observation</i> 2. <i>Performance</i>	<ul style="list-style-type: none"> • Bentuk: 1. Kuliah • Metode: 1. Diskusi 2. Small Group Discussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Mengkaji video dari dengan perspektif etika https://www.youtube.com/watch?v=ixloDYVfKA0 	<ul style="list-style-type: none"> • Kuliah tatap muka maya (via zoom): 1. Diskusi 2. Small Group Discussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit))] • Tugas 1: Mengkaji video dari dengan perspektif etika https://www.youtube.com/watch?v=ixloDYVfKA0 	<ul style="list-style-type: none"> • Sumber Pustaka: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia 3. Friedman, Thomas. 2006. The World is Flat: Sejarah Ringkas Abad ke 21. Jakarta: Dian Rakyat 4. Schwab, Klaus. 2016. The Fourth 	9

		<p>and assessing the implications of technology based on Pancasila values.</p>		<ul style="list-style-type: none"> ● Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai Nilai Dasar Pengembangan Ilmu” [(PT+BM: (2+2) x (2 x 60 menit)] ● Format: 1. Lecture ● Method: 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes))] ● Task 1: Review the video from an ethical perspective https://www.youtube.com/watch?v=ixloDYVfKAO ● Task 2: 	<ul style="list-style-type: none"> ● Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai Nilai Dasar Pengembangan Ilmu” (via zoom) [(PT+BM: (2+2) x (2 x 60 menit))] ● Virtual face-to-face lecture (via zoom): 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(FF: 2 weeks x (2 x 50 minutes))] ● Tugas 1: Review the video from an ethical perspective https://www.youtube.com/watch?v=ixloDYVfKAO ● Tugas 2: Group presentation 	<p>Industrial Revolution. New York: Crown Business.</p> <ul style="list-style-type: none"> ● Materi Pembelajaran: 1. Pancasila sebagai Nilai Dasar Pengembangan Ilmu 2. Pemanfaatan teknologi di Indonesia yang sesuai dengan Pancasila ● Source: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia 3. Friedman, Thomas. 2006. The World is Flat: Sejarah Ringkas Abad ke 21. 	
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				<p><i>Group presentation with the theme "Pancasila as the Basic Value of Science Development" [(SA + SS: (2 + 2) x (2 x 60 minutes)]</i></p>	<p><i>with the theme "Pancasila as the Basic Value of Science Development" (via zoom) [(SA + SS: (2 + 2) x (2 x 60 minutes)]</i></p>	<p><i>Jakarta: Dian Rakyat</i> <i>4. Schwab, Klaus. 2016. The Fourth Industrial Revolution. New York: Crown Business.</i> ● Learning Materials: <i>1. Pancasila sebagai Nilai Dasar Pengembangan Ilmu</i> <i>2. The use of technology in Indonesia in accordance with Pancasila</i></p>	
15	<p>Sub-CPMK4 : Mahasiswa mampu mempraktekkan kepekaan sosial, kepedulian lingkungan dan cinta tanah air.</p> <p><i>LLO 4 : Students are able to practice social sensitivity, environmental awareness and love for the homeland.</i></p>	<ul style="list-style-type: none"> ● Ketepatan dalam menjelaskan sejarah, konsep, dan pengertian Revolusi Industri 4.0. ● Ketepatan dalam menganalisis dan memberikan solusi atas persoalan dampak Revolusi Industri 4.0 di Indonesia. 	<p>Kriteria : Rubrik.</p> <p>Teknik Nontes : 1. Observasi 2. Unjuk Kerja</p> <p>Criteria: <i>Rubric.</i></p> <p>Non-test Technique : <i>1. Observation</i></p>	<ul style="list-style-type: none"> ● Bentuk: 1. Kuliah ● Metode: 1. Diskusi 2. Contextual Learning [(TM: 1 minggu x (2 x 50 menit)] ● Tugas 1: Penugasan kelompok dengan membuat 	<ul style="list-style-type: none"> ● Kuliah tatap muka maya (via zoom): 1. Diskusi 2. Small Group Disussion 3. Contextual Learning [(TM: 2 minggu x (2 x 50 menit)] ● Tugas 1: Penugasan kelompok dengan 	<ul style="list-style-type: none"> ● Sumber Pustaka: 1.Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia 3. Friedman, Thomas. 2006. The World is Flat: 	9

		<ul style="list-style-type: none"> ● <i>Accuracy in explaining the history, concepts, and meaning of the Industrial Revolution 4.0.</i> ● <i>Accuracy in analyzing and providing solutions to the problems of the impact of the 4.0 Industrial Revolution in Indonesia.</i> 	<p>2. <i>Performance</i></p>	<p>video berdasarkan tema kelompok dengan jenis: reportase, short movie, documenter. [(PT+BM: 1+1) x (1 x 60 menit)]</p> <ul style="list-style-type: none"> ● Format: 1. <i>Lecture</i> ● Method: 1. <i>Discussion</i> 2. <i>Contextual Learning</i> [(FF: 1 x week (2 x 50 minutes))] ● Task 1: <i>Groups assignment by making videos based on group themes by type: reportage, short movie, documentary.</i> [(SA + SS: 1 + 1) 	<p>membuat video berdasarkan tema kelompok dengan jenis: reportase, short movie, documenter. https://www.youtube.com/watch?v=Xo2VjprfgEU [(PT+BM: 1+1) x (1sks x 60 menit)]</p> <ul style="list-style-type: none"> ● Virtual face-to-face lecture (via zoom): 1. <i>Discussion</i> 2. <i>Small Group Discussion</i> 3. <i>Contextual Learning</i> [(FF: 2 weeks x (2 x 50 minutes))] ● Tugas 1: <i>Groups assignment by making videos based on group themes by type: reportage, short movie, documentary.</i> 	<p>Sejarah Ringkas Abad ke 21. Jakarta: Dian Rakyat 4. Schwab, Klaus. 2016. The Fourth Industrial Revolution. New York: Crown Business.</p> <ul style="list-style-type: none"> ● Materi Pembelajaran: 1. Sejarah dan Pengertian Revolusi Industri 4.0 2. Dampak Revolusi Industri 4.0 di Indonesia. ● Source: 1. Kemenristekdikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 2. Bertens, Kees. 2004. Etika. Jakarta: Gramedia 3. Friedman, Thomas. 2006. The 	
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				<i>x (1 x 60 minutes)]</i>	https://www.youtube.com/watch?v=Xo2VjprfgEU [(SA + SS: 1 + 1) x (1 x 60 minutes)]	<p>World is Flat: Sejarah Ringkas Abad ke 21. Jakarta: Dian Rakyat</p> <p>4. Schwab, Klaus. 2016. The Fourth Industrial Revolution. New York: Crown Business.</p> <p>● Learning Materials:</p> <ol style="list-style-type: none"> 1. History and meaning of the Industrial Revolution 4.0 2. Impact of the Industrial Revolution 4.0 in Indonesia. 	
16	UJIAN AKHIR SEMESTER (Soal Essay) dan EVALUASI AKHIR SEMESTER FINAL-SEMESTER EXAM						25

TM=Tatap Muka, **PT**=Penugasan Terstruktur, **BM**=Belajar Mandiri.
FF = Face to Face, **SA** = Structured Assignment, **SS** = Self Study.

II. Rencana Asesmen & Evaluasi (RAE) / *Assessment & Evaluation Plan*

	ASSESSMENT & EVALUATION PLAN BACHELOR DEGREE PROGRAM OF BIOMEDICAL ENGINEERING - FTEIC ITS Course : Pancasila		RA&E
			Write Doc Code
Kode/code: IG141106	Bobot sks/credits (T/P): 2/0	Rumpun MK: Nasional Course Cluster: Nation	Smt: I
OTORISASI AUTHORIZATION	Penyusun RA & E Compiler A&EP Dr. Soedarso, SS.,M.Hum	Koordinator RMK Course Cluster Coordinator Dimas Anton Asfani, ST., MT., Ph.D	Ka DEP Head of DEP Dedet Candra Riawan, ST., M.Eng., Ph.D

Mg ke/ Week (1)	Sub CP-MK / Lesson Learning Outcomes (LLO) (2)	Bentuk Asesmen (Penilaian) Form of Assessment (3)	Bobot / Load (%) (4)
1	Sub CP-MK 1: Mahasiswa mampu memahami arti penting sejarah untuk memperkuat jati diri bangsa dan identitas nasional Indonesia. LLO 1: <i>Students are able to understand the importance of history to strengthen national identity and Indonesian national identity.</i>	Tugas 1 : Review kasus dari fenomena yang relevan dengan Pancasila. Task 1 <i>Case review of phenomena relevant to Pancasila.</i>	3
2,3	Sub CP-MK 1: Mahasiswa mampu	Tugas 1:	3

	<p>memahami arti penting sejarah untuk memperkuat jati diri bangsa dan identitas nasional Indonesia.</p> <p>LLO 1: <i>Students are able to understand the importance of history to strengthen national identity and Indonesian national identity.</i></p>	<p>Merangkum dan mensarikan proses Pengusulan, Perumusan, dan Pengesahan Pancasila dari Buku Sejarah BPUPKI.</p> <p>Kuis 1: Soal Essay tentang Sejarah Pancasila.</p> <p>Task 1: <i>Summarize the process of proposing, formulating, and ratifying the Pancasila from the BPUPKI History Book.</i></p> <p>Quiz 1: <i>Essay Questions on the History of Pancasila.</i></p>	
4-5	<p>Sub CP-MK 2: Mahasiswa mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila.</p> <p>LLO 2: <i>Students are able to analyze factual problems of nationality based on the Pancasila perspective.</i></p>	<p>Tugas 1 : Mengkaji dan merangkum Laporan Penelitian Infid https://www.infid.org/publication/read/laporan-studitoleransi-danradikalisme-di4-daerah</p> <p>Tugas 2: Presentasi Kelompok Tema “Pancasila Ideologi Negara”</p> <p>Task 1 : <i>Review and summarize the Infid Research Report https://www.infid.org/publication/read/laporan-studitoleransi-danradikalisme-di4-daerah</i></p> <p>Tugas 2: <i>Group presentation on the theme "Pancasila, the State Ideology"</i></p>	8
6,7	<p>Sub CP-MK 2: Mahasiswa mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila.</p>	<p>Tugas 1 : Membuat kajian film “71 Into the Fire” dalam perspektif ideologi</p> <p>Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai Ideologi”.</p> <p>Task 1: <i>Making a review of the film "71 Into the Fire" from an ideological perspective.</i></p> <p>Task 2:</p>	8

	<p>LLO 2: Students are able to analyze factual problems of nationality based on the Pancasila perspective.</p>	<p>Group presentation with the theme "Pancasila, the State Ideology".</p>	
8	<p>UJIAN TENGAH SEMESTER</p> <p>MID EXAM</p>	<p>Tes: Soal pilihan ganda atau soal essay tertulis</p> <p>Test: Multiple choice or written essay</p>	20
9,10	<p>Sub CP-MK 2: Mahasiswa mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila.</p> <p>LLO 2: Students are able to analyze factual problems of nationality based on the Pancasila perspective.</p>	<p>Tugas 1 : Mengkaji dan mensarikan jurnal https://www.researchgate.net/publication/298787398_Pengantar Filsafat Ilmu</p> <p>Tugas 2: Presentasi kelompok dengan tema "Pancasila sebagai sistem Filsafat"</p> <p>Task 1 : Review and summarize journals https://www.researchgate.net/publication/298787398_Pengantar Filsafat Ilmu</p> <p>Task 2: Group presentation with the theme "Pancasila as a Philosophical System"</p>	8
11,12	<p>Sub CP-MK 3: Mahasiswa mampu menganalisis konsep pengembangan sains dan teknologi berbasis nilai-nilai Pancasila.</p> <p>LLO 3 : Students are able to analyze the concept of</p>	<p>Tugas 1 : Mengkaji video dalam perspektif etika https://www.youtube.com/watch?v=8dnVZibrV6g</p> <p>Tugas 2: Presentasi kelompok dengan tema "Pancasila sebagai sistem Etika"</p> <p>Task 1 : Review videos from an ethical perspective https://www.youtube.com/watch?v=8dnVZibrV6g</p> <p>Task 2: Group presentation with the theme "Pancasila as an Ethical System"</p>	8

	<i>science and technology development based on the values of Pancasila.</i>		
13,14	<p>Sub CP-MK 4: Mahasiswa mampu mempraktekkan kepekaan sosial, kepedulian lingkungan dan cinta tanah air.</p> <p>LLO 4 : <i>Students are able to practice social sensitivity, environmental awareness and love for the homeland.</i></p>	<p>Tugas 1 : Mengkaji video dari dengan perspektif etika https://www.youtube.com/watch?v=ixloDYVfKAO</p> <p>Tugas 2: Presentasi kelompok dengan tema “Pancasila sebagai Nilai Dasar Pengembangan Ilmu”</p> <p>Task 1 : <i>Review videos from an ethical perspective</i> https://www.youtube.com/watch?v=ixloDYVfKAO</p> <p>Task 2: <i>Group presentation with the theme "Pancasila as the Basic Value of Science Development"</i></p>	8
15	<p>Sub CP-MK 4: Mahasiswa mampu mempraktekkan kepekaan sosial, kepedulian lingkungan dan cinta tanah air.</p> <p>LLO 4 : <i>Students are able to practice social sensitivity, environmental awareness and love for the homeland.</i></p>	<p>Tugas 1 : Penugasan kelompok dengan membuat video berdasarkan tema kelompok dengan jenis: reportase, short movie, documenter https://www.youtube.com/watch?v=Xo2VjprfgEU</p> <p>Tugas 1 : <i>Groups assignment by making videos based on group themes by type: reportage, short movie, documentary.</i> https://www.youtube.com/watch?v=Xo2VjprfgEU</p>	9
16	<p>Evaluasi Akhir</p> <p>Final Exam</p>	<p>Tes: Soal pilihan ganda atau soal essay tertulis</p> <p>Test:</p>	25

		<i>Multiple choice or written essay</i>	
Total bobot penilaian Total assessment load			100%

