

SEMESTER COURSE PLAN (SCP)

**PANCASILA EDUCATION
(23U01110702)**



TEACHING TEAM :

**GENERAL REQUIRED COURSES
SUBDIREKTORAT KOORDINASI PERKULIAHAN BERSAMA
HASANUDDIN UNIVERSITY
MAKASSAR
2025**

GENERAL REQUIRED COURSES
SUBDIREKTORAT KOORDINASI PERKULIAHAN BERSAMA
HASANUDDIN UNIVERSITY

Vision

Leading center in human development, science knowledge, technology, art, and culture based on Indonesian maritime continent

Vision Strategy

Quality shared starter service

Mission

1. Provides a learning environment quality to develop innovative and proactive learners capacity;
2. reserve, develop, find, and create knowledge, technology, art, and culture;
3. Apply and disseminate knowledge, technology, art, and culture for the benefit of the Indonesian maritime continent

Graduate Profiles

Active Learners Along Hayat

PLO charged to courses

ILO-2 (P (MKWU)) - Students are able to analyze religious values, nationality, diversity and maritime to achieve independent people who are characterized by the spirit of social sensitivity, struggle, and entrepreneurship.

ILO-1 (S (MKWU)) - Students are able to internalize religious, national, diversity, and maritime values as independent people who have character and have a spirit of social sensitivity, struggle, and entrepreneurship

Course Learning Outcomes (CLO)

CLO-1: Students are able to internalize the values of diversity as independent individuals with character. (ILO1)

CLO-2: Students are able to analyze the values of diversity to achieve independent individuals with character. (ILO2)

Sub-CLO

Sub CLO-1: Able to analyze the basis and objectives of learning Pancasila Education in Higher Education. (CLO-2)

Sub CLO-2: Able to analyze Pancasila in the History of the Indonesian Nation (CLO-2)

Sub CLO-3: Able to analyze Pancasila as a philosophical system (CLO-2)

Sub CLO-4: Able to analyze Pancasila as the basis of the state (CLO-2)

Sub CLO-5: Able to internalize Pancasila as the State Ideology (CLO-1)

Sub CLO-7: Able to internalize Pancasila as the National Ethics (CLO-1)

Sub CLO-6: Able to analyze Pancasila as a development paradigm (CLO-2)

Learning Analytics

Pancasila Education



Able to internalize Pancasila as the National Ethics (CLO-1)



Able to analyze Pancasila as a development paradigm (CLO-2)



Able to internalize Pancasila as the State Ideology (CLO-1)



Able to analyze Pancasila as the basis of the state (CLO-2)



Able to analyze Pancasila as a philosophical system (CLO-2)



Able to analyze Pancasila in the History of the Indonesian Nation (CLO-2)



Able to analyze the basis and objectives of learning Pancasila Education in Higher Education. (CLO-2)



**GENERAL REQUIRED COURSES
SUBDIREKTOR KOORDINASI PERKULIAHAN BERSAMA
HASANUDDIN UNIVERSITY
SEMESTER COURSE PLAN**

Course	Code	Course Group	Credit Points	Semester	Date of Preparation
Pancasila Education	23U01110702	General Required Courses	2	1 and 2	06 August 2025
Authority	Developer Lecturer		Course Coordinator		Head of study Program
	Rahmatullah, SIP., M.Si Dr. Safriadi, SIP., M.Si		Dr. Safriadi, SIP., M.Si		Rahmatullah, SIP., M.Si
Course Learning Outcomes	ILOs that are imposed on the course				
	ILO-1:	Students are able to internalize religious, national, diversity, and maritime values as independent individuals with character and a spirit of social awareness, courage, and entrepreneurship.			
	ILO-2:	Students are able to analyze religious, national, diversity, and maritime values to become independent individuals with character, social awareness, fighting spirit, and entrepreneurship.			
	ILO⇒ Course Learning Outcomes (CLO)				
	After completing this course, it is expected				
	ILO-1	CLO-1: Students are able to internalize national values as independent individuals with character.			
	ILO-2	CLO-2: Students are able to analyze national values to achieve independent, character-based individuals.			
	CLO⇒ Sub-CLOs				
	CLO-1	SUB-CLO-5:	Able to internalize Pancasila as the State Ideology		
		SUB-CLO 7:	Able to internalize Pancasila as the National Ethics		
CLO-2	SUB-CLO-1:	Able to analyze the basis and objectives of learning Pancasila Education in Higher Education.			
	SUB-CLO-2:	Able to analyze Pancasila in the History of the Indonesian Nation			

	SUB-CLO-3:	Able to analyze Pancasila as a philosophical system
	SUB-CLO-4:	Able to analyze Pancasila as the basis of the state
	SUB-CLO-5:	Able to analyze Pancasila as a development paradigm

Correlation between ILOs/CLOs to Sub-CLOs

ILOs that are imposed on the course	CLO	SUB-CLO	Formative	Form of Assessment [*]				Weight	Value	Student Score
				Summative						
				Collaborative Learning (Col.)	Case Study (CS)	Project Base Learning	Final Exam			
ILO-2	CLO-2	SUB-CLO-1	Accuracy of ideas and clarity of description (Sikola 2.0 task menu)	4	0	0	0	4		
ILO-2	CLO-2	SUB-CLO-2	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	8	0	0	0	8		
ILO-2	CLO-2	SUB-CLO-3	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	20	0	0	20		
ILO-2	CLO-2	SUB-CLO-4	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	8	0	0	0	8		
ILO-1	CLO-1	SUB-CLO-5	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	12	0	0	12		
ILO-2	CLO-2	SUB-CLO-6	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	12	0	0	12		

ILO-1	CLO-1	SUB-CLO-7	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	0	26	10	36		
				20	44	26	10	100		
Course Description		is a development course personality that explains the foundation and purpose, history of understanding Indonesian nationality, Pancasila as a philosophical system, Pancasila as Indonesian national ideology and state, Pancasila in the context RI State, Pancasila as Political Ethics and Pancasila as Paradigm In social life, nation and state. as a development course Personality is a source of values and guidelines to carry out study programs to deliver students as young people who can actualize The values of Pancasila in the life of society, nation and state are appropriate Discipline of their respective knowledge.								
Learning Materials / Subject Matter		<ol style="list-style-type: none"> 1. Pancasila Education in College 2. Pancasila in history Indonesian nation 3. Pancasila as a system Philosophy 4. Pancasila as a basis Country 5. Pancasila as State Ideology 6. Pancasila as the construction paradigm 7. Pancasila as a system Ethics 								
Reference		Key Reference								
		Directorate General of Higher Education, 2016. Teaching Materials for Pancasila Education Course. Jakarta: Directorate of Learning and Student Affairs								
		Additional Reference								
		<ol style="list-style-type: none"> 1. T Notonagoro. 1994. Pancasila scientifically Popular. Jakarta: Bumi Aksara. 2. Kaelan. 2000. Pancasila Education. Yogyakarta: Paradigm. 3. Yudi Latif. 2017. State Plenary. Jakarta: Gramedia 4. Anwar Arifin. 2018. Central Ideology Pancasila without opposition. Jakarta: Nufa Citra Mandiri 								

Teaching Team		Rahmatullah, SIP., M.Si					
Course requirements							
Week	Sub CLO (End ability of each learning stage)	Assesment		Forms and Methods of Learning [time estimate]		Learning Material (Content)	Weight of Assesment (%)
		Indicator	Technique & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1	Able to analyze the basis and objectives of learning Pancasila Education in Higher Education. (CLO-2)	<p>Formative:</p> <p>The ability to analyze:</p> <ol style="list-style-type: none"> 1. Foundation of Pancasila Education in Higher Education 2. Learning Objectives Pend. Pancasila <p>Sumative:</p> <p>ability in Analyze The Importance of Education Pancasila in Higher Education</p>	<p>Criteria Formative:</p> <p>Accuracy of ideas and clarity of description (Sikola 2.0 task menu),</p> <p>Criteria Sumative:</p> <p>Collaborative Learning (Col. (4)</p> <p>Assessment Technique:</p> <p>Non-Test</p>	<p>Studying:</p> <p>Collaborative learning (collaborative learning)</p> <p>Guided Learning Activities (KBT) = (1x2x50 minutes)</p> <p>Learning scenarios: & nbsp; can be accessed on the Sikola 2.0 & nbsp; sub-CLO cument menu 1</p> <p>1x2x50</p>		<p>LEARNING MATERIALS :</p> <ol style="list-style-type: none"> 1.Learnig Contract 2.Foundati on and Learning Objectives of Pend. Pancasila <p>LITERAT URE:</p> <ol style="list-style-type: none"> 1.Book of Pancasila Education Ristek Dikti 2016. CHAPTER I 2.Module 1 Pend. Pancasila 	4

2	Able to analyze Pancasila in the History of the Indonesian Nation (CLO-2)	<p>Formative:</p> <p>The ability to analyze</p> <ol style="list-style-type: none"> 1. Pancasila in the history of the Indonesian nation: Proposed Period, 2. Pancasila in the history of the Indonesian nation: Formulation Period, 3. Pancasila in the history of the Indonesian nation: Determination Period, 4. Urgency of Pancasila in the history of the Indonesian nation <p>Identity of the Indonesian Nation, Personality of the Indonesian Nation, View of Life of the Indonesian Nation, Soul of the Indonesian Nation, Noble Covenant of the Indonesian Nation.</p> <p>5. Historical and Sociological Sources, Pancasila in the study of the history of the Indonesian nation (Culture and Religion of the Indonesian Nation) 5.</p> <p>Summative:</p> <p>ability to answer the problem</p> <p>Pancasila in the history of the Indonesian nation</p>	<p>Criteria Formative:</p> <p>Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)</p> <p>Criteria Sumative:</p> <p>Collaborative Learning (Col. (8)</p> <p>Assessment Technique:</p> <p>Non-Test</p>	<p>Studying:</p> <p>Collaborative Learning</p> <p>Guided Learning Activities (KBT) = & nbsp; (1x2x50 minutes)</p> <p>Learning Scenarios: & nbsp; can be accessed on the Sikola 2.0 & Nbsp; Sub CPMK 2</p> <p>1x2x50</p>	<p>LEARNING MATERIALS</p> <p>: Pancasila in the context of the HISTORY of the struggle of the Indonesian nation</p> <p>REFERENC ES :</p> <ol style="list-style-type: none"> 1. Buku Pendidikan Pancasila Ristek Dikti 2016. BAB II 2. Modul 2 Pend. Pancasila 3. Kaelan. 2000. Pendidikan Pancasila. Yogyakarta: Paradigma 	8
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3-6	Able to analyze Pancasila as a philosophical system (CLO-2)	<p>Formative:</p> <p>Ability to analyze:</p> <ol style="list-style-type: none"> 1. Concept and Urgency of Pancasila as a Philosophical System; 2. Pancasila as Filosofische Grondslag & Weltanschauung; 3. Pancasila as Genetivus Objectivus and Genetivus Subjectivus; 4. Ontological, Epistemological, Axiological Foundations of Pancasila Philosophy; 5. The Essence of Pancasila as a Philosophical System: Precepts I, II, III, IV, and V. <p>Sumative:</p> <p>Ability to make a presentation "The nature of the value of the Pancasila precepts"</p> <ol style="list-style-type: none"> 1. Religious life / Religious harmony in the Reformation Era (Precepts I & III) 2. Human Rights Enforcement in the Reform Era (Precepts II & V) 3. Implementation of Democracy Pancasila (Precept IV) 	<p>Criteria Formative:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Papers & Interactive Classes/SIKOLA 2.0 Forums)</p> <p>Criteria Sumative:</p> <p>Case Study (CS) (20)</p> <p>Assessment Technique:</p> <p>Non-Test</p>	<p>Studying:</p> <p>Case Study,</p> <p>Guided Learning Activities</p> <p>(1x2x50 Minutes)</p> <p>Learning Method (LM)</p> <p>= Collaborative Learning</p> <p>Learning Scenario: Accessible in the SIKOLA 2.0 Document Menu</p> <p>Sub CLO 3</p> <p>4x2x50</p>		<p>LEARNING MATERIALS</p> <p>: Pancasila as a philosophical system</p> <p>REFERENCES</p> <p>:</p> <ol style="list-style-type: none"> 1. Buku Pendidikan Pancasila a Ristek Dikti, 2016. BAB V 2. Modul 3 Pend. Pancasi 3. Notonagoro. 1994. Pancasila a Secara ilmiah Populer. Jakarta: Bumi Aksara. 	20
7	Able to analyze Pancasila as the basis of the state (CLO-2)	<p>Formative:</p> <p>Ability to analyze:</p> <ol style="list-style-type: none"> 1. Concept of State, State Purpose and State Basis; 2. The Essence and Urgency of Pancasila as the State Foundation; 3. Relationship between Pancasila and the Proclamation of 	<p>Criteria Formative:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Papers & Interactive Classes/SIKOLA 2.0 Forums)</p>	<p>Studying:</p> <p>Collaborative Learning,</p> <p>Guided Learning Activities</p> <p>(1x2x50 Minutes)</p> <p>Learning Method (LM)</p> <p>= Collaborative Learning</p>		<p>LEARNING MATERIALS</p> <p>: Pancasila as the Foundation of the State.</p> <p>REFERENCES</p> <p>:</p> <ol style="list-style-type: none"> 1. Buku 	8

		<p>Independence of the Republic of Indonesia; 4. The relationship between Pancasila and the Preamble of the 1945 Constitution; 5. The relationship between Pancasila and the Articles of the 1945 Constitution.</p> <p>Summative: Ability to answer questions: Pancasila as the basis of the state.</p>	<p>Criteria Sumative: Collaborative Learning (CoL) (8)</p> <p>Assessment Technique: Non-Test</p>	<p>Learning Scenario: Accessible in the SIKOLA 2.0 Document Menu</p> <p>Sub CLO 4</p> <p>1x2x50</p>		<p>Pendidikan Pancasila Ristek Dikti 2016. BAB III 2. Modul 4 & 6 Pend. Pancasila 3. Ali, As'ad Said. 2009. Negara Pancasila Jalan Kemaslahatan Berbangsa. Jakarta: Pustaka LP3ES 4. Darmodiharjo Dardji, 1996, Penjabaran Nilai” Pancasila Dalam Sistem Hukum Indonesia , Penerbit Rajawali, Jakarta</p>	
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8-9	Able to internalize Pancasila as the State Ideology (CLO-1)	<p>Formative:</p> <p>Ability to reflect:</p> <ol style="list-style-type: none"> 1. Concept of Ideology 2. The Essence of Pancasila as State Ideology: Ideality Dimension, Reality Dimension, Normality Dimension, Flexibility Dimension 3. The Urgency of Pancasila as State Ideology: As a basis, as a guide, as a goal 4. Patterns of Ideology 5. Dynamics and Challenges of Pancasila Ideology (ORBA, ORLA & Reformation Period) 5 <p>.Summative:</p> <p>Ability to present "Case - Pancasila as State Ideology" (<i>Internalisasi dan Aktualisasi Ideologi Pancasila</i>).</p>	<p>Criteria Formative:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Papers & Interactive Classes/SIKOLA 2.0 Forums)</p> <p>Criteria Sumative:</p> <p>Case Study (12)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Case Study Guided Learning Activity (KBT) = (1x2x50 Minutes)</p> <p>Learning Method (LM)= Case Study</p> <p>Learning Scenario: Accessible in the SIKOLA 2.0 Document Menu Sub CPMK 5</p> <p>2x2x50</p>	<p>LEARNING MATERIALS :Internalization & Actualization of Pancasila Ideology</p> <p>REFERENC ES :</p> <ol style="list-style-type: none"> 1. Buku Pendidikan Pancasila Ristek Dikti 2016. BAB IV 2. Modul 5 Pend. Pancasila 3. Anwar Arifin. 2018. Pancasila Ideologi Tengah tanpa Oposisi. Jakarta: Nufa Citra Mandiri 	12
10-11	Able to analyze Pancasila as a development paradigm (CLO- 2)	<p>Formative:</p> <p>Ability to analyze:</p> <ol style="list-style-type: none"> 1. Paradigm Concept 2. Foundations of Development: Ideal Foundation, Constitutional Foundation, Visionary Foundation & Conceptual Foundation 	<p>Criteria Formative:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p>	<p>Studying:</p> <p>Case Study Guided Learning Activity (KBT) = (1x2x50 Minutes)</p> <p>Learning Method (LM)= Case Study</p>	<p>LEARNING MATERIALS : Pancasila as the Value Basis for Science Development</p> <p>REFERENC</p>	12

		<p>3. Concept and Urgency of Pancasila as the Basis of Science Development</p> <p>4. The Essence of Pancasila as the Basis of Science Development (Precept I, Precept II, Precept III, Precept IV, & Precept V)</p> <p>5. Challenges of Pancasila as the Basis of Science Development: Capitalism, Globalization, Consumerism, & Pragmatism</p> <p>Summative:</p> <p>Ability to present "Case - Pancasila as a Paradigm of Development" (<i>Pancasila sebagai Paradigma Pembangunan Ekopolsosbudhankam</i>)</p>	<p>Criteria Summative:</p> <p>Case Study (CS) (12)</p> <p>Assessment Technique:</p> <p>Non-Test</p>	<p>Learning Scenario:</p> <p>Accessible in the SIKOLA 2.0 Document Menu Sub CPMK 6</p> <p>2x2x50</p>		<p>ES :</p> <ol style="list-style-type: none"> 1. Buku Pendidikan Pancasila a Ristek Dikti 2016 BAB VII 2. Modul 8 Pend. Pancasila 3. Prawirohardjo, Soeroso, dkk. 1987. Pancasila a sbg Orientasi Pengembangan an Ilmu. Yogyakarta: Badan Penerbit Kedaulatan Rakyat. 	
12-16	Able to internalize Pancasila as the National Ethics (CLO-1)	<p>Formative:</p> <p>Ability to reflect:</p> <ol style="list-style-type: none"> 1. Concepts of Ethics, Morals, Values, Etiquette & Norms and Schools of Ethics: Virtue, Teleological and Deontological. 2. The Essence of Pancasila as National Ethics (Precept I, Precept II, Precept III, Precept IV, Precept V) 3. Urgency of Pancasila as National Ethics 4. Dynamics of Pancasila as National Ethics: Old Order, New Order, Reformation Period 	<p>Criteria Formative:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p> <p>Criteria Summative:</p> <p>Pjbl (Project Base</p>	<p>Studying:</p> <p>Project-based Learning Guided Learning Activities = (4x2x50 Minutes)</p> <p>Learning Scenario:</p> <p>Accessible on the SIKOLA 2.0 Document Menu Sub CLO 7 4x2x50</p>		<p>LEARNING MATERIALS : Pancasila as an ETHICAL SYSTEM</p> <p>REFERENC ES :</p> <ol style="list-style-type: none"> 1. Buku Pendidikan Pancasila a Ristek Dikti 2016 BAB VI 2. Modul 7 	36

		<p>5. Challenges of Pancasila as National Ethics: Eudaemonism, Hedonism, Utilitarianism</p> <p>Summative: Ability to present "Project - Pancasila as the Ethics of the Nation"</p>	<p>Learning) (26)</p> <p>UAS (10)</p> <p>Assessment Technique: Test and Non-Test</p>			<p>Pend. Pancasila</p> <p>3. Alfian, 1978, Pemikiran Dan Perubahan Politik Indonesia, Gramedia, Jakarta.</p>	
							100

Matriks CPL, CLO, dan Assessment Method

CPL / CPMK	CPMK-1	CPMK-2
CPL-1	Case Study (CS) (Bobot 12%) Pjbl (Project Base Learning) (Bobot 26%) UAS (Bobot 10%)	
CPL-2		Collaborative Learning (CoL) (Bobot 4%) Collaborative Learning (CoL) (Bobot 8%) Case Study (CS) (Bobot 20%) Collaborative Learning (CoL) (Bobot 8%) Case Study (CS) (Bobot 12%)

Evaluation Type and Assessment Weight

Type	Assessment Weight
Collaborative Learning	20
Case Study	44
Project Base Learning	26
Final Exam	10
Total	100

Assessment and Evaluation of Student Achievement of CLO

ILOs that are imposed on MK	CLO	SUB CLO	Form of Assessment*				Weight	Value	Student Score	
			Formative	Summative						
				Collaborative Learning (Col)	Case Study (CS)	Project Base Learning				Final Exam
ILO-2	CLO-2	SUB-CLO-1	Accuracy of ideas and clarity of description (Sikola 2.0 task menu)	4	0	0	0	4		
ILO-2	CLO-2	SUB-CLO-2	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	8	0	0	0	8		
ILO-2	CLO-2	SUB-CLO-3	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	20	0	0	20		
ILO-2	CLO-2	SUB-CLO-4	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	8	0	0	0	8		
ILO-1	CLO-1	SUB-CLO-5	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	12	0	0	12		
ILO-2	CLO-2	SUB-CLO-6	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	12	0	0	12		
ILO-1	CLO-1	SUB-CLO-7	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	0	0	26	10	36		
				20	44	26	10	100		



**HASANUDDIN UNIVERSITY
BACHELOR PROGRAMME IN**

STUDENT STRUCTURED ASSIGNMENT PLAN

Course	Pancasila Education				
Code	23U01110702	Credit Points	2	Semester	1 & 2
Developer Lecturer	Rahmatullah, SIP., M.Si				
Task Form	Task Time				
Documents/Magazines	2 Weeks				
Task Title					
Pancasila in the context of the HISTORY of the struggle of the Indonesian nation					
Course Learning Outcomes					
Sub CLO-2: Able to analyze Pancasila in the History of the Indonesian Nation (CLO-2)					
Task Description					
<p>The students' assignment is a group project to write a paper titled "history of Pancasila reviewed from several topics." The paper should be written according to the following procedures:</p> <ol style="list-style-type: none"> 1) Discuss among the group members to identify the process stages for each of the selected sub-topics. Information related to the selected sub-topic can be obtained from textbooks and journals. 2) Create a paper with the following systematics: <ol style="list-style-type: none"> I. Introduction II. Discussion III. Conclusion IV. Literature 3) Group presentation 					
Assignment Method					
Conducted in groups using the Small Group Discussion (SGD) learning method.					
Form and Format of Output					
Peapper about history pancasila					
Indicators, Criteria and Assessment Weight					
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Systematics: 10% 2. Accuracy of analysis: 25% 3. Depth of material: 30% 4. Novelty and reputation of library materials: 10% 5. Team cohesiveness: 10% 6. Mastery of the material: 15% 					
Implementation Schedule					
2 weeks					
Other					
-					

Reference List	
1.	T Notonagoro. 1994. Pancasila scientifically Popular. Jakarta: Bumi Aksara.
2.	Kaelan. 2000. Pancasila Education. Yogyakarta: Paradigm.
3.	Yudi Latif. 2017. State Plenary. Jakarta: Gramedia
4.	Anwar Arifin. 2018. Central Ideology Pancasila without opposition. Jakarta: Nufa Citra Mandiri

DEFINITION OF 1 CREDIT IN THE FORM OF LEARNING				Time
A	Lecture, Reception, Tutorial			
	Face to Face	Structured Assignment	Independent Learning	
	50 minutes/week/semester	60 minutes/week/semester	60 minutes/week/semester	2,83
B	Seminars or other similar forms of learning			
	Face to face	Self-study		
	100 minutes/week/semester	70 minutes/week/semester		2,83
C	Practicum, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning			
	170 minutes/week/semester			2,83

No	Metode Pembelajaran Mahasiswa	Kode
1	Small Group Discussion	SGD
2	Role-Play & Simulation	RPS
3	Discovery Learning	DL
4	Self-Directed Learning	SDL
5	Cooperative Learning	CoL
6	Collaborative Learning	CbL
7	Contextual Learning	CtL
8	Project Based Learning	PjBL
9	Problem Based Learning & Inquiry	PBL
10	Atau metode pembelajaran lain, yang dapat secara efektif memfasilitasi pemenuhan capaian pembelajaran lulusan.	