

# **SEMESTER COURSE PLAN (SCP)**

**CIVIC EDUCATION COURSES  
(23U01110802)**



**TEACHING TEAM :**

**HASANUDDIN UNIVERSITY  
MAKASSAR  
2025**

# HASANUDDIN UNIVERSITY

## **Vision**

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

## **Vision Strategic**

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 charge to courses**

SLO-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.

SLO-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

SLO-3 (KU (MKWU)) - Able to think critically, systematically, innovatively, integrity, and be able to communicate effectively, and can work independently and in teams using science, technology and art (science and technology) that

## **Course Learning Outcomes (CLO)**

CLO-1: Students are able to internalize national values as independent individuals with character. (SLO1)

CLO-2: Students are able to analyze national values to achieve independent, character-based individuals. (SLO2)

CLO-3: Students are able to demonstrate citizenship skills critically, systematically, innovatively, with integrity, and are able to communicate effectively, and are able to work independently or in teams using humanistic science and technology. (SLO3)

## **Sub-CLO**

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

Sub CLO-2: Able to internalize the values of diversity to realize National Integration (CLO-1)

Sub CLO-3: Able to analyze the Constitution in the Indonesian State System (CLO-2)

Sub CLO-4: Able to internalize the Rights and Obligations of Citizens in national and state life (CLO-1)

Sub CLO-7: Able to present Pancasila democracy in national and state life (CLO-3)

Sub CLO-5: Able to analyze law enforcement in Indonesia (CLO-2)

Sub CLO-6: Able to analyze Indonesian geopolitics in the relations of nations in the world (CLO-2)

## Learning Analysis

CIVIC EDUCATION



Able to present Pancasila democracy in national and state life (CLO-3)



Able to analyze Indonesian geopolitics in the relations of nations in the world (CLO-2)



Able to analyze law enforcement in Indonesia (CLO-2)



Able to internalize the Rights and Obligations of Citizens in national and state life (CLO-1)



Able to analyze the Constitution in the Indonesian State System (CLO-2)



Able to internalize the values of diversity to realize National Integration (CLO-1)



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

---



**HASANUDDIN UNIVERSITY**  
**SUBDIREKTOR KOORDINASI PERKULIAHAN BERSAMA**  
**SEMESTER COURSE PLAN**

Course	Code	Course Group	Credit Points	Semester	Date of Preparation
Civic Education	23U01110802		2	1 and 2	06 August 2025
<b>Authority</b>	<b>Developer Lecturer</b>		<b>Course Coordinator</b>		<b>Head of study Program</b>
	Rahmatullah, SIP., M.Si Dr. Safriadi, SIP., M.Si		Ashar Prawitno, S.IP., M.Si		Rahmatullah, SIP., M.Si
<b>Course Learning Outcomes</b>	<b>ILOs that are imposed on the course</b>				
	<b>ILO-1:</b>	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.			
	<b>ILO-2:</b>	Students are able to analyze religious, national, diversity, and maritime values to become independent individuals with character, social awareness, fighting spirit, and entrepreneurship.			
	<b>ILO-3:</b>	Able to think critically, systematically, innovatively, with integrity, and able to communicate effectively, as well as able to work independently or in a team using science, technology, and the arts (IPTEKS) in a humanistic manner.			
	<b>ILO⇒ Course Learning Outcomes (CLO)</b>				
	<b>After completing this course, it is expected</b>				
	<b>ILO-1</b>	<b>CLO-1:</b> Students are able to internalize national values as independent individuals with character.			
	<b>ILO-2</b>	<b>CLO-2:</b> Students are able to analyze national values to achieve independent, character-based individuals.			
	<b>ILO-3</b>	<b>CLO-3:</b> Students are able to demonstrate citizenship skills critically, systematically, innovatively, with integrity, and are able to communicate effectively, and are able to work independently or in teams using humanistic science and technology.			
	<b>CLO⇒ Sub-CLOs</b>				
<b>CLO-1</b>	<b>SUB-CLO-2:</b>	Able to internalize the values of diversity to realize National Integration			

		<b>SUB-CLO 4:</b>	Able to internalize the Rights and Obligations of Citizens in national and state life
	<b>CLO-2</b>	<b>SUB-CLO-1:</b>	Able to analyze the basis and objectives of Citizenship Education in Higher Education
		<b>SUB-CLO-3:</b>	Able to analyze the Constitution in the Indonesian State System
		<b>SUB-CLO-5:</b>	Able to analyze law enforcement in Indonesia
		<b>SUB-CLO-6:</b>	Able to analyze Indonesian geopolitics in the relations of nations in the world
	<b>CLO-3</b>	<b>SUB-CLO-7:</b>	Able to present Pancasila democracy in national and state life

**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),	3	0	0	0	3		
ILO-1	CLO-1	SUB-CLO-2	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-3	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	7	0	0	0	7		
ILO-1	CLO-1	SUB-CLO-4	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-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	19	0	0	19		
ILO-3	CLO-3	SUB-CLO-7	Clarity of Project Plan Description (Proposal/Logbook)	0	0	25	10	35		
				10	55	25	10	100		

<b>Course Description</b>		Citizenship Education course aims to Strengthening the personality of students to be consistently able to realize Religious and cultural basic values, a sense of nationality and love of the motherland Throughout life in mastering, applying and developing science, The technology and art he has with a sense of responsibility					
<b>Learning Materials / Subject Matter</b>		geopolitics and geostrategy Indonesia					
<b>Reference</b>		<b>Key Reference</b>					
		Nurwardani, dkk, (2016). Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia					
		<b>Additional Reference</b>					
		1. Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Pendidikan Kewarganegaraan, UPT MKU Unhas. 2. Sammy ferrijayan, dkk, (2014), Modul Wawasan Kebangsaan dan Nilai-Nilai Dasar Bela Negara, Lembaga Administarsi Negara RI.					
<b>Teaching Team</b>		Rahmatullah, SIP., M.Si					
<b>Course requirements</b>							
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 Citizenship Education in Higher Education (CLO-2)	<p><b>Formative:</b></p> <p><b>Ability In analyzing:</b></p> <ol style="list-style-type: none"> <li>1. Foundation of citizenship in college</li> <li>2. Learning Objectives. Citizenship</li> </ol> <p><b>Sumative:</b></p> <p><b>The ability to analyze &amp; nbsp;</b> The Importance of Citizenship Education</p>	<p><b>Criteria Formative:</b></p> <p>Accuracy of ideas and clarity of description (Sikola 2.0 task menu),</p> <p><b>Criteria Sumative:</b></p> <p>Collaborative Learning (Col. (3)</p> <p><b>Assessment Technique:</b></p> <p>Non-Test</p>	<p><b>Studying:</b></p> <p>Collaborative learning (collaborative learning)</p> <p><b>Guided Learning Activities (KBT) = (1x2x50 minutes)</b></p> <p><b>Learning scenarios: &amp; nbsp;</b> can be accessed on the Sikola 2.0 &amp; nbsp; sub-CLO cument menu 1</p> <p>1x2x50</p>	<p><b>LEARNING MATERIALS :</b></p> <p>Learning Contract Learning Scenario Background and Learning Objectives of Civic Education</p> <p><b>REFERENC ES :</b></p> <ol style="list-style-type: none"> <li>1. CIVIC EDUCATION BOOK, Ministry of Research, Technology and Higher Education, 2016. (Chapter 1)</li> <li>2. CIVIC EDUCATION MODULE (Module 1)</li> </ol>	3
---	---	--	--	--	---	---

2-3	Able to internalize the values of diversity to realize National Integration (CLO-1)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p><b>Ability In making presentations "</b> Case - Values diversity to realize national integration " (<i>unity Nation and regional unity</i>).</p>	<p><b>Criteria Formative:</b></p> <p>Accuracy of ideas and clarity of description (Paper Individual &amp; Interactive Class/ Sikola Forum 2.0)</p> <p><b>Criteria Sumative:</b></p> <p>Case Study (CS) (12)</p> <p><b>Assessment Technique:</b></p> <p>Non-Test</p>	<p><b>Studying:</b></p> <p>Case Study (Case Study)</p> <p><b>Guided Learning Activities (KBT) = &amp; nbsp; (2x2x50 minutes)</b></p> <p><b>Learning Scenarios: &amp; nbsp;</b> can be accessed on the Sikola 2.0 &amp; Nbsp; Sub CPMK 2</p> <p>2x2x50</p>	<p><b>LEARNING MATERIALS</b> : NATIONAL IDENTITY and INTEGRATION</p> <p><b>REFERENC ES :</b></p> <p>1. Ristek Dikti 2016 Civic Education BOOK. (Chapters 2 &amp; 3) 2. Civic Education MODULE (Module 2)</p>	12
4	Able to analyze the Constitution within the Indonesian constitutional system (CLO-2)	<p><b>Formative:</b></p> <p><b>Ability to analyze:</b></p> <p>1. The Concept and Urgency of the Constitution in the Life of the Nation-State 2. Historical, Sociological, and Political Sources on the Constitution in the Life of the Indonesian Nation-State 3. The Essence of the Constitution in the Life of the Nation-State 4. The Dynamics and Challenges of the Constitution in the Life of the Indonesian Nation-State (Constitutional Amendments)</p>	<p><b>Criteria Formative:</b></p> <p>Accuracy of Ideas and Clarity of Description (Individual Papers &amp; Interactive Classes/SIKOLA 2.0 Forums)</p> <p><b>Criteria Sumative:</b></p> <p>Collaborative Learning (CoL) (7)</p> <p><b>Assessment Technique:</b></p> <p>Non-Test</p>	<p><b>Studying:</b></p> <p>Collaborative learning,</p> <p><b>Guided Learning Activities</b> (1x2x50 Minutes)</p> <p><b>Learning Scenario:</b> Accessible in the SIKOLA 2.0 Document Menu Sub CLO 3</p> <p>1x2x50</p>	<p><b>LEARNING MATERIALS</b> : The Constitution in the Indonesian Constitutional System</p> <p><b>REFERENCES</b> :</p> <p>1. Ristek Dikti 2016 Civic Education BOOK. (Chapter 4) 2. Civic Education MODULE (Module 3)</p>	7

5-6	Able to internalize the Rights and Obligations of Citizens in the life of the nation and state (CLO-1)	<p><b>Formative:</b></p> <p><b>Ability to reflect:</b></p> <ol style="list-style-type: none"> <li>1. The concept and urgency of harmony between the obligations and rights of the state and citizens</li> <li>2. Historical, sociological, and political sources on the harmony between the obligations and rights of the Indonesian state and citizens</li> <li>3. The dynamics and challenges of harmony between the obligations and rights of the state and citizens</li> </ol> <p><b>Summative:</b></p> <p><b>Ability to give presentations</b></p> <p>“Case - Rights and Obligations of Citizens in National and State Life”</p> <p><b>(Harmony of Rights and Obligations in Religious Life, Education &amp; Culture, Economy, and Defense and Security)</b></p>	<p><b>Criteria Formative:</b></p> <p>Accuracy of Ideas and Clarity of Description (Individual Papers &amp; Interactive Classes/SIKOLA 2.0 Forums)</p> <p><b>Criteria Sumative:</b></p> <p>Case Study (12)</p> <p><b>Assessment Technique:</b></p> <p>Non-Test</p>	<p><b>Studying:</b></p> <p><b>Guided Learning Activities (KBT) = (1x2x50 Minutes)</b></p> <p>Learning Scenario: Accessible in the SIKOLA 2.0 Document Menu Sub CLO 4</p> <p>2x2x50</p>		<p><b>LEARNING MATERIALS</b></p> <p>: Rights and Obligations of Citizens</p> <p><b>REFERENC ES :</b></p> <ol style="list-style-type: none"> <li>1. Ristek Dikti 2016 Civic Education BOOK. (Chapter 5)</li> <li>2. Civic Education MODULE (Module 4)</li> </ol>	12

7-8	Able to analyze law enforcement in Indonesia (CLO-2)	<p><b>Formative:</b>  <b>Ability to analyze:</b></p> <ol style="list-style-type: none"> <li>1. The Concept and Urgency of Fair Law Enforcement</li> <li>2. Historical, Sociological, and Political Sources on Fair Law Enforcement in Indonesia</li> <li>3. Dynamics and Challenges of Fair Law Enforcement in Indonesia</li> </ol> <p><b>Summative:</b></p> <p>Ability to deliver a presentation on "Case - Law Enforcement in Indonesia". Corruption Crimes (TIPIKOR)</p>	<p><b>Criteria Formative:</b></p> <p>Accuracy of Ideas and Clarity of Description (Individual Papers &amp; Interactive Classes/SIKOLA 2.0 Forums)</p> <p><b>Criteria Sumative:</b></p> <p>Case Study (12)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Case Study  <b>Guided Learning Activity (KBT)</b>  = (1x2x50 Minutes)</p> <p><b>Learning Scenario:</b>  Accessible in the SIKOLA 2.0 Document Menu  Sub CPMK 5</p> <p>2x2x50</p>		<p><b>LEARNING MATERIALS</b>  : Rule of Law</p> <p><b>REFERENC ES :</b></p> <ol style="list-style-type: none"> <li>1. Ristek Dikti 2016 Civic Education BOOK. (Chapter 7)</li> <li>2. Civic Education MODULE (Module 6)</li> </ol>	12
9-11	Able to analyze Indonesia's geopolitics and geostrategy in the context of international relations. (CLO-2)	<p><b>Formative:</b>  <b>Ability to analyze:</b></p> <ol style="list-style-type: none"> <li>1. The concept and urgency of the Archipelagic Concept</li> <li>2. Historical, sociological, and political sources on the Arch Conceptipelagic</li> <li>3. The essence of the Archipelagic Concept</li> <li>4. The concept and urgency of national defense and security.</li> <li>5. Historical, sociological, and political sources on national defense and security.</li> <li>6. The dynamics and challenges of national defense and security.</li> </ol> <p><b>Summative:</b></p> <p><b>Ability to give presentations on</b>  "Case - Indonesia's Geopolitics in the Community of Nations"</p>	<p><b>Criteria Formative:</b></p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper &amp; Interactive Class/SIKOLA 2.0 Forum)</p> <p><b>Criteria Sumative:</b></p> <p>Case Study (CS) (19)</p> <p><b>Assessment Technique:</b></p> <p>Non-Test</p>	<p><b>Studying:</b></p> <p>Case Study  Guided Learning Activity (KBT)  = (3x2x50 Minutes)  Learning Scenario:  Accessible in the SIKOLA 2.0 Document Menu  Sub CLO 6</p>		<p><b>LEARNING MATERIALS</b>  : Indonesian Geopolitics and Geostrategy</p> <p><b>REFERENC ES :</b></p> <ol style="list-style-type: none"> <li>1. Ristek Dikti 2016 Civic Education BOOK. (Chapters 8 &amp; 9)</li> <li>2. Civic Education MODULE (Modules 7 &amp; 8)</li> </ol>	19

		(Archipelagic Concept) <b>Ability to give presentations on "Case</b> - Indonesia's Geostrategy in the Community of Nations" (National Resilience)					
12-16	Able to implement Pancasila democracy in the life of the nation and state (CLO-3)	<b>Formative:</b> <b>Ability to present:</b> 1. The concept and urgency of democracy based on Pancasila 2. Historical, sociological, and political sources of democracy based on Pancasila 3. The dynamics and challenges of democracy based on Pancasila  <b>Summative:</b> <b>Ability to give presentations on "Project - Pancasila democracy in national and state life"</b>	<b>Criteria Formative:</b> Clarity of Project Plan Description  <b>Criteria Summative:</b> Project Base Learning (25) Final Exam (10)  <b>Assessment Technique:</b> Test and Non-Test	<b>Studying:</b> Project-based Learning Guided Learning Activities = (4x2x50 Minutes)  Learning Scenario: Accessible on the SIKOLA 2.0 Document Menu Sub CLO 7 4x2x50		<b>LEARNING MATERIALS</b> : Indonesian Democracy <b>REFERNCES :</b> Ristek Dikti 2016 Civic Education BOOK. (Chapter 6) Civic Education MODULE (Module 5)	35
							100

**Matrix ILO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-1 (S (MKWU))	Case Study (CS) (Weight 12%) Case Study (CS) (Weight 12%)		
CPL-2 (P (MKWU))		Collaborative Learning (Col. (Weight 3%) Collaborative Learning (Col. (Weight 7%) Case Study (CS) (Weight 12%) Case Study (CS) (Weight 19%)	
CPL-3 (KU (MKWU))			PJBL (Project Base Learning) (Weight 25%) UAS (Weight 10%)

**Evaluation Type and Assessment Weight**

<b>Type</b>	<b>Assessment Weight</b>
Collaborative Learning	10
Case Study	55
Project Base Learning	25
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			
ILO-2	CLO-2	SUB- CLO-1	Accuracy of ideas and clarity of description (Sikola 2.0 task menu),	3	0	0	0	3	
ILO-1	CLO-1	SUB- CLO-2	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-3	Accuracy of ideas and clarity of description (Paper Individual & Interactive Class/ Sikola Forum 2.0)	7	0	0	0	7	
ILO-1	CLO-1	SUB- CLO-4	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-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	19	0	0	19	
ILO-3	CLO-3	SUB- CLO-7	Clarity of Project Plan Description (Proposal/Logbook)	0	0	25	10	35	
				10	55	25	10	100	



**HASANUDDIN UNIVERSITY  
BACHELOR PROGRAMME IN**

**STUDENT STRUCTURED ASSIGNMENT PLAN**

<b>Course</b>	Civic Education				
<b>Code</b>	23U01110802	<b>Credit Points</b>	2	<b>Semester</b>	1 & 2
<b>Developer Lecturer</b>	Rahmatullah, SIP., M.Si				
<b>Task Form</b>	<b>Task Time</b>				
Documents/Magazines	2 Weeks				
<b>Task Title</b>					
Students are able to internalize national values as independent individuals with character.					
<b>Course Learning Outcomes</b>					
<b>SUB CLO-1:</b> Students are able to internalize national values as independent individuals with character.					
<b>Task Description</b>					
The students' assignment is a group project to write a paper titled. The paper should be written according to the following procedures: 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: I. Introduction II. Discussion III. Conclusion IV. Literature 3) Group presentation					
<b>Assignment Method</b>					
1. Conducted in groups using the Small Group Discussion (SGD) learning method.					
<b>Form and Format of Output</b>					
a. Object of Cultivation: Male and Female Reproduction b. Form of Output: Paper					
<b>Indicators, Criteria and Assessment Weight</b>					
<b>Indicators:</b> 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%					
<b>Implementation Schedule</b>					
2 weeks					
<b>Other</b>					
-					

### Reference List

1. Bearden HJ, Fuquay JW. 1992. Reproduksi Terapan Hewan. 3 rd Ed, Prentice Hall, Englewood Cliffs, Ney Jersey 07 632.
2. Hafez ESE, Hafez B. 2000. Reproduksi pada Hewan Ternak. 7 th, Lippincott Williams & Wilkins. Philadelphia, Baltimore, New York, London, Buenos Aires, Hong Kong, Sidney, Tokyo.
3. Peters AR, Ball PJH. 1987. Reproduksi pada Sapi. Butterworths London, Boston, Durban, Singapura, Sidney, Toronto, wellington.
3. Roberts SJ. 2002. Kebidanan Hewan dan Penyakit Genital. Edisi kedua, edisi India. Penerbit & Distributor CBS, New Delhi, India.
4. Hutchinson JSM. 1993. Mengontrol Reproduksi. Chapman & Hall, 2-6 Boundary Row, London SE1 8HN.

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.	