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| **Hasil gambar untuk UNP LOGO** | **MODULE HAND BOOK****INFORMATIC EDUCATION STUDY PROGRAM****FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG** |
| **COURSE NAME** | **CODE** | **Course classification** | **CU** | **Sem** | **Version** |
| **Theory** | **Pract** |
| **Pancasila** | UNP.1.60.1402 / 1403 | National Compulsory Courses / character buildings | 2 | 0 | 2 |  |
| **Responsible** | Drs. Nurman S, M.Si, Rita Angraini, M.Pd, Irwan, M.Sc and Zaky Farid Luthfi, M.Pd | Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **INFORMATION** | **Dean of Faculty of Engineering**  | **Department head** | **Responsible of study program** |
| Dr. Fahmi Rizal, M.Pd., M.TNIP. 195912041985031004 | Thamrin, S.Pd., MT.NIP. 197701012008121001 | Khairi Budayawan, S.Pd., M. Kom.NIP. 197608102003121002 |
| **Program Learning Outcomes**  | **Program Learning Outcomes (PLO):** |
|

|  |
| --- |
| * 1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in profesional jobs / projects (Knowledge-understanding)
 |
|  | * 1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems
	2. possess a good understanding and can apply basic the concept of physic to solve various technical problems
 |
|  | * 1. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems
 |
| 1. Possess a critical and creative thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method ***(Engineering analysis, investigations and assessment):***
 |
|  | * 1. problem identification skills
 |
|  | * 1. problem analysis skills
 |
|  | * 1. problem evaluation skills
 |
| 1. Possess a good ability in designing, manufacturing and operating machines ***(Engineering design)***
 |
|  | * 1. able to formulate ideas/concepts into a technical drawing, design and budget plans
 |
|  | * 1. able to operate various machines and other engineering equipment with the correct standard operating procedure
 |
|  | * 1. able to design a machine or machinery system based on a valid scientific theory
 |
|  | * 1. able to realize a concept/design into a prototype, manufacturing process and engineering system
 |
| 1. Possess a good ability to design, organize and evaluate the education and learning process in *mechanical engineering vocational education.* ***(Education design)***
 |
|  | * 1. able to design curriculum and learning process by considering various aspects
 |
|  | * 1. able to organize, control, evaluate and improve the quality of the learning process
 |
|  | * 1. able to develop an interesting, effective and efficient learning medias
 |
| 1. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. ***(Engineering practice)***
 |
|  | * 1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects
 |
|  | * 1. able to carry out the optimization process and increase the efficiency of machines or machining system.
 |
|  | * 1. able to improve the performance of machine/ machinery system by applying the information technology
 |
| 1. Possess a good softskil and spirit of lifelong learning ***(Transferable skill / softskill)***
 |
|  | * 1. possess a religious character
 |
|  | * 1. possess a spirit of nasionalisme, social sensitivity and environmental consevation orientation
 |
|  | * 1. possess the ability to communicate effectively and work together in teamwork
 |
|  | * 1. possess the ability to transfer science and technology to society to improve the quality of life
 |
|  | * 1. possess a good characters of entrepreneur
 |

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| **Course Learning Outcomes** | **Course Learning Outcomes (CLO)**  |
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|  |  |
| --- | --- |
| **CLO** | **PLO** |
| 1. Be able to explain the concepts: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science
 | 6.2, 63 |
| 1. Able to analyze: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science
 | 6.2, 63 |
| 1. Able to identify: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science
 | 6.2, 63 |
| 1. Able to show attitudes in accordance with the values ​​of Pancasila
 | 6.2, 63 |
| 1. Able to say, act and behave in accordance with the values ​​of Pancsila
 | 6.2, 63 |

 |
| **Course descriptions** | The Pancasila Education course makes students become scientists who have a Pancasila spirit and behave and behave in accordance with Pancasila values, understand and live the state system based on the 1945 Constitution, understand the history of the struggle of the Indonesian nation so that it can foster an attitude of nationalism and patriotism and have critical insight and thoughts. In addition, students are expected to be able to apply Pancasila values ​​in the life of society, nation and state through the study of Pancasila as a philosophy and philosophical system, designing assessments and assessment rubrics and conducting case studies so that they are able to behave in faith and devote to God Almighty, with fair humanity. and civilized, supporting national unity, and society which prioritizes common interests above personal and group interests to achieve social justice for all Indonesian people. Have critical and communicative skills and attitudes with the professions of teachers, technicians, analysts and administrators. |
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 |
| **Additional references (RP)** |
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 |
| **Learning Media** | **Software:** | **Hardware:** |
|  | Computer, LCD Projector and Whiteboard and peripherals |
| **Team Teaching** |  |
| **Assessment** | Mid-Term Exam, Final Exam, Independent & group assignments, Group presentations  |
| **Requirements Subject** | There is no |

**LEARNING MATERIALS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | Expected competencies | Learning activities / Indicator | Subjects | Method /Learning strategies | Assessment Criteria / Technique | References |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | Understand the lecture contract, RPS and the Assessment System in the Pancasila Education course | 1. Understand the Lecture contract
2. Understand RPS and SAP
3. Understanding learning strategies, dividing groups and assignments
4. Understanding the Rating System
 | 1. Lecture Contract
2. RPS and SAP Recovery
3. Learning strategies and assignments
4. Assessment System
 |  |  |  |
| **2** | Students are able to understand the concept and urgency, foundation and goals of Pancasila education (C3, A3, P2) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting
 | 1. Concept and Urgency of Pancasila Education
2. Reasons for the Need for Pancasila Education
3. Historical, Sociological, Political Sources of Pancasila Education
4. Dynamics and Challenges of Pancasila Education
5. The essence and urgency of Pancasila education for the future
 | Lectures vary, problem solving and question and answer | 1. KKM: 70%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 | 1,11,14,16,24,41,47 |
| **3, 4,** |  Students are able to understand and master Pancasila in the context of the history of the struggle of the Indonesian nation from the time of kingdoms, colonial times, proclamation to the present (C4, A4, P4) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting
 | The Concept and Urgency of Pancasila in the Flow of National HistoryIndonesia1. Pancasila Proposal Period
2. Period of the Formulation of Pancasila
3. The Period of Ratification of the Pancasila

Reasons for the Need for Pancasila in Historical StudiesIndonesian nation1. Pancasila as the Identity of the Indonesian Nation
2. Pancasila as the Personality of the Indonesian Nation
3. Pancasila as the Way of Life of the Indonesian people
4. Pancasila as the soul of the nation
5. Pancasila as a Noble Agreement

Historical, Sociological, and Political Sources on Pancasila in the Study of Indonesian History Dynamics and Challenges of Pancasilain the Study of the History of the Indonesian NationThe Essence and Urgency of Pancasila in Historical StudiesIndonesian Nation for the Future The essence of Pancasila in the Study of Indonesian History for the future of the nation | Lectures vary, problem solving and question and answer | 1. KKM: 80%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 | 4,9,10,43,48 |
| **5,6** | Students are able to understand and master Pancasila as the basis of the Republic of Indonesia (C4, A4, P4) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting
 | Concept of State, State Purpose and UrgencyNational principleReasons for the Need for a Pancasila Study asNational principleJuridical, Historical, Sociological, and Political ResourcesPancasila as the State FoundationArguments on the Dynamics and Challenges of Pancasilaas the State Foundation The essence and urgency of Pancasila asNational principle 1. The essence and urgency of Pancasila as the basis of the state
2. The relationship between Pancasila and the Proclamation of Indonesian Independence
3. The Relationship between Pancasila and the Preamble of the 1945 Constitution
4. The description of Pancasila in the Articles of the 1945 Constitution of the Republic of Indonesia
5. Implementation of Pancasila in Policy Formulation
 | Lectures vary, problem solving and question and answer | 1. KKM: 80%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 | 2,10,15,17,40,47 |
| **7,8** | Students are able to understand and analyze Pancasila as a philosophical system (C6, A5, P4) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting
 |  The Concept and Urgency of Pancasila as a Philosophical System 1. The Study of Pancasila as a System

Philosophy 1. The philosophy of Pancasila as Genetivus Objectivus and Genetivus

*Subjectivus*1. The ontological basis of the Pancasila philosophy
2. Epistemology Basis Philosophy of Pancasila
3. The axiological basis of Pancasila

Historical, Sociological, and Political Sources about Pancasilaas a Philosophical System Building Arguments about the Dynamics and Challenges of Pancasilaas a Philosophical SystemDescribing the essence and urgency of Pancasila asPhilosophical System  | Lectures vary, problem solving and question and answer | 1. KKM: 80%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 |  8,9,10,17,25,30,33,48,55 |
| **9** | **Mid Semester Exam (UTS)** |  |
| **10.11** | Students are able to analyze Pancasila as a State Ideology system, and students are able to compare Pancasila with the big ideologies of the world (C6, A5, P4) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting

  | The Concept and Urgency of Pancasila as the State Ideology  Reasons for the Need for Pancasila Studies as IdeologyCountryHistorical, Sociological, and Political Sources about Pancasilaas the State IdeologyArguments on the Dynamics and Challenges of Pancasilaas the State IdeologyThe Essence and Urgency of Pancasila as IdeologyCountry | Lectures vary, problem solving and question and answer | 1. KKM: 80%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 | 24,25,27,36,48,50,13,51,38,37,34 |
| **12, 13** | Students are able to analyze and implement Pancasila as an Ethical System (C5, A5, P4) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting
 | The Concept and Urgency of Pancasila as an Ethical SystemReasons for the Need for Pancasila as an Ethical SystemHistorical, Sociological, and Political Sources about Pancasilaas an Ethical System Dynamics and Challenges of Pancasilaas an ethical systemThe Essence and Urgency of Pancasila as an Ethical System | Lectures vary, problem solving and question and answer | 1. KKM: 80%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 | 7,24,25,29,48 |
| **14.15** | Students are able to make Pancasila as the basis for the development of knowledge in their respective fields of knowledge (C6, A5, P4) | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
* The lecturer gives assignments for the next meeting
 | Pancasila as the Basic Value of Science Development1. The concept of Pancasila as the basis for the value of science development.
2. The Urgency of Pancasila as the Basic Value of Science Development.

Reasons for the Need for Pancasila as the Basis of ValueScience DevelopmentHistorical, Sociological, and Political Sources about Pancasilaas the Basic Value of Science Development in Indonesia Dynamics and Challenges of Pancasilaas the Basic Value of Science DevelopmentThe essence and urgency of Pancasila as the basis for the value of science development for the future | Lectures vary, problem solving and question and answer | 1. KKM: 80%
2. Assessment Techniques
3. Assessment of the Learning Process
4. Assessment of Learning Outcomes
 | 6,28,48,55, |
| **16** | Students are able to implement Pancasila values ​​in all aspects of community, national and state life | * Students read a summary of lecture material
* The lecturer gives a lecture about the lecture material in brief
* The lecturer leads the question and answer among the students while the students are provoked to ask questions
* Students together with the lecturer make a summary / conclusion of the lecture
 | The concept and urgency of implementing Pancasila values ​​in every aspect of community, national and state lifeThe reason for the need for the implementation of Pancasila values ​​in every aspect of life as a society, nation and stateSember, historical, sociological, political about the implementation of Pancasila values ​​in every aspect of social life, nation and stateThe dynamics and challenges of implementing Pancasila values ​​in every aspect of life in society, nation and stateThe essence and urgency of implementing Pancasila values ​​in every aspect of the life of the community, nation and state | Lectures vary, problem solving and question and answer | 1.KKM: 80%2. Assessment Techniques1. Assessment of the Learning Process
2. Assessment of Learning Outcomes
 |  |
| **17** | UAS (Final Semester Examination) |

**Assessment components**

Mid test (UTS/Ujian Tengah Semester) : 35 %

Final test (UAS/Ujian Akhir Semester) : 35 %

Students assignment : 20 %

Presence : 10 %

Total : 100 %

**Scoring/Grading level description**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Satisfy** | **Fail** |
| ability to describe | Able to describe correctly and completely | Able to describe correctly but not complete | Able to describe but less clear and incomplete  | Unable to describe |
| ability to formulate | Able to formulate correctly and completely | Able to formulate correctly but not complete | Able to formulate but less clear and incomplete  | Unable to formulate |
| ability to calculate | Able to calculate correctly and completely | Able to calculate correctly but not complete | Able to calculate but less clear and incomplete  | Unable to calculate |
| ability to analyze | Able to analysize correctly and completely | Able to analyze correctly but not complete | Able to analyze but less clear and incomplete  | Unable to analyze |

**Scoring and grading system**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Quality** | **Quality score** | **Designation** | **Score** | **Quality** | **Quality score** | **Designation** |
| 85 – 100 | A | 4.0 | Outstanding | 55 – 59 | C | 2.0 | Acceptable |
| 80 – 84 | A- | 3.6 | Excellent | 50 – 54 | C- | 1.6 | Poor |
| 75 – 79 | B+ | 3.3 | Very good | 40 – 49 | D | 1.0 | Poor |
| 70 – 74 | B | 3.0 | Good | ≤ 39 | E | 0.0 | Fail |
| 65 – 69 | B- | 2.6 | Good | - | T | - | Postpone |
| 60 – 64 | C+ | 2.3 | Acceptable |  |  |  |  |