

SEMESTER LEARNING PLAN (RPS)

**PANCASILA
(alternative)**

I. BRIEF DESCRIPTION OF THE COURSE:

The course aims to discuss Pancasila as a philosophical system, Pancasila in the history of the Indonesian nation, and Pancasila as a paradigm of national and state life.

II. GRADUATE LEARNING OUTCOME (CPL) OF THIS COURSE:

1) LEARNING OUTCOMES ON ATTITUDE

- (1) To be devoted to the almighty God and to be able to show religious attitudes;
- (2) To uphold human values in carrying out duties based on religion, morals, and ethics;
- (3) To contribute to improving the quality of community life, nation, state, and the advancement of civilization based on Pancasila;
- (4) To act as a citizen who are proud of and love the homeland, and have a sense of nationalism and responsibility to the state and nation;
- (5) To respect the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others;
- (6) To cooperate and have social sensitivity and concern for society and the environment;
- (7) To obey the law and discipline in the life of society and state;
- (8) To internalize academic values, norms, and ethics;
- (9) To demonstrate a responsible attitude for work in their field of expertise independently;

2) LEARNING OUTCOMES ON GENERAL SKILL

- (1) To be able to apply logical, critical, systematic, and innovative way of thinking in the context of the development or implementation of science and technology by taking heed on and applying the value of humanities values in accordance with the respective area of expertise;
- (2) To be able to demonstrate independent, quality, and measurable performance;
- (3) To be able to examine the implications of the development or implementation of technological sciences by taking heed on and applying the value of humanities in accordance with the respective area of expertise based on rules, procedures and scientific ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of thesis or final assignments, and upload them on the university website;
- (4) To compile a scientific description of the results of the abovementioned study in the form of a thesis or final assignment, and upload it on the university website;
- (5) To be able to make decisions appropriately in solving the problems in their area of expertise, based on the results of information and data analysis;
- (6) To be able to maintain and develop a network of work with mentors, colleagues, peers both inside and outside the institution;

- (7) To be able to take responsibility for the achievement of the results of the group's work and conduct supervision and evaluation of the completion of the work assigned to workers under his responsibility;
- (8) To be able to conduct a process of self-evaluation of working groups under his responsibility, and able to manage independent learning;
- (9) To be able to document, store, secure, and recover data to ensure validity and prevent plagiarism;

3) LEARNING OUTCOMES ON SPECIAL SKILLS

Adapted to the Study Program

4) LEARNING OUTCOMES ON MASTERY OF KNOWLEDGE

Adapted to the Study Program

III. COURSE LEARNING OUTCOMES (CPMK) FORMULATED BASED ON LEARNING OUTCOMES (CPL)

Having learned about Pancasila as a philosophical system, Pancasila in the history and development of the Indonesian nation, Pancasila as political ethics and national ideology in the context of Pancasila democracy, and Pancasila as a paradigm of life in society, nation and state, students are expected to know and gain a proper understanding about Pancasila.

IV. SEMESTER LEARNING PLAN (RPS)

Sunday	Expected Final Skill	Study Materials (Teaching Materials)	Form of Learning	Time	Learning Experience	Assessment Indicator Criteria	Weight
I-II	Able to understand the introduction to Pancasila	INTRODUCTION <ul style="list-style-type: none"> • Concept of Pancasila • Historical, sociological, juridical and political sources of Pancasila Education • Dynamics and challenges of Pancasila • The essence and urgency of Pancasila 	Cooperative learning, lectures, documentary film presentation and Q&A	4 X 45'	<ul style="list-style-type: none"> • Students are able to explain the concept of Pancasila. • Students are able to explain the historical, sociological, juridical and political sources of Pancasila Education • Students are able to explain the dynamics and 	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. • Respect for the opinions of others. 	10 %

					<p>challenges of Pancasila</p> <ul style="list-style-type: none"> • Students are able to explain the essence and urgency of Pancasila 		
III-V	Able to explain Pancasila in the Current history of the Indonesian nation	<p>PANCASILA IN THE HISTORY OF THE INDONESIAN NATION</p> <ul style="list-style-type: none"> • Exploring the concept and urgency of Pancasila in the historical currents of the Indonesian nation • Pancasila in the Study of the History of the Indonesian Nation • Exploring the historical, sociological, political sources of Pancasila in the study of the History of the Indonesian Nation • Dynamics and challenges of Pancasila in the Study of the History of the Indonesian Nation 	Cooperative learning, lectures, documentary film presentation, and Q&A	6 X 45'	<ol style="list-style-type: none"> 1) Students are able to explain the concept and urgency of Pancasila in the current history of the Indonesian nation 2) Students are able to explain Pancasila in the Study of the History of the Indonesian Nation 3) Students are able to explain the historical, sociological, political sources of Pancasila in the study of the History of the Indonesian Nation 4) Students are able to explain the dynamics and challenges of Pancasila in the 	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. • Respect for the opinions of others. 	20 %

					study of the history of the Indonesian nation		
VI-VII	Able to explain Pancasila as the ideological basis of the state	<p>PANCASILA AS THE IDEOLOGICAL BASIS OF THE STATE</p> <ul style="list-style-type: none"> • The concept of the State, the purpose of the state and the urgency of the state • Juridical, historical, sociological and political sources of Pancasila as the ideological basis of the state • Dynamics and challenges of Pancasila as the ideological basis of the state 	Cooperative learning, lectures, documentary film presentation and Q&A	2 X 45'	<ol style="list-style-type: none"> 1) Students are able to explain the Concept of State, state objectives and the urgency of the state 2) Students are able to explain the juridical, historical, sociological and political sources of Pancasila as the ideological basis of the state 3) Students are able to explain the dynamics and challenges of Pancasila as the ideological basis of the state 	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. • Respect for the opinions of others. 	20 %
VIII	Midterm Exam Exam						
IX - X	Able to explain Pancasila as a philosophical system	<p>PANCASILA AS A PHILOSOPHICAL SYSTEM</p> <ul style="list-style-type: none"> • Exploring the concept and urgency of Pancasila as a philosophical system • Ontological, epistemological 	Cooperative learning, lectures, documentary film presentation, and Q&A	4 X 45'	<ol style="list-style-type: none"> 1) Students are able to explain the concept and urgency of Pancasila as a philosophical system 2) Students are able to explain the 	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. 	10 %

		<p>axiological foundation of Pancasila Philosophy</p> <ul style="list-style-type: none"> • Historical, sociological and political sources of Pancasila as a philosophical system • Dynamics and challenges of Pancasila as a philosophical system • The essence and urgency of Pancasila as a philosophical system 			<p>ontological, epistemological, and axiological foundation of Pancasila Philosophy</p> <ol style="list-style-type: none"> 3) Students are able to explain the historical, sociological and political sources of Pancasila as a philosophical system 4) Students are able to explain the dynamics and challenges of Pancasila as a philosophical system 5) Students are able to explain the essence and urgency of Pancasila as a philosophical system 	<ul style="list-style-type: none"> • Respect for the opinions of others. 	
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XI	Able to explain Pancasila as an ethical system	<p>PANCASILA AS AN ETHICAL SYSTEM</p> <ul style="list-style-type: none"> • Exploring the concept and urgency of Pancasila as an ethical system • Historical, sociological and political Pancasila as an ethical system • Dynamics and challenges of Pancasila as an ethical system • The essence and urgency of Pancasila as an ethical system 	Cooperative learning, lectures, documentary film presentation, and Q&A	2 X 45'	<ol style="list-style-type: none"> 1) Students are able to explain the concept and urgency of Pancasila as an ethical system 2) Students are able to explain the historical, sociological and political Pancasila as an ethical system 3) Students are able to explain the dynamics and challenges of Pancasila as an ethical system 4) Students are able to explain the essence and urgency of Pancasila as an ethical system 	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. • Respect for the opinions of others. 	10 %
XII	Able to explain Pancasila as the basic value of scientific development	<p>PANCASILA AS THE BASIC VALUE OF SCIENTIFIC DEVELOPMENT</p> <ul style="list-style-type: none"> • Exploring the concept and urgency of Pancasila as the basic value of scientific development 	Cooperative learning, lectures, documentary film presentation and Q&A	2 X 45'	<ol style="list-style-type: none"> 1) Students are able to explain the concept and urgency of Pancasila as the basic value of scientific development 	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. 	10 %

		<ul style="list-style-type: none"> • Juridical, historical, sociological and political sources of Pancasila as the basic value of scientific development • Dynamics and challenges of Pancasila as the basic value of scientific development • The essence and urgency of Pancasila as the basic value of scientific development 			<ol style="list-style-type: none"> 2) Students are able to explain the juridical, historical, sociological and political sources of Pancasila as the basic value of scientific development 3) Students are able to explain the dynamics and challenges of Pancasila as the basic value of scientific development 4) Students are able to explain the essence and urgency of Pancasila as the basic value of scientific development 	<ul style="list-style-type: none"> • Respect for the opinions of others. 	
XIII-XV	Able to discuss the provided materials.	PRESENTATIONS AND DISCUSSIONS	Presentation, Q&A,	6 X 45'	Students are able to explain the discussed materials	<ul style="list-style-type: none"> • Involvement in the lecture process. • Participation in the discussion. 	20 %

						<ul style="list-style-type: none"> • Respect for the opinions of others. 	
XVI	UAS						

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1945 Constitution

Law No. 12/2006 on Citizens

Law No. 12/2006 on Citizens

V. ASSIGNMENT PLAN

ASSIGNMENT PLAN: LOVE FOR THE HOMELAND PROJECT

NO.	ASSIGNMENT COMPONENT	DETAILS
1	Assignment Objectives	: Students can understand and campaign for the importance of love for the homeland.
2	Description of Assignment, Form, and External Formats	
a	Objects	: The Concept of Love for the Indonesian Homeland
b	Scope of work	: Create a public service advertisement to campaign for the sense of pride and love for the Indonesian nation.
c	Methods and Procedures	: Create one kind of community service advertisement (select one): <ul style="list-style-type: none"> • Short film • Impression/slide show • Banner/poster/banner Maximum duration of 3/5 minutes List reference sources clearly and completely
d	References Used	: All available sources
e	External Description of Assignment	: Collect a hardcopy and softcopy of the assignment
3	Time	: 1 (one) Semester

4	Assessment Criteria	: Assessment Weight: <ul style="list-style-type: none"> • The assignment substitutes the Final Exam. • represents the score of the presentation assignment Assessment Indicator of Individual Assignment <ul style="list-style-type: none"> • Timeliness of assignment completion • Clarity in the presentation of the paper • A clear delivery of the intended message
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VI. ASSESSMENT RUBRIC

1. Rubric of Individual Assessment

Criterion	Letter Grade	Score Weight	Quality Score	Assessment Description
Excellent	A	$80 \geq 100$	4	The assignment is completed on time with satisfactory and proper results.
Good	B	$68 \geq 79$	3	The assignment is completed on time, with poor results, but neat organization
Fair	C	$56 \geq 67$	2	The assignment is completed on time, with poor results and poor organization
Poor	D	$45 \geq 55$	1	Late submission of assignment
Failed	E	≤ 44	0	Not submitting the assignment

2. Assessment Rubric of Group Work

Criterion	Letter Grade	Score Weight	Quality Score	Assessment Description
Excellent	A	$80 \geq 100$	4	The assignment is completed on time with satisfactory and proper results.
Good	B	$68 \geq 79$	3	The assignment is completed on time, with poor results, but neat organization
Fair	C	$56 \geq 67$	2	The assignment is completed on time, with poor results and poor organization
Poor	D	$45 \geq 55$	1	Late submission of assignment
Failed	E	≤ 44	0	Not submitting the assignment

3. Presentation of Assessment Rubric

Criterion	Letter Grade	Score Weight	Quality Score	Assessment Description
Excellent	A	80 ≥ 100	4	Clear content, “straight to the point” and interesting, clear and interesting presentation of the content
Good	B	68 ≥ 79	3	Good writing and image composition, well-structured, good presentation but lacking mastery of the delivered materials
Fair	C	56 ≥ 67	2	Unstructured paper, too much writing, poor presentation because of too much reading the slides/notes, lack of mastery of the materials
Poor	D	45 ≥ 55	1	Unstructured presentation, not mastering the materials
Failed	E	≤ 44	0	No presentation

4. Rubric of Discussion Assessment

Criterion	Letter Grade	Score Weight	Quality Score	Assessment Description
Excellent	A	80 ≥ 100	4	Students understand the material, are able to convey their own ideas, and can listen to other people’s ideas.
Good	B	68 ≥ 79	3	Students are able to follow the discussion well.
Fair	C	56 ≥ 67	2	Students are able to follow discussions but with flaws (tend to dominate the discussion, not listen to the opinions of others, etc.)

Poor	D	$45 \geq 55$	1	Not following the discussion, chattering in class.
Failed	E	≤ 44	0	Absent

5. Rubric of Program Assessment

Criterion	Letter Grade	Score Weight	Quality Score	Assessment Description
Excellent	A	$80 \geq 100$	4	The program is running properly
Good	B	$68 \geq 79$	3	The program runs but there are a few bugs
Fair	C	$56 \geq 67$	2	The program is running but contains many errors
Poor	D	$45 \geq 55$	1	The program is not running, there is a source code
Failed	E	≤ 44	0	Not submitting the assignment

VII. DETERMINATION OF THE FINAL GRADE OF THE COURSE

Final assessment index:

Predicate	Index	Score Weight	Quality Score	Assessment Description
Pass with Excellent Grade	A	$80 \geq 100$	4	Students meet all components of assessment and complete assignments very well and are able to analyze materials and assignments in accordance with the predetermined topic very well.
Pass with Good Grade	B	$68 \geq 79$	3	Students meet all components of assessment and complete assignments well and are able to analyze materials and assignments in accordance with well-defined topics.
Pass with Fair Grade	C	$56 \geq 67$	2	Students meet several components of assessment and complete assignments and are able to analyze materials and assignments in accordance with the predetermined topic quite well.

Pass with Poor Grade	D	$45 \geq 55$	1	Students do not meet some components of assessment and do not complete assignments well enough and are unable to analyze materials and assignments according to a predetermined topic.
Failed	E	≤ 44	0	Students do not meet all components of assessment, unable to analyze materials and assignments according to a predetermined topic.

The final assessment in the course adheres to the provisions as stipulated in the UNIKOM Academic Handbook, which explains the weight of assessment based on a series of activities that must be carried out/taken by students, as listed in the followings:

Assessment Component	Weight/ Percentage Rating
Assignments/Quiz	30%
Midterm Exam Exam Score	30%
Final Exam Score	40%

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TRANSLATOR STATEMENT

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