

# **BASIC FORMAT OF RPS AND STUDENT ASSIGNMENT PLAN**

Compiled by:

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**UNIVERSITY OF BRAWIJAYA  
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# UNIVERSITY OF BRAWIJAYA

FACULTY.....

DEPARTMENT..... / STUDY PROGRAM.....

## SEMESTER LEARNING PLAN

SUBJECT		CODE	COURSE CLUBS		WEIGHT (credits)	SEMESTER	Date of Compilation
Pancasila		MPK60008			2	1	December 15, 2023
AUTHORIZATION		RPS Developer Lecturer		RMK Coordinator		Head of Study Program	
		Prof. Dr. Destriana Saraswati, M.Phil.		Prof. Dr. Destriana Saraswati, M.Phil.			
Achievements Learning	CPL PROGRAM						
	CPL-1	Attitude					
	CPL-2	Knowledge					
	CPL-3	General/specific skills					
	CP – MK						Support CP
	CPMK-1	Students are able to interpret and evaluate the history of Pancasila accurately.					CPL-2 and CPL-3
	CPMK-2	Students are able to explain the philosophical assumptions of Pancasila.					CPL-2 and CPL-3
	CPMK-3	Students are able to reflect on Pancasila as the ideology and foundation of the state in full. responsibility.					CPL-1 and CPL-3
	CMPK-4	Students are able to actualize Pancasila ethics in community life, nation, state, and in the development of science and technology.					CPL-1, CPL-2, and CPL-3
	CPMK-5	Students are able to understand Pancasila comprehensively and apply Pancasila in the project.					CPL-1, CPL-2, and CPL-3
Short Description MK	The Pancasila course is part of the Compulsory Curriculum Courses or Personality Development Courses which aim to... to develop knowledge and instill the values of Pancasila. The instillation of Pancasila values is contained in the substance and technical aspects of the lecture. The substance of the lecture emphasizes the depth of knowledge about Pancasila and its implementation. Technically this course aims to direct students to the ability to analyze, criticize and construct reality in local and global contexts, based on Pancasila values. Students are considered to have successfully completed this course if they are able to understand the importance of implementing Pancasila in policies, programs, and current social issues, both locally and globally. The implementation of this course takes into account the following background: a. Historicity: as a nation that values history, national and state life can never be separated from the values that were instilled by the nation's founders. b. Cultural: as a nation that has cultural roots and values, we must have a solid cultural foundation in order to have a strong identity.						

Week 2-	Sub-CP-MK	Indicator	Assessment Criteria & Forms	Learning methods	Time	Learning Materials / Study Materials [Library]
	(as the expected final capability)			(Lecture / Assignment / other forms)	(Duration)	
1	Students are able to understand the lecture rules.	1.1 Accuracy of understanding lecture ethics. 1.2 Accuracy of description courses and objectives of the course.	Criteria: Have enthusiasm in attending lectures and receiving assignments.  Non-test form.	a. Lecture b. Interactive discussion	1x(2x50')	<b>INTRODUCTION TO LECTURE</b> <ul style="list-style-type: none"> <li>Lecture ethics</li> <li>RPS Explanation</li> <li>Course Description</li> </ul>
2	Sub-CPMK1: Students are able to understand and capture the historical meaning of Pancasila.  Sub-CPMK2: Students are able to evaluate the implementation of Pancasila in each order of government.	1.1 Clarity in understand the dynamics of the historicity of Pancasila. 1.2 Accuracy of description dynamics of Pancasila in the historical realm. 1.3 Ability projecting the role of Pancasila for Indonesia in the future.	Criteria: Clear and critical in interpreting the history and implementation of Pancasila.  Test format: Mind mapping of the implementation of Pancasila in the order of government.	a. Lecture b. Interactive discussion c. <i>Role Play &amp; Simulation</i> Discuss the history of Pancasila, its application in the government system, and its projection in the future, then present it in groups.	1(2x50')	<b>PANCASILA IN STUDY HISTORY</b> <ul style="list-style-type: none"> <li>Pre-Independence Era</li> <li>The Formulation Era</li> <li>Old Order Era</li> <li>New Order Era</li> <li>Reformation Era</li> </ul> <b>Study Materials/Library:</b> U1, U2, P4, P5
3	Sub-CPMK3: Students are able to explain the ontological, epistemological, and axiological foundations of Pancasila. Sub-CPMK4: Students are able to conclude the relationship between the principles.	1.1 Accuracy of understanding the essence of each principle in Pancasila. 1.2 Accuracy in understanding the interrelationship between the principles in Pancasila. 1.3 Criticality in analyzing the relationship between values between principles	Criteria: Clear and precise in explaining the philosophical assumptions and the interrelationships of the Pancasila principles.  Non-test form.	✓ Lecture ✓ Interactive discussion	1x(2x50')	<b>PANCASILA AS A SYSTEM PHILOSOPHY</b> <ol style="list-style-type: none"> <li>Understanding Pancasila Philosophy</li> <li>The Essence of the Pancasila Principles</li> <li>The relationship between the principles in Pancasila</li> <li>The Thoughts of Figures on Pancasila as a Philosophical System</li> </ol>

Week 2-	Sub-CP-MK	Indicator	Assessment Criteria & Forms	Learning methods	Time	Learning Materials / Study Materials [Library]
	(as the expected final capability)			(Lecture / Assignment / other forms)	(Duration)	
						<ul style="list-style-type: none"> <li>Pancasila as View of Life and World View</li> </ul> <b>Study Materials/Library:</b> U1, U2, P1, P5
4	Sub-CPMK5: Students are able to explain the urgency of Pancasila as an ideology. Sub-CPMK6: Students are able to differentiate Pancasila from other ideologies. Sub-CPMK7: Students are able to demonstrate the openness dimension of Pancasila as an ideology.	1.1 Accuracy in reasoning comparisons between ideologies. 1.2 Clarity in formulating the argument that Pancasila is an ideology that is suitable for the Indonesian nation.	<b>Criteria:</b> Accuracy and clarity in understanding and reasoning the Pancasila ideology.  <b>Test format:</b> Make a comparative chart of the world's major ideologies with Pancasila, then present it.	✓ Lecture ✓ Interactive discussion	1x(2x50')	<b>PANCASILA AS IDEOLOGY</b> <ul style="list-style-type: none"> <li>Definition and meaning of ideology</li> <li>Pancasila ideology and world ideology</li> <li>Pancasila ideology and religion</li> <li>Pancasila as an open ideology</li> </ul> <b>Study Materials/Library:</b> U1, U2 P2, P5
5	Sub-CPMK8: Students are able to explain the position of Pancasila as the basis of the state.  Sub-CPMK9: Students are able to identify and analyze laws and regulations	1.1 Clarity in positioning Pancasila as the basis of the state. 1.2 Criticality in identifying, evaluating, and analyzing laws and regulations or state policies that are not in accordance with Pancasila values.	<b>Criteria:</b> Clear in understanding the position and relationship of Pancasila with other regulations, critical in evaluating the implementation of Pancasila.  <b>Test format:</b> Students discuss cases/issues regarding suitability	✓ Lecture ✓ Interactive discussion ✓ Case study	1x(2x50')	<b>PANCASILA AS A BASIS COUNTRY</b> <ol style="list-style-type: none"> <li>The Urgency of Pancasila as the Basis of the State</li> <li>The Position of Pancasila as the Basis of the State</li> <li>The Relationship between Pancasila and the Opening of the 1945 Constitution of the Republic of Indonesia</li> <li>The explanation of Pancasila</li> </ol>

Week 2-	Sub-CP-MK	Indicator	Assessment Criteria & Forms	Learning methods	Time	Learning Materials / Study Materials [Library]
	(as the expected final capability)			(Lecture / Assignment / other forms)	(Duration)	
	policies that are idealistic, practical and pragmatic from a Pancasila perspective.		implementation of existing policies or regulations with Pancasila values.			<p>The 1945 Constitution of the Republic of Indonesia</p> <ul style="list-style-type: none"> <li>● Implementation of Pancasila in National and State Life (Politics, Economy, Socio-Culture, and Defense and Security)</li> </ul> <p><b>Study Materials/Library:</b> U1, U2 P2, P3, P4</p>
6	<p>Sub-CPMK10: Students are able to analyze the Pancasila ethical stream among other ethical streams.</p> <p>Sub-CPMK11: Students are able to analyze attitudes that are in accordance with and contrary to Pancasila ethics.</p>	<p>1.1 Accuracy in understanding ethical values in Pancasila.</p> <p>1.2 Clarity in analyzing national problems from the perspective of Pancasila ethics.</p>	<p>Criteria: Accuracy in determining the appropriate flow of ethics in everyday life.</p> <p>Non-test form.</p>	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Interactive discussion</li> </ul>	1(2x50')	<p><b>PANCASILA AS AN ETHICAL SYSTEM</b></p> <ul style="list-style-type: none"> <li>● Understanding ethics, etiquette and morals</li> <li>● Ethical streams and Pancasila ethics</li> <li>● The ethical values of Pancasila (Divinity, Humanity, Unity, Democracy and Justice)</li> <li>● Pancasila as a solution to the nation's problems</li> </ul> <p><b>Study Materials/Library:</b> U1, U2 P4</p>
7	Sub-CPMK12: Students are able to demonstrate critical and innovative attitudes in dealing with impacts	1.1 Accuracy in explaining the meaning of value-free and non-value-free science and science based on	Criteria: Critical and innovative in the development of science and technology and able to apply the values of Pancasila in	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Interactive discussion</li> <li>✓ Case study</li> </ul>	1x(2x50')	<p><b>PANCASILA AS A VALUE BASIS FOR THE DEVELOPMENT OF SCIENCE AND TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>● Science and</li> </ul>

	development of science knowledge and technology based on Pancasila values.	Pancasila values. 1.2 Accuracy and criticality in identifying, analyzing, and displaying academic behavior that is morally responsible according to Pancasila.	scientific field.  Test format: Students search for news/information about innovations in their scientific fields. Then discuss it with the group to determine the form of implementation/violation of Pancasila values.			Value-Free Technology and Not Value Free in the development/innovation of science and technology ● Pancasila values as the basis for the development of science and technology  <b>Study Materials/Library:</b> U1, U2
Week 2-	Sub-CP-MK	Indicator	Assessment Criteria & Forms	Learning methods	Time	Learning Materials / Study Materials [Library]
	(as the expected final capability)			(Lecture / Assignment / other forms)	(Duration)	
8	MID-SEMESTER EXAM (UTS)					
9-10	Sub-CPMK14: Students are able to identify problems that will be used as material objects in the project.	1.1 Clarity and precision in planning project forms. 1.2 Accuracy in understanding project procedures.	Criteria: Clarity and accuracy in understanding the form, assessment criteria and project implementation procedures. Non-test form.	✓ Lecture ✓ Interactive discussion	2x(2x50')	<b>FINAL PROJECT</b> a.Explanation of rules, project plans, and project assessments b.Problem Digging c.Project Plan Preparation
11-13	Sub-CPMK15: Students are able to implement Pancasila as a formal object/analytical tool.	1.1 Activity in project implementation. 1.2 Criticality in solving problems. 1.3 Accuracy in analyzing problems according to the concepts/theories used. 1.4 Complianceproblems with the solutions offered.	Criteria: a. In accordance with analyzing problems with the Pancasila values that have been studied. b. Accurate in filling out the logbook/weekly progress report. Test format:	✓ Presentation ✓ Participation ✓ Interactive discussion	3x(2x50')	<b>FINAL PROJECT</b> ● Project implementation ● Weekly project progress reporting

Week 2-	Sub-CP-MK	Indicator	Assessment Criteria & Forms	Learning methods	Time	Learning Materials / Study Materials [Library]
	(as the expected final capability)			(Lecture / Assignment / other forms)	(Duration)	
			Weekly logbook filling.			
14-15	<p>Sub-CPMK16: Students are able to present or present the results of their understanding of Pancasila in projects.</p> <p>Sub-CPMK17: Students are able to package project results in the form of products.</p>	<p>1.1 Accuracy in using Pancasila as an analytical tool for the social problems faced.</p> <p>1.2 Ability to present observation results/problem solving solutions in accordance with Pancasila values.</p> <p>1.3 Ability to actively participate in presenting project results.</p>	<p>Criteria: Able to use Pancasila as a framework for thinking/analyzing problems and presenting them in completing social projects.</p> <p>Test format: Oral test of group presentation.</p>	<p>✓ Presentation</p> <p>✓ Participation</p>	2x(2x50')	<p><b>FINAL PROJECT</b></p> <ul style="list-style-type: none"> <li>• Project presentation</li> <li>• Project reporting</li> </ul>
16	<b>FINAL SEMESTER EXAM (UAS)</b>					

**CPMK-CPL WEIGHT MAPPING**

	CPL-1	CPL-2	CPL-3
CPMK1	-	0.5	0.5
CPMK2	-	0.5	0.5
CPMK3	0.4	-	0.6
CPMK4	0.4	0.2	0.4
CPMK5	0.3	0.3	0.4


**A. ASSESSMENT MATRIX**


Types of Assessment	Weight (%)
Assignment/Quiz	10
UTS	20
UAS	20
Project	50

**B. ASSESSMENT MATRIX ON CPMK**

Assessment	CPMK1 (%)	CPMK2 (%)	CPMK3 (%)	CPMK4 (%)	CPMK5 (%)
Assignment/Quiz	0.5	-	0.5	-	-
UTS	0.25	0.25	0.25	0.25	-
UAS	0.20	0.20	0.20	0.20	0.20
Project	-	-	-	-	1



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<b>STUDENTS' ASSIGNMENT PLAN</b>						
<b>EYE STUDYING</b>		<b>Pancasila</b>				
<b>CODE</b>		MPK 60008	<b>credits</b>	2	<b>SEMESTER</b>	1/2
<b>LECTURER GUARDIAN</b>		Lecturer Team				
<b>FORM OF EXAM</b>		<b>EXAM WORKING TIME</b>				
UTS		90 minutes				
<b>TITLE OF THE EXAM</b>						
UTS						
<b>SUB COURSE LEARNING OUTCOMES</b>						
Capable finish question in accordance with material Which hasstudied.						
<b>TEST DESCRIPTION</b>						
Do the test individually						
<b>TEST WORKING METHOD</b>						
1. Students work on questions that have been prepared by each lecturer teaching the Pancasila course. 2. Students work individually and submit them according to the established provisions.						
<b>FORMAT AND FORM OF THE EXTERNAL</b>						
a. <b>Object of Work:</b> Multiple choice or essay test questions  b. <b>External Form:</b> Individual test answers						

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<b>STUDENTS' ASSIGNMENT PLAN</b>					
<b>SUBJECT</b>		Pancasila			
<b>CODE</b>	MPK6008	<b>credits</b>	2	<b>SEMESTER</b>	1-2
<b>SUPPORTING LECTURER</b>		Lecturer Team			
<b>FORM OF ASSIGNMENT</b>		<b>TIME FOR WORKING ON THE TASK</b>			
Project		7 Weeks (Week 6 – Week 13)			
<b>ASSIGNMENT TITLE</b>					
Project:Infographics					
<b>SUBCOURSE LEARNING OUTCOMES</b>					
Able to produce project outputs that are structured with a scientific approach and packaged creatively					
<b>ASSIGNMENT DESCRIPTION</b>					
Create infographics as a Social Campaign effort from the results of observations with the group.					
<b>ASSIGNMENT WORKING METHODS</b>					

1. Determining interesting topics as a social campaign effort
2. Conduct surveys and research from various data sources and libraries for supporting data for social campaigns.
3. Collecting data sources from books, internet, social campaign supporting data
4. Analyze, study, read, and interpret the data obtained
5. Building a narrative, a story based on the meaning of the data obtained
6. Brainstorm with group members to create various visual sketches
7. Editing formats and arranging data to load into visualizations
8. Integrating visuals with organized data
9. Validating data in visualizations
10. Do project task improvement based on trial
11. Reporting and Presenting project tasks

#### FORMAT AND FORM OF THE EXTERNAL

**a. Object of Work:** Observation and Social Problem Solving

**b. External Form:**

1. *Logbook* activity
2. Observation sheets, field notes and interviews
3. Evaluation sheet
4. Short Videos/Infographics/Scientific Articles

#### INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS (Process 25 and Results 25)

**a. Loogbook (weight 12.5%)**

Review in sequence, determining targets each week with the involvement of each group member.

**b. Peer assessment (weight 12.5%)**

Assessments carried out between group members, to see the involvement of group members in the project.

**c. Infographic Content (25%)**

- 2) Topic suitability with infographic results
- 3) Originality of the work
- 4) Content The infographic does not contain elements of SARA, violence and pornography.
- 5) Visual Hierarchy (order of elements in infographics: font size for titles and subtitles)
- 6) Design (shape, color)
- 7) Aesthetics: image quality, artistic arrangement
- 8) Language variations
- 9) Completeness of the presentation of infographic information data based on the results of social campaign activities

**d. Short Video Content (25%)**

- 1) Topic and storyline suitability
- 2) Originality of the work
- 3) Content The infographic does not contain elements of SARA, violence and pornography.
- 4) The coherence and sharpness of the storyline
- 5) Language variations
- 6) Shooting techniques
- 7) Role involvement in the film

8) Aesthetics: image quality, artistic arrangement

**IMPLEMENTATION SCHEDULE (date subject to adjustment)**


a. Project Discussion	Week 9
b. Topic/title and output determination	Week 10
c. Doing a project	Week 11-13
d. Presentation of results	Week 14-15

**ETC**

The weight of this assignment assessment is 50% of the 100% course assessment; then the 3 best outputs are selected;

**REFERENCES**

- 1) Pancasila Lecturer Team MPK UB, 2019, Pancasila Education Textbook
- 2) Directorate General of Higher Education, 2016, Pancasila Education Textbook.
- 3) Kaelan, 2009, Pancasila Philosophy: The Indonesian Nation's Outlook on Life, Yogyakarta: Paradigma.
- 4) Hariyono, 2014, Pancasila Ideology, the Progressive Spirit of Indonesian Nationalism, Malang: Intrans.
- 5) Kaelan, 2013, The Pancasila Nation State, Yogyakarta: Paradigma.
- 6) Yudi Latief, 2011, The Perfect State: Historicity, Rationality, and Actuality of Pancasila, Jakarta: Gramedia
- 7) Yudi Latief, 2014. The Spring of Exemplary Role Models: Pancasila in Action, Bandung: Mizan.
- 8) Nazir, Moh. 2005. Research Methods. Bogor: Ghalia Indonesia.
- 9) Narbuko, Cholid and Abu Achmadi. 2013. Research Methodology. Jakarta: Bumi Aksara.

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<b>CODE</b>		MPK 60008	<b>credits</b>	2	<b>SEMESTER</b>	1/2
<b>LECTURER GUARDIAN</b>		Lecturer Team				
<b>FORM OF EXAM</b>			<b>EXAM WORKING TIME</b>			
Written			1 Sunday (Sunday to 16)			
<b>ASSIGNMENT TITLE</b>						
UAS						
<b>SUB COURSE LEARNING OUTCOMES</b>						
Capable describe And reflect results observation And problem solving social in a way individual.						
<b>TEST DESCRIPTION</b>						
Reporting experiences in implementing projects individually, in the form of popular writing.						
<b>TEST WORKING METHOD</b>						
1. Students report the results of their reflections or experiences while carrying out social projects individually. 2. Reports are written in essay or popular writing format with predetermined provisions.						
<b>FORMAT AND FORM OF THE EXTERNAL</b>						

a. **Object of Work:**individual popular essays or articles.

**b. External Form:**

1. Experience or reflection results of each student.
2. Popular articles or individual essays that are contained in 2-4 A4 pages, with the following writing requirements:
  - Written in Indonesian.
  - Typed in Calibri font format (body), size 12 pt, 1.5 spacing (before & after 0), 2.5 cm margins (top, bottom, right, left), & aligned right-left.
  - Uploaded in gform/drive/aplikasi keren.ub.ac.id provided by lecturers/students.

**INDICATORS, CRITERIA, AND ASSESSMENT WEIGHTS (adjusted to needs)**

ASPECT	DESCRIPTION	Final Exam Assessment Score
Suitability of article writing	Do students write articles according to the projects carried out in groups?	25%
Compliance with the field of science	Do students use the material or theory approaches that have been studied in the previous half semester?	50%
Upload timeliness	Do students submit articles according to the specified time?	15%
Writing system	Do students write articles according to instructions?	20%