

I. PORTFOLIO ASSESSMENT & EVALUATION OF STUDENT CPL ACHIEVEMENT

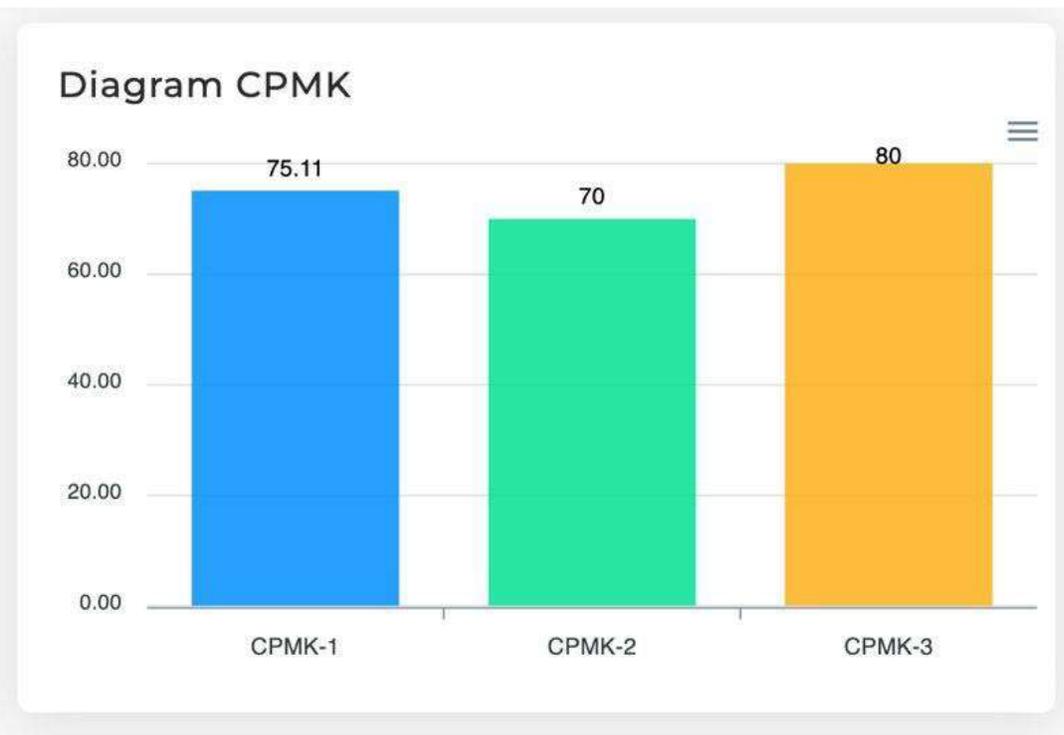
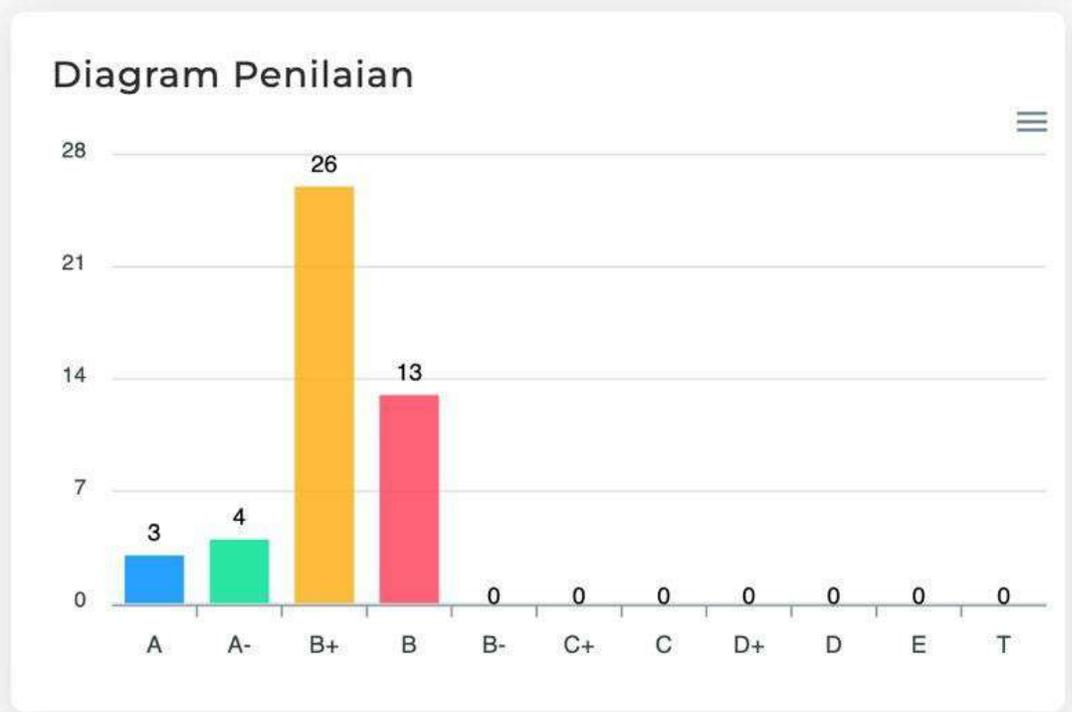
Mg	ELO	CPMK	Sub-CLO	Indicator	Problem Form-Weight (%)	Weight (%) Sub-CPMK	Student Score (0-100)	$\sum$ ((Student Score) x (Weight %))	SLO Achievement in the subject (%)
1	1. Attitude a. S1 Pious to God Almighty and able to show a religious attitude;	1. Understand the meaning of moral and moralist and the comparison of moral with ahlak, ethics, values and norms. 2. Identifying the elements of	Able to describe the concepts conc epts related to morals	Students are expected to be able to explain the meaning of moral and moralist	Essay	10			100%
2	b. S3 Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; c. S7 Obey the law and	Bronowski's Caring, Judging, and Action elements; Sense of Discipline, Social Solidarity, Self Autonomy and elements of Islamic Morals; Iman, Taqwa, Ihsan, Jihad	Understand and describe the comparison of morals with morals, ethics, values and norms	Students are expected to be able to explain the comparison of morals with morals, ethics, values and norms.	Essay	10			100%
3	discipli ne in social and state life; 2. Knowledge a. P1 Mastering the concepts, principles, procedures, and	3. Describe the characteristics of moral according to ahyudi Kumorotomo, morals according to Doglas Graham, moral theories accordin g to biological perspective, the moral development of Pancasila, the basics of moral education moral	Understand and have insight into eleme nts of Brono wski's moral elements; Caring, Judging, and Action	Students are expected to be able to explain Bronowski's moral elements; Caring, Judging, and Action	Essay	10			100%
4			Elaborate and have insight	Students are expected to be able to Explain	Essay	10			100%

	scientific methods and values, norms, and morals which become the content of the curriculum and the process of learning and/or acculturation in the context of Pancasila education and Citizenship at school and/or community.	Pancasila, concept of education moral education concept of Pancasila, and moral education theory	about elements of Durkheim's Moral; Sense of Discipline, Social Solidarity, Self Autonomy	elements of Durkheim's Morals; Sense of Discipline, Social Solidarity, Self Autonomy						
5			Understand and have insight into elements of Islamic Moral; Faith, Taqwa, Ihsan, Jihad.	Students are expected to be able to explain the elements of Islamic Moral; Faith, Taqwa, Ihsan, Jihad.	Essay	10				100%
6	3. General Skills a. KU1 Able to apply logical, critical, systematic, and innovative		Understanding Moral Characteristics according to ahyudi Kumorotomo.	Students are expected to be able to explain Moral Characteristics according to ahyudi Kumorotomo.						
7			Understand Moral Characteristics according to Douglas Graham	Students are expected to be able to explain Moral Characteristics according to Douglas Graham	Essay	10				100%
8			UTS							
9			Able to describe and understand moral theories from a biological perspective	Students are expected to be able to explain moral theories according to biological perspective	Essay	10				100%

	4. Special Skills			biological perspective						
10	a. KK1 Use scientific concepts, principles, procedures and scientific methods as well as value		Able to describe the moral development of Pancasila	Students are expected to be able to explain and analyze moral development of Pancasila	Essay	10				100%
11	s, norms, and morals which become the content of the curriculum and the learning and/or acculturation process in the implementation of Pancasila education and Citizenship at school and/or community.		Understand the basics of Pancasila moral education	Students are expected to be able to explain and analyze the basics of Pancasila moral education	Essay	10				100%
12			Students are expected to be able to describe the concept of Pancasila moral education	Students are expected to be able to explain the concept of Pancasila moral education	Essay	10				100%
13			Students are able to understand and describe moral education theory	Students are expected to be able to explain the theory of moral education	Essay	10				100%
14	<b>End of Semester Evaluation</b>									
<b>Total Weight (%)</b>						<b>100</b>	<b>100</b>			
<b>Final Student Score (<math>\sum(\text{Student Score}) \times (\text{Weight}\%)</math>)</b>										

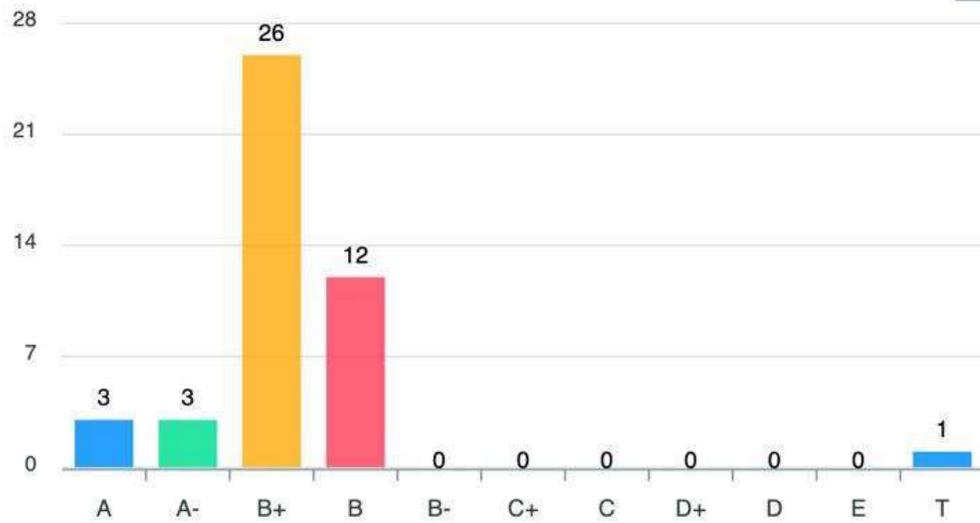
# LEARNING OUTCOME RESULTS

## Class A1

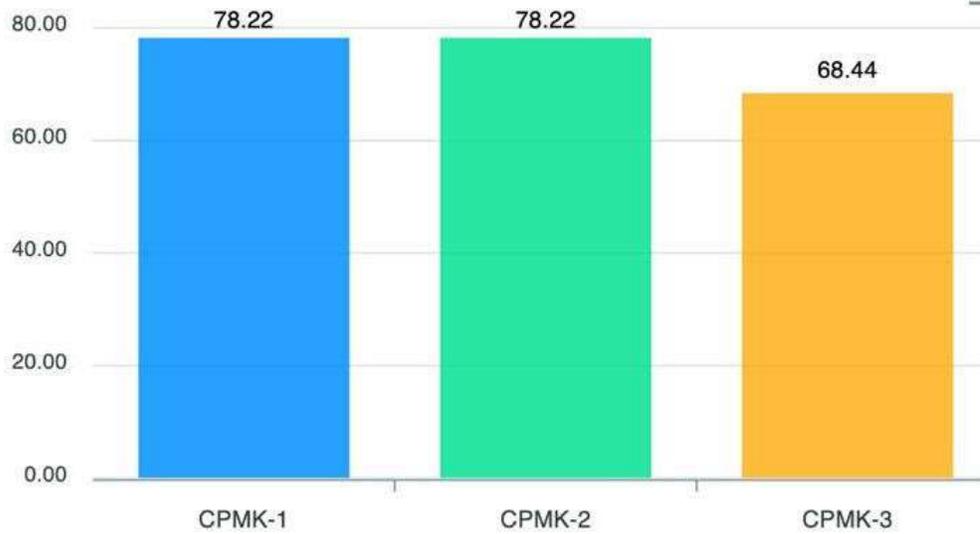


## Class A2

### Diagram Penilaian



### Diagram CPMK



**I. PORTFOLIO ASSESSMENT & EVALUATION OF STUDENT CPL ACHIEVEMENT**

Mg	ELO	CPMK	Sub-CLO	Indicator	Problem Form-Weight (%)		Weight (%) Sub-CPMK	Student Score (0-100)	Σ ((Student Score) x (Bobot))	SLO achievement in the subject (%)	
1	<p>1. <b>Attitude</b></p> <p>a. S1 Pious to God Almighty and able to show a religious attitude;</p> <p>b. S3 Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila;</p> <p>c. S7 Obey the law and discipline in social life and the state;</p> <p>2. <b>Knowledge</b></p> <p>a. P1 Mastering scientific concepts, principles, procedures, and methods as well as values, norms, and morals that become the content of the curriculum and the learning and/or acculturation process in the context of Pancasila and Civics education at school and Citizenship education at school and/or society.</p> <p>3. <b>General Skills</b></p> <p>a. KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of development</p>	<p><b>CLO 1:</b> Elaborate on the Definition of Globalization, Globalization Perspectives: Ideological, Social Culture, Defense. Security, Impact of Globalization's Impact on Life Nation and State, Impact Positive and Negative Impacts of Globalization (PLO5)</p> <p><b>CLO 2:</b> Understanding History and the Process of Globalization, Global Issues in Life: Democratization Human Rights, Transparency,</p> <p>Environment, Pluralism, Market Global Market, Liberalism, Capitalism, Terrorism. (PLO 7)</p> <p><b>CLO 3:</b> Understanding Perspectives</p>	Elaborate Definition of Globalization	Students are expected to be able to : Explain Definition of Globalization							
2			Understand History and Globalization Process	Students are expected to be able to explain and examine history and process of globalization	Essa y	10					100%
3			Students are able to understand global issues in life: Human Rights Democratization, Transparency, Environment, Pluralism, Global Market, Liberalism, Capitalism, Terrorism, etc.	students are expected to : Global Issues in Life: Democratization of Human Rights, Transparency, Environment, Pluralism, Global Market, Liberalism, Capitalism, Terrorism, etc.	Essa y	10					100%
4			Students are able to describe the Perspectives of Globalization: Ideology	After attending lectures students are expected to be able to : Explain the study and discuss	Essa y	10					100%
5			Students can understand Globalization Perspectives: Political, Economic,	After attending lectures students are expected to be able to: Globalization Perspectives: Politics, Economy	Essa y	10					100%
6			Students able to elaborate and understand the Globalization Perspective: Ideology, Politics, Economy, Social Culture, and Defense and Security	After attending lectures students are expected to be able to : Explain the Perspective of Globalization: Socio-Cultural,							
7			Students Able to Elaborate and understand Perspective	After attending lectures students are expected to be able to: Explain	Essa y	10					100%

	or the implementation of science and technology that pays attention to and	Globalization: Politics, Economy, Globalization and Socio-Cultural, and	Globalization: Ideology, Politics, Economics, Socio-Culture, and Defense Security	Globalization Perspectives: Defense and Security						
8	apply		UTS							
9	humanities values that are in accordance with his/her field of expertise.	Globalization and Education (PLO 10)	Students able to describe and understand Impact Globalization on the Life of the Nation and State - Positive and Negative Impacts of Globalization	After attending lectures students are expected to be able to : Explain the Impact of Globalization on the Life of the Nation and State - Positive and Negative Impacts of Globalization	Essa y	10				100%
10	4. <b>Special Skills</b> a. KK1 Use concepts, principles, procedures, and scientific methods as well as values, norms, and morals that become the content of the curriculum and the learning process and/or culture.	CLO 4: Explain Efforts to Anticipating Influence  Globalization in State / Government Life	Students able to Globalization and Socio-Culture	After attending lectures students are expected to be able to : Describe Globalization and Social Culture	Essa y	10				100%
11	curriculum content and the learning and/or acculturation process in the implementation of education Pancasila and Citizenship education in school and/or society.		Students able to understand Globalization and Economy	After attending lectures students are expected to be able to : Explain about Globalization and Economy	Essa y	10				100%
12			Students able to describe and understand Globalization and Education	After attending lectures students are expected to be able to : Explain Globalization and Education	Essa y	10				100%
13			Students able to elaborate and understand Globalization and Education (continued)	After attending lectures, students are expected to be able to : Explain Globalization and Education	Essa y	10				100%
14			Students are able to explain about Efforts to Anticipate the Influence of Globalization in Life - State / Government n tah	After attending lectures students are expected to be able to : Explain Efforts to Anticipate the Effects of Globalization in Life	Essa y	10				100%

			- Society and Individuals	- State/Government - Community and Individuals						
15			Students are able to explain about Efforts to Anticipate the Effects of Globalization in Life  - State / Government - Society and Individuals (Continued)	After attending lectures students are expected to be able to : Explain Efforts to Anticipate the Influence of Globalization in the Life of the State / Government  - State / Government - Society and Individuals (Continued)						
16	<b>End of Semester Evaluation</b>									
					<b>Total Weight (%)</b>	<b>100</b>	<b>100</b>			
<b>Final Student Score (<math>\sum(\text{Student Score}) \times (\text{Weight}\%)</math>)</b>										

presented in Table 1, the following conclusions can be drawn:

- All CLOs on average achieved satisfactory scores with an average score above 80.0.
- All CLOs are in the HIGH percentage category in terms of the number of students with achievement scores above 80.

Diagram Penilaian

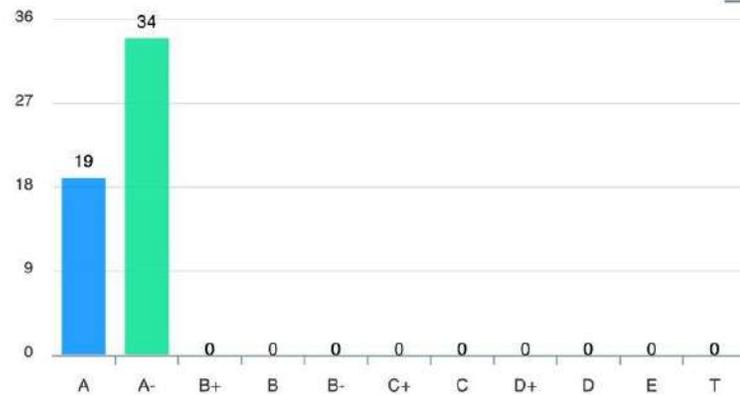
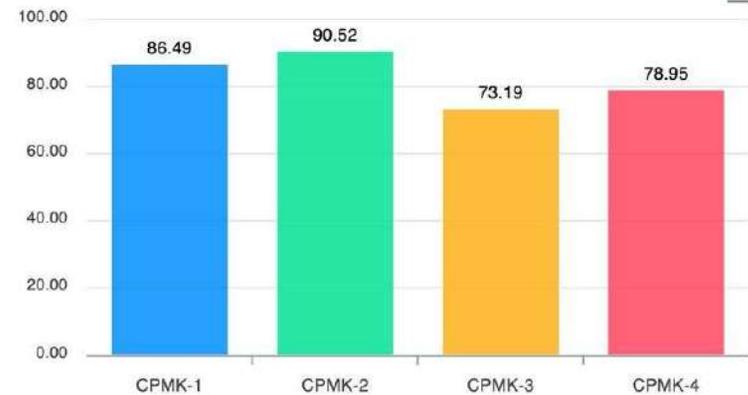


Diagram CPMK



Statistical distribution of final grade attainment of Globalization and Wetland Environment course

Median	81,3
Standard Deviation	4,20
Average	80.45
Minimum	68,3
Maximum	87,1

### Conclusion

With all the constraints on the uneven basic abilities of students, the final scores obtained still show that the strategies and ways of learning this course can be well received by most students. This is evidenced by the achievement of CLO which is more than 80.

### Recommendations for Improvement

- The need to accommodate the latest research topics on Globalization and Wetland Environment.
- Students need to be encouraged to be more and brave in expressing their opinions.
- familiarize students to discuss and work together in teams

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Mg	ELO	CPMK	Sub-CLO	Indicator	Problem Form-Weight (%)		Bobot (%) Sub-CPMK	Student Score (0-100)	Σ ((Mhs Score) x (Weight %))	Achievement of SLOs in the subject course (%)
1	<p>1. Attitude</p> <p>a. S1 Fear God Almighty and able to show a religious attitude;</p> <p>b. S3 Contribute to improving the quality of community life, nation, state, and advancement of civilization based on Pancasila;</p>	<p>1. Elaborate the term constitutional law and the definition of constitutional law, the relationship between Constitutional Law and other sciences with objects on the State and the sources of formal law of constitutional law Law and Constitution.</p>	<p>Students are able to describe the constitutional law and legal understanding constitutional law</p>	<p>After attending lectures students are expected to be able to :</p> <p>1. Explain the term constitutional law</p> <p>2. Explain the meaning of constitutional law</p>						
2			<p>Students are able to understand the relationship between constitutional law Constitution al Law with other sciences other sciences that object on the State</p>	<p>After attending the lecture students are expected to be able to : Explain the relationship between Constitutional Law and other sciences that have an object on the State.</p>	Essay	10				100%

3	<p>c. S7 Law-abiding and discipline in community life and the state;</p> <p>2. Knowledge</p> <p>a. P1 Mastering scientific concepts, principles, procedures, and methods as well as values, norms, and morals that become the content of the curriculum and learning process and/or culture in the context of Pancasila and Citizenship education at school</p>	<p>2. Explain about the sources of formal law of constitutional law Regulations that can be formed based on the 1945 Constitution according to MPRS Tap No. XX/MPRS/1996 and its content and scope 966 along with its content and scope, sources of formal constitutional law conventions and treaties and the history of state administration</p>	<p>Students are able to understand and have insight into the sources of formal constitutional law Law and Constitution</p>	<p>After attending lectures students are expected to be able to :</p> <ol style="list-style-type: none"> <li>1. Explain: LAW</li> <li>2. Explain: CONSTITUTION</li> </ol>	<p><b>Essay</b></p>	<p><b>10</b></p>				<p><b>100%</b></p>
4		<p>3. Explain about the System</p>	<p>Students are able to describe and have insight into the sources of formal law - sources of formal state administration law Regulations that can be formed based on the 1945 Constitution according to Tap MPRS No. XX/MPRS/1966 along with its content and scope</p>	<p>After attending lectures students are expected to be able to : Explain the regulations that can be formed based on the 1945 Constitution according to MPRS Tap No. XX/MPRS/1966 along with its content and scope.</p>	<p><b>Essay</b></p>	<p><b>10</b></p>				<p><b>100%</b></p>

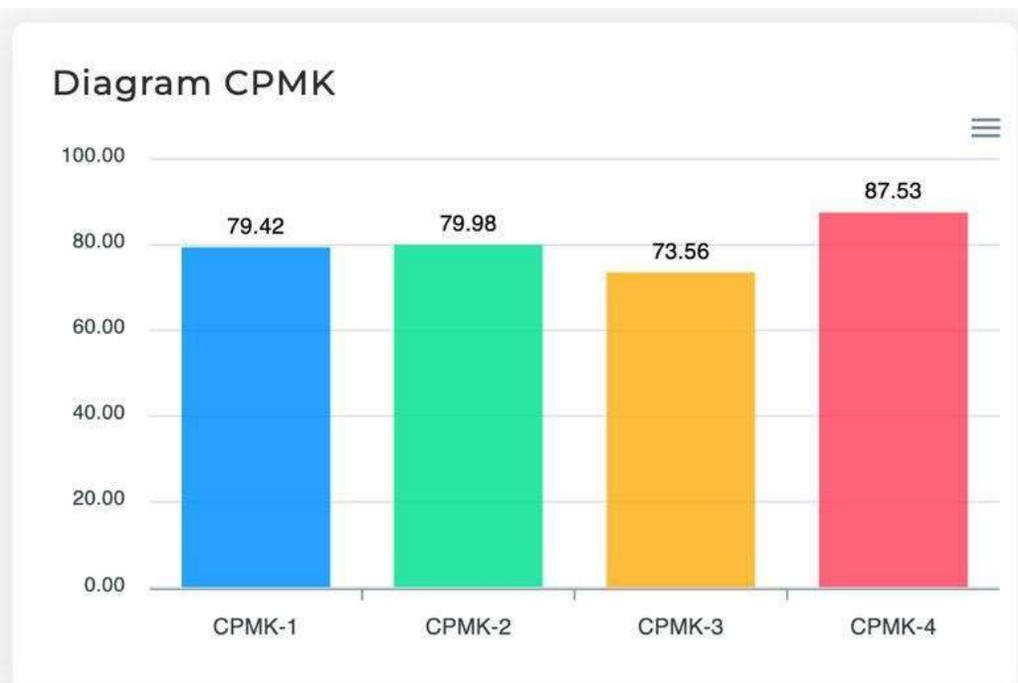
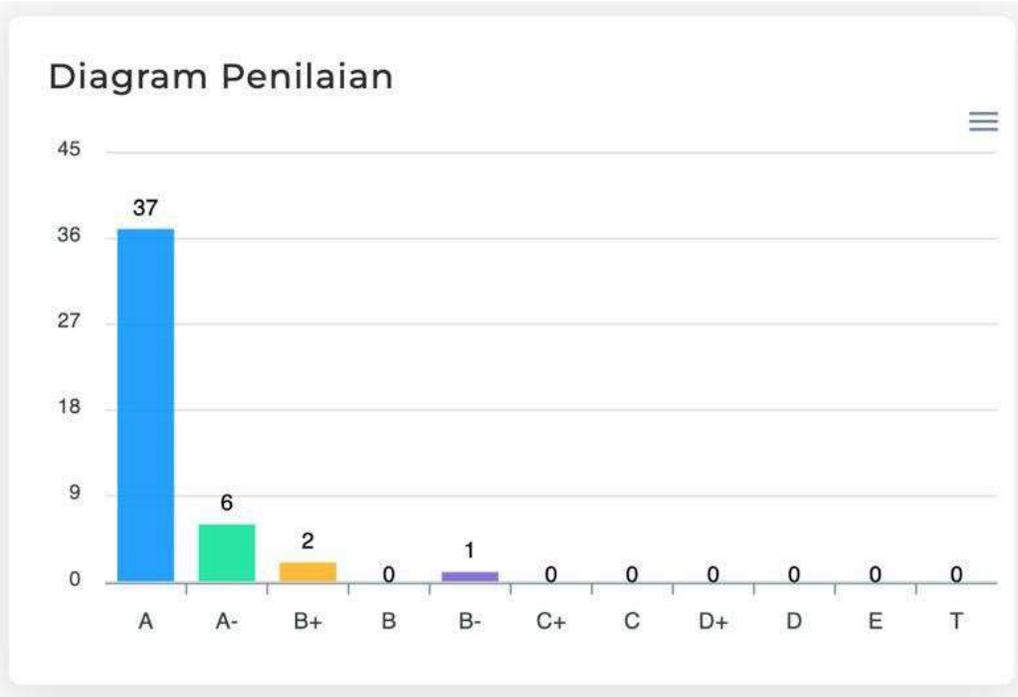
5	<p>and/or society.</p> <p>3. General Skills</p> <p>a. KU1 Able to apply logical thinking, critical, systematic, and innovative thinking in the context of developing or or implementation of science and technology that takes into and applying humanities values that are in accordance with their field of expertise.</p> <p>4. Special Skills</p> <p>a. KK1 Use concept,</p>	<p>Indonesian State Government based on the 1945 Constitution, regional government and human rights in the 1945 Constitution</p> <p>4. Summarize the general election, citizenship and legislation techniques</p>	Students are able to understand the source of formal law constitutional law state conventions and treaties	After attending lectures students are expected to be able to: 1. Explain convention Explain Treaty	Essay	10				100%	
6			Students are able to describe and understand the history of state administration	After attending lectures students are expected to be able to: 1. Explain the history of state administration							
7			Students are able to describe and understand and have insight into the State Government System RI based on CONSTITUTION 1945	After attending lectures students are expected to be able to : Explain Indonesian State Government System based on the 1945 Constitution	Essay	10					100%
8			UTS								
9			Students are able to understand and have	After attending lectures students are expected to be able to : Explain	Essay	10				100%	

	<p>scientific principles, procedures, and methods as well as values, norms, and morals which become the content of the curriculum and learning process and/or culture in the implementation of Pancasila and Citizenship education at school and/or community.</p>		insight i n t o government in the region	government in the region					
10		Students are able to understand and describe human rights in the 1945 Constitution	After attending lectures students are expected to be able to : Explain Human Rights in the 1945 Constitution	Essay	10				100%
11		Students are able to understand and have insights into general election	After attending lectures students are expected to be able to: explain general elections	Essay	10				100%
12		Students are able to describe and understand citizenship	After attending lectures, students are expected to be able to: explain citizenship	Essay	10				100%
13		Continued: Students are able to analyze and understand citizenship	After attending lectures students are expected to be able to: <ul style="list-style-type: none"> <li>1. explain citizenship</li> </ul>	Essay	10				100%

14			Students are able to understand the technique of legislation invitation	After attending the lecture students are expected to be able to: 1. Explain the technique of legislation invitation	Essay	10					100%
15			Continued: Students are able to understand Technique of legislation invitations	After attending lectures students are expected to be able to: 1. Explain the technique of legislation	Essay	10					100%
16	<b>End of Semester Evaluation</b>										
<b>Total Weight (%)</b>						<b>100</b>	<b>10</b>	<b>0</b>			
<b>Final Student Score (<math>\sum(\text{Student Score}) \times (\text{Weight}\%)</math>)</b>											

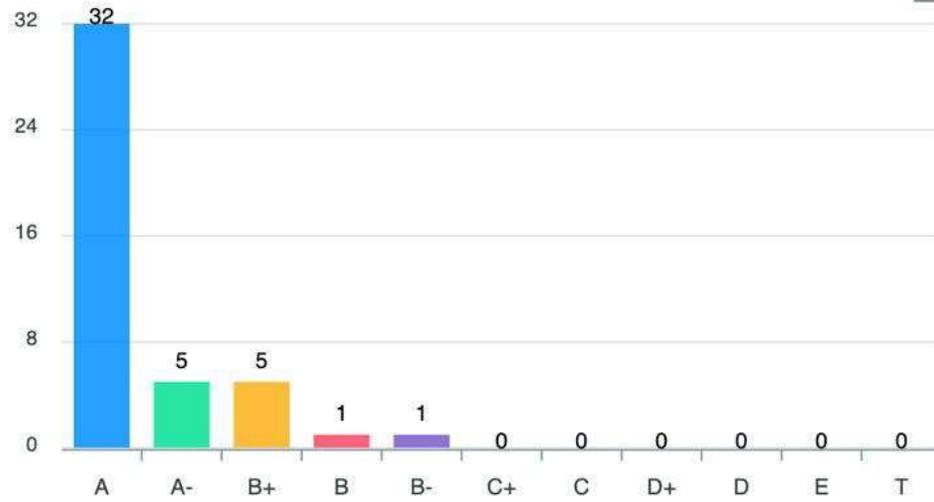
## LEARNING OUTCOME RESULTS

Class A1

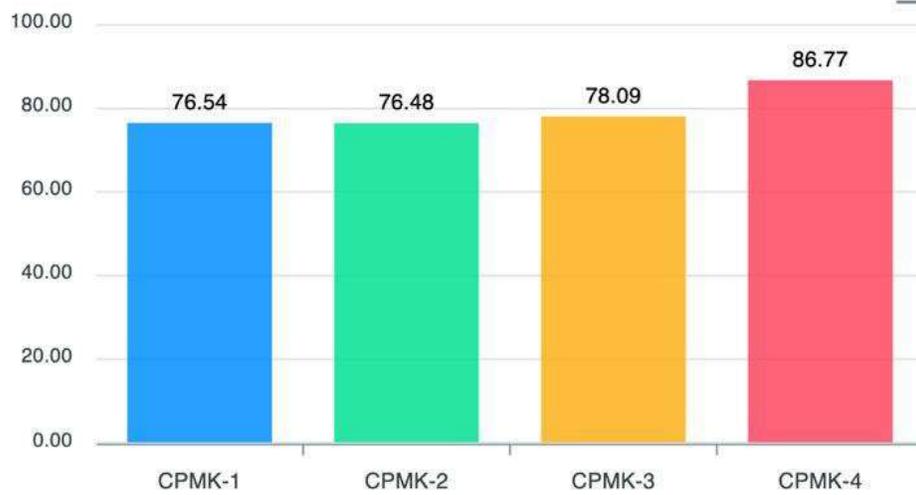


Class A2

### Diagram Penilaian



### Diagram CPMK



3. Course CP (CP-MK) are abilities that are specifically described from the CP of graduates imposed on the course;
4. Course Sub-CP (Sub-CP-MK) is an ability that is specifically described from the course CP (CP-MK) which can be measured or observed and is the final ability of the planned learning stage at each learning stage.
5. Assessment criteria (rubric) is a benchmark used as a measure or measure of learning achievement in assessment based on predetermined indicators. The criteria (rubric) is a guideline for the assessor so that the assessment is consistent and unbiased. Criteria (rubric) can be quantitative or qualitative.
6. Indicators of student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by supporting evidence for each object of assessment.

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Mg	CPL	CPMK	Sub-CLO	Indicator	Problem Form-Weight (%)		Weight (%) Sub-CPMK	Student Score (0-100)	$\sum ((\text{Student Score}) \times (\text{Weight}\%))$	Achievement of SLOs in the course (%)
1	1. Attitude a. S1 Pious to God Almighty and able to show a religious attitude; b. S3	1. Elaborate the definition of human rights, the development of human rights and various kinds of human rights	Able to describe the meaning of Human Rights	Students are expected to be able to Understand Human Rights Human Rights	Essay	10				100%
2	Contribute to improving the quality of life society	2. Clarify the State of Law and Human Rights and the Implementation of Human Rights in Indonesia 3. Disclose about	Can explain the development of human rights	Students are expected to be able to explain the study and discuss the history of human rights development. HUMAN RIGHTS	Essay	10				100%

3	t, nation, state, and the advancement of civilization based on Pancasila;	The occurrence of human rights violations and the flow of universalism and particularism, and the occurrence of human rights violations and the dichotomy of individualism and collectivism.	Understand and describe the various kinds of human rights	Students are expected to be able to explain and discuss Types of human rights	<b>Essay</b>	<b>10</b>				<b>100%</b>
4	c. S7 Obey the law and discipline in community life and the state;	4. Clarify the Weakness of Law Enforcement and Understanding of Military and Civilian Human Rights, as well as the National Human Rights Commission & National Commission on Violence and Women.	Able to describe Understanding the Rule of Law and Human Rights	Students are expected to be able to explain Law and Human Rights	<b>Essay</b>	<b>10</b>				<b>100%</b>
5	2. Knowledge a. P1 Mastering scientific concepts, principles, procedures, and methods as well as value s, norms, and morals which become the content of the curriculum and learning and/or acculturation process in the context of Pancasila and Citizenship education.		Able to describe and understand the rule of law and human rights	Students are expected to be able to explain Indonesia as a State of Law Explaining human rights in Pancasila.	<b>Essay</b>	<b>10</b>				<b>100%</b>
6			Able to describe the Implementation of Human Rights in Indonesia	Students are expected to be able to Explain the Guarantee Human Rights in the Constitution Explain Indicators Implementation of Human Rights						
7			Able to describe	Students are expected to be able to	<b>Essay</b>	<b>10</b>				<b>100%</b>

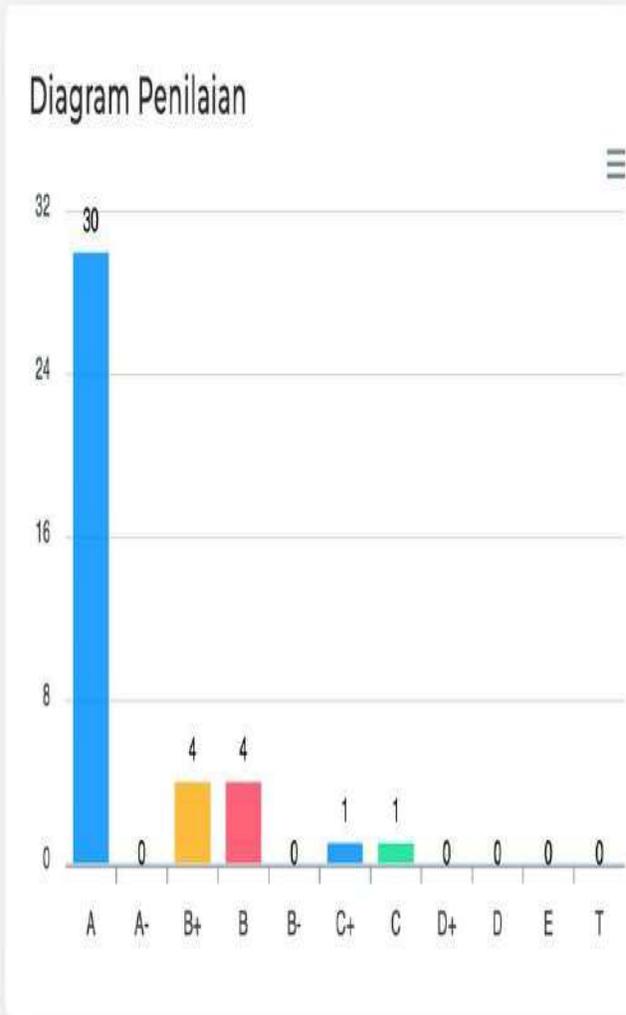
	<p>raan at school and/or community.</p> <p>3. General Skills</p> <p>a. KU1 Able to apply logical thinking, critical, systematic, and innovative thinking in the context of development or</p>		<p>Implementation of Human Rights at Indonesia</p>	<p>explain Knowledge of Human Rights Guarantees</p> <p>Human Rights in the Constitution Explain Indicators of Human Rights Implementation Explain Categories Human Rights Violations</p>						
8			<b>TEST</b>							
9	<p>or implementation of science and technology that takes into and applying humanities values that are in accordance with their field of expertise.</p>		<p>Able to describe and understand the occurrence of Human Rights Violations</p> <p>Universalism and Particularism</p>	<p>Students are expected to be able to explain the understanding of Universalism and Particularism</p>	<b>Essay</b>	<b>10</b>				<b>100%</b>
10	4. Special Skills		<p>Able to describe and understand the occurrence of human rights violations</p> <p>Dichotomy of Individualism and Collectivism</p>	<p>Students are expected to be able to describe the Dichotomy of Individualism and Collectivism</p>	<b>Essay</b>	<b>10</b>				<b>100%</b>

11	a. KK1 Use concepts, principles, procedures, and scientific methods as well as values, principles, procedures, and methods.		Able to analyze and understand Weak law enforcement Understanding of human rights Military and Civil Rights	Students are expected to be able to examine and discuss the understanding of military and civilian human rights	Essay	10				100%
12	values, norms, and morals that become the content of the curriculum and learning process and/or acculturation in the		Able to describe and understand the National Commission on Anti -Violence and Women	Students are expected to be able to explain Komnas HAM & Komnas HAM. Anti Violence and Women	Essay	10				100%
13	the implementation of Pancasila and Citizenship education at school and/or community.		Continued to describe and understand the National Commission on Anti -Violence and Women	Students are expected to be able to Explain Komnas HAM & Komnas Anti Violence and Women	Essay	10				100%
14			Able to explain about Human Rights Enforcement Efforts - Human Rights Court - LDM and Prodemocracy and Human Rights	Students are expected to be able to explain the understanding of the Human Rights Court Explain NGOs and Prodemocracy and Human Rights	Essay	10				100%

15			<p>Advanced Able to explain about Human Rights Enforcement Efforts</p> <ul style="list-style-type: none"> <li>- Human Rights Court</li> <li>- LDM and Prodemocracy and Human Rights</li> </ul>	<p>Students are expected to be able to explain the understanding of the Human Rights Court</p> <p>Explain NGOs and Democracy and Human Rights</p>						
16	<b>End of Semester Evaluation</b>									
<b>Total Weight (%)</b>					<b>100</b>	<b>100</b>				
<b>Final Student Score (<math>\sum(\text{Student Score}) \times (\text{Weight}\%)</math>)</b>										

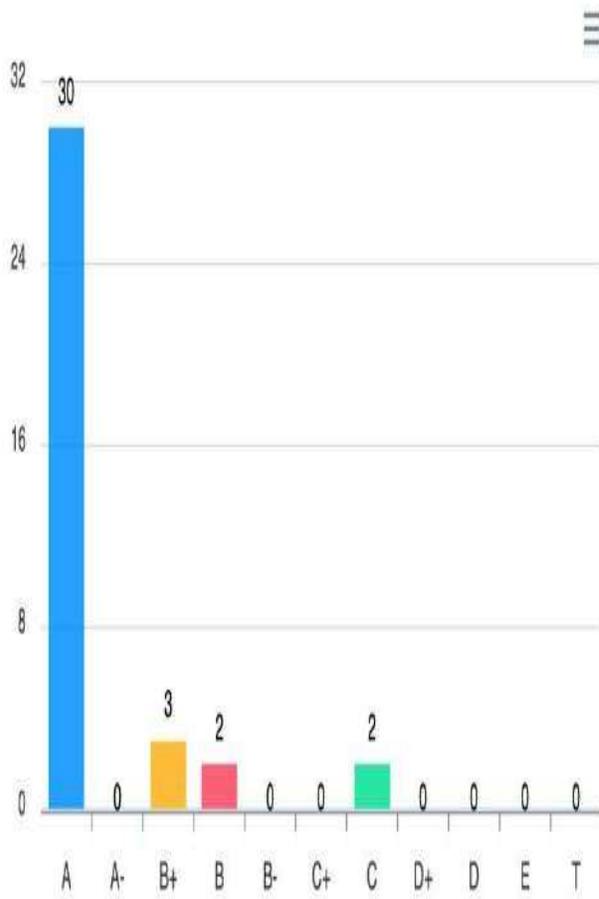
## LEARNING OUTCOME RESULTS

### CLASS A2

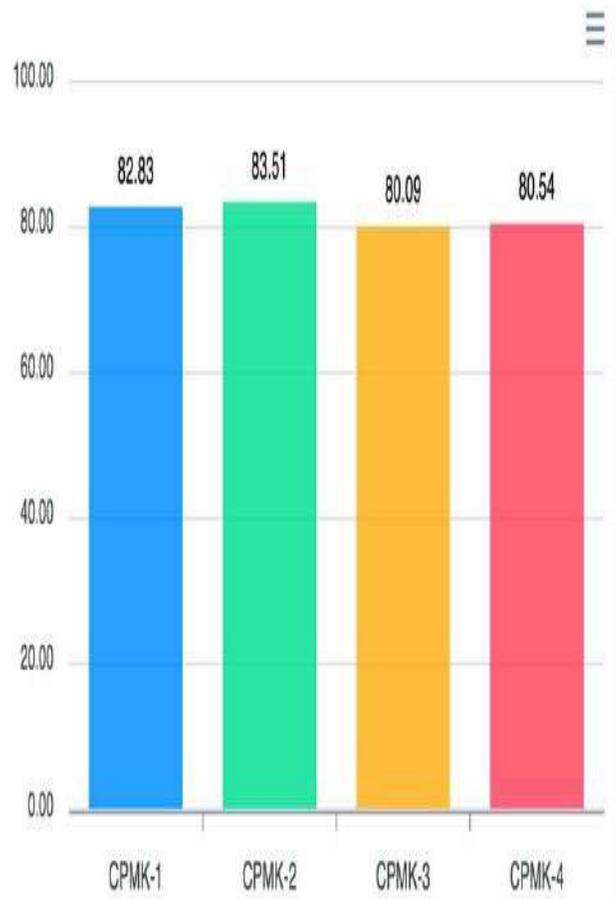


# A1 CLASS

## Diagram Penilaian



## Diagram CPMK



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1	<p>1. Attitude</p> <p>a. S1 Fear of God Almighty and able to show a religious attitude;</p> <p>b. S3 Contribute in improving the quality of community life, nation, state, and advancement of civilization based on Pancasila;</p> <p>c. S7 Law-abiding and disciplined in civic life and the state;</p>	<p>1. Mastering various concepts and materials about the Basic Concepts of Civics; Foundations, Competencies and Development of Civics (PLO5)</p> <p>2. Identify the principles of Citizenship of the Republic of Indonesia and the Challenges of Civic Education in Higher Education; Norms, Values, Morals, Attitudes, Morals and the Cognitive Domain (PLO7)</p> <p>3. Identify theories of citizenship, citizenship and government; state and law; Pancasila and the 1945 Constitution; Democracy and Human Rights</p>	<ul style="list-style-type: none"> <li>Students are able to understand the lecture contract in the Civics Fundamentals and Concepts course.</li> <li>Students can understand the lecture plan and the scope of material that will be explored for the next 13 meetings.</li> <li>for the next 13 meetings.</li> <li>Students can carry out lectures on the Basics and Concepts of Civics in a good and disciplined manner.</li> <li>Students can analyze the basic concepts of Civics.</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>Understand about the lecture contract in the Basic Law and Civics Concepts course.</li> <li>Understand the lecture plan and the scope of material to be explored.</li> <li>for the next 13 meetings.</li> <li>Carry out lectures on the Basics and Concepts of Civics in a good and disciplined manner.</li> <li>Analyze the basic concepts of Civics</li> </ul>					
2			<ul style="list-style-type: none"> <li>Students are able to express the meaning of civic education, both in national and global contexts.</li> <li>Students are able to argue about the foundation of Civics in Indonesia.</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>Express the meaning of civic education, both in national and global contexts. , both in national and global contexts.</li> </ul>	Essay	10			100%

	<p>2. Knowledge</p> <p>a. P1 Mastering scientific concepts, principles, procedures, and methods as well as the values, norms, and morals that are the content of the curriculum and the learning process and/or culture. values, norms, and morals that become the content of the curriculum and the learning process and/or culture in the context of Pancasila and Civics education.</p>	<p>Global; History of the Indonesian Nation's Struggle, Diversity, Pride as an Indonesian Nation; Globalization and International Cooperation (PLO10)</p> <p>4. Evaluate the Ideal Role of Citizens in Politics, Government, Education, Economy, and Socio-Culture; National Integration and Nationalism as a Means of Unifying the Nation; and the Existence and Sovereignty of the Indonesian Nation. (PLO10)</p>	<ul style="list-style-type: none"> <li>● Students are able to analyze the objectives, vision, mission, and competencies of Civic Education.</li> <li>● Students are able to conclude about <i>Civics</i> and Civic Education in development.</li> <li>● Students are able to analyze the development of <i>Civics</i> and Civics Education in Indonesia and its application.</li> </ul>	<ul style="list-style-type: none"> <li>● Argue about the foundation of Civics in Indonesia.</li> <li>● Analyze the purpose, vision, mission, and competencies of Civic Education.</li> <li>● Summarize the development of <i>Civics</i> and Citizenship Education.</li> <li>● Analyze the development of <i>Civics</i> and Civics Education in Indonesia and its application.</li> </ul>						
3	<p>3. General Skills</p> <p>a. KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing Pancasila and Citizenship education in schools and/or communities. or implementation of science</p>		<ul style="list-style-type: none"> <li>● Students are able to detail the principles of Citizenship of the Republic of Indonesia and the challenges of Citizenship Education in higher education.</li> <li>● Students are able to classify Citizenship according to the Constitution of the Republic of Indonesia.</li> <li>● Students are able to analyze Citizenship according to Law No. 12 of 2006. Year 2006.</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>● a. Detail the principles of Citizenship of the Republic of Indonesia and the challenges of Citizenship Education in higher education.</li> <li>● challenges of Citizenship Education in higher education.</li> <li>● Classify Citizenship according to the Constitution of the Republic of Indonesia.</li> <li>● Analyze about Citizenship according to Law No. 12. Year 2006.</li> </ul>	Essay	10				100%

	<p>knowledge and technology that considers and apply values humanities in accordance with his field of expertise</p> <p>4. Special Skills</p> <p>a. KK1 Use scientific concepts, principles, procedures, and methods as well as the values, norms, and morals that are the content of the curriculum and the learning process and/or culture. values, norms, and morals that become the content of the curriculum and the learning process and/or culture in implementing Pancasila and Citizenship education. in the implementation of Pancasila and Citizenship education in school</p>		<ul style="list-style-type: none"> <li>● Students are able to conclude about the rights and obligations of Indonesian citizens.</li> <li>● Students are able to find out about the challenges of Civic Education in higher education.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the rights and obligations of Indonesian citizens.</li> <li>● Discover the challenges of Civic Education in higher education.</li> </ul>						
4			<ul style="list-style-type: none"> <li>● Students are able to conceptualize norms.</li> <li>● Students are able to analyze norms, values, morals, attitudes, morals and cognitive domains.</li> <li>● Students can distinguish norms, values, morals, attitudes, and morals.</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Conceptualize about norms.</li> <li>● Analyze norms, values, morals, attitudes, morals and the cognitive domain.</li> <li>● Differentiate about norms, values, morals, attitudes, and morals.</li> </ul>	Essay	10				100%
5			<ul style="list-style-type: none"> <li>● Students are able to categorize the theories of citizenship.</li> <li>● Students can analyze the meaning of citizenship.</li> <li>● Students are able to detail the development of the doctrine of Citizenship.</li> <li>● Students are able to formulate theories of citizenship.</li> <li>● e. Students can analyze about Neo Republicanism: Theory</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>● Categorize the theories of citizenship.</li> <li>● Analyze the meaning of citizenship.</li> <li>● Detail the development of the doctrine of Citizenship.</li> <li>● Formulate the theory of Citizenship.</li> <li>● Analyze about Neo Republicanism: Theory</li> </ul>	Essay	10				100%

	and/or society.		<p>Citizenship Alternative.</p> <ul style="list-style-type: none"> <li>● Students are able to conceptualize citizens and government.</li> <li>● Students can analyze the government in Indonesia.</li> <li>● Students can predict about <i>Civics</i> in school curriculum.</li> <li>● Students can correct the political guidelines of <i>Civics</i>.</li> <li>● Students are able to conceptualize the political democratic process.</li> <li>● Students can analyze about representative government.</li> <li>● Students are able to correct the relationship between citizens and the state and between citizens and the government as regulated by law. by law.</li> </ul>	<p>Citizenship Alternative.</p> <p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>● Conceptualize citizens and government.</li> <li>● Analyze the government in Indonesia.</li> <li>● Predict about <i>Civics</i> in the school curriculum.</li> <li>● Correct about the political guidelines of <i>Civics</i>.</li> <li>● Conceptualize the political democratic process.</li> <li>● Analyzed about representative government.</li> <li>● Corrects the relationship between citizens and the state and between citizens and the government as regulated by law.</li> </ul>						
6										
7			<ul style="list-style-type: none"> <li>● Students are able to categorize state and law.</li> <li>● Students can clarify</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Categorize the state and law.</li> <li>● Clarify about the concept of state.</li> </ul>	Essay	10				100%

			<p>about the concept of state.</p> <ul style="list-style-type: none"> <li>● Students are able to correct the theory of the state.</li> <li>● Students are able to interpret the definition of the rule of law.</li> <li>● Students are able to make examples about the concept of the rule of law and law in Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>● Correct the theory of the state.</li> <li>● Interpret the meaning of the rule of law.</li> <li>● Make examples about the concept of the rule of law and law in Indonesia.</li> </ul>						
8			UTS							
9			<ul style="list-style-type: none"> <li>● Students are able to categorize the nature and function of Pancasila.</li> <li>● Students are able to clarify about Pancasila as the State Foundation of Indonesia.</li> <li>● Students are able to correct about the 1945 Constitution of the Republic of Indonesia and its Amendments.</li> <li>● Students are able to interpret the 1945 Constitution of the Republic of Indonesia.</li> <li>● Students are able to make examples of changes to the 1945 Constitution of the Republic of Indonesia.</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>● Categorize the nature and function of Pancasila.</li> <li>● Clarify about Pancasila as the State Foundation of Indonesia.</li> <li>● Correct about the 1945 Constitution of the Republic of Indonesia and its Amendments.</li> <li>● Interpret the 1945 Constitution of the Republic of Indonesia.</li> <li>● Make examples of changes to the 1945 Constitution of the Republic of Indonesia. Year 1945.</li> </ul>	Essay	10				100%

10			<ul style="list-style-type: none"> <li>● Students are able to categorize democracy and human rights globally.</li> <li>● Students are able to clarify the history, background, and development of democracy.</li> <li>● Students are able to correct the nature of constitutional democracy.</li> <li>● Students are able to interpret the history, background, and development of human rights.</li> <li>● Students are able to make examples about the enforcement of international human rights.</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>● Categorize democracy and human rights globally.</li> <li>● Clarify the history, background, and development of democracy.</li> <li>● Correct the nature of constitutional democracy.</li> <li>● Interpret the history, background and development of human rights.</li> <li>● Make an example of international human rights enforcement.</li> </ul>	Essay	10				100%
11			<ul style="list-style-type: none"> <li>● Students are able to categorize the history of the struggle of the Indonesian people and the spirit of nationhood.</li> <li>● Students can clarify about socio-cultural diversity.</li> <li>● Students are able to correct about pride as a nation. Indonesia.</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Categorize the history of the struggle of the Indonesian people and the spirit of nationhood.</li> <li>● Clarify about socio-cultural diversity.</li> <li>● Correct about pride as a nation Indonesia.</li> </ul>	Essay	10				100%

12			<ul style="list-style-type: none"> <li>● Students are able to express the concept of globalization and cooperation among nations.</li> <li>● Students are able to clarify about globalization and global issues.</li> <li>● Students can correct the universal core values.</li> <li>● Students can interpret the new economic system, culture as a curtain, and the pillars of education for "<i>International Understanding</i>".</li> <li>● Students are able to make examples of cooperation between nations.</li> <li>● Students are able to analyze the right to diplomatic immunity and the role of RI in international organizations.</li> </ul>	<p>After the lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>● Express the concept of globalization and cooperation between nations.</li> <li>● Clarify about globalization and global issues.</li> <li>● Correct about universal core values.</li> <li>● Interpret the new economic system, culture as a curtain, as well as the pillars of education for "<i>International Understanding</i>".</li> <li>● Create examples of cooperation among nations.</li> <li>● Analyze the right of diplomatic immunity as well as RI's participation in international organizations.</li> </ul>	Essay	10				100%
13			<ul style="list-style-type: none"> <li>● Students are able to express opinions about the ideal role of citizens in the political field.</li> <li>● Students can clarify the ideal role of the ideal role of citizens in politics</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Express the ideal role of citizens in politics.</li> <li>● Clarify about the role of</li> </ul>	Essay	10				100%

			<p>the field of government.</p> <ul style="list-style-type: none"> <li>● Students are able to correct the ideal role of citizens in the field of education.</li> <li>● Students are able to interpret the ideal role of citizens in the economic field.</li> <li>● Students are able to conclude about the ideal role of citizens in the social field culture.</li> </ul>	<p>The ideal role of citizens in the field of government.</p> <ul style="list-style-type: none"> <li>● Correct about the ideal role of citizens in the field of education.</li> <li>● Interpret the ideal role of citizens in the economic field.</li> <li>● Conclude about the ideal role of citizens in the socio-cultural field.</li> </ul>						
14			<ul style="list-style-type: none"> <li>● Students are able to analyze national integration and nationalism as the unifier of the nation.</li> <li>● Students are able to predict the differences between integration, national integration and nationalism.</li> <li>● Students are able to express opinions about nationalism as a unifier of the Indonesian nation.</li> <li>● Students are able to correct the challenges to the integration and nationalism of the Indonesian nation.</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Analyze national integration and nationalism as a unifying nation.</li> <li>● Predict the differences between integration, national integration and nationalism.</li> <li>● Express opinions about nationalism as a unifier of the Indonesian nation.</li> <li>● Correct about the challenges to</li> </ul>	Essay	10				100%

				integration and nationalism of the nation Indonesia.							
15			<ul style="list-style-type: none"> <li>● Students are able to analyze the existence and sovereignty of the Indonesian nation.</li> <li>● Students are able to summarize the theories of sovereignty.</li> <li>● Students are able to elaborate on territory and sovereignty on land.</li> <li>● Students are able to clarify about territory and sovereignty at sea.</li> <li>● Students can analyze the territory and sovereignty in the air.</li> <li>● Students are able to formulate strategies to maintain the integrity and sovereignty of the Republic of Indonesia.</li> <li>● of the Republic of Indonesia</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Analyze the existence and sovereignty of the Indonesian nation.</li> <li>● Summarize the theories of sovereignty.</li> <li>● Elaborate on territory and sovereignty on land.</li> <li>● Clarify about territory and sovereignty at sea.</li> <li>● Analyze the territory and sovereignty in the air.</li> <li>● Summarize the strategy in maintaining the integrity and sovereignty of the Republic of Indonesia.</li> </ul>							
16	<b>End of Semester Evaluation</b>										
<b>Total Weight (%)</b>						10	100				
						0					
<b>Final Student Score (<math>\sum(\text{Student Score}) \times (\text{Weight}\%)</math>)</b>											