



REPORT

COMPILATION OF LEARNING OUTCOMES PPKN STUDY PROGRAM FKIP ULM



Lambung Mangkurat University

FOREWORD

We express our gratitude to the presence of God Almighty for the abundance of His grace and gifts so that the Compilation of Learning Outcomes (LO) of the Pancasila and Citizenship Education (PPKn) Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University can be carried out well and smoothly. This activity was carried out on July 19 and 20, 2024 at the Raphia Room, Rattan Inn Hotel, Banjarmasin.

This report is prepared as a form of documentation as well as academic accountability for the implementation of the LO preparation activity which is part of the implementation of the Outcome-Based Education (OBE) curriculum. This activity aims to strengthen the direction of graduate learning achievements that are relevant to the needs of the times, the world of work, and the demands of 21st century competencies.

We express our deepest appreciation and gratitude to all lecturers, curriculum development teams, resource persons, and parties who have contributed to this activity. Hopefully this report can be a reference for the development of better learning and curriculum in the future. Finally, we realize that this report still has shortcomings. Therefore, we are very open to criticism and suggestions for future improvements.

Banjarmasin, October 2024
Compiler Team

VALIDITY SHEET
LEARNING OUTCOMES (LO) PREPARATION REPORT
PANCASILA AND CITIZENSHIP EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT

The activity of compiling the Learning Outcomes (LO) for the PPKn Study Program has been carried out on:

Day/Date : Friday–Saturday, July 19–20, 2024

Place : Raphia Room, Rattan Inn Hotel, Banjarmasin

This report is prepared as a form of academic and administrative accountability for the LO preparation activities based on Outcome-Based Education (OBE).

Hereby, this activity report is declared to have been approved and ratified.

Banjarmasin, October 2024

Know,

Dean of the Faculty of Teacher Training and
Education

Study Program Coordinator
Pancasila and civic education



Prof. Dr. Sunarno Basuki, Drs., M.Kes., AIFO
NIP 196409201989031004

A handwritten signature in blue ink, which appears to read "Mariatul Kiptiah".

Dr. Mariatul Kiptiah, M.Pd.
NIP 197603272005012001

LIST OF CONTENTS

FOREWORD.....	ii
APPROVAL SHEET.....	iii
A. BACKGROUND	1
B. ACTIVITY OBJECTIVES.....	3
C MANFAAT KEGIATAN	3
CHAPTER II.....	4
IMPLEMENTATION OF ACTIVITIES.....	4
A. TIME AND PLACE OF IMPLEMENTATION.....	4
B. ACTIVITY PARTICIPANTS	4
C. RESOURCES AND MATERIALS	5
D. IMPLEMENTATION METHOD.....	6
E. DOCUMENTATION AND EVALUATION.....	6
CHAPTER III	8
RESULTS AND DISCUSSION.....	8
A. RESULTS OF LEARNING OUTCOMES COMPILATION	8
B. RATIONALIZATION AND ANALYSIS OF LO FORMULA.....	9
C. IMPLICATIONS FOR CURRICULUM DEVELOPMENT AND LEARNING.....	10
CHAPTER IV.....	11
CLOSURE	11
APPENDIX 2	15
Attendance List.....	15

CHAPTER 1

INTRODUCTION

A. BACKGROUND

Higher education in the 21st century faces complex and multidimensional challenges. Social change, advances in digital technology, economic globalization, and political and cultural dynamics require the higher education system to continue to innovate and adapt sustainably. These challenges include aspects of institutional governance, the quality of lecturers and education personnel, openness to educational technology, strengthening national character and values, and the relevance of curriculum and learning to the world of work and the needs of society. Universities are required not only to be centers for the development of science, but also as agents of social transformation capable of producing graduates who have integrity, critical thinking, creativity, collaboration, and sensitivity to humanitarian and environmental issues. Therefore, the transformation of higher education can no longer be postponed, but must be redesigned through a more systemic and results-oriented approach. One strategic approach that is now a global foothold in higher education reform is Outcome-Based Education (OBE). This approach not only overhauls the way learning is delivered, but also changes the paradigm of education from teaching-centered to learning-centered. OBE focuses on the fundamental question: what can students do after they complete their learning? Thus, OBE prioritizes concrete, measurable, and competency-oriented learning outcomes, not just mastery of material. Within the OBE framework, the entire educational process from curriculum planning, learning implementation, evaluation, to quality assurance must be designed to ensure the achievement of the predetermined Learning Outcomes (LO). This LO reflects the achievement of attitudes, knowledge, general skills, and specific skills that graduates must have as indicators of the quality of the study program. The preparation of LO is not merely an administrative activity, but rather a philosophical, pedagogical, and epistemological foundation that determines the direction and quality of higher education. In Indonesia, the preparation of LO must refer to various regulatory instruments such as the Indonesian National Qualifications Framework (KKNI) which determines the level of graduate competency, and the National Higher Education Standards (SN-Dikti) which regulates the content of the curriculum, learning process, and assessment system. In addition, directives from accreditation institutions such as BAN-PT and LAMDIK also emphasize the importance of aligning LO with the graduate profile, vision and mission of the study program, and the needs of graduate users. A well-formulated LO will function

as a guide in compiling Semester Learning Plans (RPS), assessment instruments, and become the basis for developing achievement-based and integrative learning models.

In this context, the Pancasila and Citizenship Education (PPKn) Study Program of the FKIP of Lambung Mangkurat University has a very important and unique role. As a study program that is at the heart of the formation of national character, public civility, and democratic citizenship practices, PPKn not only educates prospective educators, but also forms citizens who are active, reflective, and responsible for the future of the nation. The multidisciplinary nature of PPKn science—covering law, politics, morals, social, and culture—demands the formulation of an LO that not only covers cognitive aspects, but also affective and psychomotor. Therefore, the preparation of an LO in the PPKn Study Program environment must consider the complexity of the character of the science, as well as integrate the values of Pancasila, the spirit of nationality, and the principles of democracy that are the spirit of citizenship education in Indonesia. As a form of commitment to improving academic quality and accreditation, the PPKn Study Program, FKIP ULM, held a Learning Outcomes (LO) Preparation activity on July 19 and 20, 2024 at the Raphia Room, Rattan Inn Hotel, Banjarmasin. This activity not only aims to prepare LO documents normatively, but also to become a reflective and collaborative space for lecturers to realign the direction of education with the dynamics of the times and national policies. All permanent lecturers, curriculum development teams, and external speakers who are experienced in developing the OBE curriculum are actively involved in this forum. The preparation process is carried out through intensive discussions, review of regulatory documents, and analysis of the expected graduate profile. This activity is also an important momentum in strengthening the internal quality assurance system of the study program, as well as an effort to unite the vision between lecturers, leaders, and other stakeholders in advancing the results-based PPKn curriculum. It is hoped that the resulting LO document will not only be a formal reference in developing learning, but also reflect the strong and adaptive scientific identity of the PPKn ULM Study Program to future challenges. With clear and measurable LO, the learning process is expected to be more focused, meaningful, and able to produce graduates who are ready to contribute as educators, leaders, and superior citizens.

B. ACTIVITY OBJECTIVES

This activity aims to compile and align the Learning Outcomes of the PPKn Study Program based on OBE. Specifically, the objectives of this activity are:

1. Aligning the formulation of LO with the vision and mission of the Study Program as well as the Faculty and University.
2. Formulating LO in accordance with KKNi and SN-Dikti.
3. Compiling LO that integrates aspects of attitude, knowledge, general skills, and specific skills proportionally.
4. Becoming a reference in compiling the Semester Learning Plan (RPS), assessment instruments, and learning evaluation.

C MANFAAT KEGIATAN

This LO preparation activity provides the following benefits.:

1. Provide clarity on the direction and learning outcomes that must be achieved by PPKn students during their studies.
2. Strengthen the internal quality assurance system of study programs through measurable and evaluable achievement standards.
3. Increase the competitiveness of PPKn graduates at the national and regional levels.
4. Become an academic basis in developing a credible curriculum, evaluation instruments, and assessment systems.
5. Encourage more focused, active, and results-oriented learning (student-centered learning).

CHAPTER II

IMPLEMENTATION OF ACTIVITIES

A. TIME AND PLACE OF IMPLEMENTATION

The activity of compiling the Learning Outcomes (LO) of the Pancasila and Citizenship Education (PPKn) Study Program was carried out for two days, namely on Friday and Saturday, July 19 and 20, 2024. The selection of this time took into account the effectiveness of the lecturer's schedule and the need for a quieter and more productive reflective space for in-depth discussions. The venue for the activity was the Raphia Room, Rattan Inn Hotel, Banjarmasin, which was chosen because it provides representative and comfortable facilities for group discussions, speaker presentations, and the preparation of academic documents. This space allows for intensive interaction between participants with an atmosphere that is conducive to the development of strategic ideas and thinking.

B. ACTIVITY PARTICIPANTS

This activity was attended by all active lecturers of the Pancasila and Citizenship Education (PPKn) Study Program, FKIP, Lambung Mangkurat University. The main participants consisted of the Study Program Coordinator, namely Dr. Mariatul Kiptiah, M.Pd., along with all permanent lecturers who have a National Lecturer Registration Number (NIDN) and are actively involved in the learning process, research, and curriculum development. The presence of these lecturers reflects a collective commitment to strengthening the academic direction of the study program through the preparation of more relevant and applicable Learning Outcomes (LO). In addition to the lecturer element, this activity also involved stakeholders from outside the internal academic environment, including representatives from graduate users such as partner schools, education offices, and related institutions that have been the workplaces or places of practice for PPKn students and graduates. Their presence is important to provide a practical perspective on the graduate competencies needed in the field. No less important, alumni of the PPKn Study Program, FKIP ULM, were also present, who provided input based on their experiences in the world of work, as well as being a reflection of the effectiveness of the curriculum that had been implemented previously. The involvement of participants from various backgrounds, academics, practitioners, users, and alumni, enriched the discussion and broadened the perspectives in formulating the LO.

They exchanged views on the ideal graduate profile, real challenges in the field, and the relevance between learning materials and professional needs. This collaboration emphasized that the preparation of the LO is not merely an internal process, but must accommodate input from various parties who are directly or indirectly involved in the education cycle and PPKn graduates. Lecturers who have experience in preparing learning tools also play a role as internal facilitators who help direct group discussions. Their role is important in ensuring that the resulting LO formulation remains in line with national regulations and the vision and mission of the study program. Overall, this activity not only strengthens the spirit of collegiality between lecturers, but also encourages collaborative participation across parties in building a strategic direction for the curriculum that is responsive to the dynamics of the times.

C. RESOURCES AND MATERIALS

In the preparation of the Learning Outcomes (LO) of the PPKn Study Program, the material and direction were delivered by the Study Program Coordinator, Dr. Mariatul Kiptiah, M.Pd., who has the scientific capacity and experience in developing a curriculum based on Outcome-Based Education (OBE). She opened the discussion with an explanation of the urgency of preparing LO within the framework of OBE implementation, as well as providing reinforcement for the direction of national higher education policy related to learning outcomes. The material presented includes:

1. Basic concepts and principles of OBE in higher education.
2. Structure and dimensions of graduate learning outcomes based on SN-Dikti and KKNI.
3. Steps to compile operational and measurable LO.
4. Relationship between LO and graduate profile, course learning outcomes (CPMK), and compilation of Semester Learning Plans (RPS).
5. Case studies and examples of LO compilation practices in PPKn environment.

After the initial presentation, the activity continued with an open discussion and collective dialogue, where all participants, consisting of active lecturers, alumni, graduate users, and stakeholders, actively provided responses, suggestions, and input on the material presented. This discussion became a participatory space to synchronize expectations and needs from various perspectives in order to formulate contextual, realistic, and futuristic LOs. Thus, the role of the resource person is not only centered on one individual, but is formed collectively through the active role of all participants in the activity. This process reflects a collaborative approach to academic

decision-making, while enriching the quality of LO preparation through the integration of practical experience, learning reflection, and the needs of graduate users.

D. IMPLEMENTATION METHOD

This activity is carried out through several methodical stages as follows:

1. Opening and briefing by the study program coordinator, emphasizing the urgency of preparing the LO as part of improving academic quality and preparing for OBE-based study program accreditation.
2. Presentation of material by the PPKn study program manager, followed by a question and answer session and open discussion so that participants can deeply understand the philosophy, techniques, and procedures for preparing the LO.
3. Group work session, where participants are divided into small teams to discuss and draft the LO according to their areas of expertise and the subject groups they teach. This stage is the core of the activity, where there is a process of constructing understanding and negotiation between team members regarding the right and representative formulation.
4. Presentation and review of group work results, where each group presents the results of their LO formulation, then gets input from other groups, resource persons, and the curriculum development team for improvement.
5. Finalization of the LO document, which is carried out in a plenary manner, to agree on the final results of the LO which will be used as the basis for developing other learning documents such as RPS, teaching materials, and assessment instruments.

E. DOCUMENTATION AND EVALUATION

During the Learning Outcomes preparation activities, the organizing committee systematically documented as part of the process tracking and validation efforts for the implementation of the activities. This documentation includes taking photos of activities from various sessions, starting from the opening, presentation of materials by the study program coordinator, group discussions, to the presentation session of the LO formulation results. In addition to visual documentation, the attendance list of all participants was also collected as proof of the presence and active participation of all lecturers, stakeholders, graduate users, and alumni involved in this forum. No less important, the results of each group's work in the form of a draft

LO formulation were collected and archived as part of the academic output that can be used for the curriculum finalization process and the development of advanced learning tools. This documentation is not only useful as administrative physical evidence, but also becomes part of the study program's internal quality assurance system. The existence of this document will support academic quality audit activities, both in the context of study program accreditation assessments and in periodic evaluations by faculties and universities. This documentation shows that the entire LO preparation process was carried out in a participatory, systematic, and clear evidence-based manner. Evaluation of the activity was carried out through a mechanism for collecting feedback from participants after the activity was completed. Feedback was obtained through final discussions, group reflections, and process observations during the activity. This evaluation focused on several main aspects, including the extent to which participants understood the basic principles of LO preparation, the clarity of the material presented, the effectiveness of the activity implementation method, and the impact of the activity on participants' readiness to develop learning tools in the future. Most participants said that this activity was very helpful in clarifying their understanding of the Outcome-Based Education concept and the technique of preparing good and correct Learning Outcomes. Furthermore, participants also appreciated the collaborative approach used in this activity, because it provided a broad space for dialogue, allowed for the exchange of ideas, and encouraged a common perception of the expected learning outcomes of graduates. The evaluation generally showed that this activity had strategic value in strengthening the capacity of lecturers and as a foundation for the planning and implementation process of the PPKn FKIP ULM curriculum which is based on measurable learning outcomes and is oriented towards quality.

CHAPTER III

RESULTS AND DISCUSSION

A. RESULTS OF LEARNING OUTCOMES COMPILATION

The main result of the Learning Outcomes (LO) preparation activity is the formulation of learning outcomes for graduates of the PPKn Study Program, FKIP, Lambung Mangkurat University, which is in line with the principles of Outcome-Based Education (OBE), the Indonesian National Qualifications Framework (KKNI), and the National Higher Education Standards (SN-Dikti). The formulated LO consists of four main components, namely attitudes, knowledge, general skills, and specific skills. Each of these components is prepared through a collaborative process involving lecturers, graduate users, alumni, and other stakeholders, taking into account the graduate profile and characteristics of PPKn science which are multidisciplinary and value-based. In this activity, participants are divided into several working groups to explore each aspect of the LO. Each group is responsible for compiling a concrete, measurable LO statement that can be operationally derived into course learning outcomes (CPMK) and Semester Learning Plans (RPS). The draft LO produced is then presented and responded to by other groups, before being finalized through a plenary session. As a final result, the LO document that was prepared contains a statement of graduate learning outcomes that describes the ideal competencies of PPKn students after completing their undergraduate education, with the following details:

1. Attitude: includes internalization of Pancasila values, academic ethics, social responsibility, and commitment to public civility and democracy.
2. Knowledge: includes mastery of theories of citizenship, law and constitution, Pancasila philosophy, character education, human rights, multiculturalism, and relevant public policies.
3. General skills: includes critical thinking skills, scientific writing, academic communication, data-based decision making, and collaboration in an interdisciplinary context.
4. Specific skills: includes the ability to design and implement citizenship learning, conduct studies on national and societal issues, compile value-based teaching tools, and use digital technology in the citizenship education process.

The LO is the basis for formulating the curriculum structure, CPMK in each course, and learning evaluation materials. This formulation is expected to be a reference in compiling RPS documents and achievement-based learning assessment instruments.

B. RATIONALIZATION AND ANALYSIS OF LO FORMULA

The formulation of the LO produced is not general and abstract, but is adjusted to the needs of the study program and the context of citizenship education in Indonesia, especially in the environment of Lambung Mangkurat University which has local geographical and cultural characteristics. The preparation was carried out by considering a number of important aspects, including:

1. 1. Graduate profile determined by the PPKn Study Program, namely PPKn educators who are professional, reflective, and have a strong national character.
2. 2. Demands of the world of work and users of graduates, such as schools, government agencies, and civil society organizations that require strong educators and democracy facilitators.
3. 3. Developments in contemporary citizenship issues, such as intolerance, radicalism, climate change, digital disinformation, and declining public trust in democratic institutions.
4. 4. Local and national values, such as the spirit of diversity, mutual cooperation, and ecological sustainability that are relevant to the context of South Kalimantan as a wetland area.

With this approach, LO is not only an administrative product, but has a reflective and transformative basis. The LO formulation has also gone through an informal validation process through cross-perspective discussions that include academics, practitioners, users, and alumni. Input from alumni is an important reflection on the effectiveness of learning so far, while user input is an indicator of the relevance between graduate competencies and job market expectations. This activity also resulted in an agreement that LO will be reviewed periodically, at least once every five years, or sooner if there are changes in national regulations, community needs, or the strategic direction of the institution. Thus, the LO document remains dynamic and adaptive to changes in the times.

C. IMPLICATIONS FOR CURRICULUM DEVELOPMENT AND LEARNING

The preparation of this LO has direct implications for the development of the PPKn Study Program curriculum in the future. The agreed LO becomes the main reference in designing the course structure, syllabus, and credit weight. In addition, LO also becomes the basis for preparing the Semester Learning Plan (RPS) which is oriented towards achieving competencies, not just delivering material. In terms of assessment, student assessment will be directed to measure the achievement of LO as a whole, not just the ability to memorize or reproduce information. This encourages the use of authentic assessment instruments such as portfolios, case studies, learning simulations, and critical reflection on socio-citizenship issues.

In addition, LO which focuses on mastering technology and 21st century skills encourages innovation in digital-based learning, blended learning, and strengthening project-based approaches and problem-based learning. This activity also strengthens the synergy between lecturers in designing the curriculum in an integrative and transdisciplinary manner. By compiling a strong and contextual LO, the PPKn Study Program of FKIP ULM is expected to be able to become an educational institution that not only produces quality educators, but also citizens who have political awareness, social sensitivity, and ecological responsibility in building a just and sustainable Indonesian civilization.

CHAPTER IV

CLOSURE

A. CONCLUSION

The activity of compiling the Learning Outcomes (LO) of the Pancasila and Citizenship Education (PPKn) Study Program, FKIP, Lambung Mangkurat University, which was held on July 19 and 20, 2024 in the Raphia Room, Rattan Inn Hotel, Banjarmasin, is an important part of the collective effort to improve academic quality, curriculum relevance, and graduate readiness to face the challenges of the times. This activity marks the commitment of the PPKn Study Program to implement the Outcome-Based Education (OBE) approach comprehensively, as a form of institutional responsibility in ensuring the quality of graduates who are competitive, have character, and are adaptive to social change. During the two days of implementation, all active lecturers of the PPKn Study Program, under the coordination of Dr. Mariatul Kiptiah, M.Pd., were actively involved in compiling, discussing, and finalizing the Learning Outcomes document which covers four main domains, namely attitudes, knowledge, general skills, and specific skills. This process is carried out collaboratively, accompanied by in-depth reflection on the direction of civic science, the dynamics of the needs of the world of work, the development of national education policies, and input from various stakeholders such as graduate users and alumni. Through this activity, a contextual, realistic, and applicable LO formulation is obtained, reflecting the identity of PPKn science which is multidisciplinary, based on Pancasila values, and relevant to contemporary civic challenges. The LO will then become the main foundation in curriculum development, designing learning outcomes for courses, compiling RPS, to designing more meaningful and measurable learning assessments. This activity also strengthens an inclusive and reflective academic culture in the PPKn Study Program, FKIP ULM. The active participation of lecturers, alumni, stakeholders, and graduate users is a reflection that curriculum development cannot be separated from the dialogue between the academic world and social reality. With this approach, the PPKn Study Program not only responds to national regulations, but also builds a curriculum that is alive, responsive, and able to form graduates who are not only intellectually intelligent, but also ethically and socially mature.

B. RECOMMENDATIONS

As part of the conclusion of this report, several recommendations are presented for follow-up by the PPKn Study Program, FKIP ULM, both in the short and long term, including:

1. 1. Integration of LO into all learning tools. After the LO preparation is complete, it is necessary to adjust and develop the Semester Learning Plan (RPS) document, teaching materials, and assessment instruments based on learning outcomes. All lecturers need to be involved in follow-up workshops to ensure understanding and consistency in the implementation of LO in each course.
2. 2. Periodic evaluation and updating of LO. The LO that has been formulated needs to be reviewed at least every five years or in accordance with the dynamics of regulatory changes and community needs. Evaluation can be carried out through the involvement of graduate users, tracer study surveys, and feedback from alumni and active students.
3. 3. Collaboration across study programs and faculties. In order to strengthen scientific integration and encourage learning innovation, it is recommended that the PPKn Study Program collaborate with other study programs, both within FKIP and across faculties, especially in the development of interdisciplinary courses that support the strengthening of civic skills and civic engagement of students.
4. 4. Improvement of academic documentation and quality audits. The entire process of preparing and implementing LO must be supported by a good documentation system as part of internal quality assurance. Curriculum quality audits based on LO also need to be scheduled periodically so that the evaluation process can be carried out objectively and continuously.
5. 5. Strengthening networks with graduate and alumni users. The last recommendation is to strengthen communication with graduate and alumni users as strategic partners in monitoring curriculum effectiveness and graduate competency achievement. Alumni and partner forums can be important sources of information for updating LO and developing adaptive curriculum.

APPENDIX 1

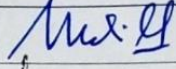
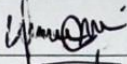
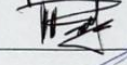


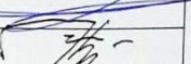

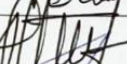
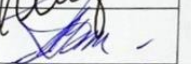


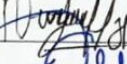

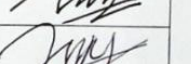
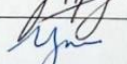
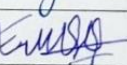
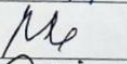
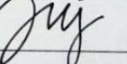
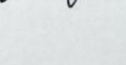
Activity Photos





APPENDIX 2

Attendance List

No.	Nama	NIP	Tanda Tangan
	Mariatul Kiptiah	197603272005012001	
	Wardiani Hiliadi	199209052024211001	
	Reja Fahlevi	198901092019031007	
	M. Elmy	198304252008121003	
	Dedy Ari Nugroho	199111222020121010	
	Dian Ayus R	197508172005011019	
	Heru Puji Winarso	196005091988111001	
	Rabiatul Adawiah	196601151991022001	
	Harpani. M.	195908011988031001	
	Zainul Abkhar	196208061991031002	
	M. Aliq Rahman	—	
	SARBAINI	195912271986031003	
	Nurul Huda	195703062022032001	
	WATIYU	195509101981031005	
	Rita Agustina	19720831202212003	
	Rezky Fadillah	19901026202211003	
	Jani Silawati	198009302006042016	
	M. Fagih	—	
	Hj. Nurgannah	197608142010012011	
	mursidah	197606032007012022	