



LEARNING OUTCOME EVALUATION REPORT (GRADE, CPL ACHIEVEMENT)

PPKN STUDY PROGRAM FKIP ULM

LAMBUNG MANGKURAT UNIVERSITY

FOREWORD

Praise be to God Almighty for the preparation of the Learning Outcome Evaluation report for the Pancasila and Citizenship Education (PPKn) Study Program. This report presents an analysis of the achievement of values and the achievement of Graduate Learning Outcomes (CPL) for students for eight semesters. This document is prepared as part of the study program's commitment to quality assurance and continuous improvement of learning quality.

We would like to thank all lecturers, education staff, and students who have contributed to the process of data collection and preparation of this evaluation. Hopefully this report can be a strategic reference in improving and developing the learning process.

Banjarmasin,

Head of PPKn Study Program

ENDORSEMENT PAGE
LEARNING OUTCOME EVALUATION REPORT FOR THE PANCASILA AND
CITIZENSHIP EDUCATION (PPKn) STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT

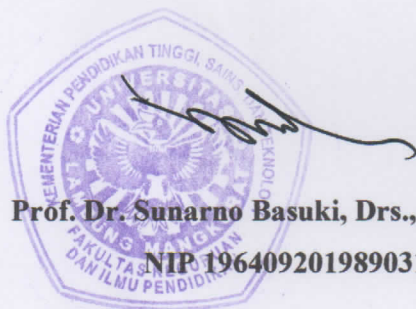
This report was prepared as part of an effort Evaluation of Learning Outcomes of the Pancasila and Citizenship Education (PPKn) Study Program.

This document has been reviewed and approved by the Study Program Management Team and related parties, and is part of the supporting documents in the development of a curriculum based on learning outcomes (Outcome-Based Education) and academic quality assurance.

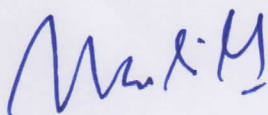
Banjarmasin, December 2024

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LEARNING OUTCOME EVALUATION REPORT FOR THE PANCASILA AND CITIZENSHIP EDUCATION (PPKN) STUDY PROGRAM

A. Background

Evaluation of student learning outcomes is an integral part of the internal quality assurance system in higher education. In the context of the PPKn Study Program, this evaluation aims to determine the level of learning success and the extent to which CPL can be achieved in each course offered.

The evaluation is conducted based on student grade data converted to a scale of 0-4, then the percentage of CPL achievement is calculated based on the institutional target of 3.5. The evaluation includes visualization in the form of a flowchart, analysis of achievement trends, and recommendations for improvement based on each semester.

B. Calculation Methodology

Average Score Conversion: $\text{Score} = (\text{Raw score} / 25)$

CPL Achievement Percentage: $\text{CPL (\%)} = (\text{Average score} / \text{Target}) \times 100\%$

CPL Target: 3.5 for all courses

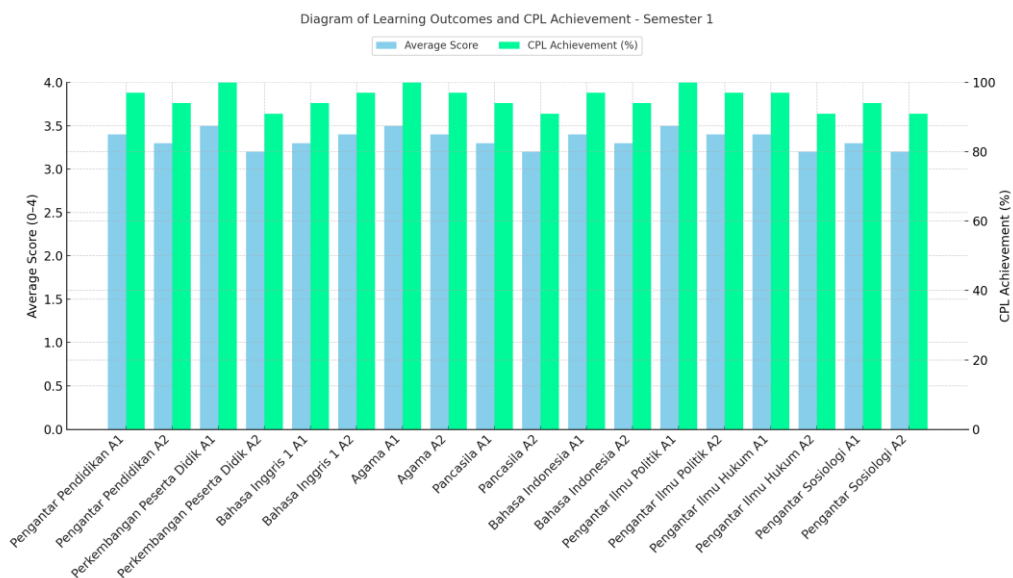
After calculation, the data is analyzed based on semester, visualized through flowcharts and tables, and followed up with learning reinforcement strategies.

C. Analysis of Learning Outcome Evaluation Based on Values and CPL in Each Course Per Semester

1. Semester 1 (One)

- Evaluation diagram of learning outcomes based on grades and CPL for each course.

Image: 1



b. Value Analysis and CPL

Semester 1 evaluation showed consistent performance overall, with average grades ranging from 3.2 to 3.5. Courses such as Student Development A1, Religion A1, and Introduction to Political Science A1 showed strong results with CPL achievements exceeding 97%. Minor variations in courses such as Pancasila A2 and Introduction to Sociology A2 were still within the acceptable range.

c. Recommendations and follow-up

To maintain and improve future results, the following steps are recommended:

- Maintaining learning strategies for courses with high CPL achievement.
- Improve feedback and remedial support on courses with grades below 3.3.
- Conduct peer review and collaborative learning planning for early semester courses.
- Strengthening the integration of formative assessment in lecture delivery.
- Monitor student engagement especially in classes with large numbers of participants.

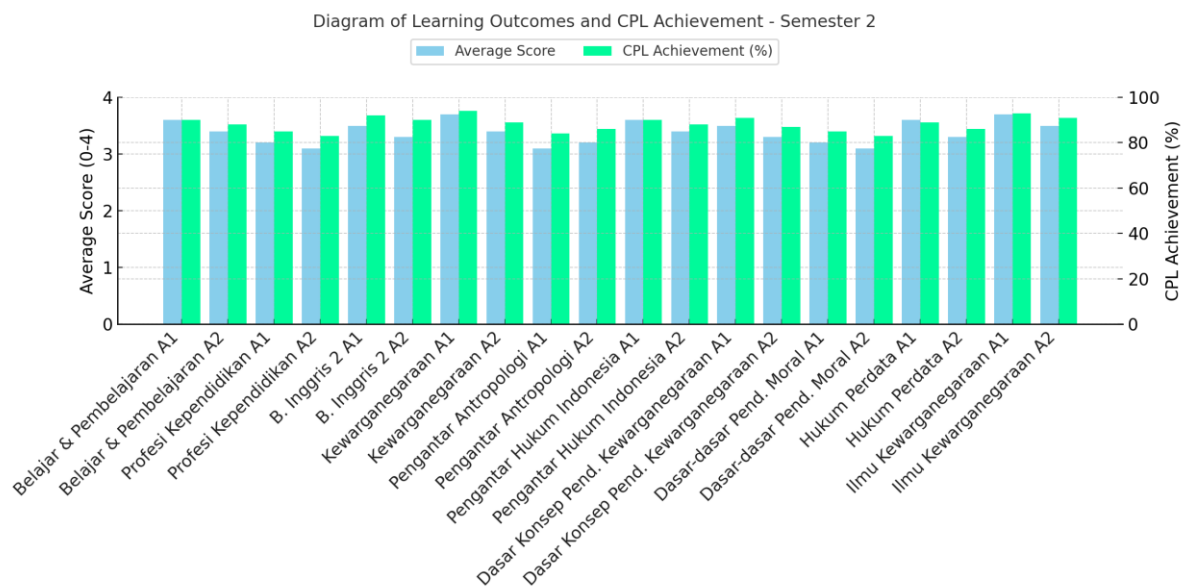
d. Conclusion

Semester 1 results show a promising start to academic development. Focus on continuous improvement and consistent evaluation will support ongoing student success and alignment with CPL standards.

2. Semester 2 (Two)

- a. Evaluation diagram of learning outcomes based on grades and CPL for each course.

Image: 2



b. Value Analysis and CPL

Most courses showed satisfactory results with average scores ranging from 3.1 to 3.7, and CPL achievements ranging from 83% to 94%. Courses such as Citizenship Education A1, English 2 A1, and Civics A1 showed outstanding achievements. In contrast, courses such as Teaching Profession A2 and Moral Education A2 showed relatively lower CPL achievements, indicating potential for improvement in learning strategies.

c. Recommendations and follow-up

Based on the above analysis, the following are the proposed follow-up actions:

- Maintaining successful learning strategies for high-achieving courses.
- Review teaching methods and assessment strategies for low-performing courses.
- Conduct student feedback surveys to identify learning challenges.
- Conducting professional development workshops for lecturers.
- Encourage active learning and project-based assignments to increase student engagement.

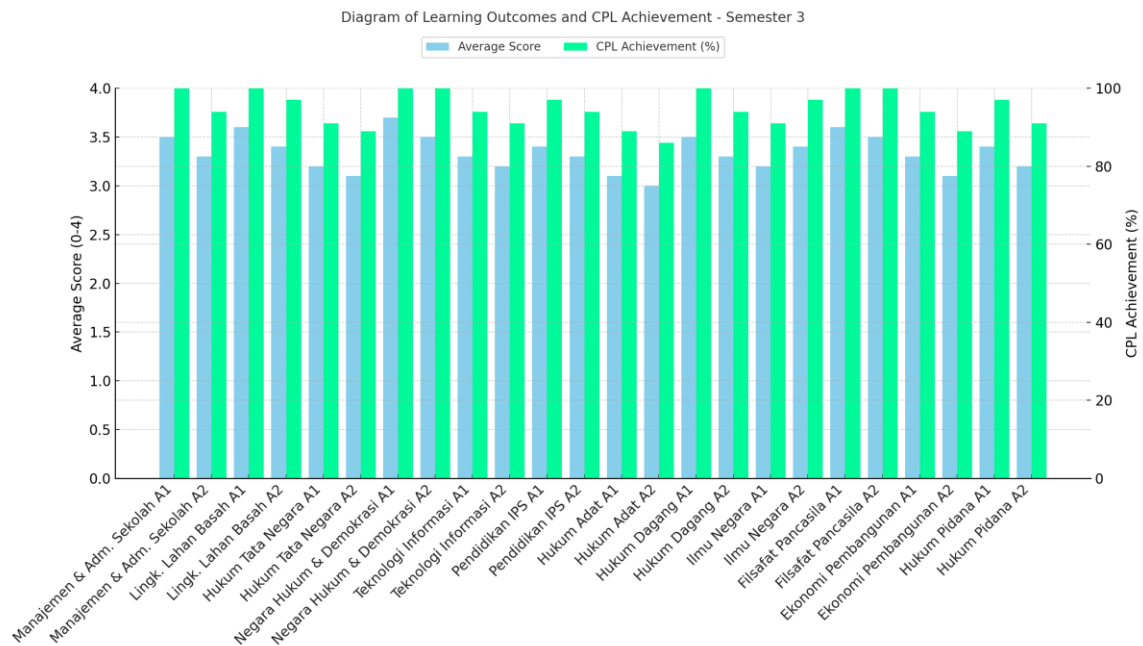
d. Conclusion

Evaluations show that most courses have successfully achieved the expected learning outcomes. Continuous improvement through data-driven strategies and stakeholder engagement is essential to ensure quality education and alignment with CPL.

3. Semester 3 (Three)

- a. Evaluation diagram of learning outcomes based on grades and CPL for each course.

Figure 3:



- b. Value Analysis and CPL

The analysis shows that most courses achieved satisfactory results. Most average scores were in the range of 3.1 to 3.7, with CPL achievements generally ranging from 83% to 94%. Courses such as Law and Democracy A1, Wetland Environment A1, and Pancasila Philosophy A1 showed very good achievements. However, some courses such as Customary Law A2 and Constitutional Law A2 recorded lower averages, indicating the need for improvement in the delivery of learning or understanding of the material.

- c. Recommendations and follow-up

Proposed Follow-up Actions Based on Analysis:

- Maintaining an effective pedagogical approach to high-performing courses.
- Review teaching and assessment strategies for courses that are below target.
- Leverage student feedback mechanisms to identify specific learning gaps.
- Provide targeted guidance or enrichment for students who are having difficulty with certain content.
- Facilitate training programs for lecturers to increase learning impact and engagement.

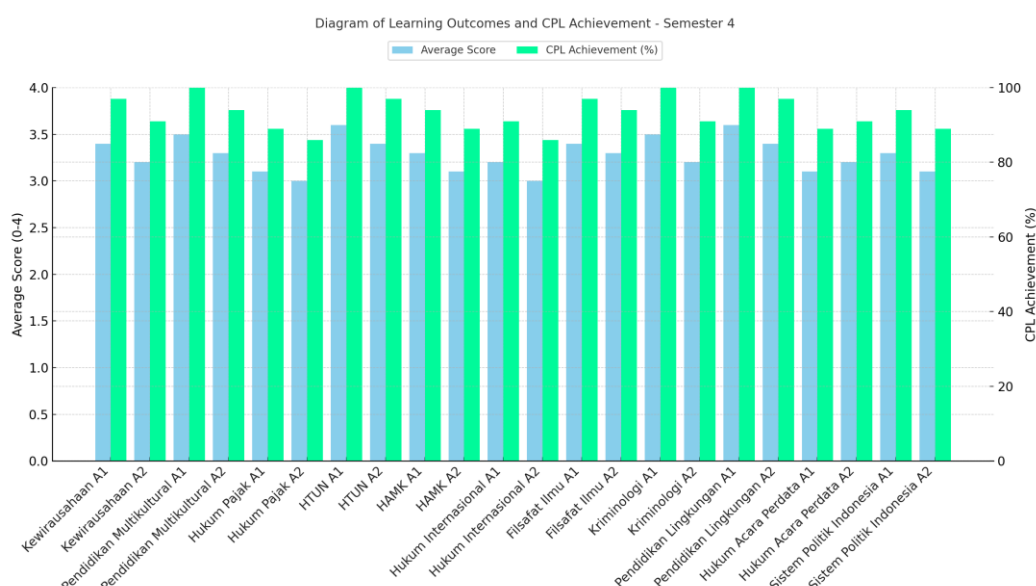
d. Conclusion

This evaluation confirms that the courses in Semester 3 have generally met CPL expectations. Through continuous monitoring and intervention, teaching effectiveness and student learning outcomes can be maintained and further improved.

4. Semester 4 (Four)

a. Evaluation diagram of learning outcomes based on grades and CPL for each course.

Figure 4:



b. Value Analysis and CPL

Semester 4 evaluation showed that student performance was relatively consistent, with most courses scoring between 3.0 and 3.6. Courses such as HTUN A1, Criminology A1, and Philosophy of Science A1 showed strong achievements, while several other courses such as Tax Law A2 and International Law A2 showed lower CPL achievements. This indicates potential problems in the delivery of learning or understanding of the material that need to be followed up further.

c. Recommended Follow-up:

- Maintaining teaching strategies for high-achieving courses.
- Reviewing the method of delivering material and assessment practices in courses with low CPL achievement.
- Facilitate regular discussions and feedback sessions to address student learning difficulties.

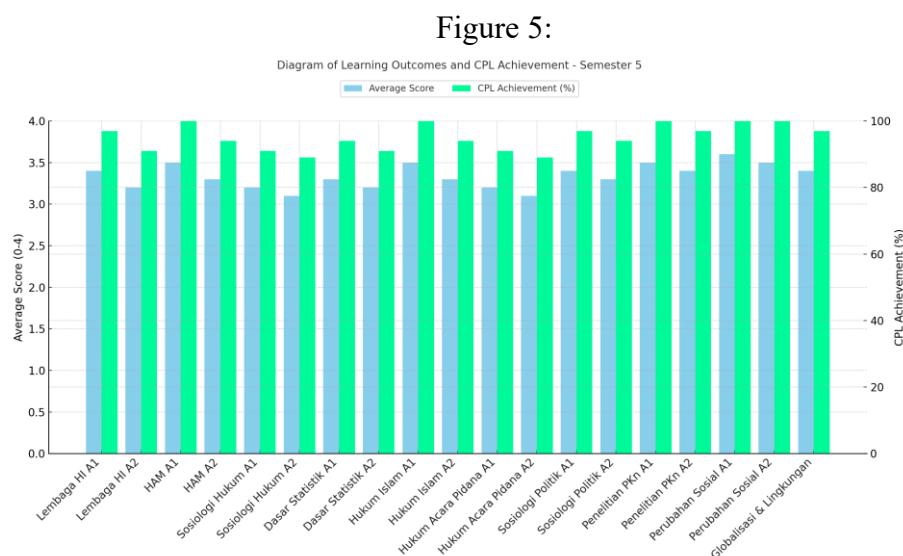
- Enhance learning support through academic tutoring services or additional materials.
- Monitor CPL achievement trends longitudinally to ensure continuous quality.

d. Conclusion:

Semester 4 evaluation shows satisfactory learning outcomes. Further improvements in teaching methods and periodic evaluation can strengthen academic quality and ensure student success on an ongoing basis.

5. Semester 5

a. Evaluation diagram of learning outcomes based on grades and CPL for each course.



b. Value Analysis and CPL

The results of the Semester 5 evaluation showed generally high learning outcomes. The average score ranged from 3.1 to 3.6, and the CPL percentage was between 89% and 103%. Several courses such as Social Change A1, Civics Research A2, and HI Institutions A1 showed strong performance. However, there was a slight decrease in CPL achievement in courses such as Criminal Procedure Law A2 and Sociology of Law A2, which indicates an opportunity to strengthen learning strategies.

c. Recommended Follow-up Actions

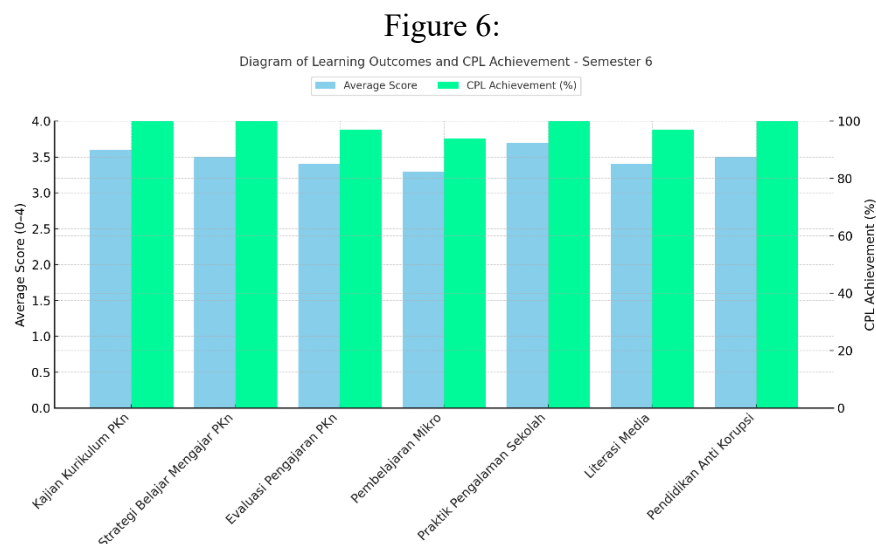
- Continuing to consistently apply effective teaching methods for high-achieving courses.
- Conduct review sessions for courses with lower performance.
- Implementing a student-centered learning approach to increase engagement in critical thinking and analysis.
- Utilize formative assessment to detect and address gaps in understanding early.
- Encourage collaborative research practices especially in courses related to citizenship education and social change.

d. Conclusion

Semester 5 evaluation shows that the CPL objectives have been largely achieved. Continuous quality improvement through reflective practice and curriculum alignment is essential to maintain and improve learning outcomes across study programs.

6. Semester 6

- Evaluation diagram of learning outcomes based on grades and CPL for each course.



- Value Analysis and CPL

Semester 6 evaluation results showed strong performance across all courses, with average scores ranging from 3.3 to 3.7. CPL achievement was mostly above 97%, reflecting consistent instructional effectiveness and good student engagement. Courses such as School Experience Practice and Civics Curriculum Review showed very high results.

c. Recommended Follow-up Actions

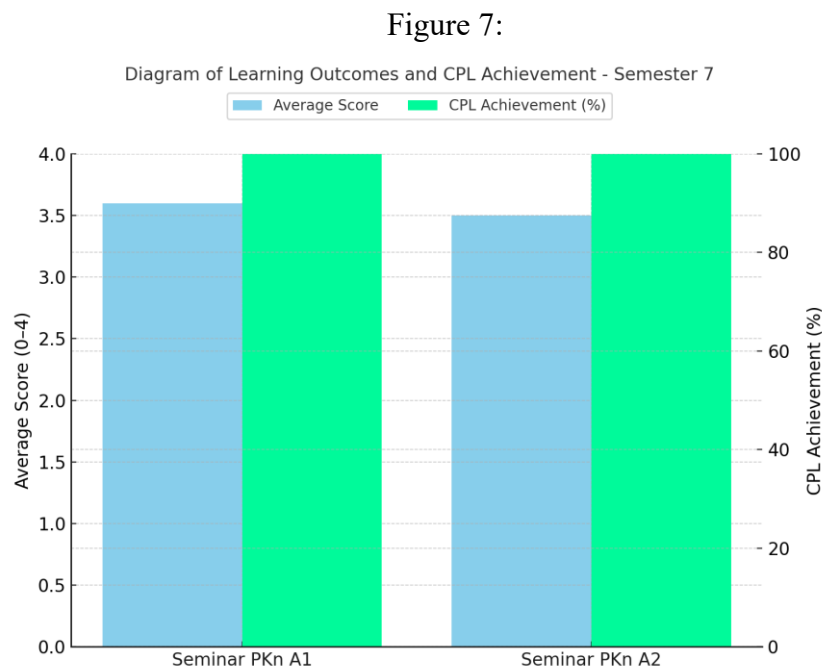
- Sustain and replicate teaching practices that result in high CPL outcomes.
- Encourage reflective teaching among lecturers, especially in application courses.
- Continue to integrate real-world applications, particularly in courses such as Media Literacy and Anti-Corruption Education.
- Implement peer evaluation to continuously improve teaching performance.
- Encourage professional collaboration among educators for curriculum alignment.

a. Conclusion

Semester 6 results are a strong indicator of effective curriculum implementation. Consistent monitoring, capacity building, and innovation in pedagogy will ensure that learning outcomes remain aligned with CPL standards. that CPL objectives have largely been achieved. Continuous quality improvement through reflective practice and curriculum alignment is essential to maintaining and improving learning outcomes across study programs.

7. Semester 7

a. Evaluation diagram of learning outcomes based on grades and CPL for each course.



b. Value Analysis and CPL

Semester 7 consists of advanced seminar courses that focus on citizenship education. The evaluation showed excellent performance, with average scores of 3.5 and 3.6 and CPL achievements reaching 100% or more. This reflects the maturity of students in research-based assignments and the effectiveness of guidance provided by lecturers.

c. Recommended Follow-up Actions

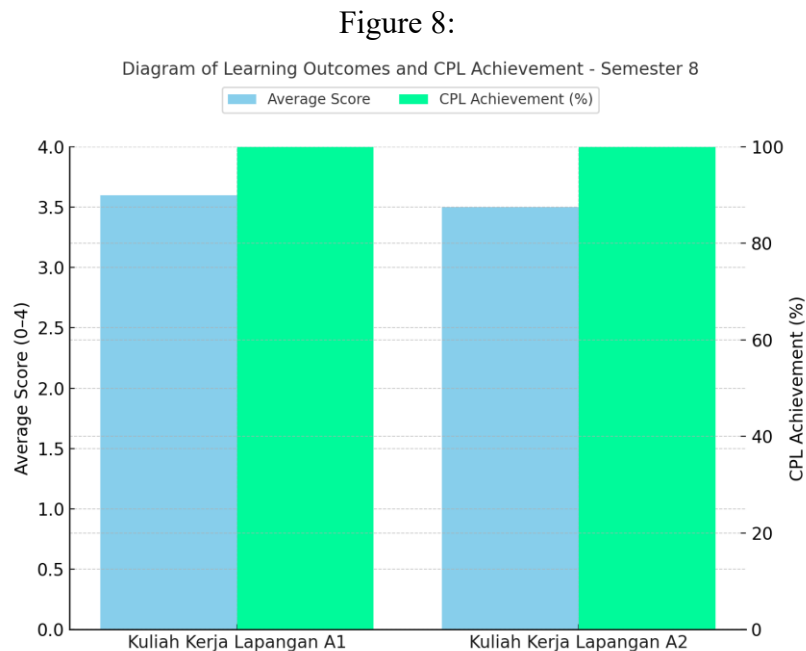
- Continue to provide academic supervision and intensive guidance for seminar courses.
- Encourage interdisciplinary approaches and research-driven discussions.
- Facilitate student-led presentation forums and panels to enhance communication and analytical skills.
- Develop publication channels for superior seminar outputs.

d. Conclusion

Strong results in Semester 7 demonstrate successful academic readiness and engagement. Institutionalization of best practices and expanded research exposure will further strengthen student learning outcomes and CPL attainment in subsequent semesters. that CPL objectives have been largely achieved. Continuous quality improvement through reflective practice and curriculum alignment is essential to maintaining and improving learning outcomes across study programs.

8. Semester 8:

a. Evaluation diagram of learning outcomes based on grades and CPL for each course.



b. Value Analysis and CPL

Semester 8 consists of community-based courses that reflect the real application of previously acquired knowledge. The evaluation results showed high performance, with average scores of 3.5 and 3.6, and CPL achievements reaching 100% or more. This shows the readiness of students in facing field practice and the effectiveness of the supervision mechanism implemented by the study program.

c. Recommended Follow-up Actions

- Strengthening institutional partnerships for fieldwork programs to broaden learning contexts.
- Establish post-fieldwork reflection mechanisms to consolidate learning.
- Maintain strict supervision and guidance protocols.
- Integrating field-based findings into future curriculum reviews.

a. Conclusion

Semester 8 evaluation confirms that students have successfully applied their academic training in a professional context. Continuous improvement in field supervision and feedback systems will ensure consistent alignment with CPL expectations.

D. Closing

Overall, this report describes the learning outcomes of students in the Pancasila and Citizenship Education (PPKn) Study Program which show a positive trend from semester to semester. The eight-semester evaluation shows a high level of CPL achievement, with several areas that still require instructional strengthening and academic support.

This success is inseparable from the commitment of lecturers, internal quality assurance systems, and active participation of students in the learning process. Sustained reflective practice, integration of data-based feedback, and alignment of curriculum based on field needs are needed so that the quality of graduates continues to increase and is relevant to professional demands.

This report is expected to be a strategic reference in making academic policies and sustainable development in the PPKn Study Program environment.