



# STUDENT ASSESSMENT RUBRIC



STUDY PROGRAM  
PANCASILA AND CITIZENSHIP EDUCATION, FACULTY OF  
TEACHER TRAINING AND EDUCATION, UNIVERSITAS LAMBUNG  
MANGKURAT

**RATIFICATION PAGE OF  
ASSESSMENT RUBRIC  
STUDY PROGRAM OF PANCASILA AND CITIZENSHIP EDUCATION, FACULTY OF TEACHER  
TRAINING AND EDUCATIONAL SCIENCES, UNIVERSITAS LAMBUNG MANGKURAT  
HULL MANGKURAT UNIVERSITY**

This assessment rubric document was prepared as a reference in the implementation of the evaluation of student learning outcomes in the Pancasila and Citizenship Education (PPKn) Study Program. This rubric has gone through a review process and was approved by the Study Program Management Team and related parties, and is an integral part of the development of Outcome-Based Education (OBE) curriculum and academic quality assurance in the study program environment.

Banjarmasin, August 2022

Knowing,

Dean of the Faculty of Teacher Training and  
Education

Coordinator of the Pancasila and

Citizenship Education Study Program



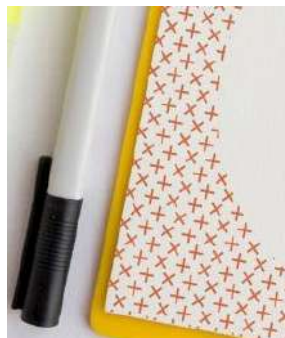
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RUBR\_K STUDENT ASSESSMENT OF  
CIVICS BASICS AND CONCEPTS



STUDY PROGRAM  
PANCASILA AND CITIZENSHIP EDUCATION, FACULTY OF  
TEACHER TRAINING AND EDUCATION, UNIVERSITAS  
LAMBUNG MANGKURAT

### PORTFOLIO OF ASSESSMENT & EVALUATION OF STUDENT CPL ACHIEVEMENT

Mg	ELO	CPMK	Sub-CLO	Indicator	Form Problem-Weight (%)		Weight (%) Sub-CPMK	Student Score (0-100)	$\sum$ ((Mhs score) x (Weight%))	SLO achievement in the subject (%)
1	1. Attitude a. S1 Fearful of God Almighty and able to show a religious attitude religious attitude; b. S3 Contribute in quality improvement life society, nation, state, and the advancement of civilization based on Pancasila; c. S7 Law-abiding and disciplined in life society and the state;	1. Mastering various concepts and material about the Basic Concepts of Civics; Foundations, Competencies and Development of Civics (PLO5) 2. Identify the principles of Citizenship Republic of Indonesia and the Challenges of Civic Education in Higher Education; Norms, Values, Morals, Attitudes, Morals and the Cognitive Domain (PLO7) 3. Identify theories of Citizenship, Citizenship and Government; State and Law; Pancasila and UUDNRI 1945; Democracy and Human Rights Globally; History of the Nation's Struggle Indonesia, Diversity,	<ul style="list-style-type: none"> <li>Students are able to understand about lecture contract in the course Basic and Concepts of Civics.</li> <li>Students can understand the lecture plan and the scope of material that will be explored.</li> <li>for the next 13 meetings ahead.</li> <li>Students can carry out lectures on the Fundamentals and Concepts of Civics well and disciplined.</li> <li>Students can analyze the basic concepts of Civics.</li> </ul>	<p>After the lecture process lecture process, students are expected to:</p> <ul style="list-style-type: none"> <li>Understand about the lecture contract in the course Basic Law and Civics Concepts.</li> <li>Understand about the lecture plan and the scope of material that will be explored for 13 times.</li> <li>for 13 times meetings ahead.</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	2. Knowledge		<ul style="list-style-type: none"> <li>Students can express about the meaning of civic education education, both in national and global contexts. global context.</li> </ul>	<p>After the lecture process lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Articulate the understanding of education</li> </ul>	Essay	10				100%

	<p>a. P1 Mastering scientific concepts, principles, procedures, and methods. scientific methods and values, norms, and morals which become curriculum content and the learning process and/or acculturation in the context of Pancasila and civic education at school and/or society.</p> <p>3. General Skills</p> <p>a. KU1 Able to apply logical logical thinking, critical , systematic, and innovative thinking in the context of development or implementation</p>	<p>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 express about the foundation of Civics in Indonesia.</li> <li>Students are able to analyze about the objectives, vision, mission, and competencies of Civics Education. Citizenship Education.</li> <li>Students can conclude about <i>Civics</i> and Civics and Citizenship Education in development.</li> <li>Students can analyze the development of <i>Civics</i> and Civics Education in Indonesia and its application.</li> </ul>	<p>Citizenship, both in national and global contexts.</p> <ul style="list-style-type: none"> <li>Disclose the foundation of Civics in Indonesia.</li> <li>Analyze the purpose, vision, mission, and competencies of Civics Education. Citizenship Education.</li> <li>Conclude about <i>Civics</i> and Citizenship Education Civics and Citizenship Education in development.</li> <li>Analyze the development of <i>Civics</i> and Civics Education in Indonesia and its application.</li> </ul>						
3			<ul style="list-style-type: none"> <li>Students are able to elaborate on the principles of Citizenship of the Republic of Indonesia and the challenges of Education challenges in higher education.</li> <li>Students are able to classify Citizenship</li> </ul>	<p>After the process lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>a. Detailing the principles of Citizenship of the Republic of Indonesia and</li> <li>challenges of Citizenship Education in higher education.</li> </ul>	Essay	10				100%

	<p>science science and technology that taking into account and applying humanities values which in accordance with the field of expertise expertise.</p> <p>4. Special Skills</p> <p>a. KK1</p> <p>Use concepts, principles, procedures, and methods scientific methods and values, norms, and morals</p> <p>which h become curriculum content and the learning process and/or acculturation in implementation of Pancasila and Citizenship education</p>		<p>according to the Constitution of the of the Republic of Indonesia.</p> <ul style="list-style-type: none"> <li>Students are able to analyze about Citizenship according to Law Law No. 12 Year 2006.</li> <li>Students are able to conclude about the rights and obligations of Indonesian citizens.</li> <li>Students can find out about challenges of civic education Citizenship challenges in higher education.</li> </ul>	<ul style="list-style-type: none"> <li>Classify about Citizenship according to the Constitution Constitution of the Republic of Indonesia.</li> <li>Analyze about Citizenship according to Law No. 12 Year 2006.</li> <li>Conclude about the rights and obligations of Indonesian citizens.</li> <li>Find about the challenges of education Citizenship in higher education.</li> </ul>						
4			<ul style="list-style-type: none"> <li>Students are able to conceptualize about norms.</li> <li>Students can analyze norms, values, morals, attitudes, morals and the cognitive domain.</li> <li>Students can distinguish between norms, values, morals, attitudes, and morals.</li> </ul>	<p>After the lecture process lectures, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Conceptualize about norms.</li> <li>Analyze about 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	raan school and/or society.	at	<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 doctrine.</li> <li>● Students can formulate the theory of Citizenship theory.</li> <li>● e. Students are able to analyze Neo Republicanism: Alternative Citizenship Theory.</li> </ul>	<p>After the lecture process lecture, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Categorize the theories of citizenship.</li> <li>● Analyze about the meaning of citizenship.</li> <li>● Detail the development of the doctrine of Citizenship doctrine.</li> <li>● Formulate the theory of Citizenship.</li> <li>● Analyze Neo-Republicanism: Theories Alternative Citizenship Theory.</li> </ul>	Essay	10					100%
6			<ul style="list-style-type: none"> <li>● Students are able to conceptualize about citizens and government.</li> <li>● Students can analyze about government in Indonesia.</li> <li>● Students are able to predict about <i>Civics</i> in the school curriculum.</li> </ul>	<p>After the lecture process lecture, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Conceptualize about citizens and government.</li> <li>● Analyze about government in Indonesia.</li> <li>● Predict about <i>Civics</i> in the school curriculum.</li> </ul>							

			<ul style="list-style-type: none"> <li>● Students can correct the political guidelines of <i>Civics</i>.</li> <li>● Students can conceptualize about the process of process of political democracy.</li> <li>● Students can analyze about representative government representative government.</li> <li>● Students are able to correct the relationship between citizens with the state and between citizens with the government as regulated by law.</li> </ul>	<ul style="list-style-type: none"> <li>● Correct about the political guidelines of <i>Civics</i>.</li> <li>● Conceptualize the process of of political democracy.</li> <li>● Analyze about representative government.</li> <li>● Correct about the relationship between citizens with the state and between citizens and the government as regulated by law.</li> </ul>						
7			<ul style="list-style-type: none"> <li>● Students are able to categorize about state and law.</li> <li>● Students can clarify about the concept of state.</li> <li>● Students are able to correct the theory of of the state.</li> <li>● Students can interpret the definition of state law.</li> </ul>	<p>After the process lecture, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Categorize the state and law.</li> <li>● Clarify the concept of the state.</li> <li>● Correct about the theory of theory of the occurrence of the state.</li> <li>● Interpret about the notion of the rule of law.</li> <li>● Make an example about the concept of</li> </ul>	Essay	10				100%



			<ul style="list-style-type: none"> <li>Students are able to make examples about the concept of state law and law in Indonesia.</li> </ul>	state of law and law in Indonesia.						
8			UTS							
9			<ul style="list-style-type: none"> <li>Students are able to categorize about the nature and function of Pancasila.</li> <li>Students are able to clarify about Pancasila as the Basis of State of Indonesia.</li> <li>Students are able to correct about UUDNRI 1945 and Changes (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 the Amendment of the 1945 Constitution of the Republic of Indonesia.</li> </ul>	<p>After the lecture process lectures, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Categorize about the nature and function of Pancasila.</li> <li>Clarify about Pancasila as the Basis of State of Indonesia.</li> <li>Correct about UUDNRI 1945 and its Amendments.</li> <li>Interpreting the 1945 Constitution of the Republic of Indonesia Year 1945.</li> <li>Make an example of changes to the 1945 Constitution of the Republic of Indonesia 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 can clarify about the history, background, and development of democracy.</li> <li>Students are able to correct the nature of democracy constitutional/constitutional democracy.</li> <li>Students can interpret the history, background, and development of human rights.</li> <li>Students are able to make examples of international human rights enforcement.</li> </ul>	<p>After the lecture process lecture, students are expected to be able 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 about the nature of democracy Constitutional/constitutional democracy.</li> <li>Interpret about 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 nation and the spirit of spirit of nationhood.</li> <li>Students can clarify about social culture.</li> </ul>	<p>After the lecture process lecture, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Categorize the history of struggle of the Indonesian nation and spirit spirit of nationhood.</li> </ul>	Essay	10					100%

			<ul style="list-style-type: none"> <li>Students are able to correct pride as an Indonesian nation.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify about socio-cultural diversity.</li> <li>Correcting about pride as a nation Indonesia.</li> </ul>						
12			<ul style="list-style-type: none"> <li>Students are able to express the concept of globalization and cooperation between nations.</li> <li>Students are able to clarify about globalization and global issues.</li> <li>Students are able to correct the universal core values.</li> <li>Students can interpret the new economic system, culture as a curtain, as well as the pillars of education for globalization. curtain, as well as the pillars of education for "International Understanding".</li> <li>Students are able to make examples of cooperation between nations.</li> <li>Students can analyze about</li> </ul>	<p>After the process After the lecture process, students are expected to be able 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 new economy, culture as a curtain, as well as the pillars education for "International Understanding".</li> <li>Make examples of cooperation between nations.</li> <li>Analyze about rights</li> </ul>	Essay	10				100%

			immunity rights diplomatic rights as well as RI's participation in international organizations international organizations.	immunity diplomatic immunity and RI's participation in international organizations						
13			<ul style="list-style-type: none"> <li>Students are able to express opinions about the ideal role of citizens state in the political field.</li> <li>Students can clarify the ideal role of citizens in the field of government.</li> <li>Students are able to correct the ideal role of citizens in the field of education.</li> <li>Students can interpret the ideal role of citizens in the economic field.</li> <li>Students can conclude about the ideal role of citizens in the social culture.</li> </ul>	<p>After the lecture process lectures, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Express about the ideal role of citizens in the political field.</li> <li>Clarify about the ideal role of citizens in the field of government.</li> <li>Correct about the ideal role of citizens in the field of education.</li> <li>Interpret about 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>	Essay	10				100%
14			<ul style="list-style-type: none"> <li>Students are able to analyze about national integration and nationalism as</li> </ul>	<p>After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Analyze about</li> </ul>	Essay	10				100%

			<p>unifying the nation.</p> <ul style="list-style-type: none"> <li>● Students are able to predict the differences between integration, national integration and nationalism.</li> <li>● Students are able to express their opinions about nationalism as the unifier of the nation Indonesia.</li> <li>● Students are able to correct the challenges to the integration and nationalism of the Indonesian nation. nationalism of the Indonesian nation.</li> </ul>	<p>integration national and nationalism as unifying the nation.</p> <ul style="list-style-type: none"> <li>● Predict about the differences integration, national integration and nationalism.</li> <li>● Express an opinion about nationalism as the unifier of the Indonesian nation.</li> <li>● Correct about challenges to integration and nationalism of the Indonesian nation. Indonesia.</li> </ul>						
15			<ul style="list-style-type: none"> <li>● Students can analyze the existence and sovereignty of the Indonesian nation.</li> <li>● Students are able to conclude about the theories of sovereignty.</li> <li>● Students are able to detail about</li> </ul>	<p>After the lecture process After the lecture process, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>● Analyze about the existence and sovereignty of the Indonesian nation.</li> <li>● Conclude about the theories theories of sovereignty.</li> </ul>						

			<p>territory and sovereignty on land.</p> <ul style="list-style-type: none"> <li>● Students can clarify about territory and sovereignty at sea.</li> <li>● Students can analyze about territory and sovereignty in the air.</li> <li>● Students are able to formulate about strategies in maintaining the integrity and sovereignty of the Republic of Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>● Detailing about territory and sovereignty on land.</li> <li>● Clarify about territory and sovereignty at sea.</li> <li>● Analyze about territory and sovereignty in the air.</li> <li>● about strategies in maintaining the integrity and sovereignty of the Republic of Indonesia.</li> </ul>						
16	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Score ( $\sum(\text{Student Score}) \times (\text{Weight}\%)$ )										

### Assessment of ELO Skills in MK

No	SLOs for Civic Education Fundamentals and Concepts of Civic Education	Student Achievement Score (0-100)	Achievement of ELOs in MK (%)
1	<p>Attitude</p> <p>S1 Fear God Almighty and able to show a religious attitude;</p> <p>S3 Contribute to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila;</p> <p>Law-abiding and disciplined in social and state life;</p>		100
2	<p>Knowledge</p> <p>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 process and/or acculturation in the context of Pancasila and Citizenship education in schools and/or communities.</p>		100
3	<p>General Skills</p> <p>KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise.</p>		100
4	<p>Special Skills</p> <p>KK1 Use 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 acculturation in the implementation of Pancasila and Citizenship education in schools and/or communities.</p>		100

### Diagnostic Non-Test Assessment Descriptive Rubric

Assessed Aspect	Score 4 (High)	Score 3 (Good Enough)	Score 2 (Less)	Score 1 (Very Poor)
Understanding of the Nature of Civics	Understand purpose, function, and scope Civics as a Comprehensive	Mention the objectives of Civics in general, but not fully	Understands Civics as an ordinary subject, without strategic value	Does not show understanding or is totally wrong
Concept Citizen Good	Explains the concept of active citizenship and responsibility with real examples	Has a general understanding, but no depth	Concept only seen from legal compliance only	Does not have an overview of the role of citizens
Reflection and Critical Value	Demonstrate critical awareness about the importance of Civics in higher education	There is reflection, but it is still superficial or has not touched the substance	Minimal reflection, just answering without deep thought	Does not show any reflection or awareness at all
Structure and Coherence of Writing	Systematic, with logical flow between paragraphs	Quite coherent, although there are some less subtle flows	Paragraph overlap or switch topics abruptly	No clear structure, difficult to understand
Language and writing rules	Standard and scientific, almost without errors	Fair Good, only minor errors	Language is inconsistent, mixed code, or not academic	Many errors, interfering with understanding

#### Rating Scale:

Score each aspect: 1-4

Total maximum score: 20 Grade

Conversion:

- 17-20: Students have very good initial understanding
- 13-16: Students have sufficient basis, need to strengthen the concept
- 9-12: Students have misconceptions, need guidance
- 5-8: Students do not understand, need remedial approach
- <5: Special intervention is needed (academic counseling or intensive discussion)



### Rubric for Holistic Assessment of Paper Writing

Mention	Score	Performance Indicator
Excellent	86-100	The anatomy of the paper is in accordance with the specified format, written with proper language rules, with a layout that is easy to read, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism, and <b>inspires readers</b> .
Excellent	76-86	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with easy-to-read layout, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good	66-75	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with a layout that is <b>not yet good</b> , consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good enough	61-65	The anatomy of the paper is in accordance with the specified format, written with proper language rules, with a layout that is <b>not yet good, not yet consistent</b> in the presentation of figures, graphs, and tables, but free from elements of plagiarism.
Sufficient	56-60	The anatomy of the paper is in accordance with the specified format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, but free from elements of plagiarism.
Less	41-55	The anatomy of the paper is <b>not in accordance</b> with the specified format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, and <b>contains elements of</b> plagiarism.
Very Poor	0-40	The writing of the paper is <b>incomplete, not in accordance</b> with the anatomy and grammar of good writing, contains many elements of <i>copy and paste</i> .

### Analytical Rubric for Student Presentation Assessment

Domain/indicator	Student Presentation					Value of each domain
	Very good	Good	Fair	Deficient	Very Poor	
	Score $\geq$ 81	(61-80)	(41-60)	(21-40)	<20	
Organization	Organized by presenting facts supported by examples that have been analyzed according to the concept	organized well organized and presents convincing facts to support conclusion-	Presentation has a focus and presents some evidence that supports conclusion-	Simply focus, but evidence is insufficient to be used in drawing conclusions	No there is no clear organization. Facts are not used to support statements	
Content	Content evocative to listener to develop thoughts.	Content capable complete. The approach add insights new topic are.	Contents of in general generally accurate, but not complete. The listener can learn some facts that implied, but they not add new insights about topic The	The content is lacking	The content does not	
Presentation Style	Speaking with passion, transmit spirit enthusiasm audience	The speaker is calm and uses intonation, speaks without relying on notes, and interacts incentive with the audience. The speaker always maintains eye contact with the audience.	In general the speaker calm, but with a flat tone and quite often relies on notes. Sometimes-occasionally eye contact with the listener is ignored.	Based no ideas outside the notes. monotone voice.	The speaker anxious and not comfortable, and read various notes rather than speaking. Listeners are often ignored. No happen s contact eye contact because the speaker is more looking at the the blackboard or screen.	

### Assessment Rubric for Making Educational Video on Basic Citizenship Values

Assessment Aspect	Weight (%)	Score 4 (very good)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Less)
<b>1. Relevance and Source Quality</b>	25%	Sources (3-5) are highly relevant, scientific (journals/books), actual and credible.	Sources are relevant, but not all are scholarly or up-to-date.	Sources are less relevant, some are popular/not academic.	Source not not relevant/not mentioned.
<b>2. Understanding of Literature Content</b>	25%	The summary is concise and precise, showing thorough understanding of each source.	Summary is fairly clear, but some parts are poorly understood.	Summary is superficial or repeats content without deep understanding.	Does not Shows no clear understanding of the content of the source.
<b>3. Reflection on Understanding (100 words)</b>	30%	Sharp reflection, linking the Civics concepts with personal/contextual learning.	Reflection is good, but lacks depth or context.	Reflection too too general, not personalized or analytical.	No reflection or simply repeats the content of the literature.
<b>4. Formatting and Academic Ethics Academic Ethics (citations/literature)</b>	20%	U s e s APA Style very precisely, free of plagiarism.	Some minor formatting errors, not affecting content.	Many citation formatting errors, less ethical (partial copy and paste).	Does not follow citation and formatting rules, or contains plagiarism.

Total Score: 100

- A (85-100): Very Good
- B (70-84): Good
- C (55-69): Fair
- D (40-54): Deficient
- E (<40): Not Met

### Citizenship Problem Analysis Assessment Rubric

Assessment Aspect	Weight (%)	Score 4 (very good)	Score 3 (Good)	Score 2 (Enough)	Score 1 (Less)
<b>1. Problem Identification</b>	20%	The selected problem is clear, actual, contextual, and relevant to citizenship.	The problem is quite clear and relevant, although not fully contextualized.	Problem somewhat vague or less relevant.	Problem is unclear or not citizenship related.
<b>2. Use of Theory</b>	25%	Civics theory is used appropriately and applied in depth in the analysis.	Theory is used quite appropriately, although not in depth.	Theory is mentioned but not integrated in the analysis.	Theory is not used or only mentioned without understanding.
<b>3. Solution/Alternative</b>	30%	Solutions are creative, realistic and based on civic values.	Solution is good enough and can be implemented, although not innovative.	Solution is too general or unrealistic.	Offers no solution or is highly irrelevant.
<b>4. Writing</b>	25%	Excellent essay structure, standard grammar, referencing in style (APA), no technical errors.	Good structure, some minor errors in language and citation style.	Many grammatical and formatting errors, but the content is still understandable.	Essay not organized, many errors, and difficult to understand.

Total Score: 100

- A (85-100): Very Good
- B (70-84): Good
- C (55-69): Fair
- D (40-54): Deficient
- E (<40): Not Met

### Citizen Attitude Observation Practicum Rubric

Assessment Aspect	Weight (%)	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Enough)	Score 1 (Less)
<b>1. Value Identification</b>	20%	Citizenship values (responsibility, tolerance, mutual cooperation, etc.) are identified appropriately and completely.	Most of the values are well identified.	Only a few values are recognized and poorly explained.	Values are not recognized or not relevant.
<b>2. Situation Description</b>	20%	Description clear, contextual, and describes the real situation in detail.	Description simply clear, though lacking in depth.	Description is general and lacks concrete situations.	Description is very vague or absent.
<b>3. Reflection</b>	30%	In-depth reflection, including personal understanding and connection to Civics theory.	Reflection is good, but lacks depth.	Reflection is less sharp, no connection to theory.	No reflection or very superficial.
<b>4. Documentation &amp; Language</b>	30%	Complete documentation, relevant photos, academic and neat language.	Fairly good documentation, few technical errors.	Poor documentation, many errors in language/grammar.	No documentation, language does not meet academic standards.

**UTS ASSESSMENT RUBRIC (FOR EACH QUESTION MAXIMUM 20 POINTS)**

<b>Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Conceptual Understanding</b>	Explain the definition correctly, according to scientific/religious sources	8 points
<b>Clarity of Comparison / Analysis</b>	Able to distinguish and describe logically (for comparison questions)	6 points
<b>Example/Application</b>	Provide real or relevant examples from life	4 points
<b>Language and Systematics</b>	Writing is coherent, logical, and according to academic rules	2 points
<b>Total</b>		<b>20 points</b>

**UAS ASSESSMENT RUBRIC (FOR EACH QUESTION MAXIMUM 20 POINTS)**

<b>Assessment Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Accuracy of Content/Concept</b>	Definitions and descriptions are in accordance with the theory of Pancasila and moral education	8 points
<b>Depth of Explanation</b>	Descriptions are not only descriptive, but analytical or reflective	6 points
<b>Example and Application</b>	Provides relevant examples of real behavior/cases	4 points
<b>Language and Systematics</b>	Clear language, logical paragraph structure, free of major errors	2 points
<b>Total</b>		<b>20 points</b>



# **RUBRIK STUDENT ASSESSMENT FUNDAMENTALS OF MORAL EDUCATION**



**STUDY PROGRAM  
PANCASILA AND CIVIC EDUCATION  
FACULTY OF TEACHING AND EDUCATION  
UNIVERSITY LAMBUNG MANGKURAT**

### PORTFOLIO OF ASSESSMENT & EVALUATION OF STUDENT CPL ACHIEVEMENT

Mg	ELO	CPMK	Sub-CLO	Indicator	Form Problem-Weight (%)		Weight (%) Sub-CPMK	Student Score (0-100)	$\sum ((\text{Student Score}) \times (\text{Weight}\%))$	SLO Achievement in the subject (%)
1	1. Attitude a. S1 Pious to God Almighty and able to show a religious attitude; b. S3 Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; c. S7 Obeying the law and discipline in society and the state; 2. Knowledge a. P1 Mastering concepts, principles, procedures, and scientific methods as well as values, norms, and morals that are the content of the curriculum and the learning process and/or learning process and/or	1. Understand the meaning of morals and moralists and the comparison of morals with ethics, values and norms. 2. Identify the elements of morals Bronowski; Caring, Judging, and Action and the elements of Durkheim's Moral; Sense of Discipline, Social Solidarity, Self Autonomy and the elements of Islamic Morals; Iman, Taqwa, Ihsan, Jihad 3. Elaborate characteristics moral according to ahyudi Kumorotomo, morals according to Doglas Graham, moral theories according to biological perspectives, moral development of Pancasila, the basics of moral education, and the importance of moral education. biological perspective, moral development of Pancasila, the basics of moral education morals	Able to describe the concepts that relate to with morals	Students are expected to be able to Explain the meaning of moral and moralist	Essay	10				100%
2			Understand and describe comparison of morals with morals, ethics, values and norms	Students are expected to be able to explain moral comparison with ahlak, ethics, values and norms	Essay	10				100%
3			Understand and have insight into elements elements of Bronowsk i's morals; 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 into elements- element Durkheim's Moral; Sense of Discipline, Social Solidarity, Self Autonomy	Students are expected to be able to explain Durkheim's Moral elements; Sense of Discipline, Social Solidarity, Self Autonomy	Essay	10				100%



5	<p>acculturation in context of education Pancasila and Citizenship education in schools and/or communities.</p> <p>3. General Skills</p> <p>a. KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of development or implementation of science and technology that pay attention to and apply the value of humanities which appropriate with his/her field of expertise.</p>		Understand and have insight into the elements of Islamic Moral ; Iman, Taqwa, Ihsan, Jihad.	Students are expected to be able to explain the elements of Islamic Morals; Faith, Taqwa, Ihsan, Jihad.	Essay	10					100%
6			Understand the Characteristics of Moral according to ahyudi Kumorotomo.	Students are expected to be able to explain Moral Characteristics according to ahyudi Kumorotomo.							
7			Understanding Characteristics Moral according to Doglas Graham	Students are expected to be able to explain Moral Characteristics according to Doglas Graham	Essay	10					100%
8			UTS								
9			Able to describe and understand theories of theories according to biological perspective	Students are expected to be able to Explain the theories of moral theories from a biological perspective	Essay	10					100%
10	<p>4. Special Skills</p> <p>a. KK1 Use concepts, principles, procedures, and scientific methods as well as values, norms, and morals that are the content of the curriculum and the process of learning and/or acculturation in</p>		Able to describe the development of moral development of Pancasila	Students are expected to be able to explain and examine moral development of Pancasila	Essay	10					100%

11	implementation of education Pancasila and Citizenship education in schools and/or communities.		Understand the basics of Pancasila moral education	Students are expected to be able to explain and examine the basics of 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 the theory of moral education	Students are expected to be able to explain the theory of moral education	Essay	10				100%
14	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Score ( $\sum(\text{Student Score}) \times (\text{Weight}\%)$ )										

### Assessment of ELO Skills in MK

No	SLOs for Fundamentals of Moral Education	Student Achievement Score (0-100)	Achievement of SLOs in MK (%)
1	1. Attitude a. S1 Fear God Almighty and able to show a religious attitude; b. S3 Contribute to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila; c. Law-abiding and disciplined in social and state life;		100
2	1. Knowledge 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 process and/or acculturation in the context of Pancasila and Citizenship education in schools and/or communities.		100
3	1. General Skills a. KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise.		100
4	1. Special Skills a. KK1 Use 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 acculturation in the implementation of Pancasila and Citizenship education in schools and/or communities.		100

### Scoring Rubric and Interpretation

Each statement is scored 1-5 (from "Strongly Disagree" to "Strongly Agree"). Maximum Score: 50 points

#### Interpretation of Total Score:

Score Range	Moral Attitude Level	Description
41 - 50	Very Positive	Students show high moral attitudes, consistent with the value of moral education
31 - 40	Positive	Students have good and stable moral tendencies
21 - 30	Fair	Students tend to be neutral, still need strengthening of moral values
11 - 20	Less	Students show weak moral attitudes, need further affective guidance
≤10	Very Poor	Students do not show basic moral awareness, coaching intervention required

### Short Video Assessment Rubric

Assessment Aspect	Indicator	Maximum Score
<b>Appropriateness Theme and Moral Values</b>	Raises relevant moral values such as honesty, responsibility, tolerance, etc.	25
<b>Creativity and Originality</b>	Displaying a unique and non-plagiarized approach or form of presentation.	20
<b>Storyline and Message Clarity</b>	The story is easy to follow, conflicts are clear, and moral messages are conveyed explicitly or implicitly.	20
<b>Technical Production</b>	Image quality, sound, editing, and transitions support message delivery	15
<b>Reflection or Closure</b>	There is a strong and touching moral reflection or conclusion	10
<b>Compliance with Terms</b>	Format, duration, and copyright are within guidelines	10
<b>Total</b>		<b>100</b>

### Rubric for Holistic Assessment of Paper Writing

Mention	Score	Performance Indicator
Special	86-100	The anatomy of the paper is in accordance with the specified format, written with proper language rules, with a layout that is easy to read, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism, and <b>inspires readers</b> .
Excellent	76-86	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with easy-to-read layout, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good	66-75	The anatomy of the paper is in accordance with the established format, written with proper language rules, with a layout that <b>is not yet good</b> , consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good enough	61-65	The anatomy of the paper is in accordance with the specified format, written with proper language rules, with a layout that is <b>not yet good, not yet consistent</b> in the presentation of figures, graphs, and tables, but free from elements of plagiarism.
Sufficient	56-60	The anatomy of the paper is in accordance with the specified format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, but free from elements of plagiarism.
Less	41-55	The anatomy of the paper is <b>not in accordance</b> with the specified format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, and <b>contains elements of plagiarism</b> .
Very Poor	0-40	The writing of the paper <b>is incomplete, not in accordance</b> with the anatomy and grammar of good writing, contains many elements of <i>copy and paste</i> .

### Analytical Rubric for Student Presentation Assessment

Domain/indicator	Student Presentation					Value of each domain
	Very good	Good	Fair	Deficient	Very Poor	
	Score $\geq$ 81	(61-80)	(41-60)	(21-40)	<20	
Organization	Organized by presenting facts supported by examples that have been analyzed according to the concept	organized well organized and presents convincing facts to support conclusion-	Presentation has a focus and presents some evidence that supports conclusion-	Simply focus, but evidence is insufficient to be used in drawing conclusions	No there is no clear organization. Facts are not used to support statements	
Content	Content evocative listener to develop thoughts.	Content capable complete. The approach add insights new topic are.	Contents of in general generally accurate, but not complete. The listener can learn some facts that implied, but they not add new insights about topic The	The content is lacking	The content does not	
Presentation Style	Speaking with passion, transmit spirit enthusiasm audience and to the	The speaker is calm and uses intonation, speaks without relying on notes, and interacts incentive with the audience. The speaker always maintains eye contact with the audience.	In general the speaker calm, but with a flat tone and quite often relies on notes. Sometimes- occasionally eye contact with the the listener is ignored.	Based no ideas outside the notes, monotone voice.	The speaker anxious and not comfortable, and read various notes rather than speaking. Listeners are often ignored. No happen s contact eye contact because the speaker is more looking at the the blackboard or screen.	

### Bibliographic Annotation Assessment Rubric

Aspect	Indicator	Maximum Score
Source Relevance	Scientific sources, up-to-date, according to the topic of moral education	15
Clarity of Content Summary	Accurate description, including main ideas, methods, results or main arguments	20
Analysis and Critical Evaluation	Assess strengths/weaknesses source, approach, and contributions to moral studies	20
Relevance to the Course	Demonstrate the relationship between the content of the source and issues in moral education	15
Cohesion and Systematics of Writing	Logical structure, flow, appropriate use of paragraphs	10
Language and Academic Style	Scientific language, free from major errors, use of standard citation styles (APA, etc.)	10
Closing Reflection	States new insights and potential utilization of literature in learning or moral practice	10
Total Score		100



**Moral Practicum Assessment Rubric (Total 100 points)**

<b>Assessment Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Identification of Moral Values</b>	Determine moral values that are relevant and appropriate to the situation	15
<b>Description Moral Observation</b>	Describes the situation clearly and concretely (positive/negative)	20
<b>Action Moral Performed</b>	Action is simple but reflects moral understanding and sincere intention	25
<b>Critical Reflection</b>	Describe feeling, learning moral, and possible attitude change	20
<b>Activity Documentation</b>	Available documentation that supporting activities (photo/video/sound with description)	10
<b>Language and Systematics</b>	Language is coherent, logical, and in accordance with academic writing procedures	10

**SCORING RUBRIC (FOR EACH QUESTION MAXIMUM 20 POINTS)**

<b>Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Conceptual Understanding</b>	Explain the definition correctly, according to scientific/religious sources	8 points
<b>Clarity of Comparison / Analysis</b>	Able to distinguish and describe logically (for comparison questions)	6 points
<b>Example/Application</b>	Provide real or relevant examples from life	4 points
<b>Language and Systematics</b>	Writing is coherent, logical, and in accordance with academic rules	2 points
<b>Total</b>		<b>20 points</b>

**ASSESSMENT RUBRIC (FOR EACH QUESTION MAXIMUM 20 POINTS)**

<b>Assessment Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Accuracy of Content/Concept</b>	Definitions and descriptions are in accordance with the theory of Pancasila and moral education	8 points
<b>Depth of Explanation</b>	Descriptions are not only descriptive, but analytical or reflective	6 points
<b>Example and Application</b>	Provides relevant examples of real behavior/cases	4 points
<b>Language and Systematics</b>	Clear language, logical paragraph structure, free from major errors	2 points
<b>Total</b>		<b>20 points</b>



# **RUBRIK OF CONSTITUTIONAL LAW STUDENT ASSESSMENT**



**STUDY PROGRAM  
PANCASILA AND CIVIC EDUCATION  
FACULTY OF TEACHING AND EDUCATION  
UNIVERSITY LAMBUNG MANGKURAT**

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

Mg	ELO	CPMK	Sub-CLO	Indicator	Problem Form-Weight (%)		Weight (%) Sub-CPMK	Student Score (0-100)	$\Sigma ((\text{Student Score}) \times (\text{Weight}\%))$	SLO achievement in subject (%)
1	Attitude  S1 Fear God Almighty and able to show a religious attitude;  S3 Contribute to the improvement of quality of life society, nation, state, and the advancement of civilization based on Pancasila;	Explain the term constitutional law and the meaning of constitutional law, the relationship between Constitutional Law and other sciences that have an object on the State and the sources of formal law of constitutional law Law and the Constitution.  Explain the sources of formal law of constitutional law Regulations that can be formed based on the 1945 Constitution according to Tap MPRS No. XX/MPRS/1966.	Students are able to describe the term constitutional law and the definition of constitutional law	After attending the lecture students are expected to be able to :  Explain the term constitutional law  Explain understanding of constitutional law						
2		XX/MPRS/1966 and its content and scope, formal legal sources of constitutional law conventions and treaties and constitutional history  Explain about the Indonesian State Government System based on the 1945 Constitution. 1945, government in the region	Students are able to understand the relationship of Constitutional Law with other sciences that have an object on the State on the State	After attending lectures students are expected to be able to : Explain the relationship between Constitutional Law and other sciences that have an object on the State	Essay	10				100%
3	Knowledge  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 process and / or acculturation in the context of education. education Pancasila and Citizenship at		Students are able to understand and have insight into the sources of formal law of constitutional law Law and the Constitution.	After attending lectures students are expected to be able to :  Explanation: Law  Explained: CONSTITUTION	Essay	10				100%
4			Students are able to describe and have insight into the sources of -sources of formal law sources of constitutional law that can be formed	After attending lectures students are expected to be able to : Explain Regulation s that can be formed based on the 1945 Constitution according to MPRS Tap No. IX.	Essay	10				100%

	school and/or community.  General Skills KU1 Able to apply thinking logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology. and technology which paying attention to and apply humani ties values in accordance with his field of expertise.	and HUMAN RIGHTS in the 1945 Constitution  Summarize elections General, citizenship and technical invitation	based on the 1945 Constitution according to MPRS Tap No. XX/MPRS/1966. XX/MPRS/1966 and its content and scope	XX/MPRS/1966 and its content and scope						
5			Students are able to understand the source of law formal sources of constitutional law conventions and treaties	After attending lectures students are expected to be able to :  Explain conventions  Explain Treaties	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 :  Explain constitutional history						
7	Special Skills  KK1 Use scientific concepts, principles, procedures, and methods as well as values, norms, and morals that are the content of the curriculum and the learning process and/or acculturation in the implementation of Pancasila and Citizenship education in schools and/or communities. and/or society.		Students are able to describe and  Understand and have insight into the Indonesian State Government System based on the 1945 Constitution	After attending lectures students are expected to be able to :  Explain Government State System Government System RI based on the 1945 Constitution	Essay	10				100%
8			UTS							
9			Students are able to understand and have insights into regional government	After attending the lecture students are expected to be able to : Explain local government	Essay	10				100%
10			Students are able to	After attending lectures students are expected to be able to :	Essay	10				100%

			Understand and describe human rights in the 1945 Constitution	Explain HUMAN RIGHTS in the 1945 Constitution						
11			Students are able to understand and have insight into general elections	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 describe and understand citizenship	After attending lectures, students are expected to be able to: explain citizenship	Essay	10				100%
14			Students are able to understand the technique of legislation invitation techniques	After attending lectures students are expected to be able to :  Explain technique of legislation	Essay	10				100%
15			Continued:  Students are able to understand  Techniques legislation	After attending lectures students are expected to be able to:  1. Explain legislation technique	Essay	10				100%
16	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Score ( $\sum(\text{Student Score}) \times (\text{Weight}\%)$ )										

### Assessment of ELO Skills in MK

No	SLOs in Constitutional Law	Student Achievement Score (0-100)	Achievement of ELOs in MK (%)
1	1. Attitude a. S1 Fear God Almighty and able to show a religious attitude; b. S3 Contribute to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila; c. Law-abiding and disciplined in social and state life;		100
2	1. Knowledge 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 process and/or acculturation in the context of Pancasila and Citizenship education in schools and/or communities.		100
3	1. General Skills a. KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise.		100
4	1. Special Skills a. KK1 Use 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 acculturation in the implementation of Pancasila and Citizenship education in schools and/or communities.		100

### Non-Test Assessment of Constitutional Law Diagnostic Method: Reflective

observation and initial analysis of students' understanding.

**Implementation time:** Week 1 (after introductory lecture)

#### Objective:

- Identifying students' initial understanding of the basic concepts of constitutional law
- Find concept gaps and misconceptions that need to be followed up in learning.

#### Assessment Format:

Students are asked to write an initial reflective essay (300-500 words) based on the following trigger question:

"What did you understand about Indonesia's legal system and state structure before taking the Constitutional Law course? Explain in your own language and give one concrete example that you know."

#### Diagnostic Non-Test Assessment Descriptive Rubric

Assessed Aspect	Score Category 4 (High)	Score Category 3 (Good Enough)	Score Category 2 (Poor)	Score Category 1 (Very Poor)
<b>Concept Understanding</b> <b>Basic Law</b> <b>Constitution</b>	Shows clear understanding of HTN: including definition, scope, and system of state law	Mentions the definition of HTN in general, but lacks in scope or is still mixed with other concepts	Only superficially mentions or confuses HTN with other laws	Shows no understanding of the concept at all or is completely wrong
<b>Clarity of Example and Application</b>	Provides concrete examples that are relevant and appropriate to the context of constitutional law	Provides examples, but not on target or lacks depth	Examples given are not relevant or cannot explain the concept	Does not give any examples at all
<b>Structure and Coherence</b> <b>Writing</b>	Writing systematically organized: There is a preamble, body, and conclusion. Each paragraph flows well	Structure is clear enough but there is repetition or the flow is not logical	Structure is not coherent, paragraphs are confusing	No clear writing structure, very random
Assessed Aspect	Score Category 4 (High)	Score Category 3 (Good Enough)	Score Category 2 (Less)	Score Category 1 (Very Poor)



<b>Reflection and Attitude towards the Material</b>	Shows enthusiasm learning, aware of self-limitations, and motivated to deepen HTN material	Shows the intention to learn but not yet accompanied by awareness aware ness of concept limitations	Seem passive or waiting for material from the lecturer without personal reflection	Does not show any reflective attitude or interest at all.
<b>Language and Rules Writing</b>	Using standard and scientific language, minimal spelling and punctuation errors	Fairly good use of language, some minor errors	M i x e d and unscientific language	Many basic errors, difficult to understand

### Rating Scale:

- a. Score for each aspect: 1-4
- b. Total maximum score: 20
- c. Descriptive grade conversion for mapping:
  - 1) **17-20**: Students have very good initial understanding
  - 2) **13-16**: Student has sufficient foundation, needs reinforcement of concepts
  - 3) **9-12**: Students have misconceptions, need special guidance
  - 4) **5-8**: Students do not understand, need remedial approach
  - 5) **<5**: Special intervention required (academic counseling or intensive discussion)

### Poster Assignment Assessment Rubric

Assessment Aspect	Indicator	Weight (%)
<b>Appropriateness of Theme and Scientific Substance</b>	Theme in accordance with CPMK 1 and/or 2; Contains terms, scope, legal sources, and regulations in accordance with the 1945 Constitution and MPRS Tap XX/1966	30%
<b>Accuracy Content and Argumentation</b>	The information presented is conceptually and legally correct; there are no factual errors	20%
<b>Creativity and Visual Appeal</b>	Attractive layout, proportional color selection, communicative and easy-to-understand design	15%
<b>Visual Communication Skills</b>	Posters are able to convey legal messages in a concise, clear, and impactful manner	15%
<b>Completeness and Technical Neatness</b>	Appropriate format (A3 vertical, PDF/JPEG/PNG), includes name, NIM, title, and poster elements are met	10%
<b>Originality and Creativity of Ideas</b>	Poster is own work, not plagiarized, conveys a unique approach to the material	10%
<b>Total</b>		<b>100%</b>

### Rubric for Holistic Assessment of Paper Writing

Mention	Score	Performance Indicator
Special	86-100	The anatomy of the paper is in accordance with the specified format, written with proper language rules, with a layout that is easy to read, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism, and <b>inspires readers</b> .
Excellent	76-86	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with easy-to-read layout, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good	66-75	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with a layout that is <b>not yet good</b> , consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good enough	61-65	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, but free from elements of plagiarism.
Fair	56-60	The anatomy of the paper is in accordance with the established format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, but free from elements of plagiarism.
Less	41-55	The anatomy of the paper <b>is not in accordance with the</b> specified format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, and <b>contains elements of</b> plagiarism.
Very Poor	0-40	The writing of the paper <b>is incomplete, not in accordance</b> with the anatomy and grammar of good writing, contains many elements of <i>copy and paste</i> .

### Analytical Rubric for Student Presentation Assessment

Domain/indicator	Student Presentation					Value for each domain
	Very good	Good	Fair	Lack	Very Poor	
	Score $\geq$ 81	(61-80)	(41-60)	(21-40)	<20	
Organization	Organized by presenting facts supported by examples that have been analyzed according to the concept	Organized well organized and presents convincing facts to support conclusion-	Presentation has a focus and presents some evidence that supports conclusion-	Simply focus, but evidence is insufficient for use in drawing conclusion	No there is no clear organization. Facts are not used to support statements	
Content	Content evocative to listener to develop thoughts.	Content capable complete. The approach add insights new the topic are.	Contents of in general generally accurate, but not complete. The listener can learn some facts that implied, but they not add new insights about the topic the	The content is lacking	The content does not	
Presentation Style	Speaking with passion, transmit spirit enthusiasm and to the audience	The speaker is calm and uses intonation, speaks without relying on notes, and interacts incentive with the audience. The speaker always maintains eye contact with the audience.	In general the speaker calm, but with a flat tone and relies on notes quite often. Sometimes-occasionally eye contact with the the listener is ignored.	Go to no ideas off the record, monotone voice.	The speaker anxious and not comfortable, and reading various notes rather than speaking. Listeners are often ignored. No happen s contact eye contact because the speaker is more looking at the the blackboard or screen.	

### Case Analysis Assessment Rubric

Assessment Aspect	Maximum Score	High Score Criteria (4)	Medium Score Criteria (2-3)	Low Score Criteria (1)
Contextual Understanding	25	Understand and relate the case to the principles of the 1945 Constitution appropriately and thoroughly.	Partial understanding, not all aspects are linked to the 1945 Constitution	Weak understanding, no clear connection with the 1945 Constitution
Depth of Analysis	30	Critical, logical, and in-depth analysis; considers various points of view	Analysis is logical enough but lacks depth or is limited in viewpoints.	Shallow analysis, weak in logic and concept linkage
Linkage with ICT & Lifelong Life	20	Explains concretely the utilization of ICT and relates it to lifelong learning	Mentioning ICT in general, without functional explanation or lack of linkage to lifelong learning with lifelong learning	Does not mention or explain the role of ICT and lifelong learning
Structure Scientific Structure and Language	15	Clear systematics, standardized and scientific language, no fundamental errors	Somewhat sloppy structure, some language errors	Unclear structure, many language errors and unscientific.
Reference & Literature	10	≥ 3 relevant scientific sources and listed according to the format	There are 1-2 references but less relevant or not according to the format	No references or only include invalid sources
<b>Total Maximum Score</b>	<b>100</b>			

### Assessment Rubric

Assessment Aspect	Indicator	Maximum Score
Depth of Reflection and Personal-Social Connection	The essay shows a deep understanding of personal/social experiences relevant to constitutional law issues.	30
Relevance to Constitutional Law Concepts	The essay is able to relate the story or experience with concepts such as HTN terms, laws, constitutions, or the relationship between HTN and other sciences appropriately.	25
Coherence of Ideas and Narrative Flow	The writing is organized coherently and logically, has a clear opening, content, and closing, and the cohesion between paragraphs is maintained.	20
Language and Academic Writing Rules	Using standardized language, good spelling and grammar, and in accordance with the format of academic writing (including citations and bibliography).	15
Originality and Creativity of Thought	Ideas and reflections are authentic, show independent thinking and are not the result of plagiarism.	10
<b>Total Maximum Score</b>		<b>100</b>

### Assessment Rubric

Aspect	Weight
Depth of reflection and personal-social relationships	30
Relevance to the concept of constitutional law	25
Accuracy of narrative and cohesiveness of ideas	20
Language and writing format (academic rules)	15
Originality of thought	10

### Practicum Report Assessment Rubric

Assessment Aspect	Indicator	Maximum Score
<b>Appropriateness Practice Selected Practices</b>	Actual practice, relevant to HTN, significant in the context of state administration	15
<b>Understanding of HTN Theory</b>	Explain the theory appropriately, use valid sources	20
<b>Analysis</b>	Critical, based on HTN norms, comparing practice with theory	30
<b>Writing Systematics</b>	Orderly, structured, scientific language, appropriate use of quotations	15
<b>Recommendation/Conclusion</b>	Solutive, logical, and reflects normative understanding	10
<b>Creativity and Originality</b>	Non-passive review, interesting and unique case selection	10
<b>Total</b>		<b>100</b>

**Rubric for each question (Maximum 20 points/question)**

<b>Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
Concept Mastery	Mention concepts or terms correctly and in context	8 points
Analysis Analysis and Reasoning	Gives a logical explanation, answers with an argumentative description	6 points
Example/Illustration	Includes examples or applications in the context of Indonesian law	4 points
Language & Systematics	Standard language, coherent, and easy to understand	2 points
<b>Total</b>		<b>20 points</b>

**Rubric for each question (Max. 20 points/question)**

<b>Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Mastery of Material/Substance</b>	Mentioning information or norms correctly and according to the Constitution/UU	8 points
<b>Depth of Analysis</b>	Provides an in-depth explanation or includes logical arguments	6 points
<b>Contextualization / Example</b>	Provides illustrations or applicative examples of norms or techniques.	4 points
<b>Language and Systematics</b>	Scientific language, coherent sentences, not complicated, easy to understand	2 points
<b>Total</b>		<b>20 points</b>





# **RUBRIK STUDENT ASSESSMENT OF HUMAN RIGHTS OF THE AGE**



**STUDY PROGRAM  
PANCASILA AND CIVIC EDUCATION  
FACULTY OF TEACHING AND EDUCATION  
UNIVERSITY LAMBUNG MANGKURAT**

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

Mg	ELO	SLOS	Sub-CLO	Indicator	Problem Form-Weight (%)		Weight (%) Sub-CPMK	Student Score (0-100)	$\sum ((\text{Student Score}) \times (\text{Weight}\%))$	SLO achievement in subject (%)
1	<p>Attitude S1 Fear God Almighty and able to show a religious attitude; S3 Contribute in improving the quality of life in society, nation, state, and progress of civilization based on Pancasila; S7 Be law-abiding and disciplined in social life and the state;</p> <p>Knowledge 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 acculturation in the context of Pancasila and Citizenship education in schools and/or communities. and/or acculturation in the context of Pancasila and Citizenship education in schools and/or communities.</p> <p>General Skills KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pay attention to and apply humanities values.</p>	<p>Describe the meaning of human rights, the development of human rights. Clarifying the rule of law and human rights and Implementation of Human Rights in Indonesia Presenting about Occurrence of Human Rights Violations Human Rights and Universal Flow and Particularism, and the Occurrence of Human Rights Violations Human Rights and Dichotomy of Individualism and Collectivism Dichotomy Clarify the Weakness of Law Enforcement Law Enforcement and Understanding of Human Rights Military and Civilians, and the National Human Rights Commission &amp; National Commission on Violence and Women.</p>	Able to describe the meaning of Human Rights	Students are expected to understand the definition of Human Rights	Essay	10				100%
2			Can explain the development of human rights	Students are expected to explain study and discuss the history of human rights development	Essay	10				100%
3			Understand and describe the types of human rights	Students are expected to explain and discuss the various kinds of human rights	Essay	10				100%
4			Able to describe and understand the rule of law and human rights	Students are expected to explain law and human rights	Essay	10				100%
5			Able to describe and understand the rule of law and human rights	Students are expected to be able to explain Indonesia State of Law Explain Human Rights in Pancasila	Essay	10				100%
6			Able to describe the Implementation of Human Rights in Indonesia	Students are expected to explain the guarantee of HUMAN RIGHTS in the Constitution						

	in accordance with their field of expertise. Special Skills KK1 Use scientific concepts, principles, procedures, and methods as well as values, norms, and morals that are the content of the curriculum and learning process and/or acculturation in the implementation of Pancasila education and Civics education in schools and/or communities.			Explain Indicators Implementation of human rights						
7			Able to describe the Implementation of Human Rights in Indonesia	Students are expected to be able to explain Knowledge of Human Rights Guarantees in the Constitution Explain Indicators of Human Rights Implementation Explain Categories of Human Rights Violations	Essay	10				100%
8			TEST							
9			Able to describe and understand the occurrence of human rights violations Universalism and Particularism	Students are expected to be able to explain the understanding of Universalism and Particularism	Essay	10				100%
10			Able to describe and understand the occurrence of human rights violations Dichotomy Individualism and Collectivism	Students are expected to be able to describe the dichotomy of individualism and Collectivism Dichotomy	Essay	10				100%
11			Able to analyze and understand Weak law enforcement understanding Military and Civil Human Rights	Students are expected to be able to examine and Discuss the Weakness of Law Enforcement	Essay	10				100%

				Examine and Discuss the Understanding of Military and Civilian Human Rights						
12			Able to describe and understand the National Commission on Violence and Women	Students are expected to be able to explain the National Commission on HUMAN RIGHTS & Komnas Anti Violence and Women	Essay	10				100%
13			Continued elaborating and understand the National Commission on Violence and Women	Students are expected to be able to explain the National Commission on HUMAN RIGHTS & Komnas Anti Violence and Women	Essay	10				100%
14			Able to explain about Efforts Human Rights Enforcement 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			Advanced 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						
16	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Score ( $\Sigma(\text{Student Score}) \times (\text{Weight}\%)$ )										

### Assessment of ELO Skills in MK

No	SLOs for Human Rights MK	Student Achievement Score (0-100)	Achievement of ELOs in MK (%)
1	1. Attitude a. S1 Fear God Almighty and able to show a religious attitude; b. S3 Contribute to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila; c. Law-abiding and disciplined in social and state life;		100
2	1. Knowledge 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 process and/or acculturation in the context of Pancasila and Citizenship education in schools and/or communities.		100
3	1. General Skills a. KU1 Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise.		100
4	1. Special Skills a. KK1 Use 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 acculturation in the implementation of Pancasila and Citizenship education in schools and/or communities.		100

### Diagnostic Non-Test Assessment Descriptive Rubric

Assessed Aspect	Score Category 4 (High)	Score Category 3 (Good Enough)	Score Category 2 (Less)	Score Category 1 (Very Poor)
Understanding the Basic Concept of Human Rights	Shows a clear understanding of human rights: including understanding, universal nature, inalienability, and basic principles of human rights	Mentions understanding of human rights in general, but lacks in explanation of the characteristics or still mixed with other rights concepts	Only mentions superficially or confuse human rights with constitutional/legal rights	No shows no understanding of the concept at all or completely wrong
Historical Understanding Development of human rights	Demonstrate knowledge of human rights milestones (Magna Carta, Universal Declaration of Human Rights 1948, etc.) and development	Mentions some human rights historical events but not in detail or chronologically.	Mentioned only one or two events without clear historical context. clear	No show any knowledge of human rights history at all
Clarity of Example and Application	Provides relevant concrete examples from history or daily life that appropriately illustrates human rights	Gives examples, but they are not on target or lack depth in explaining how they relate to human rights. explaining its relation to human rights	The examples given are not relevant or cannot explain the concept of human rights well. well	No give examples at all
Structure and Coherence of Writing	The writing is systematically organized: there is a preamble, body, and conclusion. Each paragraph flows well and logically.	The structure is clear enough but there are repetition or illogical flow	Structure is not coherent, paragraphs are confusing, difficult to follow the flow of thought. thinking	No clear writing structure, very random
Reflection and Attitude towards the Material	Shows enthusiasm for learning, realizes limitations, and is motivated to deepen the human rights material and its and its relevance	Shows intention to learn but not yet awareness of the limitations of the concept or relevance of human rights	Seem passive or wait for material from the lecturer without personal reflection on the importance of human rights the importance of human rights	No show a reflective attitude or any interest at all in human rights issues
Language and writing rules	Standard and scientific language, minimal	Fairly good use of language, some	Mixed language, inconsistent, some errors	Many basic errors in

Assessed Aspect	Score Category 4 (High)	Score Category 3 (Good Enough)	Score Category 2 (Less)	Score Category 1 (Very Poor)
	spelling and punctuation errors, appropriate word choice	minor errors in spelling or punctuation	interferes with understanding	language, difficult to understand

Rating Scale:

1. Score for each aspect: 1-4
2. Total maximum score: 24
3. Descriptive score conversion for mapping:
  - 20-24: Students have a very good initial understanding of the concept and history of human rights.
  - 16-19: Students have sufficient foundation, need to strengthen historical concepts and contexts.
  - 12-15: Students have misconceptions or partial understanding, need special guidance
  - 6-11: Students do not understand basic concepts, remedial approach needed
  - <6: Special intervention is needed (academic counseling or intensive discussion)

**Rubric for Human Rights Case Analysis Assignment**

Assessment Aspect	Indicator	Weight (%)
Depth of Case Analysis	Comprehensive understanding of the case, multidimensional analysis (historical, juridical, social, political)	30%
Use of Human Rights Instruments	Reference and analysis using relevant national and international human rights instruments.	25%
Quality Research and References	Reliable, diverse and up-to-date sources; correct citation according to academic format.	20%
Analysis Impact and Consequences	Identification of impacts on victims, society, and the legal system; short- and long-term analysis.	15%
Recommendations and Solutions	Realistic, comprehensive and evidence-based recommendations for prevention and improvement.	10%
Total		100%



### Rubric for Holistic Assessment of Paper Writing

Mention	Score	Performance Indicator
Special	86-100	The anatomy of the paper is in accordance with the specified format, written with proper language rules, with a layout that is easy to read, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism, and <b>inspires readers</b> .
Excellent	76-86	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with <b>easy-to-read</b> layout, consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good	66-75	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with a layout that is <b>not yet good</b> , consistent in the presentation of figures, graphs, and tables, and free from elements of plagiarism.
Good enough	61-65	The anatomy of the paper is in accordance with the prescribed format, written with proper language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, but free from elements of plagiarism.
Fair	56-60	The anatomy of the paper is in accordance with the prescribed format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, but free from elements of plagiarism.
Less	41-55	The anatomy of the paper <b>is not in accordance</b> with the specified format, written with <b>inconsistent</b> language rules, with <b>poor</b> layout, <b>inconsistent</b> presentation of figures, graphs, and tables, and <b>contains elements of</b> plagiarism.
Very Poor	0-40	The writing of the paper <b>is incomplete, not in accordance</b> with the anatomy and grammar of good writing, contains many elements of <i>copy and paste</i> .

### Analytical Rubric for Student Presentation Assessment

Domain/indicator	Student Presentation					Value for each domain
	Very good	Good	Fair	Lack	Very Poor	
	Score $\geq$ 81	(61-80)	(41-60)	(21-40)	<20	
Organization	Organized by presenting facts supported by examples that have been analyzed according to the concept	Organized well organized and presents convincing facts to support conclusion-	Presentation has a focus and presents some evidence that supports conclusion-	Simply focus, but evidence is insufficient to be used in drawing conclusions	No there is no clear organization. Facts are not used to support statements	
Content	Content evocative listener to develop thoughts.	Content capable complete. The approach add insights new the topic are.	Contents of in general generally accurate, but not complete. The listener can learn some facts that implied, but they not add new insights about the topic the	The content is lacking	The content does not	
Presentation Style	Speaking with passion, transmit spirit enthusiasm audience	The speaker is calm and uses intonation, speaks without relying on notes, and interacts incentive with the audience. The speaker always maintains eye contact with the audience.	In general the speaker calm, but with a flat tone and relies on notes quite often. Sometimes-occasionally eye contact with the the listener is ignored.	Based no ideas outside the monotone voice.	The speaker anxious and not comfortable, and read various notes rather than speaking. Listeners are often ignored. No happen s contact eye contact because the speaker is more looking at whiteboard or screen.	

### Case Analysis Assessment Rubric

Assessment Aspect	Weight/Maximum Score	Score Criteria
Depth of Analysis	30%	- Understanding of universal vs particular concepts - Critical analysis of implementation - Quality of argumentation
Use of sources	25%	- Variety and quality of sources - Utilization of information technology - Citation accuracy
Methodology	20%	- Systematics of research - Appropriateness of analysis methods - Objectivity
Presentation	15%	- Clarity of presentation - Creativity of digital format - Communication skills
Originality	10%	- Novelty of perspective - Contribution of thought - Academic integrity.

### Rubric for Case Analysis Assessment

Assessment Aspect	Score Criteria	Weight/Maximum Score
Quality of Legal Document	Documents are complete, systematic, and in accordance with Indonesian legal format. Uses appropriate legal language and refers to relevant regulations.	25
Mastery of Human Rights Material	Demonstrate in-depth understanding of national and international human rights instruments, and be able to apply them in concrete cases.	25
Simulation and Role Play Skills	Ability to play the role of the legal profession, logical argumentation, and persuasive presentation. Interaction between roles is natural.	20
Teamwork and Coordination	Solid team coordination, effective division of roles, and synergy in presenting the case. All members contribute actively.	15
Settlement Innovation and Creativity	Creative and innovative solutions in case resolution, including restorative justice approaches and comprehensive recovery mechanisms.	15

### Assessment Rubric

Assessment Aspect	Indicator	Maximum Score
<b>Depth Reflection and Personal-Social Relationships</b>	The essay shows a deep understanding of personal/social experiences relevant to the dynamics of civil-military relations in the context of human rights. Able to relate personal experiences to broader structural issues.	30
<b>Relevance to the Concept of Human Rights and Civil-Military Relations</b>	The essay is able to relate the story or experience to concepts such as civilian control, democratic governance, rule of law, and national/international human rights instruments appropriately and deeply.	25
<b>Integrity Ideas and Narrative Flow</b>	The writing is organized coherently and logically, has an interesting opening, systematic development of ideas, and a reflective ending. Cohesion between paragraphs is well maintained and the transition of ideas is smooth.	20
<b>Language and Academic Writing Rules</b>	Uses standardized and academic language, good spelling and grammar, and conforms to the format of scientific writing (including citations, citations, and bibliography according to academic standards).	15
<b>Originality and Creativity of Thought</b>	Ideas and reflections are authentic, demonstrating independent and critical thinking. Able to provide unique perspectives and creative solutions to issues of civil-military relations in human rights. Free from plagiarism.	10
<b>TOTAL MAXIMUM SCORE</b>		<b>100</b>

### Practicum Report Assessment Rubric

Assessment Aspect	Indicator	Maximum Score
<b>Suitability of Selected Practices</b>	Actual practice, relevant to human rights issues, significant in the context of protection or violation of human rights in Indonesia	15
<b>Understanding of Human Rights Theory</b>	Explain national and international human rights principles appropriately; include valid legal basis (1945 Constitution, Law No. 39/1999, international instruments).	20
<b>Analysis</b>	Critical, based on human rights principles; compares practical facts with human rights legal norms logically and juridically.	30
<b>Writing Systematics</b>	Orderly and complete according to the report structure, use of academic language, references and citations according to scientific principles	15
<b>Recommendation/Conclusion</b>	Provides logical and normative solutions for handling/fulfillment of human rights, reflects contextual understanding.	10
<b>Creativity and Originality</b>	Selects unique issues/cases, in-depth, and does not simply copy sources without analysis of its own	10
<b>Total</b>		<b>100</b>

### Rubric for each question (Maximum 20 points/question)

Aspect	Indicator	Maximum Score
Concept Mastery	Mention concepts or terms correctly and in context	8 points
Analysis and Reasoning	Gives a logical explanation, answers with an argumentative description	6 points
Example/Illustration	Includes examples or applications in the context of Indonesian law	4 points
Language & Systematics	Standard language, coherent, and easy to understand.	2 points
<b>Total</b>		<b>20 points</b>

**Rubric for each question (Max. 20 points/question)**

<b>Aspect</b>	<b>Indicator</b>	<b>Maximum Score</b>
<b>Mastery of Material/Substance</b>	Mention the concept of human rights, articles of the 1945 Constitution, international human rights instruments, and the role of human rights institutions correctly.	8 points
<b>Depth of Analysis</b>	Provide an in-depth explanation of universalism vs. particularism, factors of human rights violations, or the function of human rights protection institutions with logical arguments.	6 points
<b>Contextualization/Example</b>	Provide illustrations of cases of human rights violations in Indonesia, examples of the application of human rights in social life, or work applications of human rights institutions.	4 points
<b>Language and Systematics</b>	Scientific language according to human rights terminology, coherent sentences, not complicated, easy to understand.	2 points
<b>Total</b>		<b>20 points</b>