

| Deskripsi Singkat MK | One of the manifestations of love for the homeland and nation can be implemented through enthusiastic learning about Pancasila and applying its values into daily life. Through Citizenship Education, it is hoped that a stronger sense of unity, love of the homeland and nation will be created by the younger generation and will continue to be ingrained into the next generation. This educational program contains discussions about nationality and citizenship related to the state, democracy, human rights and civil society in its implementation of democratic education. The close relationship between love of the homeland and nation accompanied by the spirit of defending the country can be realized by equipping students with material: Citizenship Education in developing graduate and professional abilities, the 1945 Constitution and statutory provisions under the Constitution, Obligations and Rights of Citizens, Indonesian Democracy is based on Pancasila and the 1945 Constitution, Fair law enforcement, Indonesian insight as a collective conception and view of Indonesian nationality, State defense and national resilience for Indonesia in building national commitment. This course is an introduction to the nature of Civics which is continued by discussing national identity; national integration; constitution; obligations and rights of the state and citizens; law enforcement and human rights (HAM); democracy; insight into the archipelago; national resilience; gender; and anti-corruption education (PAK). Lectures are carried out with a case study analysis system, PBL, presentations and discussions, project-based learning (PjBL) assignments and reflections | | | | | | | | | | |
|-----------------------------|---|--|---|--|--|--|---------------------|----------------|--|--------------------|--|
| Pustaka | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Utama :</td> <td> <ol style="list-style-type: none"> 1. Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta: Pusat Penerbitan Universitas Terbuka. 2. Cogan, Johan L dan Murry Print. 2012. Civic Education in The Asia Pasific Regional. Roeledge. 3. Niemi, Richard G dan Jane Junn. 2005. Civic Education: What Make Student Learn. The University of Chicago Press. 4. S. Sumarsono, dkk. 2001. Pendidikan Kewarganegaraan. Jakarta: PT. Gramedia Pustaka Utama. 5. Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka. 6. Tim Dosen UGM. 2002. Pendidikan Kewarganegaraan. Yogyakarta: Paradigma. 7. UU RI No. 3 Tahun 2002 tentang Pertahanan Negara. Bandung: Penerbit & Idquo Citra Umbara & rdquo. 8. UU RI No 12 Tahun 2006 tentang Kewarganegaraan RI. Jakarta: Penerbit & Idquo Cemerlang&rdquo. 9. UU yang relevan dengan materi pembelajaran. 10. Tim Edukasi Perpajakan Direktorat Jenderal Pajak. 2016. Kesadaran Pajak untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pajak Kementerian Keuangan Republik Indonesia. 11. Subhan, Zaitunah. 2004. Perempuan dan Politik dalam Islam. Yogyakarta: Pustaka Pesantren. 12. Sulaiman. 2016. Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Banda Aceh: Penerbit Pena. 13. Supanji, Tratama Helmy. 2021. Partisipasi Politik Perempuan di Indonesia Penting bagi Kemajuan Bangsa. Kemenkopmk.go.id. 14. Mertokusumo, Sudikno. 2018. Mengenal Hukum. Yogyakarta: Universitas Atmajaya Yogyakarta. 15. Crossman, Ashley. 2020. "The Sociology of Gender" dalam thoughtco.com/sociology-of-gender-3026282. Thought Co. 16. Subagyo, A. 2020. Implementasi Pancasila Dalam Menangkal Intoleransi, Radikalisme Dan Terorisme. Jurnal Rontal Keilmuan Pancasila Dan Kewarganegaraan, 6(1), 10–24. 17. Mulyono, H. 2017. Geostrategi Indonesia dalam Dinamika Politik Global dan Regional. Jurnal Kajian Lemhannas RI, 5(1), 19–30. 18. Mac Phee, D and S. Prendergast. 2019. "Room for Improvement: Girls' and Boys' Home Environments are Still Gendered" dalam Sex Roles. 80(5-6), 332-346. </td> </tr> <tr> <td>Pendukung :</td> <td></td> </tr> </table> | | | | | | | Utama : | <ol style="list-style-type: none"> 1. Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta: Pusat Penerbitan Universitas Terbuka. 2. Cogan, Johan L dan Murry Print. 2012. Civic Education in The Asia Pasific Regional. Roeledge. 3. Niemi, Richard G dan Jane Junn. 2005. Civic Education: What Make Student Learn. The University of Chicago Press. 4. S. Sumarsono, dkk. 2001. Pendidikan Kewarganegaraan. Jakarta: PT. Gramedia Pustaka Utama. 5. Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka. 6. Tim Dosen UGM. 2002. Pendidikan Kewarganegaraan. Yogyakarta: Paradigma. 7. UU RI No. 3 Tahun 2002 tentang Pertahanan Negara. Bandung: Penerbit & Idquo Citra Umbara & rdquo. 8. UU RI No 12 Tahun 2006 tentang Kewarganegaraan RI. Jakarta: Penerbit & Idquo Cemerlang&rdquo. 9. UU yang relevan dengan materi pembelajaran. 10. Tim Edukasi Perpajakan Direktorat Jenderal Pajak. 2016. Kesadaran Pajak untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pajak Kementerian Keuangan Republik Indonesia. 11. Subhan, Zaitunah. 2004. Perempuan dan Politik dalam Islam. Yogyakarta: Pustaka Pesantren. 12. Sulaiman. 2016. Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Banda Aceh: Penerbit Pena. 13. Supanji, Tratama Helmy. 2021. Partisipasi Politik Perempuan di Indonesia Penting bagi Kemajuan Bangsa. Kemenkopmk.go.id. 14. Mertokusumo, Sudikno. 2018. Mengenal Hukum. Yogyakarta: Universitas Atmajaya Yogyakarta. 15. Crossman, Ashley. 2020. "The Sociology of Gender" dalam thoughtco.com/sociology-of-gender-3026282. Thought Co. 16. Subagyo, A. 2020. Implementasi Pancasila Dalam Menangkal Intoleransi, Radikalisme Dan Terorisme. Jurnal Rontal Keilmuan Pancasila Dan Kewarganegaraan, 6(1), 10–24. 17. Mulyono, H. 2017. Geostrategi Indonesia dalam Dinamika Politik Global dan Regional. Jurnal Kajian Lemhannas RI, 5(1), 19–30. 18. Mac Phee, D and S. Prendergast. 2019. "Room for Improvement: Girls' and Boys' Home Environments are Still Gendered" dalam Sex Roles. 80(5-6), 332-346. | Pendukung : | |
| Utama : | <ol style="list-style-type: none"> 1. Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta: Pusat Penerbitan Universitas Terbuka. 2. Cogan, Johan L dan Murry Print. 2012. Civic Education in The Asia Pasific Regional. Roeledge. 3. Niemi, Richard G dan Jane Junn. 2005. Civic Education: What Make Student Learn. The University of Chicago Press. 4. S. Sumarsono, dkk. 2001. Pendidikan Kewarganegaraan. Jakarta: PT. Gramedia Pustaka Utama. 5. Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka. 6. Tim Dosen UGM. 2002. Pendidikan Kewarganegaraan. Yogyakarta: Paradigma. 7. UU RI No. 3 Tahun 2002 tentang Pertahanan Negara. Bandung: Penerbit & Idquo Citra Umbara & rdquo. 8. UU RI No 12 Tahun 2006 tentang Kewarganegaraan RI. Jakarta: Penerbit & Idquo Cemerlang&rdquo. 9. UU yang relevan dengan materi pembelajaran. 10. Tim Edukasi Perpajakan Direktorat Jenderal Pajak. 2016. Kesadaran Pajak untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pajak Kementerian Keuangan Republik Indonesia. 11. Subhan, Zaitunah. 2004. Perempuan dan Politik dalam Islam. Yogyakarta: Pustaka Pesantren. 12. Sulaiman. 2016. Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Banda Aceh: Penerbit Pena. 13. Supanji, Tratama Helmy. 2021. Partisipasi Politik Perempuan di Indonesia Penting bagi Kemajuan Bangsa. Kemenkopmk.go.id. 14. Mertokusumo, Sudikno. 2018. Mengenal Hukum. Yogyakarta: Universitas Atmajaya Yogyakarta. 15. Crossman, Ashley. 2020. "The Sociology of Gender" dalam thoughtco.com/sociology-of-gender-3026282. Thought Co. 16. Subagyo, A. 2020. Implementasi Pancasila Dalam Menangkal Intoleransi, Radikalisme Dan Terorisme. Jurnal Rontal Keilmuan Pancasila Dan Kewarganegaraan, 6(1), 10–24. 17. Mulyono, H. 2017. Geostrategi Indonesia dalam Dinamika Politik Global dan Regional. Jurnal Kajian Lemhannas RI, 5(1), 19–30. 18. Mac Phee, D and S. Prendergast. 2019. "Room for Improvement: Girls' and Boys' Home Environments are Still Gendered" dalam Sex Roles. 80(5-6), 332-346. | | | | | | | | | | |
| Pendukung : | | | | | | | | | | | |
| Dosen Pengampu | Dr. Sri Murtini, M.Si. Vicky Dwi Wicaksono, S.Pd., M.Pd. Febriandita Tedjomurti, S.Sosio., M.Sosio. | | | | | | | | | | |
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) | | | | |
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | | | | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | | | | |
| 1 | Understand the background of Civics courses in HEIs | <ol style="list-style-type: none"> 1. Able to explain the nature of Civics 2. Able to explain the background of being given Civics at PT 3. Able to understand the urgency of Civics for citizens | Kriteria: Participation Scoring Guidelines Bentuk Penilaian : Aktifitas Partisipasif | Lectures and Assignments 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | Materi: Introduction to Citizenship Education Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 5% | | | | |

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| 2 | Students are able to explain the concept of nationalism and implement it as the national identity of the Indonesian nation | <ol style="list-style-type: none"> 1.Able to explain the meaning of nationalism and national identity 2.Able to provide examples of the implementation of the concept of nationalism in various perspectives | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Discussion, question and answer, and discovery 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | <p>Materi: Identitas Nasional Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> <hr/> <p>Materi: National Identity Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 5% |
| 3 | Students are able to identify the concept of National Integration and its implementation | <ol style="list-style-type: none"> 1.Able to explain the meaning of national integration 2.Be able to mention the drivers of national integration 3.Be able to name obstacles to national integration 4.Able to provide examples of implementing national integration | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Discussion, question and answer, discovery, and assignments 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | <p>Materi: National Integration Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 5% |
| 4 | Students are able to explain the concept of the constitution and are able to identify constitutions that have previously been in force and constitutions that are currently in force in Indonesia | <ol style="list-style-type: none"> 1.Able to explain the meaning of the constitution 2.Able to provide examples of the implementation of the constitution in force in Indonesia | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Discussion, question and answer, and discovery 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | <p>Materi: Constitution Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 4% |

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| 5 | Students are able to compare the concepts of obligations and rights of the state and citizens and their implementation | <ol style="list-style-type: none"> 1. Able to explain the concept of obligations and rights of the state and citizens 2. Able to explain the concept of citizens' rights and obligations 3. Able to analyze the relationship between state obligations and citizens 4. Able to analyze the relationship between state and citizen rights 5. Able to provide examples of the implementation of the rights and obligations of Indonesian citizens in Indonesia (including obligations in taxation) | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Discussion, question and answer, and discovery 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | <p>Materi: Obligations and Rights of the State and Citizens</p> <p>Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 2% |
| 6 | Students are able to identify the concept of Law Enforcement and Human Rights (HAM) and the implementation of Law Enforcement and Human Rights in Indonesia | <ol style="list-style-type: none"> 1. Able to explain the concept of law enforcement and human rights 2. Able to explain the factors that influence law enforcement 3. Able to explain the characteristics of human rights 4. Able to provide examples of the implementation of law enforcement and human rights in Indonesia | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Lectures, questions and answers, discussions and project work 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | <p>Materi: Law Enforcement and Human Rights (HAM)</p> <p>Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 2% |
| 7 | Students are able to identify the concept of Law Enforcement and Human Rights (HAM) and the implementation of Law Enforcement and Human Rights in Indonesia | <ol style="list-style-type: none"> 1. Able to explain the concept of law enforcement and human rights 2. Able to explain the factors that influence law enforcement 3. Able to explain the characteristics of human rights 4. Able to provide examples of the implementation of law enforcement and human rights in Indonesia | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Lectures, questions and answers, discussions and project work 2 X 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 X 50 | <p>Materi: Law Enforcement and Human Rights (HAM)</p> <p>Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 3% |

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| 8 | Midterm Exam / Sub Summative Exam / Midterm Evaluation | Students are able to do UTS well | Kriteria: Multiple Choice or Essay Grading Guidelines Bentuk Penilaian : Tes | Midterm Exam 2 x 50 | Midterm Exam 2 x 50 | Materi: Able to answer various material questions 1-7 Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 22% |
| 9 | Students are able to understand the concept of democracy, the characteristics of democracy and the implementation of democracy in Indonesia and several countries | 1.Able to explain the concept of democracy 2.Be able to explain the characteristics of democracy 3.Able to provide examples of the implementation of democracy in Indonesia and several countries | Kriteria: Participation Scoring Guidelines Bentuk Penilaian : Aktifitas Partisipasif | Discussion, Questions and Answers, Discovery, and Assignments 2 x 50 | Asynchronous: SiDia Synchronous: Web Meetings 2 x 50 | Materi: Democracy Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 7% |
| 10 | Students are able to explain the meaning of Geopolitics, Archipelago Insights and are able to implement them in national and state life | 1.Able to explain the concept of Geopolitics and Archipelago Insight 2.Able to explain the elements of Archipelago Insight 3.Able to provide examples of the implementation of Geopolitics and Archipelago Insights for Indonesian citizens | Kriteria: Participation Scoring Guidelines Bentuk Penilaian : Aktifitas Partisipasif | Discussion, Q&A, and Discovery 2 x 50 | Asynchronous: SiDia Synchronous: Web Meetings 100 Menit | Materi: Archipelago Insight Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 4% |
| 11 | Students are able to explain the meaning of Geopolitics, Archipelago Concept and be able to implement it in the life of the nation and state. | 1.Able to explain the concepts of Geopolitics and Archipelago Concepts 2.Able to explain the elements of Archipelago Concept 3.Able to provide examples of the implementation of Geopolitics and Archipelago Insight for Indonesian citizens | Kriteria: Participation Scoring Guidelines Bentuk Penilaian : Aktifitas Partisipasif, Tes | Discussion, Q&A, and Discovery 2 X 50 | Asynchronous: SiDia Synchronous: Web Meeting 2 X 50 | Materi: Archipelago Insight Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 6% |

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| 12 | Students are able to describe the meaning of Geostrategic and National Resilience and its implementation in the life of the nation and state | <ol style="list-style-type: none"> 1. Able to explain the concept of Geostrategic and National Resilience 2. Able to explain the elements of National Resilience 3. ble to provide examples of the implementation of Geostrategic and National Resilience in the nation and state 4. Able to analyze indications of radicalism in the life of the nation and state | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Tes</p> | <p>Methods: Discussion, Q&A, and Problem Solving</p> <p>Learning Model : Project Based Learning - Case Method 2 X 50</p> | <p>Asynchronous: SiDia</p> <p>Synchronous: Web Meeting 2 X 50</p> | <p>Materi: National Resilience Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 5% |
| 13 | Students are able to describe the meaning of Geostrategic and National Resilience and its implementation in the life of the nation and state | <ol style="list-style-type: none"> 1. Able to explain the concept of Geostrategic and National Resilience 2. Able to explain the elements of National Resilience 3. Able to provide examples of the implementation of Geostrategic and National Resilience in the nation and state 4. Able to analyze indications of radicalism in the life of the nation and state | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Tes</p> | <p>Methods: Discussion, Question and Answer, and Problem Solving</p> <p>Learning Model : Project Based Learning - Case Method 2 X 50</p> | <p>Asynchronous: SiDia</p> <p>Synchronous: Web Meeting 2 X 50</p> | <p>Materi: Ketahanan Nasional Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> <p>Materi: National Resilience Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 5% |
| 14 | Students are able to identify the concepts of gender, sex; as well as its implementation in Indonesia and several countries. | <ol style="list-style-type: none"> 1. Able to explain the concept of gender and sex 2. Able to explain gender injustice 3. Able to provide examples of the implementation of gender justice and equality in Indonesia and several countries | <p>Kriteria: Participation Scoring Guidelines</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | <p>Methods: Discussion, question and answer and problem solving</p> <p>Learning Model : Project Based Learning - Case Method 2 X 50</p> | <p>Asynchronous: SiDia</p> <p>Synchronous: Web Meeting 2 X 50</p> | <p>Materi: Gender Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i></p> | 5% |

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| 15 | Students are able to explain the concept of corruption, Anti-Corruption Education (ACC) and its implementation in the life of the nation. | <ol style="list-style-type: none"> 1. Able to explain the concept of corruption 2. Able to explain models and types of corruption 3. Able to explain the rules and regulations related to the eradication of corruption 4. Able to explain the procedures for reporting corruption crimes 5. Able to give examples of implementation of anti-corruption actions | Kriteria: Participation Scoring Guidelines | Methods: Lecture, question and answer, discussion and project work. Learning Model : Project Based Learning - Case Method 2 X 50 | Asynchronous: SiDia Synchronous: Web Meeting 2 X 50 | Materi: Anti-Corruption Education Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 5% |
| 16 | End of Semester Exam / Summative Exam / End of Semester Evaluation | Students are able to do the final exam well | Kriteria: Multiple Choice Assessment Guidelines Bentuk Penilaian : Penilaian Portofolio, Tes | End of Semester Exam 2 X 50 | End of Semester Exam 2 X 50 | Materi: Mampu menjawab berbagai soal materi 1-15 Pustaka: <i>Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta: Pusat Penerbitan Universitas Terbuka.</i> Materi: Able to answer various material questions 1-15 Pustaka: <i>Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.</i> | 20% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 50% |
| 2. | Penilaian Portofolio | 10% |
| 3. | Tes | 40% |
| | | 100% |

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.

9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.