



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

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| COURSES NAME | PANCASILA |
| COURSES CODE | UG184911 |
| SEMESTER | II |
| CREDITS | 2 |
| LECTURER | |

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|---------------------------|--|--|--|--|--|--|--|
| COURSE METHODOLOGY | | | | | | | |
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PROGRAM LEARNING OUTCOME (PLO)

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|---------------------------|-----|---|
| SPECIFIC KNOWLEDGE | 1.1 | <p>Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila</p> <p><i>Contributing to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila</i></p> |
| | 1.2 | <p>Menghargai keanekaragaman budaya, pandangan, agama dan kepercayaan serta pendapat atau temuan orisinal orang lain</p> <p><i>Respect the diversity of cultures, views, religions and beliefs as well as the original opinions or findings of others</i></p> |
| | 1.3 | <p>Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan</p> <p><i>Work together and have social sensitivity and care for the community and the environment</i></p> |
| | 1.4 | <p>Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni</p> <p><i>Able to study the implications of developing or implementing science technology that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism.</i></p> |

COURSES LEARNING OUTCOME (CLO)

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|---|--|
| SPECIFIC KNOWLEDGE | <ol style="list-style-type: none"> 1. Mampu memahami arti penting sejarah untuk memperkuat jati diri bangsa dan identitas nasional Indonesia Able to understand the importance of history to strengthen national identity and Indonesian national identity 2. Mampu menganalisis problem-problem faktual kebangsaan berdasarkan perspektif Pancasila Able to analyze factual national problems based on the Pancasila perspective 3. Mampu menganalisis konsep pengembangan sains dan teknologi berbasis nilai-nilai Pancasila Able to analyze the concept of developing science and technology based on the values of Pancasila 4. Mampu mempraktekkan kepekaan sosial, kepedulian lingkungan dan cinta tanah air Able to practice social sensitivity, environmental awareness and love for the country |
| MODULE | |
| <ol style="list-style-type: none"> 1. The urgency of Pancasila in higher education | |
| <ol style="list-style-type: none"> 2. Pancasila and Indonesia history | |
| <ol style="list-style-type: none"> 3. Pancasila as the Indonesia national principle and national ideology | |
| <ol style="list-style-type: none"> 4. Pancasila as philosophy system | |
| <ol style="list-style-type: none"> 5. Pancasila as ethic system | |
| <ol style="list-style-type: none"> 6. Pancasila as the foundation of science, technology and art development | |

**PANCASILA COURSE LEARNING PLAN
EVEN SEMESTER OF ACADEMIC YEAR 2021–2022**

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / <i>Final ability of each learning stage (LLO)</i> | Penilaian / <i>Assessment</i> | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / <i>Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i> | | Materi Pembelajaran [Pustaka] / <i>Learning Material [Reference]</i> | Bobot Penilaian / <i>Assessment Load (%)</i> |
|----------------|---|---|--|---|--|--|--|
| | | Indikator / <i>Indicator</i> | Kriteria & Teknik / <i>Criteria & Techniques</i> | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1,3 | <p>CPMK1: Memahami arti penting sejarah nasional dan Identitas Nasional bangsa Indonesia</p> <p><i>CLO1: Understand the importance of national history and the National Identity of the Indonesian nation</i></p> | <p>1. Komperhensif dalam identifikasi bentuk- bentuk kearifan lokal yang ada di Indonesia</p> <p>2. Ketepatan dalam menjelaskan kronologi pengusulan, penyusunan, pengesahan Pancasila dan UUD 1945</p> <p><i>1. Comprehensive in identifying forms of local wisdom that exist in Indonesia</i></p> <p><i>Accuracy in explaining the chronology of the proposal, preparation, ratification of the Pancasila and the 1945 Constitution</i></p> | <ul style="list-style-type: none"> • Instrumen Penilaian: Rubrik • Teknik Nontes: Observasi (Sikap) Unjuk Kerja (Tugas) • <i>Assessment Instruments: Rubric</i> <p><i>Non-test technique: Observation (Attitude) Performance (Duties)</i></p> | <ul style="list-style-type: none"> • Bentuk: Kuliah • Metode Diskusi [(TM: 1 minggu x (2sks x 50 menit))] • Tugas 1: Merangkum dan mensarikan proses Pengusulan, Perumusan, dan Pengesahan Pancasila dari Buku Sejarah BPUPKI • <i>Form: Lecture</i> • <i>Method Discussion [(TM: 1 week x (2sks x 50 minutes))]</i> • <i>Task 1: Summarize and summarize the process of Proposing,</i> | <ul style="list-style-type: none"> • Bentuk: Kuliah tatap muka maya (via Zoom) • Metode Diskusi, TanyaJawab [(TM: 1 minggu x (2sks x 50 menit))] • Tugas 1: Merangkum dan mensarikan proses Pengusulan, Perumusan, dan Pengesahan Pancasila dari Buku Sejarah BPUPKI • <i>Form: Face-to-face virtual lectures (via Zoom)</i> | <ul style="list-style-type: none"> • Sumber Pustaka / <i>references</i> : 1. Kemenrist ekdik ti. 2016. <i>Pendidikan Pancasila Untuk Perguruan Tinggi</i>. Jakarta: Dirjen Belmawa Kementerian Dikti. • Materi Pembelajaran: Pancasila dalam perspektif sejarah | 10 |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time] | | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) |
|----------------|---|--|--|---|--|--|--------------------------------------|
| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | | | Formulating, and Ratifying Pancasila | <ul style="list-style-type: none"> Method Discussion, Question and Answer [(TM: 1 week x (2sks x 50 minutes))] Task 1: Summarize and summarize the process of Proposing, from the BPUPKI History Book | Bangsa Indonesia <ul style="list-style-type: none"> Learning materials: Pancasila in the perspective of the history of the Indonesian nation Formulating, and Ratifying Pancasila from the BPUPKI History Book | |
| 4-7 | CPMK2: Mampu menganalisis problem-problem aktual kebangsaan CLO2: Able to analyze actual national problems | <ol style="list-style-type: none"> Ketepatan dalam menjelaskan konsep Pancasila sebagai ideologi dan dasar negara Ketepatan dalam menyebutkan hubungan Pancasila dan UUD 1945 Keakuratan dalam menyebutkan dan memberikan solusi persoalan-persoalan SARA di Indonesia | <ul style="list-style-type: none"> Instrumen Penilaian: Rubrik Teknik Tes: Unjuk Kerja (Tugas) Assessment Instruments: Rubric Test technique: Performance (Assignment) | <ul style="list-style-type: none"> Bentuk: <ol style="list-style-type: none"> Kuliah Responsi Metode <ol style="list-style-type: none"> Diskusi Discovery Learning [(TM: 2 minggu x (2sks x 50 menit))] Tugas 1: Membuat kajian film "71 Into the Fire" dalam perspektif | <ul style="list-style-type: none"> Bentuk: <ol style="list-style-type: none"> Kuliah tatap mukamaya (via Zoom) Responsi (via Classroom) Tugas 1: Membuat kajian film "71 Into the Fire" dalam | <ul style="list-style-type: none"> Sumber Pustaka / references: <ol style="list-style-type: none"> Kemriste kdiikti. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa | 15 |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time] | | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) |
|----------------|---|--|---|--|--|--|--------------------------------------|
| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | <p>1. Accuracy in explaining the Pancasila concepts the ideology and basis of the state</p> <p>2. Accuracy in mentioning the relationship between Pancasila and the 1945 Constitution</p> <p>3. Accuracy in mentioning and providing solutions to SARA problems in Indonesia</p> | | <p>ideologi</p> <ul style="list-style-type: none"> Tugas 2: Presentasi kelompok dengan tema "Pancasila sebagai Ideologi" [(PT+BM: (2+2) x (2sks x 60 menit)] <ul style="list-style-type: none"> Form: <ol style="list-style-type: none"> Lecture Responsiveness Method <ol style="list-style-type: none"> Discussion Discovery Learning [(TM: 2 weeks x (2sks x 50 minutes)] <p>Task 1: Making a study of the film "71 Into the Fire" from an ideological perspective</p> <p>Task 2: Group presentation with the theme "Pancasila as an Ideology"</p> | <p>perspektif ideologi</p> <ul style="list-style-type: none"> Tugas 2: Presentasi kelompok dengan tema "Pancasila sebagai Ideologi" [(PT+BM: (2+2) x (2sks x 60 menit)] <ul style="list-style-type: none"> Form: <ol style="list-style-type: none"> Face-to-face virtual lectures (via Zoom) Responsiveness (via Classroom) [(TM: 2 weeks x (2sks x 50 minutes)] Task 1: Making a study of the film "71 Into the Fire" from an ideological perspective | <p>Kementerian Dikti.</p> <p>2. Bahar, Saafroedin (ed). 1992. <i>Risalah Sidang (BPUPKI)</i>: <ul style="list-style-type: none"> (PPKI) Jakarta: Sekretariat Negara Republik Indonesia. </p> <p>• Materi Pembelajaran an :</p> <ol style="list-style-type: none"> Pancasila sebagai Dasar Negara Republik Indonesia Pancasila sebagai Ideologi | |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran;Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method;Student Assignment; [Estimated Time] | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) | |
|----------------|--|--|--|--|--|---|-----|
| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | | | | |
| (1) | (2) | (3) | (4) | Tatap Muka (5) | Daring (6) | (7) | (8) |
| | | | | [(PT + BM: (2 + 2) x (2sks x 60 minutes))] | <ul style="list-style-type: none"> Task 2: Group presentation with the theme "Pancasila as an Ideology" [(PT + BM: (2 + 2) x (2sks x 60 minutes))] | <ul style="list-style-type: none"> Learning materials: <ol style="list-style-type: none"> Pancasila as thebasis of the Republic of Indonesia Pancasila as ideology | |
| 8 | Evaluasi tengah semester / Midterm Exam | | | | | | 20 |
| 9-12 | <p>CPMK3: Mampu menganalisis persoalan-persoalan sains dan teknologi berbasis nilai-nilai Pancasila</p> <p>CLO3: Able to analyze science and technology issues based on Pancasila values</p> | <ol style="list-style-type: none"> Ketepatan dalam menganalisis pengertian sains Kelengkapan dan keakuratan dalam menganalisis problematika teknologi dan sains berbasis nilai- nilai Pancasila <ol style="list-style-type: none"> Accuracy in analyzing the understanding of science | <ul style="list-style-type: none"> Instrumen Penilaian: Rubrik Teknik Nontes: Observasi Unjuk Kerja Assessment Instruments: Rubric Non-test technique: Observation Performance | <ul style="list-style-type: none"> Bentuk: Kuliah Metode <ol style="list-style-type: none"> Diskusi Small Group Disussion Contextual Learning [(TM: 2 minggu x (2sks x50 menit)] Tugas 1: Mengkaji video dalam perspektif etika https://www.youtub e.com/watch?v=8dn VZibrV6g | <ul style="list-style-type: none"> BentukKuliah Metode: <ol style="list-style-type: none"> Diskusi Small Group Disussion Contextual Learning [(TM: 2 minggu x (2sks x50 menit)] Tugas 1: Mengkaji video dalam perspektifetika https://www.yo | <ul style="list-style-type: none"> Sumber Pustaka / references:: <ol style="list-style-type: none"> Kemenristek dan TI. 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Pendidikan dan Kebudayaan | 10 |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time] | | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) |
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| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | 2. Completeness and accuracy in analyzing technology and science problems based on Pancasila values | | <ul style="list-style-type: none"> Tugas 2: Presentasi kelompok dengan tema "Pancasila sebagai sistem Etika" [(PT+BM: (2+2) x (2sks x 60 menit)] Form: Lecture Method <ol style="list-style-type: none"> Discussion Small Group Discussion Contextual Learning [(TM: 2 weeks x (2sks x 50 minutes)] Task 1: Reviewing videos from an ethical perspective https://www.youtube.com/watch?v=8dnVZibrV6g Task 2: Group presentation with the theme "Pancasila asan Ethical System" [(PT + BM: (2 + 2) x | <ul style="list-style-type: none"> utu be.com/watch?v=8dnVZibrV6g Tugas 2: Presentasi kelompok dengan tema "Pancasila sebagai sistem Etika" (via zoom) [(PT+BM: (2+2) x (2sks x 60 menit)] Form: Lecture Method <ol style="list-style-type: none"> Discussion Small Group Discussion Contextual Learning [(TM: 2 weeks x (2sks x 50 minutes)] Task 1: | <p>2. Latif, Yudi. 2018. <i>Wawasan Pancasila: Bintang Penuntun Untuk Pembudayaan</i>. Jakarta: Mizan.</p> <p>3. Kattsof, Louis O. 1992. <i>Pengantar Filsafat</i>. Yogyakarta: Tiara Wacana.</p> <p>4. Bertens, Kees. 2004. <i>Etika</i>. Jakarta: Gramedia.</p> <p>Materi Pembelajaran</p> | |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time] | | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) |
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| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | | | (2sks x 60 minutes)] | Reviewing videos from an ethical perspective https://www.youtube.com/watch?v=8dnVZibrV6g • Task 2: Group presentation with the theme "Pancasila as an Ethical System" (via zoom) [(PT + BM: (2 + 2) x (2sks x 60 minutes)] | : 1. Pancasila sebagai sistem Filsafat 2. Pancasila sebagai sistem Etika Pancasila sebagai dasar Pengembangan Ilmu <i>Learning materials:</i> 1. Pancasila as a system of philosophy 2. Pancasila as an Ethics system Pancasila as the basis for Science Development | |
| 13-15 | CPMK4: Memiliki kepekaan sosial, | 1. Keakuratan dalam | • Instrumen | • Bentuk: | • Kuliah tatap | 1. Sumber | 20 |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time] | | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) |
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| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | kepedulian lingkungan dan cinta tanah air CLO4: Have social sensitivity, care for the environment and love the country | menjelaskan implementasi 2. Kelengkapan dan keakuratan dalam sikap cinta tanah air dan kepedulian lingkungan yang dituangkan dalam project 1. Accuracy in explaining implementation 2. Completeness and accuracy in implementing the love of the country and environmental care as outlined in the project | Penilaian: Rubrik • Teknik Nontes: Observasi Unjuk Kerja • Assessment Instruments: Rubric • Non-test technique: Observation Performance | Kuliah • Metode 1. Diskusi 2. Contextual Learning 50 menit]) • Tugas 1: Penugasan kelompok dengan membuat video berdasarkan tema kelompok dengan jenis: reportase, short movie, documenter. [(PT+BM: 1+1) x (1sks x 60 menit)] • Form: Lecture • Method 1. Discussion 2. Contextual Learning [(TM: 2 weeks x (2sks x50 minutes)] • Task 1: Assignment of groups by making videos based on | mukamaya (via Zoom): 1. Diskusi 2. Small Group Disussion 3. Contextual Learning [(TM: 2 minggu x (2sks x50 menit)] • Tugas 1: Penugasan kelompok dengan membuat video berdasarkan tema kelompok dengan jenis:reportase, short movie, documenter. https://www.youtube.com/watch?v=Xo2VjprfgEU [(PT+BM: 1+1) x (1sks x 60 menit)] • Face-to-face | Pustaka / references: 2. Kemenristekdikti 2016. Pendidikan Pancasila Untuk Perguruan Tinggi. Jakarta: Dirjen Belmawa Kementerian Dikti. 3. Bertens, Kees. 2004. Etika. Jakarta. Gramedia . 4. Friedman, Thomas. 2006. The World is Flat. | |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) /Final ability of each learning stage (LLO) | Penilaian / Assessment | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time] | | Materi Pembelajaran [Pustaka] / Learning Material [Reference] | Bobot Penilaian /Assessment Load (%) |
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| | | Indikator / Indicator | Kriteria & Teknik / Criteria & Techniques | Tatap Muka (5) | Daring (6) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | | | <p>group themes by type: reportage, short movie, documentary. [(PT + BM: (2 + 2) x (2sks x 60 minutes))]</p> | <p>virtualectures (via Zoom): 1. Discussion 2. Small Group Discussion 3. Contextual Learning [(TM: 2 weeks x (2sks x 50 minutes))] •Task 1: Assignment of groups by making videos based on group themes by type: reportage, short movie, documentary. https://www.youtube.com/watch?v=Xo2VjprfgEU [(PT + BM: 1 + 1) x (1sks x 60 minutes)]</p> | <p>Sejarah Ringkas Abadke 21. Jakarta: Dian Rakyat 5. Schwab, Klaus. 2016. The Fourth Industrial Revolution. New York: Crown Business. • Materi Pembelajaran : Pancasila sebagai sistem Etika Pancasila sebagai dasar Pengembang an Ilmu</p> | |

| Mg ke/ Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / <i>Final ability of each learning stage (LLO)</i> | Penilaian / <i>Assessment</i> | | Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / <i>Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i> | | Materi Pembelajaran [Pustaka] / <i>Learning Material [Reference]</i> | Bobot Penilaian / <i>Assessment Load (%)</i> |
|----------------|---|-------------------------------|--|--|------------|---|--|
| | | Indikator / <i>Indicator</i> | Kriteria & Teknik / <i>Criteria & Techniques</i> | | | | |
| (1) | (2) | (3) | (4) | Tatap Muka (5) | Daring (6) | (7) | (8) |
| | | | | | | <i>Learning materials: 1.. Pancasila as an Ethics system Pancasila as the basis for Science Development</i> | |
| 15-16 | Evaluasi Akhir Semester / <i>Final Exam</i> | | | | | | 25 |