



UNIVERSITY OF BRAWIJAYA
FACULTY OF ...
DEPARTMENT OF... STUDY PROGRAM OF...

SEMESTER LESSON PLAN

COURSE	CODE	COURSE CLUSTER	WEIGHT (credits)	SEMESTER	Compilation Date
Civic and Pancasila	MPK4007	Compulsory Course	2	Odd/Even	
AUTHORIZATION	Supervising Lecturers of Lesson Plan		Course Coordinator	Head of Study Program	
	Dr. Mohamad Anas, M.Phil. Emi Setyaningsih, M.Phil. Galieh Damayanti, S.H., M.H. Destriana Saraswati, M.Phil. Albar Adetary Hasibuan, M.Phil. Triya Indra R., S.H., M.H. Prisca Kiki W., S.Pd., M.Sc.		Signature		
Learning Outcomes (GLO) of the Study Program					
Learning Outcomes (LO)	A - LO	Students are able to show the attitudes of Creative, Entrepreneurial, Religious, and Nationalist (CERN)			
	C - LO	Students are able to study theoretical concepts in some fields (Pancasila, Citizenship, Religion, and Indonesian Language)			
	P1 - LO	Students are able to have critical and innovative reasoning in the development of science and technology according to their scientific field in advancing the nation			
	P2 - LO	Students implement some theoretical concepts (Pancasila, Citizenship, Religion, and Indonesian language) to improve the quality of life in society, nation, state, and civilization progress according to their scientific field			
	P3 - LO	Students are able to build an attitude of moral responsibility of the life in society, nation, and the state consistently			
	P4 - LO	Students are able to use critical and innovative reasoning to improve their literacy skills			
	Course Learning Outcomes (CLO)				
	CLO 1	Analyze, compare, and reflect on the function and important position of Pancasila in the history of the nation			
	CLO 2	Able to analyze the relationship between the philosophical essence of the values of the Pancasila principles and use it as a tool to analyze the nation’s problems			
	CLO 3	Able to show a positive attitude and love the ideology of the Indonesian nation by applying the values of Pancasila in the academic environment			
	CLO 4	Able to understand, identify, and account for the analysis of laws and policies that are idealistic, practical, and pragmatic based on Pancasila			

	CLO 5	Able to build awareness of critical and innovative thinking in the development of science and technology-based on Pancasila values
GLO → CLO → Sub-CLO		
	Sub-CLO 1	Analyze the dynamics of Pancasila historically (C4) (CLO 1)
	Sub-CLO 2	Compare the implementation of Pancasila in each order in Indonesia (A4) (CLO 1)
	Sub-CLO 3	Reflect and use the important function and position of Pancasila in the future development of Indonesia (P4) (CLO 1)
	Sub-CLO 4	Understand the nature of the Pancasila principles (C2) (CLO 2)
	Sub-CLO 5	Prove the interrelationship of the essence of the principles in Pancasila (A5) (CLO 2)
	Sub-CLO 6	Actualize and demonstrate the values in it as a paradigm of thinking, acting, and behaving (P2) (CLO 2)
	Sub-CLO 7	Explain the urgency of Pancasila as an ideology in Indonesia (C2) (CLO 3)
	Sub-CLO 8	Assess the difference between world ideology and Pancasila ideology (A3) (CLO 3)
	Sub-CLO 9	Construct Pancasila as an Open Ideology (P1) (CLO 3)
	Sub-CLO 10	Understand Pancasila as the basis of the state, especially related to its elaboration in the articles of the 1945 Constitution of the Republic of Indonesia (C2) (CLO 3)
	Sub-CLO 11	Identify laws and regulations and state policies, both idealistic and practical-pragmatic in the perspective of Pancasila as the basis of the state (C5) (CLO 4)
	Sub-CLO 12	Approve Pancasila as the State Foundation (A2) (CLO 3)
	Sub-CLO 13	Realize and build a commitment to implement Pancasila, the 1945 Constitution of the Republic of Indonesia, and the legal provisions under it (C1;P1) (CLO 4)
	Sub-CLO 14	Understand the meaning of ethics, ethical schools, and Pancasila ethics (C2) (CLO 4)
	Sub-CLO 15	Analyze and discuss the ethical values of Pancasila (C4) (CLO 2)
	Sub-CLO 16	Formulate a solution to the nation's morality problem with an ethical approach to Pancasila. (A4) (CLO 2)
	Sub-CLO 17	Apply Pancasila ethics in real life (P4) (CLO 3)
	Sub-CLO 18	Distinguish value-free and not value-free science and technology (C2) (CLO 5)
	Sub-CLO 19	Describe science and technology that are not value-free based on Pancasila (C2) (CLO 5)
	Sub-CLO 20	Assess the application of science and technology in accordance with the values of Pancasila (A3) (CLO 5)
	Sub-CLO 21	Consider decisions appropriately in the context of solving problems in their area of expertise based on the academic scientific and moral values of Pancasila (P4) (CLO 5)
Brief course description	<p>The Pancasila Course is a national compulsory subject that is included in the personality development course group with a weight of 2 credits. This course is required with the following backgrounds:</p> <ol style="list-style-type: none"> Historicity; as a nation that respects history, the life of the nation and state is never separated from the values that have been instilled by the founding fathers. 	

	b. Cultural; as a nation that has roots and cultural values, we must have a solid cultural foundation so that our national identity is not neglected. c. Juridical; in the statutes of Universitas Brawijaya, it is stated the need to preserve the values of Pancasila. d. In the Global Era, various world ideologies that enter our lives can affect our views on the life of the nation and state, even threaten the division of the nation, so a philosophical basis is needed for the state.	
Learning Materials/Topics	1. Introduction to Pancasila Education 2. Pancasila in Historical Studies: Pre-independence era, old order era, new order era, reform era 3. Pancasila as a Philosophical System: Understanding the Philosophy of Pancasila, The Essence of Pancasila Principles, The view of the figures of Pancasila Philosophy, Actualization of the philosophy of Pancasila 4. Pancasila as Ideology: Definition and meaning of ideology, Pancasila and world ideology, Pancasila and religion 5. Pancasila as the State Foundation: The definition and position of Pancasila as the State Foundation, the relationship between Pancasila and the Preamble to the 1945 Constitution of the Republic of Indonesia, the elaboration of Pancasila in the articles of the 1945 Constitution of the Republic of Indonesia, Implementation of Pancasila in making state policies in the fields of Politics, Economics, Socio-Cultural, and Defense and Security 6. Pancasila as an Ethical System: Definition of ethics, Pancasila Ethics, Pancasila ethical values (Divinity, Humanity, Unity, Democracy, and Justice), Pancasila as a solution to the nation's problems. 7. Pancasila as the Foundation of Science Development Values: Divine values as the foundation for the development of science, humanity value as the foundation for the development of science, the value of unity as the foundation for the development of science, people's values as the foundation for the development of science, the value of justice as the foundation for the development of science	
References	Primary 1. Lecturer Team of Pancasila of MPK UB, 2019, Pancasila Education Textbook 2. Pancasila Education Book, Dikti Supporting 3. Kaelan, 2009, Filsafat Pancasila: Pandangan Hidup Bangsa Indonesia, Paradigma, Yogyakarta 4. Hariyono, 2014, Ideologi Pancasila, Roh Progresif Nasionalisme Indonesia, Malang: Intrans 5. Kaelan, 2013, Negara Kebangsaan Pancasila, Yogyakarta: Paradigma 6. Yudi Latief, 2011, Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila, Jakarta: Gramedia 7. Yudi Latief, 2014. Mata Air Keteladanan: Pancasila dalam Perbuatan, Bandung: Mizan	
Learning Media	Software:	Hardware:
		LCD, Mandatory Reference
Teaching Team	-	
Compulsory Course	-	

Week (1)	Sub-CLO (as expected final competencies) (2)	Scoring		Learning Forms; Learning Methods; Student Assignment; [Estimated time]		Learning Materials/Study Materials (Literature)	Scoring Weight (%)
		Indicator (3)	Criteria & Assessment Form (4)	Offline (5)	Online (6)	(7)	(8)
1	Students are able to: Understand the lecture contract	✓ Accuracy in understanding lecture ethics ✓ Accuracy in describing the course and course objectives ✓ Awareness of the importance of having Indonesian language skills in facing global challenges and the industrial revolution 4.0	Criteria: have enthusiasm in attending lectures and doing assignments Non-test assessment forms.	✓ Lecture and discussion [TM: 1x(2x50'')]		COURSE INTRODUCTION a. Course etiquette b. Explanation of Lesson Plan (RPKPS) c. Course description	10
2-3	Students are able to: a. Analyze the dynamics of Pancasila historically (C4) b. Compare the implementation of Pancasila in each order in Indonesia (A4)	✓ Clarity in understanding the dynamics of the historicity of Pancasila ✓ Accuracy in describing the dynamics of Pancasila in the historical realm	Criteria: a. Accuracy by having an understanding and is able to elaborate the historical dynamics of Pancasila. b. Accuracy in reflecting Pancasila in the future	✓ Lecture and discussion [TM: 2x(2x50'')]		PANCASILA IN HISTORICAL STUDIES a. Pre-Independence Era b. Formulation Era c. Old Order Era d. New Order Era e. Reform Era	

	c. Reflect and use the important function and position of Pancasila in the future development of Indonesia (P4)	√ Ability to project the role of Pancasila for Indonesia in the future					
4-5	Students are able to: a. Understand the nature of the Pancasila principles (C2) b. Prove the interrelationship of the essence of the principles in Pancasila (A5) c. Actualize and demonstrate the values in it as a paradigm of thinking, acting, and behaving (P2)	√ Accuracy in understanding the essence of each principle in Pancasila √ Accuracy in understanding the essence of the interrelationships between the principles in Pancasila √ Criticality in analyzing the interrelationship of values between principles in Pancasila.	Criteria: √ Accuracy in understanding the essence and interrelationships between the principles in Pancasila √ b. Ability to criticize actions that contain Pancasila values in everyday life. Non-test assessment forms: (comparison of thoughts of figures) Students are asked to compare the concept of Pancasila as a philosophical system of national figures/thinkers. Then, students are asked to formulate the results of the reflection on the relationship between these values as a way	√ Lecture and discussion [TM: 2x(2x50'')]		PANCASILA AS A PHILOSOPHICAL SYSTEM a. Understanding Pancasila Philosophy b. The Essence of the Principles of Pancasila c. The interrelationships between the principles in Pancasila d. Thoughts of Figures about Pancasila as a Philosophical System e. Pancasila as a View of Life and World View	

			out of the nation's problems. Students' answers are written in the form of a short essay and presented in front of the class.				
6-7	Students are able to: a. Explain the urgency of Pancasila as an ideology in Indonesia (C2) b. Assess the difference between world ideology and Pancasila ideology (A3) c. Construct Pancasila as an Open Ideology (P1)	√ Accuracy in reasoning comparisons between ideologies √ Clarity in formulating the argument that Pancasila is a suitable ideology for the Indonesian nation	Criteria: Accuracy and clarity Non-test assessment forms: √ make a comparison chart of the world's major ideologies with Pancasila, then present it.	√ Lecture dan discussion [TM: 2x(2x50'')]		PANCASILA AS IDEOLOGY a. Definition and meaning of ideology b. The ideology of Pancasila and the ideology of the world c. The ideology of Pancasila and religion d. Pancasila as an open ideology	
8-9	Students are able to: a. Understand Pancasila as the basis of the state, especially related to its elaboration in the articles of the 1945 Constitution of the Republic of Indonesia (C2) b. Identify laws and regulations and state policies, both idealistic and practical-pragmatic	√ Accuracy in explaining and applying the concept of Pancasila as the State Foundation into case studies; √ Criticality in identifying, evaluating, and analyzing laws and regulations or state policies	Criteria: a. Accuracy b. Criticality Non-test assessment forms: √ Results of case study analysis √ Results of group discussion	√ Lecture dan discussion [TM: 2x(2x50'')] Week 8: a. Lecture (50 minutes) b. Case Study (50 minutes) Week 9:		PANCASILA AS THE STATE FOUNDATION a. The urgency of Pancasila as the State Foundation; b. The position of Pancasila as the State Foundation; c. The relationship between Pancasila and the Preamble to the 1945 Constitution of the Republic of Indonesia;	

	<p>in the perspective of Pancasila as the basis of the state (C1;C5)</p> <p>c. Approve Pancasila as the State Foundation (A2)</p> <p>d. Realize and build a commitment to implement Pancasila, the 1945 Constitution of the Republic of Indonesia, and the legal provisions under it (C1;P1)</p>	that are not in accordance with the values of Pancasila.		<p>a. Watching a movie (40 minutes)</p> <p>b. Group discussion and presentation of the results (60 minutes)</p>		<p>d. The elaboration of Pancasila in the articles of the 1945 Constitution of the Republic of Indonesia;</p> <p>e. The implementation of Pancasila in National and State Life (Politics, Economics, Socio-Cultural, and Defense and Security).</p>	
10-12	<p>Students are able to:</p> <p>a. Understand the meaning of ethics, ethical schools, and Pancasila ethics (C2)</p> <p>b. Analyze and discuss the ethical values of Pancasila (C4), (A2)</p> <p>c. Formulate a solution to the nation's morality problem with an ethical approach to Pancasila. (A4)</p> <p>d. Apply Pancasila ethics in real life (P4)</p>	<p>√ Accuracy in understanding the ethical values in Pancasila</p> <p>√ Clarity in analyzing the nation's problems from the perspective of Pancasila ethics</p>	<p>Criteria: Accuracy and clarity</p> <p>Non-test assessment forms: Group Task (Out-Class): documenting the implementation of the ethical values of Pancasila via video by roleplaying</p>	<p>√ Lecture</p> <p>√ Discussion</p> <p>√ Team-Based Learning</p> <p>[TM: 3x(2x50'')]</p>		<p>PANCASILA AS AN ETHICAL SYSTEM</p> <p>a. Definition of ethics, etiquette, and morals</p> <p>b. Schools of ethics and Pancasila Ethics,</p> <p>c. Pancasila ethical values (Divinity, Humanity, Unity, Democracy, and Justice),</p> <p>d. Pancasila as a solution to the nation's problems.</p>	

13-14	<p>Students are able to:</p> <ul style="list-style-type: none"> a. Distinguish value-free and not value-free science and technology (C2) b. Describe science and technology that are not value-free based on Pancasila (C2) c. Assess the application of science and technology in accordance with the values of Pancasila (A3) d. Consider decisions appropriately in the context of solving problems in their area of expertise based on the academic scientific and moral values of Pancasila (P4) 	<p>√ Accuracy in explaining the meaning of value-free and not value-free science and knowledge based on Pancasila values</p> <p>√ Accuracy and criticality in identifying, analyzing, and displaying academic behavior that is morally responsible for Pancasila</p>	<p>Criteria:</p> <ul style="list-style-type: none"> a. Accuracy; b. Criticality <p>Non-test assessment forms:</p> <ul style="list-style-type: none"> a. results of group discussion b. results of case study analysis c. participation 	<p>Lecture dan Case Study (50 minutes)</p> <p>Group discussion and presentation of the results (50 minutes)</p>		<p>PANCASILA AS THE FOUNDATION OF SCIENCE DEVELOPMENT VALUES</p> <ul style="list-style-type: none"> a. Value-Free and Not Value-Free Science and Technology b. Divine values as the foundation for the development of science and technology c. Humanity values as the foundation for the development of science and technology d. The value of unity as the foundation for the development of science and technology e. People's values as the foundation for the development of science and technology f. The value of justice as the foundation for the development of science and technology 	
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