SEMESTER LEARNING PLAN

INDEPENDENT RESEARCH COURSES (23U02133020)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

- CPL-8 (S1) The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics
- CPL-9 (S2) The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

- CPMK-1: Students are able to work together and have social sensitivity, as well as concern for community problems and the environment (CPL8)
- CPMK-2: Students are able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pay attention and apply the value of humanities in accordance with their scientific fields (CPL8)
- CPMK-3: Students are able to use technology for the development/implementation of technology science based on rules, procedures and scientific ethics in order to produce solutions (CPL9)
- CPMK-4: Students are able to write research reports and be able to disseminate research results (CPL9)

Sub-CLO

- Sub CPMK-1: Students are able to recognize problems in the community and the surrounding environment based on the concept of scientific thinking (CPMK-1)
- Sub CPMK-2: Students are able to design research as an alternative solving a problem based on scientific ethics (CPMK-2)
- Sub CPMK-3: Students are able to carry out research methods for solving problems under study/appointed in a joint research (CPMK-3)
- Sub CPMK-4: Students are able to compile project/research reports and disseminate research results (CPMK-4)

Learning Analytics

Independent Research
^
Students are able to compile project/research reports and disseminate research results (CPMK-4)
^
Students are able to carry out research methods for solving problems under study/appointed in a joint research (CPMK-3)
^
Students are able to design research as an alternative solving a problem based on scientific ethics (CPMK-2)
^
Students are able to recognize problems in the community and the surrounding environment based on the concept of scientific thinking (CPMK-1)



HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

	Course			Code	Cource Group			SEMESTER	Compilation Date	
	Independent Res	search		23U02133020		MKPK	20	10 Februari 2022		
			S	SLP Developer Lo	ecturer	Coordinator		Head	of Study Program	
	AUTHORITY		Dr. Mahatm S.Hut.,M.Si.	a, ST., M.Sc., Sal ,Ph.D.	hriyanti Saad,					
	SLOs that are	imposed on	the course							
	SLO-8:	Mahasis	wa memiliki ir	ntegritas yang sar	ngat menghargai ke	eilahian tertinggi, tanggung jawab so	sial, dan etik	a profesional		
	SLO-9:				ngembangkan kema lajar sepanjang ha	ampuan diri, baik dalam matematika yat	dan bidang	ilmu lain yang releva	ın dalam kehidupan	
	SLO ⇒ Course	Learning Ou	utcomes							
	After completing	g this course,	it is expected	d:						
		CLO-1: 9	CLO-1: Students are able to work together and have social sensitivity, as well as concern for community problems and the environment							
	SLO-8		CLO-2: Students are able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pay attention and apply the value of humanities in accordance with their scientific fields							
Learning Outcomes Course	SLO-9		Students are produce solut		ology for the develo	opment/implementation of technolog	y science ba	sed on rules, proced	lures and scientific ethics in	
		CLO-4: \$	Students are	able to write rese	arch reports and be	e able to disseminate research result	ts			
	CLO ⇒ Sub-CL	.0								
	CLO-1	Sub-CL0	D-1: Students	are able to recog	nize problems in th	e community and the surrounding er	nvironment b	pased on the concep	t of scientific thinking	
	CLO-2	Sub-CL0	O-2: Students	are able to design	n research as an al	ternative solving a problem based or	n scientific e	thics		
	CLO-3	Sub-CLO-3:Students are able to carry out research methods for solving problems under study/appointed in a joint research								
	CLO-4	Sub-CL0	O-4: Students	are able to comp	ile project/research	reports and disseminate research re	esults			
	Correlation between SLOs/CLOs to Sub-CLOs									

SLOs tha	at		Form of Assessment [*]									
are charged	СРМК	PMK SUB CPMK					Sı	ımative		Weight	Value	Student Score
on the Course		OI MIK			Formative		Independent Assignment	Project Based	Project Report			00010
SLO-8	CLO-1	SUB- CLO-1	Clarity	and accuracy in describ	oing problems found in societ	y and the environment	20	0	0	20		
SLO-8	CLO-2	SUB- CLO-2	Confor	mity and clarity of the de	esign document to the proble	em being raised	0	15	0	15		
SLO-9	CLO-3	SUB- CLO-3		ility of implementing rese es in the logbook	earch methods as designed	and clarity of research	0	50	0	50		
SLO-9	CLO-4	SUB- CLO-4		, accuracy and conformi e design	ty of reports/publications of r	esearch/project results	0	0	15	15		
	4		1				20	65	15	100		
	ning /Subjects	2. Des 3. Metl 4. Ana	ign resea hods res lysis data	earch								
		Main Refe	erences									
Refer	rence	Gagal dite	rjemahk	an								
		Additiona	I Refere	nces								
		Gagal dite	rjemahk	an								
Teachin	ng Team				Naimah A	Aris, S.Si.,M.Math., Dr. Fi	rman, S.Si.,M.Si.					
	urse ement											
Week	(End-of-	ub CPMK stage learn	ing	Penilaian	(Assesment)		Forms and Methods me estimate]		Con	tent		eight of
		ability)		Indicator	Techniques & Criteria	Offline	Onlin	e				(%)

1	Students are able to recognize problems in the community and the surrounding environment based on the concept of scientific thinking (CPMK-1)	Formative: Finding problems that can be solved using scientific thinking concepts	Formative Criteria: Clarity and accuracy in describing problems found in society and the environment	Studying: Group discussion (Small Group Discussion) Shape: • Stare Face	Studying: Discovery Learning Shape: Meeting via online- face to face	The concept of problem identification with a scientific approach	20
		Sumative: Gagal diterjemahkan	Sumative Criteria: Independent Assignment (20) Assessment Technique: Gagal diterjemahkan	Method: - Literature Study - Team discussion 3 Weeks = 105 Hours	Method: • Discussion • Consultation with DPL 3 Weeks = 105 Hours		
2	Students are able to design research as an alternative solving a problem based on scientific ethics (CPMK-2)	Formative: Design and compile research design documents Sumative: Gagal diterjemahkan	Formative Criteria: Conformity and clarity of the design document to the problem being raised Sumative Criteria: Project Based (15) Assessment Technique: Gagal diterjemahkan	Studying: Group discussion (Small Group Discussion), Problem-Based Learning (Problem-based Learning) Shape: • Stare Face • Tutorial Method: • Discussion team • Project based Learning Assignment: Writing a draft research	Studying: Discovery Learning Shape: Meeting via online- face to face Method: Discussion Consultation with DPL 2 Weeks = 70 Hours	Research design	15

3	Students are able to carry out research methods for solving problems under study/appointed in a joint research (CPMK-3)	Formative: Collecting data, processing data, analyzing, interpreting research results and drawing conclusion Sumative: Gagal diterjemahkan	Formative Criteria: Suitability of implementing research methods as designed and clarity of research activities in the logbook Sumative Criteria: Project Based (50) Assessment Technique: Gagal diterjemahkan	Practicum, Studio Practice, Workshop Practice, Field Practice: Group discussion (Small Group Discussion), Case Study (Case Study), Problem-Based Learning (Problem-based Learning) Shape: Practice field Observations Method: Project based learning Case study/ Analysis Small Group Discussion 420 Hours	Studying: Discovery Learning Shape: Meeting via online- face to face Method: • Discussion • Consultation with DPL 420 Hours	Research methods	50
4	Students are able to compile project/research reports and disseminate research results (CPMK-4)	Formative: Prepare research/project reports according to the specified time Sumative: Gagal diterjemahkan	Clarity, accuracy and conformity of reports/publications of research/project results with the design Sumative Criteria: Project Report (15) Assessment Technique: Gagal diterjemahkan	Seminar: Group discussion (Small Group Discussion), Case Study (Case Study), Project-Based Learning (Project-based Learning) Gagal diterjemahkan 210 Hours	Studying: Discovery Learning Shape: Meeting via online- face to face Method: Discussion Consultation with DPL 210 Hours	Gagal diterjemahkan	15
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3	CLO-4
CPL-8 (S1)	Independent Assignment (Weight 20%)	Project Based (Weight 15%)		
CPL-9 (S2)			Project Based (Weight 50%)	Project Report (Weight 15%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight
Independent Assignment	20
Project Based	65
Project Report	15
Total	100

Assessment and Evaluation of Student Achievement of CLOs

SLOs			Form of Assessment*						
that are charged	CLO	SUB CLO		Su	mative		Weight	Value	Student Score
on the Course		020	Formative	Independent Assignment	Project Based	Project Report			ocore
SLO-8	CLO- 1	SUB- CLO-1	Clarity and accuracy in describing problems found in society and the environment	20	0	0	20		
SLO-8	CLO- 2	SUB- CLO-2	Conformity and clarity of the design document to the problem being raised	0	15	0	15		
SLO-9	CLO-	SUB- CLO-3	Suitability of implementing research methods as designed and clarity of research activities in the logbook	0	50	0	50		
SLO-9	CLO- 4	SUB- CLO-4	Clarity, accuracy and conformity of reports/publications of research/project results with the design	0	0	15	15		
				20	65	15	100		

SEMESTER LEARNING PLAN

PRACTICES IN THE WORLD OF BUSINESS AND THE WORLD OF INDUSTRY COURSES (23U02133520)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

- CPL-8 (S1) The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics
- CPL-9 (S2) The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

- CPMK-1: Internalize the ethics of communication, collaboration and social interaction (Attitude) (CPL8)
- CPMK-2: Developing leadership, soft skills and character in innovating and collaborating within the scope of the world of work and business to improve the quality of learning (Special Skills) (CPL9)
- CPMK-3: Have critical thinking skills in collaborating across fields of science (Special Skills); (CPL9)
- CPMK-4: Maintain and develop work networks, with mentors, colleagues and peers (General Skills). (CPL9)

Sub-CLO

- Sub CPMK-1: Students are able to explain the concepts and scope of work practices of the business world and the industrial world (CPMK-2)
- Sub CPMK-2: Students identify problems and find solutions in the scope of the company where the business world and the industrial world (CPMK-3)
- Sub CPMK-3: Students are able to design work programs within the scope of the world of work and the business world (CPMK-2)
- Sub CPMK-4: Students are able to design and implement practical work programs in their respective practices (CPMK-2)
- Sub CPMK-5: Monitoring and Mid -Program Evaluation (CPMK-4)

- Sub CPMK-6: Able to implement work programs that have been prepared (CPMK-2)
- Sub CPMK-7: Students are able to compile reports on practical results in the industrial world and the business world (CPMK-4)
- Sub CPMK-8: Students are able to present the results of the business world and the industrial world (CPMK-4)

Learning Analytics

Practices in the Business and Industrial Worlds
^
Students are able to present the results of the business world and the industrial world (CPMK-4)
^
Students are able to compile reports on practical results in the industrial world and the business world (CPMK-4)
^
Able to implement work programs that have been prepared (CPMK-2)
^
Monitoring and Mid -Program Evaluation (CPMK-4)
^
Students are able to design and implement practical work programs in their respective practices (CPMK-2)
^
Students are able to design work programs within the scope of the world of work and the business world (CPMK-2)
^
Students identify problems and find solutions in the scope of the company where the business world and the industrial world (CPMK-3)
<u></u>
Students are able to explain the concepts and scope of work practices of the business world and the industrial world (CPMK-2)



HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

									T		
	Course			Code		Cource Group	Credits	SEMESTER	Compilation Date		
Practices i	n the Business ar	nd Industrial W	orlds 2	23U02133520			20	6	2 November 2022		
			SLF	P Developer L	ecturer	Coordinator		Head	of Study Program		
				nidah Amrawaty, S.Pt.,M.Si., IPM., nusi, SE. MBA.,Ph.D. Dr. Firman, S.Si.,M.S			Dr. F	Firman, S.Si.,M.Si.			
	SLOs that are	imposed on t	the course								
	SLO-8:	Mahasisv	wa memiliki inte	egritas yang sar	ngat menghargai ke	eilahian tertinggi, tanggung jawab so	sial, dan etik	a profesional			
	SLO-9:		Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat								
	SLO ⇒ Course Learning Outcomes										
	After completing this course, it is expected:										
	SLO-8	CLO-1: lı	CLO-1: Internalize the ethics of communication, collaboration and social interaction (Attitude)								
			CLO-2: Developing leadership, soft skills and character in innovating and collaborating within the scope of the world of work and business to improve the quality of learning (Special Skills)								
	SLO-9	CLO-3: ⊦	CLO-3: Have critical thinking skills in collaborating across fields of science (Special Skills);								
		CLO-4: N	CLO-4: Maintain and develop work networks, with mentors, colleagues and peers (General Skills).								
Learning Outcomes	CLO ⇒ Sub-CLO										
Course		Sub-CLO-1:Students are able to explain the concepts and scope of work practices of the business world and the industrial world									
		Sub-CLC	D-3: Students are	re able to desig	n work programs w	ithin the scope of the world of work a	and the busir	ness world			
	CLO-2	Sub-CLC	D-4: Students are	re able to desig	n and implement pr	actical work programs in their respe	ctive practice	es			
		Sub-CLC	ub-CLO-6:Able to implement work programs that have been prepared								
	CLO-3	Sub-CLC	Sub-CLO-2:Students identify problems and find solutions in the scope of the company where the business world and the industrial world								
		Sub-CLC	Sub-CLO-5:Monitoring and Mid -Program Evaluation								
	CLO-4	Sub-CLO-7:Students are able to compile reports on practical results in the industrial world and the business world									
	Halaman 1 dari 7										

Sub-CLO-8: Students are able to present the results of the business world and the industrial world

Correlation between SLOs/CLOs to Sub-CLOs

SLOs that			Form of Assessment							
are charged	СРМК	SUB CPMK		Sumative					Value	Student Score
on the Course		CFWIK	Formative	Group Discussion	Case Studies	Project Based	Presentation			Score
SLO-9	CLO-2	SUB- CLO-1	Understanding of the material and culture in the company where the world of business and industry practices	10	0	0	0	10		
SLO-9	CLO-3	SUB- CLO-2	Understanding of existing problems and alternative problem solving solutions	0	10	0	0	10		
SLO-9	CLO-2	SUB- CLO-3	Understanding of work program formulation	0	10	0	0	10		
SLO-9	CLO-2	SUB- CLO-4	Understanding of work program implementation	0	0	25	0	25		
SLO-9	CLO-4	SUB- CLO-5	Documentation and clarity of framework flow/stages as well as accuracy of solutions/follow-up	0	0	0	0	0		
SLO-9	CLO-2	SUB- CLO-6	Understanding of the series of practical program implementation activities in the business and industrial world	0	0	25	0	25		
SLO-9	CLO-4	SUB- CLO-7	Accuracy and mastery of material in making reports	0	10	0	0	10		
SLO-9	CLO-4	SUB- CLO-8	Accuracy and mastery of material in making reports	10	0	0	0	10		
	•			20	30	50	0	100		,

Course Description

Eyes college this is a student assignment to work in a company or institution or agency for a certain period which is equivalent to a maximum of 20 credits. An internship/internship is an extracurricular activity that requires students to carry out observations and work practices in companies/agencies or institutions. Internships are an effort to increase students' knowledge, insight and skills as prospective undergraduate students

Learning Materials/Subjects

- 1. Book Free Learning Guide for Independent Campuses-Directorate General of Higher Education, Ministry of Education and Culture 2020
- 2. Rules Chancellor regarding Learning outside the Study Program
- 3. etc

Main References

Gagal diterjemahkan

Reference	Additional References
	Gagal diterjemahkan
Teaching Team	Naimah Aris, S.Si.,M.Math., Dr. Firman, S.Si.,M.Si.
Course requirement	

Week	Sub CPMK (End-of-stage learning	Penilaian (Assesment)		_	s and Methods stimate]	Content	Weight of Assessment	
	ability)	Indicator	Techniques & Criteria	Offline	Online		(%)	
1	2	3	4	5	6	7	8	
1	Students are able to explain the concepts and scope of work practices of the business world and the industrial world (CPMK-2)	Formative: Gagal diterjemahkan Sumative:	Formative Criteria: Understanding of the material and culture in the company where the world of business and industry practices Sumative Criteria: Group Discussion (10) Assessment Technique: Non Test	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) Shape: • Face to Face • Lecture Method: • Team Discussion • Collaborative Learning 7 days (56 hours)	Studying: Group discussion (Small Group Discussion) Shape: Face virtual Method: Discussion Consultation with DPL/Supervisor	Study contract and introduction to internships and practical work	10	

2	Students identify problems and find solutions in the scope of the company where the business world and the industrial world (CPMK-3)	Formative: Gagal diterjemahkan Sumative: Accuracy in formulating problems and alternative solutions to solving problems	Formative Criteria: Understanding of existing problems and alternative problem solving solutions Sumative Criteria: Case Studies (10) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion), Case Study (Case Study), Cooperative learning (Cooperative learning), Collaborative learning (Collaborative Learning) Shape: Response Tutorial Method: Small Group Discussion Cooperative/ Collaborative Learning Case Study 7 days (56 hours)	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consultation with DPL/Supervisor	Methods and stages of problem identification and methods of formulating problem solutions	10
3	Students are able to design work programs within the scope of the world of work and the business world (CPMK-2)	Formative: Gagal diterjemahkan Sumative: Ability to design work programs according to company needs	Formative Criteria: Understanding of work program formulation Sumative Criteria: Case Studies (10) Assessment Technique: Non Test	Studying: Case Study, Project-Based Learning Shape:	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consult with DPL/Supervisor	Methods for preparing work programs, preparation guide preliminary report and preliminary report presentation techniques	10

4	Students are able to design and implement practical work programs in their respective practices (CPMK-2)	Formative: Gagal diterjemahkan Sumative: Ability integrating work programs	Formative Criteria: Understanding of work program implementation Sumative Criteria: Project Based (25) Assessment Technique: Non Test	Practicum, Studio Practice, Workshop Practice, Field Practice: Case Study, Project- Based Learning Shape; Field Practice Practice in the world of work and the world effort Method: Discussion Project Based learning Case Study 30 days (240 hours)	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consult with DPL/Supervisor	Final report preparation format guide	25
5	Monitoring and Mid -Program Evaluation (CPMK-4)	Formative: Gagal diterjemahkan Sumative: • Ability to reflect on implementation program • Ability to provide action responses continued • Activity in initiative, cooperation team	Formative Criteria: Documentation and clarity of framework flow/stages as well as accuracy of solutions/follow-up Sumative Criteria: Presentation (0) Assessment Technique: Gagal diterjemahkan	Seminar: Case Study, Collaborative Learning Shape: Seminar Method: Presentation and discussion Case study Collaborative learning 1 day (8 hours)	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consult with DPL/Supervisor	Gagal diterjemahkan	0

6	Able to implement work programs that have been prepared (CPMK-2)	Formative: Gagal diterjemahkan Sumative: Ability to integrate work programs	Formative Criteria: Understanding of the series of practical program implementation activities in the business and industrial world Sumative Criteria: Project Based (25) Assessment Technique: Non Test	Practicum, Studio Practice, Workshop Practice, Field Practice: Project-Based Learning (Project-based Learning) Shape: • Practice field in the world of work and business Method: • Discussion • Project based learning	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consult with DPL/Supervisor	Guidelines for implementing participatory and empowerment-based work programs	25
7	Students are able to compile reports on practical results in the industrial world and the business world (CPMK-4)	Formative: Gagal diterjemahkan Sumative: Ability to prepare activity reports	Formative Criteria: Accuracy and mastery of material in making reports Sumative Criteria: Case Studies (10) Assessment Technique: Non Test	Practicum, Studio Practice, Workshop Practice, Field Practice: Case Study, Project- Based Learning Shape: Field Practice Method: • Case study • Project Based Learning 7 days (56 hours)	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consult with DPL/Supervisor	Guidelines and format for preparing reports and presentation procedures	10

8	Students are able to present the results of the business world and the industrial world (CPMK-4)	Formative: Gagal diterjemahkan Sumative: Ability to convey the results of practical activities	Formative Criteria: Accuracy and mastery of material in making reports Sumative Criteria: Group Discussion (10) Assessment Technique: Gagal diterjemahkan	Studying: Group discussion (Small Group Discussion), Cooperative learning (Cooperative learning), Collaborative learning) (Collaborative Learning) Shape; Face to face Method: Discussion Collaborative and cooperative learning 7 days (56 hours)	Studying: Group discussion (Small Group Discussion) Shape: Virtual face Method: Discussion Consult with DPL/Supervisor	Guidelines and format for preparing the final report and procedures for presenting the final report	10
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-2	CLO-3	CLO-4
CPL-8 (S1)			
CPL-9 (S2)	Group Discussion (Weight 10%) Case Studies (Weight 10%) Project Based (Weight 25%) Project Based (Weight 25%)	Case Studies (Weight 10%)	Presentation Case Studies (Weight 10%) Group Discussion (Weight 10%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight				
Group Discussion	20				
Case Studies	30				
Project Based	50				
Presentation	0				
Total	100				

Assessment and Evaluation of Student Achievement of CLOs

SLOs		SUB	Form of Assess	Form of Assessment*							
that are charged	CLO				Sun	native		Weight	Value	Student Score	
on the Course		CLO	Formative	Group Discussion	Case Studies	Project Based	Presentation			ocore	
SLO-9	CLO- 2	SUB- CLO-1	Understanding of the material and culture in the company where the world of business and industry practices	10	0	0	0	10			
SLO-9	CLO-	SUB- CLO-2	Understanding of existing problems and alternative problem solving solutions	0	10	0	0	10			
SLO-9	CLO- 2	SUB- CLO-3	Understanding of work program formulation	0	10	0	0	10			
SLO-9	CLO- 2	SUB- CLO-4	Understanding of work program implementation	0	0	25	0	25			
SLO-9	CLO- 4	SUB- CLO-5	Documentation and clarity of framework flow/stages as well as accuracy of solutions/follow-up	0	0	0	0	0			
SLO-9	CLO- 2	SUB- CLO-6	Understanding of the series of practical program implementation activities in the business and industrial world	0	0	25	0	25			
SLO-9	CLO-	SUB- CLO-7	Accuracy and mastery of material in making reports	0	10	0	0	10			
SLO-9	CLO- 4	SUB- CLO-8	Accuracy and mastery of material in making reports	10	0	0	0	10			
				20	30	50	0	100			

SEMESTER LEARNING PLAN

DEVELOPMENT OF CREATIVITY AND INNOVATION COURSES (23U02133120)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

- CPL-8 (S1) The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics
- CPL-9 (S2) The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

- CPMK-1: Able to apply hard-skill and soft skills abilities in team-work and multidisciplinary, in managing and managingdeveloping the potential of the village as a solution to the problems in the village, (CPL8)
- CPMK-2: Able to make the right decisions based on information analysis and data in the field of development of development and social change in rural communities, (CPL8)
- CPMK-3: Able to master the system, process identification of problems and analytical methods and knowledge in the application of information technology, relevant communication as a tool in solving problems in the field. (CPL9)
- CPMK-4: Able to examine the implications of the development of science and technology that pay attention to and apply humanities in accordance with their expertise based on the rules, procedures and scientific ethics in order to produce solutions, ideas, designs or art criticisms (CPL9)

Sub-CLO

- Sub CPMK-1: Students are able to express and explain the contract and learning plans as well as the scope of project activities in the village (CPMK-1)
- Sub CPMK-2: Students are able to design programs and adjust to partner programs to support the optimization of work programs in the village (CPMK-1)
- Sub CPMK-3: Students are able to explain 18 Sustainable National Development Objectives through the Village SDGs Program (CPMK-1)

- Sub CPMK-4: Students are able to describe special debriefing material and implement in the community (CPMK-2)
- Sub CPMK-5: Students are able to identify and uncover the conditions of the reality of the village and their community (CPMK-2)
- Sub CPMK-6: Students are able to recognize and determine problems and compile work programs based on community needs (CPMK-2)
- Sub CPMK-7: Students are able to explain the problems and compile work programs based on community needs (CPMK-3)
- Sub CPMK-8: Students are able to carry out work programs based on the results of the work program seminar (CPMK-3)
- Sub CPMK-9: Students are able to monitor and evaluate work programs (CPMK-3)
- Sub CPMK-10: Students are able to explain the concept of developing potential and develop strategies for solving problems in the village (CPMK-4)
- Sub CPMK-11: Students are able to explain the creativity and innovation development program to support the achievement of SDGs Village (CPMK-4)
- Sub CPMK-12: Students are able to make reporting based on the work program that has been implemented (CPMK-4)

Learning Analytics

Development of Creativity and Innovation Students are able to make reporting based on the work program that has been implemented (CPMK-4) Students are able to explain the creativity and innovation development program to support the achievement of SDGs Village (CPMK-4) 个 Students are able to explain the concept of developing potential and develop strategies for solving problems in the village (CPMK-4) Students are able to monitor and evaluate work programs (CPMK-3) Students are able to carry out work programs based on the results of the work program seminar (CPMK-3) 个 Students are able to explain the problems and compile work programs based on community needs (CPMK-3) 个 Students are able to recognize and determine problems and compile work programs based on community needs (CPMK-2) 个 Students are able to identify and uncover the conditions of the reality of the village and their community (CPMK-2) 个 Students are able to describe special debriefing material and implement in the community (CPMK-2) 个 Students are able to explain 18 Sustainable National Development Objectives through the Village SDGs Program (CPMK-1) 个 Students are able to design programs and adjust to partner programs to support the optimization of work programs in the village (CPMK-1) 个 Students are able to express and explain the contract and learning plans as well as the scope of project activities in the village (CPMK-1)



Learning Outcomes Course

HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

Course	Code	Cource Group	Credits		SEMESTER		Compilation Date			
Development of Creativity and Innovation	23U02133120	MKPK	20		6		22 Februari 2022			
AUTHORITY	SLP Developer Lecturer				Coordinator		Head of Study Program			
AUTHORITI		Muhammad Kurnia, S.Pi., M.Sc., Ph.D					Dr. Firman, S.Si.,M.Si.			
SLOs that are imposed on	the course	SLOs that are imposed on the course								

AUTHORITY		Muhammad Kurnia, S.Pi., M.Sc., Ph.D			Dr. Firman, S.Si.,M.Si.							
SLOs that are impose	d on the course											
SLO-8:	Mahasiswa me	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional										
SLO-9:	P-9: Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat											
SLO ⇒ Course Learni	ng Outcomes											
After completing this co	ourse, it is expected:											
SLO-8	CLO-1: Able to	apply hard-skill and soft skills abilities in team-work and multidisciplinary, in ma	anaging and managingdeveloping the potential of the village as a	solution to the	problems in the village,							
320-6	CLO-2: Able to make the right decisions based on information analysis and data in the field of development of development and social change in rural communities,											
	CLO-3: Able to	CLO-3: Able to master the system, process identification of problems and analytical methods and knowledge in the application of information technology, relevant communication as a tool in solving problems in the field.										
SLO-9	CLO-4: Able to designs or art of	examine the implications of the development of science and technology that pacificisms	ay attention to and apply humanities in accordance with their exp	ertise based on	the rules, procedures and scientific ethics in order to produce solutions, ideas,							
CLO ⇒ Sub-CLO												
	Sub-CLO-1:St	udents are able to express and explain the contract and learning plans as well a	s the scope of project activities in the village									
CLO-1	Sub-CLO-2: Students are able to design programs and adjust to partner programs to support the optimization of work programs in the village											
	Sub-CLO-3:St	udents are able to explain 18 Sustainable National Development Objectives thro										
	Sub-CLO-4:St	udents are able to describe special debriefing material and implement in the cor	nmunity									
CLO-2	Sub-CLO-5:St	Sub-CLO-5:Students are able to identify and uncover the conditions of the reality of the village and their community										
	Sub-CLO-6:St	Sub-CLO-6:Students are able to recognize and determine problems and compile work programs based on community needs										
	Sub-CLO-7:St	udents are able to explain the problems and compile work programs based on c	community needs									
CLO-3	Sub-CLO-8:St	Sub-CLO-8: Students are able to carry out work programs based on the results of the work program seminar										
	Sub-CLO-9:St	udents are able to monitor and evaluate work programs										
	i i											

CLO-4 Sub-CLO-11: Students are able to explain the creativity and innovation development program to support the achievement of SDGs Village

Correlation between SLOs/CLOs to Sub-CLOs

SLOs that			Form of Assessment*									
are charged on the Course CPMK SUB CPMK				Sumative							Value	Student Score
		CFWIK	Formative		Short Q&A	Case Studies	Presentation	Project Based	Project Report			Score
SLO-8	CLO-1	SUB-CLO- 1	Punctuality, mastery of the material received	4	0	0	0	0	0	4		
SLO-8	CLO-1	SUB-CLO- 2	Visits, Discussions and Coordination with Partners.	5	0	0	0	0	0	5		
SLO-8	CLO-1	SUB-CLO-	Accuracy, understanding, and mastery of the material	4	0	0	0	0	0	4		
SLO-8	CLO-2	SUB-CLO-	Communication skills, Activeness in discussions, Accuracy in explanations and Systematic and logical	0	10	0	0	0	0	10		

Sub-CLO-10:Students are able to explain the concept of developing potential and develop strategies for solving problems in the village

Sub-CLO-12: Students are able to make reporting based on the work program that has been implemented

SLOs that		Form of Assessment											
are charged	СРМК	SUB CPM					Sumative					Value	Student Score
on the Course		Ci iiii	Formative		Group Discussion	Short Q&A	Case Studies	Presentation	Project Based	Project Report			Score
SLO-8	CLO-2	SUB-CL 5					0	0	0	0	10		
SLO-8	CLO-2	SUB-CL	O- Implementation of identification	0	0	10	0	0	0	10			
SLO-9	CLO-3	SUB-CL 7	O- Understanding and mastery of material		0	0	0	4	0	0	4		
SLO-9	CLO-3	SUB-CL 8	Achievement of objectives and implementation of activity programs		0	0	0	0	10	0	10		
SLO-9	CLO-3	SUB-CL 9	O- Discipline, Activeness and Communication and Interaction		0	0	0	4	0	0	4		
SLO-9	CLO-4	SUB-CL 10	Active discussion and mastery of material		0	0	0	0	10	0	10		
SLO-9	CLO-4	SUB-CL 11	Activeness, Communication, Cooperation and Completeness of program implementation		0	0	0	4	0	0	4		
SLO-9	CLO-4	SUB-CL 12	O- conformity with the final reporting format, final report, logbook and documentation, the substance of the report contains all stages fro systematics of the report	m start to finish	U	0	0	0	0	25	25		
					23	10	10	12	20	25	100		
Le. Materia	arning Is/Subject	ıs	Bagal diterjemahkan Main References										
		(Sagal diterjemahkan										
Ref	erence	,	additional References										
		(Gagal diterjemahkan										
Teach	ing Team	ı	Naimah Aris, S.Si.,M	.Math., Dr. Firma	an, S.Si.,M.Si.								
	requireme	ent			ı								
(E	nd-of- stage		Penilaian (<i>Assesment</i>)						Forms and Nime estimate				
	arning bility)		Indicator	Techniques & Criteria		C	Offline					On	line
1	2		3	4			5						6
able expressions as the of pressions active the vertices as the control of the co	ess and ain the ract and hing s as well	PrecisCapa Sumative	silities Arranging and designing creativity and innovation programs in villages ion and suitability of the design to Partner's needs bilities in communicating program objectives and partner needs 2: erjemahkan	Formative Criteria: Punctuality, mastery of the material received Sumative Criteria: Group Discussion (4) Assessment Technique:	Group discussion (Small Group Discussion), Problem-Based Learning (Problem-based Learning) Shape: Stare Face Documentation of observation results Description of Program Plan Method: Discussion:2 Day					Studying: Group discussion (Small Group Discussion Shape: Stare Maya Method: Discussion Coordination, Consultation with Partra 1 Week = 6 Days = 64 Hours			,

Procession and suitability of the design is Partner's needed and adjusted to planting and adjusted to planting and adjusted to Chapterillation and planting and adjusted to Chapterillation and planting and pla					T	T
country coun	2		Formative:		Studying:	Studying:
Positive Contraction						Group discussion (Small Group Discussion)
Security		programs		Discussions		
Simple Order Display to stage Share Shar		programs to		Coordination	1 Week = 6 Days = 64 Hours	-
Students are safe to applied the program of programs and processing from the continuence of the program of programs and processing from the program of programs of programs of processing the program of programs of program		optimization of work programs in		Sumative		
3 Students are able to acquire 17 months to the complete control of the control o				Group		1 Week = 6 Days = 64 Hours
Subderink arm date to explain 15 and the to explain 15 and the to explain 15 and the to explain 16 and the explain 16 and						
a ble to explain 8 Sustainable Sustainable Sustainable Accuracy and completeness in explaining the 18 sustainable national development goals and correlating them with program plans, activities, and assessment Objectives Sunday CP3/K-1) 4 Sustainable Sudarities are (CP3/K-1) 5 Sustainable Sunday				Non Test		
a ble to explain 18 Sustainable Substantial Substantia	3	Students are	Formative:	Formative	Studying:	Studying:
National Development Objectives Encoghing the Victoria State of the Program (CPMK-1) and mastery of the material Control of the Program (CPMK-1) and mastery of the material State of the Program (CPMK-1) and the Program design made with special provision material in the Community (CPMK-2) and the Program design made with special provision material in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Program design made with special provision material and implement in the Community (CPMK-2) and the Community (CPMK-2) and the Community (CPMK-2) and the Community (CPMK-2) and the Communi		able to explain 18	Accuracy and completeness in explaining the 18 sustainable national development goals and correlating them with program plans, activities.	Criteria:	Group discussion (Small Group Discussion), Problem-Based Learning (Problem-	Group discussion (Small Group Discussion)
brough the Village SDS SDS SDS SDS SDS Program (CPNK-1) 4 Students are describe special debriefing materials and implement in the CPMK-2) (CPMK-2) 5 The Students are describe special debriefing materials and implement in the CPMK-2 (CPMK-2) 6 The Students are describe special debriefing materials and implement in the CPMK-2 6 The Students are describe special debriefing materials and implement in the CPMK-2 6 The Students are describe special debriefing materials and implement in the CPMK-2 6 The Students are describe special debriefing materials and implement in the CPMK-2 6 The Students are describe special debriefing materials and implement in the CPMK-2 6 The Students are describe special debriefing materials and implement in the CPMK-2 6 The Students are described and implement in the CPMK-2 6 The St		National Development		understanding, and mastery of	Shape: Stare Face	Stare Maya Method:
Criteria: CPMIK-1) Students are describe special debriefing material and implement in community (CPMIK-2) Formative:		through the Village		Sumativo	Method:	
Assessment Technique: Assessment Technique: Non Test Formative: Precision and Completeness in presenting special briefing materials. Precision in correlating the program design made with special provision material and implement in the community (CPMK-2) Sumative: Gagal diterjemahkan Group discussion (Small Group Discussion), Discovery Learning Shape: Stare Face Responses in ordinand written discussions / questions and answers discussions Accuracy of explanation and logical Sumative: Gagal diterjemahkan Group discussion (Small Group Discussion), Discovery Learning Shape: Stare Maya Method: Lecture Discussion with DPL and the PKKN Task Force. 12 Days, 96 Hours		Program		Criteria:		16 Hours
4 Students are able to describe describe debriefing material and implement in the community (CPMK-2) (CPMK-2) 4 Students are able to describe describe described in correlating the program design made with special provision material and implement in the community (CPMK-2) (CPMK-2) 5 Studying: 6 Promative: 6 Precision and Completeness in presenting special briefing materials. 9 Precision in correlating the program design made with special provision material described in community (CPMK-2) State Face Active in discussions Studying: Group discussion (Small Group Discuss Shape: Stare Face Responses in oral and written discussions / questions and answers Method: • Lecture • Discussion with DPL and the PKKN Task Force. 12 Days, 96 Hours				Discussion (4)	16 Hours	
4 Students are able to describe special debriefing material and implement in the community (CPMK-2) 4 Students are able to describe special debriefing material and implement in the community (CPMK-2) 5 Studying: 6 Precision and Completeness in presenting special briefing materials. 9 Precision in correlating the program design made with special provision material and implement in the community (CPMK-2) 6 Studying: 6 Crommunication skills 8 Active in discussions Accuracy of explanation 9 Systematic and logical 12 Days, 96 Hours 12 Days, 96 Hours						
able to describe special debriefing material and implement in the community (CPMK-2) Community (CPMK-2) Commu				Non Test		
describe special expectation and Completeness in presenting special briefing material and implement in the community (CPMK-2) (CPMK-2) Precision and Completeness in presenting special briefing material and implement in the community (CPMK-2) Active in discussions (Mall Group Discussion), Discovery Learning Shape: Stare Face Responses in oral and written discussions / questions and answers Method: Lecture Discussion (Small Group Discussion), Discovery Learning Shape: Stare Face Responses in oral and written discussions / questions and answers Method: Lecture Discussion with DPL and the PKKN Task Force. 12 Days, 96 Hours 12 Days, 96 Hours Lecture Discussion (Small Group Discussion), Discovery Learning Shape: Stare Face Responses in oral and written discussions / questions and answers Method: Lecture Discussion with DPL and the PKKN Task Force. 12 Days, 96 Hours 12 Days, 96 Hours	4					
The property of explanation implement in the community (CPMK-2) Sumative: Gagal diterjemahkan Stare Maya Method: Lecture Discussions with DPL and the PKKN Task Force. Systematic and logical Stare Maya Method: Lecture Discussion with DPL and the PKKN Task Force. 12 Days, 96 Hours 12 Days, 96 Hours 12 Days, 96 Hours		describe				Group discussion (Small Group Discussion), D
implement in the community (CPMK-2) Sumative: Gagal diterjemahkan Sumative: Gagal diterjemahkan Sumative: Gagal diterjemahkan Active in discussions / questions and answers described in discussions / questions					Stare Face	
Community (CPMK-2) Accuracy of explanation Systematic and logical Sumative Criteria: Short Q&A (10) Assessment Technique: Community (CPMK-2) Accuracy of explanation Systematic and logical Lecture Discussion with DPL and the PKKN Task Force. Lecture Discussion with DPL and the PKKN Task Force. 12 Days, 96 Hours		implement in				Method:
Sumative Criteria: Short Q&A (10) Assessment Technique:			Gagai otterjemankan		Lecture	Lectures Discussion with DPL and the PKKN Task Form
Criteria: Short Q&A (10) Assessment Technique:						12 Days, 96 Hours
Assessment Technique:					12 Days, 96 Hours	
Technique:				, ,		
Non Test				Technique:		
				Non Test		

To Note the control of the control o					_	
Description of Contract Contr	5				Studying:	
Positive of Part of		identify and uncover the	Ability in identifying village potential and its development	Understanding		
Business Victorial Columnia of Control of CPL and Parton. Victorial Columnia of		the reality of the village			Stare Face	
Promotion Control of Promotion Control		community	Gayar uterijerirarikari		Visit Field Field activities, and Coordination of DPL and Partners.	
Abded or December of the comment of		,			Lectures	
Budden					Discussion (program gain)	
Available of interface production of control production of the program designed with p				Non Test	10 Days, 80 Hours	
A Study for control years of perform processions of companies and c	6		Formative:		Studying:	Studying:
Precision programs designed will purpler professes professes of the programs of the program of the program for understanding and measuring the material program for understanding and measuring the program for understanding and measuring the material program for understanding and measuring the program for understanding the		recognize				1
work programs bander on CPMC-21 CPMC-21 CPMC-21 Case Student on Computer of CPMC-21 Case Student on CPMC-21 Cas		determine problems	Precision programs designed with partner problems/needs in mind Capabilities interact		Stare face	
Standard on community of CPMIK-CY CPMIK-		work	Volume in initialing the program of understanding and matering the material			
CPH6K-2		based on community			Problem Based Learning	Problem Based Learning Case study
Students are problems and comple work programs (CPMK-3)						
able to explain the problems program shaded on community or group and substitive of program shaded on community or group and substitive of community or group of countries and substitive of community or group and substitive or group or gro				Non Test	10 Days, 80 Hours	10 Days, 80 Hours
explain the problems and compile Communication and suitability of program design to process and compile Communication and suitability of program design to discussions at seminars and compile Communication and suitability of program design to discussions at seminars and compile Communication and suitability of program design to discussions at seminars based on community needs (CPMK-S) Students are able to carry out work of program able to carry out work program and program objectives and implementating the activity program as designed - Achievement program objectives (CPMK-S) Students are results of the results of the work program as designed - Achievement of carry out work program as designed - Achievement program objectives and implementation of activity program as designed - Achievement program objectives and implementation of activity program as designed - Achievement program objectives and implementation activity program as designed - Achievement program objectives and implementation activity program - Achievement program objectives and implementation activity program - Achievement program objectives and implementation activity program - Achievement program objectives - Achievement of objectives and implementation activities - Achievement of objectives and implementation activities - Case study, Project-Based Learning - Achievement of objectives - Ac	7		Formative:		Seminar:	
work programs based on community needs (PPMK-3) Subdents and programs based on the season of the se		explain the problems	Communication active in mentoring		based Learning)	
community needs (CPMK-3) 8 Students are able to carry out work programs based on the results of the work and sorting and sorting and the results of the work programs and teamwork (CPMK-3) 8 Students are able to carry out work programs based on the very out work programs and teamwork (CPMK-3) 8 Students are able to carry out work programs based on the results of the work and the work programs and teamwork (CPMK-3) 8 Students are able to carry out work programs and teamwork and teamwork and teamwork (CPMK-3) 8 Students are able to carry out work program as designed - Capabilities in implementing the activity program as designed - Precision time - Case Study, Project-Based Learning - Case Study, Project-Based Learning - Case Study, Project-Based Learning - Achievement of Objectives and Achievement of Objectives and teamwork - Compactness and teamwork - Case Study, Project-Based Learning - Achievement of Objectives and Machine of Activity Field - Activity Field - Activity Field - Activity Field - Case Study - Project Based Learning - Activity Field - Case Study - Project Based Learning - Activity Field - Case Study - Project Based Learning - Activity Field - Case Study - Project Based Learning - Activity Field - Case Study - Activity Field - Activity Field - Activity Field - Case Study - Project Based Learning - Activity Field - Activity Fiel		work programs	Cooperation team			
Gagal diterjemahkan Students are able to carry out work programs based on the work of the		community				
Students are able to carry out work programs shased on the results of the work program seminar (CPMK-3) Students are able to carry out work programs shased on the results of the work program seminar (CPMK-3) Sumative: Gagal diterjemahkan Students are able to carry out work program shased on the results of the work program seminar (CPMK-3) Sumative: Gagal diterjemahkan Students are able to carry out work program as designed enable activity program as designed enable to carry out work program seminar (CPMK-3) Sumative: Gagal diterjemahkan Studying: Case Study, Project-Based Learning Shape: Stare Maya Method: Method: Project Based Learning Shape: Stare Maya Method: Project Based Learning Shape: Stare Maya Method: Project Based Learning Assignment: Documentation activities Documentation activities Documentation activities Documentation activities Project Based Learning Assignment: Documentation activities Documentation activities Project Based Learning Shape: Stare Maya Method: Project Based Learning Shape: Stare Maya Activity Field Project Based Learning Shape: Stare Maya Activity Field Project Based Learning Shape: Shape: Sac Study, Project-Based Learning Shape: Shape: Sac Study, Project-Based Learning Shape: Shape: Sac Study, Project-Based Learning Application of Activity Field Project Based Learning Shape: Shap		(CPMK-3)				
8 Students are able to carry out work programs based on the results of the work program seminar (CPMK-3) CPMK-3) 8 Students are able to carry out work program objectives • Precision time • Achievement of objectives and implementation of activity program seminar (CPMK-3) CPMK-3) 8 Students are able to carry out work program objectives • Capabilities in implementing the activity program as designed • Precision time • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation activity program • Achievement of objectives and implementation activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity program • Achievement of objectives and implementation of activity						
able to carry out work programs based on the work program seminar seminar (CPMK-3) CPMK-3) able to carry out work programs based on the work program seminar seminar seminar (CPMK-3) Capabilities in implementing the activity program as designed Precision time Achievement of objectives and implementation of activity programs Sumative: Gagal diterjemahkan Case Study, Project-Based Learning Achievement of objectives and implementation of activity program Method: Case Study, Project-Based Learning Shape: Achievement of objectives and implementation activity program Method: Case Study, Project-Based Learning Shape: Achievement of objectives and implementation activity program Method: Case Study, Project-Based Learning Shape: Activity Field Implementation activity program Project Based Learning Achievement of objectives and implementation of activity program Method: Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Method: Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Achievement of objectives and implementation activity program Project Based Learning Activity Field Project Based Learning Activ	L			Non Test		
out work programs based on the results of the work program seminar (CPMK-3) (CPMK-3) out work program shaded on the results of the work program seminar seminar (CPMK-3) (CPMK-3) out work program shaded teaming process and teamwork out work program shaded teaming program shaded teaming objectives and implementation of activity program shaded teaming out the results of the work program seminar (CPMK-3) Out work program shaded teaming program shaded teaming out the results of the work program seminar seminar seminar (CPMK-3) Out work program shaded teaming program shaded teaming program shaded teaming of activity program with program shaded teaming prog	8					Studying:
based on the results of the work program seminar (CPMK-3) (CPMK-3) Compactness and teamwork		out work		Achievement of		
work program seminar (CPMK-3) CPMK-3) Sumative: Gagal diterjemahkan Sumative: Gagal diterjemahkan Sumative: Criteria: Project Based (10) Assessment Technique: Non Test Assignment: Documentation activity program Method: Discussion Interactive with Dospem, DPL, I Team Assignment: Documentation activities Discussion Interactive with Dospem, DPL, I Team Assignment: Documentation activities Discussion Interactive with Dospem, DPL, I Team Assignment: Documentation activities Discussion Interactive with Dospem, DPL, I Team Assignment: Documentation activities Discussion Interactive with Dospem, DPL, I Team Assignment: Documentation activities Discussion Interactive with Dospem, DPL, I Team		based on the		implementation	Activity Field	
Sumative: CPMK-3) Sumative: Gagal diterjemahkan Sumative: Criteria: Project Based (10) Assessment Technique: Non Test Method: • Case study • Project Based Learning Assignment: • Documentation activities • Document output/ feedback • Report implementation of activities		work				Method:
Project Based (10) Assessment Technique: Non Test Assignment: 24 Days = 192 Hours 4 Document activities Document output/ feedback Report implementation of activities		seminar			Case study	Discussion Interactive with Dospem, DPL, In Team
Assessment Technique: Non Test Occumentation activities Document output/ feedback Report implementation of activities				Project Based	04 Davis - 400 Haves	Assignment:
				Assessment	Z4 Days = 192 Hours	 Document output/ feedback
24 Days = 192 Hours				Non Test		
						24 Days = 192 Hours

				1	
9	Students are able to	Formative:	Formative Criteria:	Studying:	Studying:
	monitor and evaluate	Cooperation Team Capabilities each member in carrying out their duties as a responsibility	Discipline	Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)	Group discussion (Small Group Discussion)
	work	Capabilities perform PDCA Capabilities provide follow-up and solutions to obstacles	Liveliness	Shape:	Shape:
	programs (CPMK-3)	• Capabilities provide follow-up and solutions to obstacles			Tatap Maya
			Communication and Interaction	Response Percentage	Method:
		Sumative: Gagal diterjemahkan		Method:	Discussion interactive with the team, dospern
			Sumative Criteria:	Small Group Discussion Discussion Interactive	
				Collaborative Learning	2 Days (16 Hours)
			Presentation (4)		
			Assessment Technique:	2 Days (16 Hours)	
			Non Test		
10	Students are able to	Formative:	Formative Criteria:	Studying:	Studying:
	explain the	Capabilities in designing concepts and strategies for problem solutions Particle and solution with the solutions.	Active	Group discussion (Small Group Discussion), Project-Based Learning (Project-based Learning)	Group discussion (Small Group Discussion)
	concept of developing	Precision and solution suitability. Implementation activity plan	discussion	Gagal diterjemahkan	Shape:
	potential and develop	Achievement activity goal Cooperation team	Mastery of	24 Days = 192 Hours	Response Stare virtual
	strategies for solving	Precision implementation time as planned	material		Method: • Discussion
	problems in the village		Sumative		Assignment:
	(CPMK-4)	Sumative: Gagal diterjemahkan	Criteria:		Report Activity plan Report Implementation of Activities
			Project Based (10)		Report Implementation of Activities
			Assessment Technique:		24 Days = 192 Hours
			Non Test		
11	Students are	Formative:	Formative	Seminar:	Studying:
	able to explain the	Capabilities in presentation	Criteria:	Group discussion (Small Group Discussion), Project-Based Learning (Project-	Group discussion (Small Group Discussion)
	creativity and innovation	Capabilities in responding and dialogue in discussions Systematics presentation materials	Liveliness	based Learning)	Shape:
	development	ability organize the implementation of the final seminar liveness participants in the discussion	Communication	Shape: Seminar	Stare Maya
	program to support the	ч птолово ранивірана III шо півоповіон	Cooperation	Method:	
	achievement of SDGs		Completeness	Discussion Interactive	Method: Discussion
	Village	Sumative: Gagal diterjemahkan	of program implementation	Presentation activity results Project Based Learning	Discussion
	(CPMK-4)		implementation	,	Assignment:
			Sumative Criteria:	1 Day = 8 Hours	LPJ implementation of the final seminar
			Presentation		
			(4)		1 Day = 8 Hours
			Assessment Technique:		
			Non Test		
	1		I		I

12 Students are able to make reporting based on the work program that has been implemented (CPMK-4)	Systematics report Conformity with report template/ format Activity in discussions under the guidance of dospem and DPL Precision time Sumative: Gagal diterjemahkan	Criteria: conformity with the final reporting format, final report, logbook and documentation The substance of the report	Studying: Group discussion (Small Group Discussion) Shape:	
		contains all stages from start to finish Report systematics Sumative Criteria: Project Report (25) Assessment Technique: Non Test	TO Days, 80 Hours	

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3	CLO-4
CPL-8 (S1)	Group Discussion (Weight 4%) Group Discussion (Weight 5%) Group Discussion (Weight 4%)	Short Q&A (Weight 10%) Group Discussion (Weight 10%) Case Studies (Weight 10%)		
CPL-9 (S2)			Presentation (Weight 4%) Project Based (Weight 10%) Presentation (Weight 4%)	Project Based (Weight 10%) Presentation (Weight 4%) Project Report (Weight 25%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight
Group Discussion	23
Short Q&A	10
Case Studies	10
Presentation	12
Project Based	20
Project Report	25
Total	100

Assessment and Evaluation of Student Achievement of CLOs

SLOs			Form of Assessment [*]									
that are charged	CLO	SUB CLO				Sui	mative			Weight	Value	Student Score
on the Course		CLO	Formative	Group Discussion	Short Q&A	Case Studies	Presentation	Project Based	Project Report			
SLO-8	CLO-	SUB- CLO- 1	Punctuality, mastery of the material received	4	0	0	0	0	0	4		
SLO-8	CLO- 1	SUB- CLO- 2	Visits, Discussions and Coordination with Partners.	5	0	0	0	0	0	5		
SLO-8	CLO- 1	SUB- CLO- 3	Accuracy, understanding, and mastery of the material	4	0	0	0	0	0	4		
SLO-8	CLO- 2	SUB- CLO- 4	Communication skills, Activeness in discussions, Accuracy in explanations and Systematic and logical	0	10	0	0	0	0	10		
SLO-8	CLO- 2	SUB- CLO- 5	Understanding and mastery of material	10	0	0	0	0	0	10		
SLO-8	CLO- 2	SUB- CLO- 6	Implementation of identification	0	0	10	0	0	0	10		
SLO-9	CLO-	SUB- CLO- 7	Understanding and mastery of material	0	0	0	4	0	0	4		
SLO-9	CLO-	SUB- CLO- 8	Achievement of objectives and implementation of activity programs	0	0	0	0	10	0	10		
SLO-9	CLO-	SUB- CLO- 9	Discipline, Activeness and Communication and Interaction	0	0	0	4	0	0	4		

SLOs			Form of Assessment [*]									
that are charged	CLO	SUB	CLO Formative		Sumative							Student Score
on the Course		323		Group Discussion	Short Q&A	Case Studies	Presentation	Project Based	Project Report			
SLO-9	CLO-	SUB- CLO- 10	Active discussion and mastery of material	0	0	0	0	10	0	10		
SLO-9	CLO-	SUB- CLO- 11	Activeness, Communication, Cooperation and Completeness of program implementation	0	0	0	4	0	0	4		
SLO-9	CLO- 4	SUB- CLO- 12	conformity with the final reporting format, final report, logbook and documentation, the substance of the report contains all stages from start to finish and the systematics of the report	0	0	0	0	0	25	25		
				23	10	10	12	20	25	100		

SEMESTER LEARNING PLAN

HUMANISM CHARACTER DEVELOPMENT (HUMANITARIAN PROJECT) COURSES (23U02133620)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

- CPL-8 (S1) The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics
- CPL-9 (S2) The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

CPMK-1: Able to explain about concepts, management, analyzing and participating in disaster management, Handling Extraordinary Events (KLB) and Pandemic Covid19 and handling social problems of the community (CPL8 dan CPL9)

Sub-CLO

- Sub CPMK-1: Students are able to understand the concepts, scope, disaster classification and analyze pre -disaster management, during disasters and after disasters including assessment of needs during disasters and other social problems of the community (CPMK-1)
- Sub CPMK-2: Students are able to understand the concepts and scope, components and procedures for handling pandemic/outbreaks/outbreaks/KLB/Covid19 (CPMK-1)
- Sub CPMK-3: Students are able to play a role and be involved in handling disasters and other social problems that occur in accordance with competencies by partnering with government and non government institutions outside of universities (CPMK-1)
- Sub CPMK-4: Students are able to conduct a systematic investigation of Pandemi/Outbreak/KLB/COVID19 and make a plan to overcome Pandemi/Plague/KLB/COVID19 by partnering with government and non -government institutions as well as analysis of the results of the investigation and making reports on the results of the Pandemi/Plague/KLB/COVID 19 Pandemic Investigation Report (CPMK-1)
- Sub CPMK-5: Students are able to present the results of visits and field practices (CPMK-1)

Learning Analytics

Humanism Character Development (Humanitarian Project)



Students are able to present the results of visits and field practices (CPMK-1)



Students are able to conduct a systematic investigation of Pandemi/Outbreak/KLB/COVID19 and make a plan to overcome Pandemi/Plague/KLB/COVID19 by partnering with government and non -government institutions as well as analysis of the results of the investigation and making reports on the results of the Pandemi/Plague/KLB/COVID 19 Pandemic Investigation Report (CPMK-1)



Students are able to play a role and be involved in handling disasters and other social problems that occur in accordance with competencies by partnering with government and non -government institutions outside of universities (CPMK-1)



Students are able to understand the concepts and scope, components and procedures for handling pandemic/outbreaks/outbreaks/KLB/Covid19 (CPMK-1)



Students are able to understand the concepts, scope, disaster classification and analyze pre -disaster management, during disasters and after disasters including assessment of needs during disasters and other social problems of the community (CPMK-1)



HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

Course		Code		Cource Group	Credits	SEMESTER	Compilation Date				
cter Development (Hu	umanitarian Project)	23U02133620		MKPK	20	6	1 April 2023				
	S	SLP Developer L	ecturer	Coordinator		Head	of Study Program				
UTHORITY						Dr. F	irman, S.Si.,M.Si.				
SLOs that are impo	osed on the course										
SLO-8:	Mahasiswa memiliki ir	ntegritas yang sar	ngat menghargai ke	ilahian tertinggi, tanggung jawab so	sial, dan etik	a profesional					
	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat										
SLO ⇒ Course Learning Outcomes											
After completing this course, it is expected:											
	CLO-1: Able to explain about concepts, management, analyzing and participating in disaster management, Handling Extraordinary Events (KLB) and Pandemic Covid19 and handling social problems of the community										
	CLO-1: Able to explain about concepts, management, analyzing and participating in disaster management, Handling Extraordinary Events (KLB) and Pandemic Covid19 and handling social problems of the community										
CLO ⇒ Sub-CLO											
	Sub-CLO-1:Students are able to understand the concepts, scope, disaster classification and analyze pre -disaster management, during disasters and after disasters including assessment of needs during disasters and other social problems of the community										
				and scope, components and proceed	dures for hai	ndling					
	Sub-CLO-3:Students are able to play a role and be involved in handling disasters and other social problems that occur in accordance with competencies by partnering with government and non -government institutions outside of universities										
	Sub-CLO-4: Students are able to conduct a systematic investigation of Pandemi/Outbreak/KLB/COVID19 and make a plan to overcome Pandemi/Plague/KLB/COVID19 by partnering with government and non -government institutions as well as analysis of the results of the investigation and making reports on the results of the Pandemi/Plague/KLB/COVID 19 Pandemic Investigation Report										
-	Sub-CLO-5:Students	are able to prese	nt the results of visi	ts and field practices							
	SLOs that are imp SLO-8: SLO-9: SLO ⇒ Course Lea After completing thi SLO-8 SLO-9 CLO ⇒ Sub-CLO	Prof. Dr. Ida MKM.,M.Sc. SLOs that are imposed on the course SLO-8: Mahasiswa memiliki ir SLO-9: Mahasiswa dapat bera profesional mereka, d SLO ⇒ Course Learning Outcomes After completing this course, it is expected Pandemic Covid19 and Sub-CLO-1:Students disasters including as Sub-CLO-2:Students pandemic/outbreaks/course partnering with govern Sub-CLO-4:Students Pandemi/Plague/KLB/making reports on the	SLP Developer Le Prof. Dr. Ida Leida Maria, SKI MKM.,M.Sc.PH, Dr. Wahidud SLOs that are imposed on the course SLO-8: Mahasiswa memiliki integritas yang sar SLO-9: Mahasiswa dapat beradaptasi dan men profesional mereka, dengan budaya be SLO ⇒ Course Learning Outcomes After completing this course, it is expected: SLO-8 CLO-1: Able to explain about concepts Pandemic Covid19 and handling social SLO-9 CLO-1: Able to explain about concepts Pandemic Covid19 and handling social CLO-1: Able to explain about concepts Pandemic Covid19 and handling social CLO-2: Students are able to under pandemic/outbreaks/outbreaks/KLB/Co Sub-CLO-2: Students are able to under pandemic/outbreaks/outbreaks/KLB/Co Sub-CLO-3: Students are able to play a partnering with government and non-ge Sub-CLO-4: Students are able to condu Pandemi/Plague/KLB/COVID19 by part making reports on the results of the Pan	SLP Developer Lecturer Prof. Dr. Ida Leida Maria, SKM., MKM.,M.Sc.PH, Dr. Wahiduddin, SKM.,M.Kes. SLO-8: Mahasiswa memiliki integritas yang sangat menghargai ke SLO-9: Mahasiswa dapat beradaptasi dan mengembangkan kema profesional mereka, dengan budaya belajar sepanjang hay SLO → Course Learning Outcomes After completing this course, it is expected: SLO-8 CLO-1: Able to explain about concepts, management, and Pandemic Covid19 and handling social problems of the co CLO → Sub-CLO Sub-CLO-1: Students are able to understand the concepts disasters including assessment of needs during disasters at Sub-CLO-2: Students are able to understand the concepts pandemic/outbreaks/outbreaks/KLB/Covid19 Sub-CLO-3: Students are able to play a role and be involve partnering with government and non -government institution waking reports on the results of the Pandemi/Plague/KLB/COVID19 by partnering with government making reports on the results of the Pandemi/Plague/KLB/C	SLP Developer Lecturer Prof. Dr. Ida Leida Maria, SKM., MKM.,M.Sc.PH, Dr. Wahiduddin, SKM.,M.Kes.	SLP Developer Lecturer Prof. Dr. Ida Leida Maria, SKM., MKM.,M.Sc.,PH, Dr. Wahiduddin, SKM.,M.Kes. SLOs that are imposed on the course SLO-8: Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etik SLO-9: Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang profesional mereka, dengan budaya belajar sepanjang hayat SLO -> Course Learning Outcomes After completing this course, it is expected: SLO-8 CLO-1: Able to explain about concepts, management, analyzing and participating in disaster management Pandemic Covid19 and handling social problems of the community SLO-9 CLO-1: Able to explain about concepts, management, analyzing and participating in disaster management Pandemic Covid19 and handling social problems of the community CLO -> Sub-CLO Sub-CLO-1: Students are able to understand the concepts, scope, disaster classification and analyze predisasters including assessment of needs during disasters and other social problems of the community Sub-CLO-2: Students are able to understand the concepts and scope, components and procedures for har pandemic/outbreaks/outbreaks/KLB/Covid19 Sub-CLO-3: Students are able to play a role and be involved in handling disasters and other social problem partnering with government and non -government institutions outside of universities Sub-CLO-4: Students are able to conduct a systematic investigation of Pandemi/Outbreak/KLB/COVID19 Pandemi/Plague/KLB/COVID19 Pandemi/Plag	SLP Developer Lecturer Coordinator Head Prof. Dr. Ida Leida Maria, SKM., MKM.,M.Sc.PH, Dr. Wahiduddin, SKM.,M.Kes. SLOs that are imposed on the course SLO-8: Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional SLO-9: Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang releval profesional mereka, dengan budaya belajar sepanjang hayat SLO-9: Course Learning Outcomes After completing this course, it is expected: SLO-8 CLO-1: Able to explain about concepts, management, analyzing and participating in disaster management, Handling Extraordi Pandemic Covid19 and handling social problems of the community CLO-1: Able to explain about concepts, management, analyzing and participating in disaster management, Handling Extraordi Pandemic Covid19 and handling social problems of the community CLO-3 Sub-CLO Sub-CLO-1: Students are able to understand the concepts, scope, disaster classification and analyze pre-disaster management disasters including assessment of needs during disasters and other social problems of the community Sub-CLO-2: Students are able to understand the concepts and scope, components and procedures for handling pandemic/outbreaks/outbreaks/kLB/Covid19 Sub-CLO-3: Students are able to play a role and be involved in handling disasters and other social problems that occur in accordance in the pandemi/Plague/kLB/COVID19 by partnering with government and non-government institutions as well as analysis of the resumaking reports on the results of the Pandemi/Plague/KLB/COVID 19 Pandemic Investigation Report				

Correlation between SLOs/CLOs to Sub-CLOs

SLOs that			Form of Assess							
are charged	СРМК	SUB			Sur	native		Weight	Value	Student Score
on the Course		СРМК	Formative	Quiz	Group Discussion	Practicum	Presentation			
SLO-9	CLO-1	SUB-CLO-	Accuracy and Mastery, Accuracy and Mastery and Accuracy and Mastery	25	0	0	0	25		
SLO-9	CLO-1	SUB-CLO-	Precision and Mastery and Precision and Mastery	5	5	0	0	10		
SLO-9	CLO-1	SUB-CLO-	Precision and Mastery	0	0	20	0	20		
SLO-9	CLO-1	SUB-CLO-	Precision and Mastery and Precision and Mastery	15	0	20	0	35		
SLO-9	CLO-1	SUB-CLO- 5	Precision and Mastery	0	0	0	10	10		
	*			45	5	40	10	100		

Course Description

This course discusses efforts to develop humanist character by understanding concepts and space scope of disaster management, handling pandemics and extraordinary events (KLB) including handling pandemics/covid19, as well as handling community social problems. Apart from that, in this course students will also practice in the field through observation activities, and be directly involved in various disaster management programs, handling pandemics/KLB/covid19, as well as social problems in society that occur when this course is presented.

Learning Materials/Subjects

Reference

- 1. Disaster management
- 2. Program for handling pandemics, extraordinary events (KLB)/Covid19 pandemic
- 3. Community social problem handling program

Main References

- 1. Book Free Learning Guide for Independent Campuses-Directorate General of Higher Education, Ministry of Education and Culture, 2020
- 2. Michael B. Gregg (2012) Field Epidemiology 3rd Edition
- 3. Management preparedness and emergency response in disaster and emergency management by the health problem management center SETJEN DEPKES FKM UI, 2001
- 4. Sphere Project (2011) Humanitarian Charter and Minimum Standards in Humanitarian Response
- 5. Ministry Health of the Republic of Indonesia. (July 2020): Guidelines for the Prevention and Control of Corona Virus Disease (Covid19)

Additional References

	Gagal diterjemahkan
Teaching Team	Naimah Aris, S.Si.,M.Math., Dr. Firman, S.Si.,M.Si.
Course requirement	

	unement							
Week		Sub CPMK	Sub CPMK End-of-stage learning ability)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment
	(Eliu-ol-stage le	arming ability)	Indicator	Techniques & Criteria	Offline	Online		(%)
1	2		3	4	5	6	7	8
1	Students are able to unconcepts, scope, disast analyze pre -disaster midisasters and after disasters assessment of needs diother social problems of (CPMK-1)	er classification and anagement, during sters including uring disasters and	Formative: Accuracy in explaining the concept and scope of disaster management and classification of disasters and social problems in society other Sumative:	Formative Criteria: Precision and Mastery Sumative Criteria: Quiz (5) Assessment Technique: Test	Studying: Group discussion (Small Group Discussion) 1 Week (48 Hours)		Learning contract and introduction about disasters and the scope of disaster management and classification of disasters and social problems of society other	5
2	Students are able to unconcepts, scope, disasternallyze pre -disaster midisasters and after disasters and	er classification and anagement, during sters including uring disasters and	Formative: Accuracy of conducting studies on pre, during and post-disaster management policies Sumative: Gagal diterjemahkan	Formative Criteria: Precision and Mastery Sumative Criteria: Quiz (10) Assessment Technique: Test	Studying: Case Study (Case Study) 1 Week (48 Hours)		Pre, during and post disaster management policies	10

3	Students are able to understand the concepts, scope, disaster classification and analyze pre -disaster management, during disasters and after disasters including assessment of needs during disasters and other social problems of the community (CPMK-1)	Formative: The accuracy of conducting disaster risk analysis and assessing needs during disasters and other social problems in society Sumative: Gagal diterjemahkan	Formative Criteria: Precision and Mastery Sumative Criteria: Quiz (10) Assessment Technique: Test	Studying: Case Study (Case Study) 1 Week (48 Hours)	Disaster risk analysis and assessment of needs during disasters and other social problems in society	10
4	Students are able to understand the concepts and scope, components and procedures for handling pandemic/outbreaks/outbreaks/KLB/Covid19 (CPMK-1)	Formative: Precision explains the concept and scope of the pandemic/outbreak/explosion/covid19 pandemic Sumative: Gagal diterjemahkan	Formative Criteria: Precision and Mastery Sumative Criteria: Group Discussion (5) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) 1 Week (48 Hours)	Concept of Pandemic/Plague/KLB/Covid19	5

5	Students are able to understand the concepts and scope, components and	Formative: Accuracy in explaining procedures for	Formative Criteria:	Studying: Group discussion	Outbreak/KLB/Covid19 investigation procedures	5
	procedures for handling pandemic/outbreaks/outbreaks/KLB/Covid19 (CPMK-1)	handling a pandemic/outbreak/ Outbreak/Covid19	Precision and Mastery	(Small Group Discussion)	invocagation procedures	
		Sumative: Gagal diterjemahkan	Sumative Criteria:	1 Week (48 Hours)		
			Quiz (5)			
			Assessment Technique:			
			Gagal diterjemahkan			
6	Students are able to play a role and be involved in handling disasters and other social problems that occur in accordance with competencies by partnering with government and non -government	Formative: Accuracy in implementing disaster preparedness and management of the impact of disasters and other	Formative Criteria: Precision and Mastery	Practicum, Studio Practice, Workshop Practice, Field Practice:	Visit in disaster areas (field visit surveys) carry out disaster preparedness and management of disaster impacts	20
	institutions outside of universities (CPMK-1)	social problems in society Sumative: Gagal diterjemahkan	Sumative Criteria: Practicum (20)	Project-Based Learning (Project-based Learning)	Field visits to areas with social problems, for example areas refugees/immigrants	
			Assessment Technique:	5 Weeks (240 Hours)		
			Non Test			

7	Students are able to conduct a systematic investigation of Pandemi/Outbreak/KLB/COVID19 and make a plan to overcome Pandemi/Plague/KLB/COVID19 by partnering with government and non - government institutions as well as analysis of the results of the investigation and making reports on the results of the Pandemi/Plague/KLB/COVID 19 Pandemic Investigation Report (CPMK-1)	Formative: Accuracy in explaining control efforts and implementing pandemic/outbreak management programs/ Outbreak/covid19 Sumative: Gagal diterjemahkan	Formative Criteria: Precision and Mastery Sumative Criteria: Practicum (20) Assessment Technique: Gagal diterjemahkan	Practicum, Studio Practice, Workshop Practice, Field Practice: Project-Based Learning (Project-based Learning) 5 Weeks (240 Hours)	Practice Investigation of outbreaks and outbreak control efforts Visit to the covid19 task force	20
8	Students are able to conduct a systematic investigation of Pandemi/Outbreak/KLB/COVID19 and make a plan to overcome Pandemi/Plague/KLB/COVID19 by partnering with government and non - government institutions as well as analysis of the results of the investigation and making reports on the results of the Pandemi/Plague/KLB/COVID 19 Pandemic Investigation Report (CPMK-1)	Formative: Precision analyze and identify cases of the outbreak/KLB/Covid19 Accuracy in analyzing data from the results of the outbreak/Covid19 investigation And make a report on the results of the investigation Sumative: Gagal diterjemahkan	Formative Criteria: Precision and Mastery Sumative Criteria: Quiz (15) Assessment Technique: Test	Studying: Group discussion (Small Group Discussion), Case Study (Case Study) 2 Weeks (96 Hours)	Analysis data on the results of the outbreak/Covid19 investigation Report on the results of the investigation into the outbreak/KLB/Covid19	15

9	Students are able to present the results of visits and field practices (CPMK-1)	Formative: Precision and systematic presentation Sumative: Gagal diterjemahkan	Formative Criteria: Precision and Mastery Sumative Criteria: Presentation (10) Assessment Technique: Non Test	Seminar: Group discussion (Small Group Discussion) Shape non test: • Report • Presentation 1 Week (48 Hours)	Presentation and discussion of field results consisting of Disaster Management and social problems as well as Investigation of Pandemics/Outbreaks/KLB/Covid19	10
						100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1
	Quiz (Weight 25%)
	Group Discussion (Weight 5%)
	Quiz (Weight 5%)
CPL-8 (S1)	Practicum (Weight 20%)
	Practicum (Weight 20%)
	Quiz (Weight 15%)
	Presentation (Weight 10%)
	Quiz (Weight 25%)
	Group Discussion (Weight 5%)
	Quiz (Weight 5%)
CPL-9 (S2)	Practicum (Weight 20%)
	Practicum (Weight 20%)
	Quiz (Weight 15%)
	Presentation (Weight 10%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight
Quiz	45
Group Discussion	5
Practicum	40
Presentation	10
Total	100

Assessment and Evaluation of Student Achievement of CLOs

SLOs that			Form of Assessment [*]							
are charged	CLO	SUB CLO		Sumative					Value	Student Score
on the Course			Formative		Group Discussion	Practicum	Presentation			Score
SLO-9	CLO- 1	SUB- CLO-1	Accuracy and Mastery, Accuracy and Mastery and Accuracy and Mastery	25	0	0	0	25		
SLO-9	CLO- 1	SUB- CLO-2	Precision and Mastery and Precision and Mastery	5	5	0	0	10		
SLO-9	CLO- 1	SUB- CLO-3	Precision and Mastery	0	0	20	0	20		
SLO-9	CLO- 1	SUB- CLO-4	Precision and Mastery and Precision and Mastery	15	0	20	0	35		
SLO-9	CLO- 1	SUB- CLO-5	Precision and Mastery	0	0	0	10	10		
				45	5	40	10	100		'

SEMESTER LEARNING PLAN

DEVELOPMENT AND STRENGTHENING OF ENTREPRENEURSHIP COURSES (23U02133420)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

CPMK-1: After conducting an entrepreneurial student program activities, students are able to apply concepts, develop leadership spirit, communication skills, collaborate, soft skills, entrepreneurial characters, sociopreneurship, technopreneurship, develop ideas and business opportunities, business models and make collaborative business designs through internship and assistance. (CPL9)

Sub-CLO

- Sub CPMK-1: Able to explain the basic concepts of entrepreneurship, entrepreneurial mindset, entrepreneurial motivation, find a maritime -based entrepreneurial character and interpret the principle of entrepreneurial leadership principles (CPMK-1)
- Sub CPMK-2: Able to describe the character of Sociopreneur, Tekhnopreneur and give examples of sociopreneur and technopreneur figures (CPMK-1)
- Sub CPMK-3: Students are able to explain their own potential and conduct self -evaluation of the characteristics and characters possessed by a potential entrepreneur (CPMK-1)
- Sub CPMK-4: Able to use and examine the business model in the preparation of a Canvas Model Business Idea (CPMK-1)
- Sub CPMK-5: Able to assess interns to partners (CPMK-1)
- Sub CPMK-6: Able to give arguments in delivering business ideas (CPMK-1)
- Sub CPMK-7: Able to rearrange the planned business models with accelerator programs through technical and management training, production trials, market trials (CPMK-1)
- Sub CPMK-8: Able to design and demonstrate products and services that are owned (CPMK-1)

Learning Analytics

Entrepreneurship Development and Strengthening
<u></u>
Able to design and demonstrate products and services that are owned (CPMK-1)
^
Able to rearrange the planned business models with accelerator programs through technical and management training, production trials, market trials (CPMK-1)
^
Able to give arguments in delivering business ideas (CPMK-1)
^
Able to assess interns to partners (CPMK-1)
^
Able to use and examine the business model in the preparation of a Canvas Model Business Idea (CPMK-1)
^
Students are able to explain their own potential and conduct self -evaluation of the characteristics and characters possessed by a potential entrepreneur (CPMK-1)
^
Able to describe the character of Sociopreneur, Tekhnopreneur and give examples of sociopreneur and technopreneur figures (CPMK-1)
^
Able to explain the basic concepts of entrepreneurship, entrepreneurial mindset, entrepreneurial motivation, find a maritime -based entrepreneurial character and interpret the principle of entrepreneurial leadership principles (CPMK-1)



HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

Course			Code	Cource Group		Credits	SEMESTER	Compilation Date	
Entrepreneursh	ip Development and Stre	engthening	23U02133420	MKPK		20	6	9 Juni 2022	
	AUTHORITY		SLF	P Developer Lecturer		Coo	rdinator	Head of Study Program	
			Dr. dr. Masyitha Mu M.Si., Ph.D.	iis, S.Ked., MS., Makkarennu, S.Hut.,				Dr. Firman, S.Si.,M.Si.	
	SLOs that are impos	sed on the cou	ırse						
	SLO-9:	Mahasiswa o belajar separ		dan mengembangkan kemampuan diri,	baik dalam mate	ematika dar	n bidang ilmu lain yang relevan	dalam kehidupan profesional mereka, dengan budaya	
	SLO ⇒ Course Lear	ning Outcomes	s						
	After completing this	course, it is exp	pected:				•		
	SLO-9	CLO-1: After conducting an entrepreneurial student program activities, students are able to apply concepts, develop leadership spirit, communication skills, collaborate, soft skills, entrepreneurial characters, sociopreneurship, technopreneurship, develop ideas and business opportunities, business models and make collaborative business designs through internship and assistance.							
	CLO ⇒ Sub-CLO								
Learning Outcomes		Sub-CLO-1: Able to explain the basic concepts of entrepreneurship, entrepreneurial mindset, entrepreneurial motivation, find a maritime -based entrepreneurial character and interpret the principle of entrepreneurial leadership principles							
Course		Sub-CLO-2: Able to describe the character of Sociopreneur, Tekhnopreneur and give examples of sociopreneur and technopreneur figures							
		Sub-CLO-3:Students are able to explain their own potential and conduct self -evaluation of the characteristics and characters possessed by a potential entrepreneur							
	CLO-1	Sub-CLO-4: Able to use and examine the business model in the preparation of a Canvas Model Business Idea							
		Sub-CLO-5: Able to assess interns to partners							
		Sub-CLO-6: Able to give arguments in delivering business ideas							
		Sub-CLO-7: Able to rearrange the planned business models with accelerator programs through technical and management training, production trials, market trials							
		Sub-CLO-8: Able to design and demonstrate products and services that are owned							
	Correlation between	een SLOs/CL	Os to Sub-CLO	s					

SLOs that are		SUB CPMK							
charged on the Course	СРМК		Formative	Sumative				Value	Student Score
on the Course			Tornative	Independent Assignment	Project Based	Presentation			
SLO-9	CLO-1	SUB-CLO-1	Refer to rubric 1	10	0	0	10		
SLO-9	CLO-1	SUB-CLO-2	Refer to rubric 2	10	0	0	10		

SIC	Os that are				Form of Assessme	nt [*]				ht Value Stud	
c	harged	СРМК	SUB CPMK	Farmathia		Sumati	ive		Weight		Student Score
on the Course			Formative —	Independent Assignme	nt i	Project Based	Presentation				
	SLO-9	CLO-1	SUB-CLO-3	Refer to rubric 2	10		0	0	10		
	SLO-9	CLO-1	SUB-CLO-4	Refer to rubric 3	0		15	0	15		
	SLO-9	CLO-1	SUB-CLO-5	Refer to rubric 4	0		15	0	15		
	SLO-9	CLO-1	SUB-CLO-6	Business Plan Presentation	0		0	10	10		
	SLO-9	CLO-1	SUB-CLO-7	Refer to rubric 6	0		15	0	15		
	SLO-9	CLO-1	SUB-CLO-8	Refer to rubric 7	0		15	0	15		
					30		60	10	100		
wateria		Main Refere	ences								
				eur, Yves. 2010. Business Model Generation. Jo							
Re		Hisrich, Rob Textbook of Entrepreneur	ert D, Peters, Micha Applied Entreprene rial Student Activition	el P, and Shepherd, Dean A, 2008. Entrepreneuurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Cultur	urship, New York: McGraw-H reneurship and Business Devel	ill, Salemba Eı	mpat Publishers.				
Re		Hisrich, Rob Textbook of Entrepreneur Books relate	ert D, Peters, Micha Applied Entreprene rial Student Activitie d to teaching, tutoria	el P, and Shepherd, Dean A, 2008. Entrepreneuurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Cultur	urship, New York: McGraw-H reneurship and Business Devel	ill, Salemba Eı	mpat Publishers.				
Re	eference	Hisrich, Rob Textbook of Entrepreneur Books relate Additional I SEDS Project Basrowi, 20	pert D, Peters, Micha Applied Entreprene rial Student Activition d to teaching, tutoria References et Module 2015 11. Entrepreneurship	el P, and Shepherd, Dean A, 2008. Entrepreneuurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Cultur	urship, New York: McGraw-H reneurship and Business Devel re.	ill, Salemba Er opment Unit. N	mpat Publishers. Makassar.	lishing. Terrain.			
	eference	Hisrich, Rob Textbook of Entrepreneur Books relate Additional I SEDS Project Basrowi, 20	pert D, Peters, Micha Applied Entreprene rial Student Activition d to teaching, tutoria References et Module 2015 11. Entrepreneurship	el P, and Shepherd, Dean A, 2008. Entrepreneurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Culturals etc. o for Higher Education Tall. Ghalia Indonesia. I	urship, New York: McGraw-H reneurship and Business Devel re.	ill, Salemba Er opment Unit. N	mpat Publishers. Makassar. urship. Prime Publ	lishing. Terrain.			
Teac	eference	Hisrich, Rob Textbook of Entrepreneur Books relate Additional I SEDS Project Basrowi, 20	pert D, Peters, Micha Applied Entreprene rial Student Activition d to teaching, tutoria References et Module 2015 11. Entrepreneurship	el P, and Shepherd, Dean A, 2008. Entrepreneurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Culturals etc. o for Higher Education Tall. Ghalia Indonesia. I	urship, New York: McGraw-Heneurship and Business Devel re. Bogor. demic Engineering Gives Birtl	ill, Salemba Er opment Unit. N	mpat Publishers. Makassar. urship. Prime Publ	lishing. Terrain.			
Teac	eference ching Team Course	Hisrich, Rob Textbook of Entrepreneur Books relate Additional I SEDS Project Basrowi, 20: Ananda, Rus	pert D, Peters, Micha Applied Entreprene rial Student Activition d to teaching, tutoria References et Module 2015 11. Entrepreneurship	el P, and Shepherd, Dean A, 2008. Entrepreneurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Culturals etc. o for Higher Education Tall. Ghalia Indonesia. I	urship, New York: McGraw-Heneurship and Business Devel re. Bogor. demic Engineering Gives Birtl	ill, Salemba Eropment Unit. Manual of the Entreprene n., Dr. Firman, Learning Meti	mpat Publishers. Makassar. urship. Prime Publ	lishing. Terrain.	Content		
Teac C req	ching Team Course juirement Sub CPMK	Hisrich, Rob Textbook of Entrepreneur Books relate Additional I SEDS Project Basrowi, 20: Ananda, Rus	pert D, Peters, Micha Applied Entreprene rial Student Activition d to teaching, tutoria References et Module 2015 11. Entrepreneurship	el P, and Shepherd, Dean A, 2008. Entrepreneurship. 2nd Ed. Hasanuddin University Entrepres Guidebook Ministry of Education and Culturals etc. of for Higher Education Tall. Ghalia Indonesia. If a. 2016. Introduction to Entrepreneurship: Acad	urship, New York: McGraw-Heneurship and Business Devel re. Bogor. demic Engineering Gives Birtl	ill, Salemba Eropment Unit. Manual of the Entreprene n., Dr. Firman, Learning Meti	mpat Publishers. Makassar. urship. Prime Publ S.Si.,M.Si.	lishing. Terrain.	Content		Weight of Assessmer (%)

1	Able to explain the basic concepts of entrepreneurship, entrepreneurial mindset, entrepreneurial motivation, find a maritime -based entrepreneurial character and interpret the principle of entrepreneurial leadership principles (CPMK-1)	 Formative: Precision in explain Depth in character recognition entrepreneurship Accuracy in interpreting principles entrepreneurial leadership On time submission assignment Accuracy in describing effective business communication techniques and efficient. Accuracy in showing teamwork in work task Sumative: Gagal diterjemahkan	Formative Criteria: Refer to rubric 1 Sumative Criteria: Independent Assignment (10) Assessment Technique: Gagal diterjemahkan	Studying: Case Study (Case Study) Structured assignments Independent assignments [6 x 8 Hours] = 48 Hours	Studying: Case Study (Case Study) Structured assignments Independent assignments [6 x 8 Hours] = 48 Hours	Gagal diterjemahkan	10
2	Able to describe the character of Sociopreneur, Tekhnopreneur and give examples of sociopreneur and technopreneur figures (CPMK-1)	 Formative: Accuracy in describing the character of a sociopreneur conclude Careful in identifying characters character sociopreneur and technopreneur Sumative: Gagal diterjemahkan 	Formative Criteria: Refer to rubric 2 Sumative Criteria: Independent Assignment (10) Assessment Technique: Gagal diterjemahkan	Seminar: Case Study (Case Study) Structured assignment [6 x 8 Hours] = 48 Hours	Seminar: Case Study (Case Study) Structured assignment [6 x 8 Hours] = 48 Hours	• Sociopreneur • Technopreneur	10
3	Students are able to explain their own potential and conduct self - evaluation of the characteristics and characters possessed by a potential entrepreneur (CPMK-1)	Formative: Depth of exploring experiences life Ability to draw reflections from every life experience told Timeliness in delivery task Sumative: Gagal diterjemahkan	Formative Criteria: Refer to rubric 2 Sumative Criteria: Independent Assignment (10) Assessment Technique: Gagal diterjemahkan	Studying: Self-Directed Learning Structured assignments Independent work [6 x 8 Hours] = 48 Hours	Studying: Self-Directed Learning Structured assignments Independent work [6 x 8 Hours] = 48 Hours	Character Mapping	10

4	Able to use and examine the business model in the preparation of a Canvas Model Business Idea (CPMK-1)	Formative: Accuracy in formulating business ideas through the 9 elements of the Business Model Canvas Sumative: Gagal diterjemahkan	Formative Criteria: Refer to rubric 3 Sumative Criteria: Project Based (15) Assessment Technique: Gagal diterjemahkan	Studying: Case Study, Project- Based Learning 2 [6 x 8 Hours] = 96 Hours	Studying: Case Study, Project- Based Learning 2 [6 x 8 Hours] = 96 Hours	Gagal diterjemahkan	15
5	Able to assess interns to partners (CPMK-1)	Formative: Accuracy in describing the comparison between planned business ideas and actual conditions in internship partner Sumative: Gagal diterjemahkan	Formative Criteria: Refer to rubric 4 Sumative Criteria: Project Based (15) Assessment Technique: Gagal diterjemahkan	Studying: Case Study, Project- Based Learning Discovery Learning 2 [6 x 8 Hours] = 96 Hours	Project-	Production process (raw materials, processing, packaging) Management HR Management marketing Quality control	15
6	Able to give arguments in delivering business ideas (CPMK-1)	Formative: Participant Assessment Educate Assessment by supervisor, companion, team formed Peer Assessment Cooperation in team Ability communication Sumative: Gagal diterjemahkan	Formative Criteria: Business Plan Presentation Sumative Criteria: Presentation (10) Assessment Technique: Gagal diterjemahkan	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) [6 x 8 Hours] = 48 Hours	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) [6 x 8 Hours] = 48 Hours	Submission of business ideas	10

7	Able to rearrange the planned business models with accelerator programs through technical and management training, production trials, market trials (CPMK-1)	Formative: Compliance in setting models business Sumative: Gagal diterjemahkan	Formative Criteria: Refer to rubric 6 Sumative Criteria: Project Based (15) Assessment Technique: Gagal diterjemahkan	Studying: Project- Based Learning (Project- based Learning) 2 [6 x 8 Hours] = 96 Hours	Studying: Project- Based Learning (Project- based Learning) 2 [6 x 8 Hours] = 96 Hours	Gagal diterjemahkan	15
8	Able to design and demonstrate products and services that are owned (CPMK-1)	Creativity in demonstrating product Creativity in creating layouts stand/booth Communication skills business Leadership (leadership) Ability to promote products he has Sumative: Gagal diterjemahkan	Formative Criteria: Refer to rubric 7 Sumative Criteria: Project Based (15) Assessment Technique: Gagal diterjemahkan	Studying: Collaborative learning (Collaborative Learning) 2 [6 x 8 Hours] = 96 Hours	Studying: Collaborative learning (Collaborative Learning) 2 [6 x 8 Hours] = 96 Hours	 Expo Product/ Exhibition/ socialization/ Promo product 	15
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1
CPL-9 (S2)	Independent Assignment (Weight 10%) Independent Assignment (Weight 10%) Independent Assignment (Weight 10%) Project Based (Weight 15%) Project Based (Weight 15%) Presentation (Weight 10%) Project Based (Weight 15%) Project Based (Weight 15%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight				
Independent Assignment	30				
Project Based	60				
Presentation	10				
Total	100				

Assessment and Evaluation of Student Achievement of CLOs

SLOs that are									
charged	CLO	SUB CLO	Farmatina	Su	Weight	Value	Student Score		
on the Course			Formative	Independent Assignment	Project Based	Presentation			
SLO-9	CLO-1	SUB-CLO-1	Refer to rubric 1	10	0	0	10		
SLO-9	CLO-1	SUB-CLO-2	Refer to rubric 2	10	0	0	10		
SLO-9	CLO-1	SUB-CLO-3	Refer to rubric 2	10	0	0	10		
SLO-9	CLO-1	SUB-CLO-4	Refer to rubric 3	0	15	0	15		
SLO-9	CLO-1	SUB-CLO-5	Refer to rubric 4	0	15	0	15		
SLO-9	CLO-1	SUB-CLO-6	Business Plan Presentation	0	0	10	10		
SLO-9	CLO-1	SUB-CLO-7	Refer to rubric 6	0	15	0	15		
SLO-9	CLO-1	SUB-CLO-8	Refer to rubric 7	0	15	0	15		
				30	60	10	100		

SEMESTER LEARNING PLAN

COMMUNICATION AND SOCIAL INTERACTION (TEACHING CAMPUS) COURSES (23U02133720)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

- CPL-8 (S1) The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics
- CPL-9 (S2) The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

- CPMK-1: Internalizing the ethics of communication, collaboration, and social interaction (attitude); (CPL8)
- CPMK-2: Developing the spirit of leadership, soft skills and character in innovating and collaborating with teachers to improve the quality of learning (special skills) (CPL9)
- CPMK-3: Have critical thinking skills in collaborating across sciences (special skills) (CPL9)
- CPMK-4: Maintain and develop networks, with supervisors, colleagues, and peer (general skills). (CPL9)

Sub-CLO

- Sub CPMK-1: Students are able to identify (observation) needs/ problems in the education unit (place of assignment) (CPMK-1)
- Sub CPMK-2: Students are able to design activities as a work program based on observations as a solution to the problem in the education unit (CPMK-2)
- Sub CPMK-3: Students are able to implement and actualize the program activities that have been designed in the education unit (CPMK-3)
- Sub CPMK-4: Students are able to prepare the final report of the activity and present (as a dissemination) implementation of the activity (CPMK-4)

Learning Analytics

Communication and Social Interaction (Teaching Campus)



Students are able to prepare the final report of the activity and present (as a dissemination) implementation of the activity (CPMK-4)



Students are able to implement and actualize the program activities that have been designed in the education unit (CPMK-3)



Students are able to design activities as a work program based on observations as a solution to the problem in the education unit (CPMK-2)



Students are able to identify (observation) needs/ problems in the education unit (place of assignment) (CPMK-1)

.....



HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

	Cours	se	Code	Cource Group	Credits	SEMESTER	Compilation Date				
Communication and Social Interaction (Teaching Campus)		us) 23U02133720		20	6		1 Fe	bruari 2022			
AUTHORITY			•	SLP Developer Lecturer		Coordinator			Head of Stud	y Program	
	4	AUTHORITY		Makkarennu, S.Hut., M.Si., Ph.D., A. Suci Wahyuni, S.H	ł., M.Kn.			Dr. Firman, S.Si.,M.Si.			
	S	SLOs that are imposed	on the course								
	S	SLO-8:	Mahasiswa me	miliki integritas yang sangat menghargai keilahian tertin	ggi, tanggun	jawab sosial, dan etika profesional					
	s	SLO-9:	Mahasiswa dap	asiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat							
	S	SLO ⇒ Course Learning	g Outcomes								
	Д	After completing this coul	rse, it is expected:								
	S	SLO-8	CLO-1: Interna	lizing the ethics of communication, collaboration, and so	cial interacti	on (attitude);					
			CLO-2: Develo	ping the spirit of leadership, soft skills and character in in	nnovating an	d collaborating with teachers to improve the quality of learning (pecial skills)				
Learning Outcomes	s	SLO-9	CLO-3: Have o	ritical thinking skills in collaborating across sciences (spe	ecial skills)						
Course			CLO-4: Mainta	n and develop networks, with supervisors, colleagues, a	ınd peer (ge	neral skills).					
	C	CLO ⇒ Sub-CLO									
	C	CLO-1	Sub-CLO-1:Stu	udents are able to identify (observation) needs/ problems	s in the educ	ation unit (place of assignment)					
	C	CLO-2	Sub-CLO-2:Stu	ub-CLO-2: Students are able to design activities as a work program based on observations as a solution to the problem in the education unit							
	C	CLO-3	Sub-CLO-3: Students are able to implement and actualize the program activities that have been designed in the education unit								
	c	CLO-4	Sub-CLO-4: Students are able to prepare the final report of the activity and present (as a dissemination) implementation of the activity								
Correlation between											
SLOs that are		Correlation between	SLOs/CLOs to Su	b-CLOs		Form of Assessment]		
charged	СРМ		SLOs/CLOs to Su			Form of Assessment	Sumative		Weight	Value	Student Score
			SLOs/CLOs to Su	b-CLOs Formative		Form of Assessment* Group Discussion	Sumative Project Based	Project Report	Weight	Value	Student Score
charged		K SUB CPMK			ctuality			Project Report	Weight 10	Value	Student Score
charged on the Course	СРМ	K SUB CPMK 1 SUB-CLO-1		Formative	ctuality	Group Discussion	Project Based			Value	Student Score
charged on the Course	CPMP	SUB CPMK 1 SUB-CLO-1 2 SUB-CLO-2		Formative	ctuality	Group Discussion	Project Based	0	10	Value	Student Score
charged on the Course SLO-8 SLO-9	CPMF CLO-	SUB-CLO-1 SUB-CLO-2 SUB-CLO-3		Formative	ctuality	Group Discussion 10 0	Project Based 0 15	0	10	Value	Student Scon
charged on the Course SLO-8 SLO-9 SLO-9	CPMF CLO CLO	SUB-CLO-1 SUB-CLO-2 SUB-CLO-3		Formative	ctuality	Group Discussion 10 0	0 15 50	0 0 0	10 15 50	Value	Student Scon
charged on the Course SLO-8 SLO-9 SLO-9	CPMH CLO-3 CLO-3 CLO-4 P 1. 2. 3. 4.	SUB-CLO-1 SUB-CLO-2 SUB-CLO-3 SUB-CLO-4 Program Teaching Camp For help improve equal Help improve the litera Embed empathy and s Develop insight and ho	Activeness, Commu	Formative nication Skills, Critical Thinking, Completeness and Pun tional quality, petencies of students at the educational level; dents towards the problems of social life around them; working together across fields of science and students' of	diverse origin	Group Discussion 10 0 0 11 10 10 10 10 10 10	9 15 50 10 75	0 0 0 0	10 15 50 25	Value	Student Scor
charged on the Course SLO-8 SLO-9 SLO-9 SLO-9	CPMH CLO-4 CLO-3 CLO-4 CLO-4 1. 2. 3. 4. 5.	SUB-CLO-1 SUB-CLO-2 SUB-CLO-3 SUB-CLO-4 Program Teaching Camp For help improve equal Help improve the litera Embed empathy and s Develop insight and ho	Activeness, Commu	Formative nication Skills, Critical Thinking, Completeness and Pun tional quality, petencies of students at the educational level; dents towards the problems of social life around them; working together across fields of science and students' of	diverse origin	Group Discussion 10 0 0 11 10 10 10 10 10 10	9 15 50 10 75	0 0 0 0	10 15 50 25	Value	Student Scor
charged on the Course SLO-8 SLO-9 SLO-9 SLO-9 Course Description	CPMH CLO-3 CLO-3 CLO-4 CLO-4 CLO-6 CLO-6 CLO-6 CLO-6 CLO-6 CLO-6 CLO-7 CLO-6 CLO-6 CLO-7 CLO-7 CLO-6 CLO-6 CLO-7 CLO-6 CLO-7 CLO-7 CLO-7 CLO-8 CLO-8 CLO-8 CLO-8 CLO-8 CLO-9 CLO	SUB-CLO-1 SUB-CLO-2 SUB-CLO-3 SUB-CLO-3 SUB-CLO-4 SUB-CLO-4 SUB-CLO-4 Sub-CLO-4 Corporarm Teaching Camp For help improve equal Help improve the litera Embed empathy and s Develop insight and ho Give The benefits for s	Activeness, Commu	Formative nication Skills, Critical Thinking, Completeness and Pun tional quality, petencies of students at the educational level; dents towards the problems of social life around them; working together across fields of science and students' of	diverse origin	Group Discussion 10 0 0 11 10 10 10 10 10 10	9 15 50 10 75	0 0 0 0	10 15 50 25	Value	Student Score
charged on the Course SLO-8 SLO-9 SLO-9 SLO-9 Course Description	CPMH CLO-3 CLO-3 CLO-4 CLO-4 CLO-6 CLO-6 CLO-6 CLO-6 CLO-6 CLO-6 CLO-7 CLO-6 CLO-6 CLO-7 CLO-7 CLO-6 CLO-6 CLO-7 CLO-6 CLO-7 CLO-7 CLO-7 CLO-8 CLO-8 CLO-8 CLO-8 CLO-8 CLO-9 CLO	SUB-CLO-1 SUB-CLO-2 SUB-CLO-3 SUB-CLO-3 SUB-CLO-4 SUB-CLO-4 Program Teaching Camp For help improve equal Help improve the literal Embed empathy and s Develop insight and ho Give The benefits for s Gagal diterjemahkan Main References	Activeness, Communication of Education and Cultured Communication of Education of Education are to hone the Education and Cultured Communication of Education of Edu	Formative nication Skills, Critical Thinking, Completeness and Pun tional quality, petencies of students at the educational level; tents towards the problems of social life around them; working together across fields of science and students' of their leadership skills, soft skills and character in innovation e's Teaching Campus Activity Guide.	diverse origin	Group Discussion 10 0 0 11 10 10 10 10 10 10	9 15 50 10 75	0 0 0 0	10 15 50 25	Value	Student Scor

	Teaching Campus Training Video for Students via the Teaching Campus Dikti Youtube account
Teaching Team	Naimah Aris, S.Si.,M.Math., Dr. Firman, S.Si.,M.Si.
Course requirement	

	Sub CPMK (End-of-stage	Penilaian (<i>Assesment</i>)		Learning Forms and Method [time estimate]	ds		Weight of
Week	learning ability)	Indicator	Techniques & Criteria	Offline	Online	Content	Assessment (%)
1	2	3	4	5	6	7	8
1	Students are able to identify (observation) needs/ problems in the education unit (place of assignment) (CPMK-1)	Formative: Capabilities in communicating & coordinate with the Education Unit. Capabilities work individually and in groups (teams) Precision and completeness in conducting observations Completion preparation of observation results Sumative: Gagal diterjemahkan	Formative Criteria: Liveliness Communication skills Critical thinking Completeness Punctuality Sumative Criteria: Group Discussion (10) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) Shape: • Stare Face Method: • Visit field • Discussion group Assignment: Report Observation 2 Weeks 1 week = 40 hours 1 day = 6.67 hours	Studying: Group discussion (Small Group Discussion) Shape: • Stare Maya Method: • Discussion Assignment: • Report Observations • Report Participant Daily	Outline Campus Teaching activities Book Teaching Campus Program Guide Method observation	10
2	Students are able to design activities as a work program based on observations as a solution to the problem in the education unit (CPMK-2)	Formative: Activity in working individually (in initiating activity programs) and in teams. Precision, appropriateness and systematicity in preparing activity program designs based on: a. Problem b. Program Core/ Campus Teaching Priorities Capabilities in presenting the activity program design Activity in Discussion Sumative: Gagal diterjemahkan	Formative Criteria: Sumative Criteria: Project Based (15) Assessment Technique: Non Test	Studying: Project-Based Learning (Project-based Learning) Shape: • Stare Face Method: • Seminar • Discussion Interactive • Project based learning Assignment: • Report Activity Plan • Road Map and flow of program implementation activities 1 Week 1 week = 40 hours	Studying: Project-Based Learning (Project-based Learning) Shape: • Stare Maya Method: • Seminar • Discussion Interactive • Project Based Learning	Guide Programs and vision and mission of activity programs Guide preparation of activity program plans library related	15

Students are able to implement and actualize the program activities that have been designed in the education unit (CPMK-3)	Formative: Implementation activity program Precision time Completion execution Coordination and Teamwork (activity coordinator and team members) Sumative: Gagal diterjemahkan	Formative Criteria: Sumative Criteria: Project Based (50) Assessment Technique: Non Test	Studying: Project-Based Learning (Project-based Learning) Gagal diterjemahkan 12-16 weeks 1 week = 40 hours	Studying: Project-Based Learning (Project-based Learning) Shape: Stare Maya/ Seminar Method: Project Based Learning Casestudy Assignment: Logbook daily	Guide Implementation of activities/programs Library related	50
Students are able to prepare the final report of the activity and present (as a dissemination) implementation of the activity (CPMK-4)	Formative: Precision and suitability of the implementation of activities with the activity program. Precision Activity Implementation Time Percentage Responsive & Teamwork Evaluative in carrying out activities Sumative: Gagal diterjemahkan	Formative Criteria: Sumative Criteria: Project Based (10) Assessment Technique: Non Test	Studying: Project-Based Learning (Project-based Learning) Gagal diterjemahkan 1 Week 1 week = 40 hours	Studying: Project-Based Learning (Project-based Learning) Shape: Practice Seminar Method: Project Based Learning	Guide Implementation of activities/programs Library related	10
Students are able to prepare the final report of the activity and present (as a dissemination) implementation of the activity (CPMK-4)	Formative: • Precision and conformity with the final report format • Precision time for completion and submission of final report • Capabilities in communicating and presenting implementation in dissemination Sumative: Gagal diterjemahkan	Formative Criteria: Sumative Criteria: Project Report (15) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) Gagal diterjemahkan 2 Weeks (70 hours)	Studying: Group discussion (Small Group Discussion) Shape: • Stare Maya Method: • Small Group Discussion • Project Base Learning	Guide to writing and preparing final reports	15
						100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3	CLO-4
CPL-8 (S1)	Group Discussion (Weight 10%)			
CPL-9 (S2)		Project Based (Weight 15%)	Project Based (Weight 50%)	Project Based (Weight 10%) Project Report (Weight 15%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight
Group Discussion	10
Project Based	75
Project Report	15
Total	100

Assessment and Evaluation of Student Achievement of CLOs

SLOs that			Form of Assessment	•											
are charged	1 (1 () 1	SUB								Sumative			Weight	Value	Student Score
on the Course	the Formative		Formative	Group Discussion	Project Based	Project Report			Score						
SLO-8	CLO- 1	SUB- CLO-1	Activeness, Communication Skills, Critical Thinking, Completeness and Punctuality	10	0	0	10								
SLO-9	CLO- 2	SUB- CLO-2		0	15	0	15								
SLO-9	CLO-	SUB- CLO-3		0	50	0	50								
SLO-9	CLO-	SUB- CLO-4		0	10	15	25								
				10	75	15	100								

SEMESTER LEARNING PLAN

LEADERSHIP AND CHARACTER OF STATE DEFENSE (NATIONAL DEFENSE) COURSES (23U02133220)



TEACHING TEAM

Naimah Aris, S.Si.,M.Math. 197110031997022001

Dr. Firman, S.Si.,M.Si. 196804292002121001

STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

STUDY PROGRAM OF MATEMATIKA - S1 FACULTY OF MATHEMATICS AND NATURAL SCIENCES HASANUDDIN UNIVERSITY

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Misson

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

- CPL-8 (S1) The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics
- CPL-9 (S2) The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

Course Learning Outcomes (CLO)

- CPMK-1: Developing the critical attitudes and intellectuality of students who are of quality and integrity, national insight and have the ability for the interests and progress of the nation. (CPL8 dan CPL9)
- CPMK-2: Actualizing the values of state defense for the sake of realizing the attitudes and behavior of the country's defense that supports the country's defense system (CPL8 dan CPL9)
- CPMK-3: Realizing students with the character of the love of the motherland, awareness of the nation and state, has the belief of Pancasila as a state ideology and has the initial ability to defend the state (both physical, namely posture, health and physical equality that is upon (CPL8 dan CPL9)

Sub-CLO

- Sub CPMK-1: Students are able to explain about the concept of defending the country, their goals and roles (CPMK-1)
- Sub CPMK-2: Students are able to put forward and actualize Pancasila as the nation's ideology in the life of the nation and state. (CPMK-2)
- Sub CPMK-3: Students are able to describe and actualize the values and concepts of state defense, through the leadership training of military training/ideas/archipelago insight and food resilience/sovereignty training (CPMK-2)
- Sub CPMK-4: Students are able to compile a design of activities related to their involvement in education or anti -corruption movement; Education or anti -drug abuse movement and education or anti -radicalism movement (CPMK-3)

Sub CPMK-5: Students are able to prepare reports and disseminate the implementation of state defense activities (CPMK-3)

Learning Analytics

State Defense Leadership and Character (Bela Negara)



Students are able to prepare reports and disseminate the implementation of state defense activities (CPMK-3)



Students are able to compile a design of activities related to their involvement in education or anti -corruption movement; Education or anti -drug abuse movement and education or anti -radicalism movement (CPMK-3)



Students are able to describe and actualize the values and concepts of state defense, through the leadership training of military training/ideas/archipelago insight and food resilience/sovereignty training (CPMK-2)



Students are able to put forward and actualize Pancasila as the nation's ideology in the life of the nation and state. (CPMK-2)



Students are able to explain about the concept of defending the country, their goals and roles (CPMK-1)



HASANUDDIN UNIVERSITY FAKULTY OF MATHEMATICS AND NATURAL SCIENCES STUDY PROGRAM OF MATHEMATICS - S1 SEMESTER LEARNING PLAN

C.3									
Course Cod		Code	Cource Group	Credits		SEMESTER		Compilation Date	
State Defense Leadership and Character (Bela Negara) 23U02133		23U02133220	МКРК	20		6		1 Februari 2022	
	AUTHORITY	•	SLP Developer Lecturer			Coordinator		Head of Study Program	
	AUTHORITY		Dr. Andi Tenri Famauri Rifai, SH., MH., Abdullah San	usi, SE. MBA.	.,Ph.D.			Dr. Firman, S.Si.,M.Si.	
	SLOs that are imposed on	the course							
	SLO-8:	Mahasiswa me	emiliki integritas yang sangat menghargai keilahian terti	nggi, tanggun	ng jawab sosial, dan etil	a profesional			
	SLO-9:	Mahasiswa da	pat beradaptasi dan mengembangkan kemampuan diri	, baik dalam r	matematika dan bidang	ilmu lain yang relevan dalam kehidupan profe	sional mereka, dengar	n budaya belajar sepanjang hayat	
	SLO ⇒ Course Learning Ou	ıtcomes							
	After completing this course,	it is expected:							
		CLO-1: Developing the critical attitudes and intellectuality of students who are of quality and integrity, national insight and have the ability for the interests and progress of the nation.							
	SLO-8	CLO-2: Actualizing the values of state defense for the sake of realizing the attitudes and behavior of the country's defense that supports the country's defense system							
		CLO-3: Realizing students with the character of the love of the motherland, awareness of the nation and state, has the belief of Pancasila as a state ideology and has the initial ability to defend the state (both physical, namely posture, health and physical equality that is upon							
Learning		CLO-1: Developing the critical attitudes and intellectuality of students who are of quality and integrity, national insight and have the ability for the interests and progress of the nation.							
Outcomes	SLO-9	CLO-2: Actualizing the values of state defense for the sake of realizing the attitudes and behavior of the country's defense that supports the country's defense system							
Course		CLO-3: Realiz equality that is		rland, awaren	ness of the nation and s	ate, has the belief of Pancasila as a state idea	ology and has the initia	al ability to defend the state (both physical, namely posture, health and physical	
	CLO ⇒ Sub-CLO								
	CLO-1	Sub-CLO-1:St	udents are able to explain about the concept of defend	ing the countr	y, their goals and roles				
	CLO-2	Sub-CLO-2:St	Sub-CLO-2: Students are able to put forward and actualize Pancasila as the nation's ideology in the life of the nation and state.						
	CLO-2	Sub-CLO-3:St	udents are able to describe and actualize the values ar	nd concepts o	f state defense, through	the leadership training of military training/ide	as/archipelago insight	and food resilience/sovereignty training	
	CLO-3	Sub-CLO-4:St	Sub-CLO-4: Students are able to compile a design of activities related to their involvement in education or anti -corruption movement; Education or anti -drug abuse movement and education or anti -radicalism movement						
	CEO-3	Sub-CLO-5:St	udents are able to prepare reports and disseminate the	implementat	ion of state defense ac	ivities			
	Correlation between SL	Os/CLOs to Su	b-CLOs						

SLOs that			Form of Assessment [*]							
are charged	СРМК	SUB CPMK		Sumative			Weight	ht Value	Student Score	
on the Course		OI WIK	Formative	Group Discussion	Case Studies	Project Based	Project Report			Score
SLO-9	CLO-1	SUB- CLO-1		15	0	0	0	15		
SLO-9	CLO-2	SUB- CLO-2	Clarity, accuracy and completeness of completion of tasks carried out	15	0	0	0	15		
SLO-9	CLO-2	SUB- CLO-3	Accuracy in demonstrating the values of basic leadership training as part of the concept of National Defense and constructing the implementation of the principles of National Defense	0	30	0	0	30		
SLO-9	CLO-3	SUB- CLO-4	Ability to communicate, convey aims and objectives of activities. and Movement/Education Design as an innovative and impactful implementation	0	0	30	0	30		
SLO-9	CLO-3	SUB- CLO-5	Timeliness and completeness, Implementation Report on Implementation of concepts and Movements related to National Defense., Percentage of Dissemination and Discussion (Response to activities)	0	0	0	10	10		
•		•		30	30	30	10	100		

	F	Program State Defense Leadership and Character (Bela Negara) is intended to help improve the quality of State Defense learning, including:							
Course Description		1. Support Defending the country is a concept about the patriotism of a person, a group, or all components of a country; 2. Effort defense from all forms of AGHT (Threats, Disruptions, Obstacles and Challenges) to the existence of the country 3. Understanding Non-physically, national defense can be interpreted as an active role in advancing the nation and state, whether through education, morals, social, and so on; 4. Analyze Concepts and principles of National Defense leadership; 5. Implementing and positioning educational ambassadors for National Defense which is mandatory for every profession.							
Ma	Learning aterials/Subjects	Bagal diterjemahkan							
	N	lain References							
		finistry of Education and Culture's Campus Teaching Activities Guidebook							
	Reference	Additional References							
	C	Guide to Implementing National Defense in Higher Education							
-	Teaching Team	Naimah Aris, S.Si.,M.Math., Dr. Firman, S.Si.,M.Si.							
Co	urse requirement								
Week	Sub CPMK (End-of-stage learning	Penilaian (Assesment)		Learning Fo [time					
week	ability)	Indicator	Techniques & Criteria	Offline					
1	2	3	4	5					
1	Students are able to explain about the concept of defending the country, their goals and roles (CPMK-1)		Formative Criteria: Sumative Criteria: Group Discussion (15) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) Shape: • Virtual Look Method: • Lecture • Discussion • Group dynamics 1-2 weeks (2 weeks x 170 minutes= 340 minutes= 6 hours)					
2	Students are able to put forward and actualize Pancasila as the nation's ideology in the life of the nation and state. (CPMK 2)		Formative Criteria: Clarity, accuracy and completeness of completion of tasks carried out Sumative Criteria: Group Discussion (15) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) Shape: Stare Face Method: Lecture Discussion group Dynamics group 2 Weeks (2 weeks x 170 minutes= 340 minutes= 6 Hours)					

Secretary of the control of the cont		To	I=	- " - " '	a
Security of the content of the con	3	the values and concepts of state defense, through	Accuracy in actualizing the values of defending the country in leadership training; military training/ archipelagic insight/ kewiraan.	demonstrating the	
Semantic Clients Control (CPM c.) Control (CPM			 Accuracy and completeness in actualizing food security/sovereignty training in preparing assignments and presentation. 		Shape:
Semantic Control of the Proposed State of Control of Co					
Section of the control of the contro				National Defense	Method:
Coversity in the product of the pr				concept	
Counting of the content of the content of the counting of th		training (CPMK-2)	acqui ale formation	Constructing the	
Solidents are size to compare of the compared of the compare				implementation of	
Sundance California 4 Southers are able to excellent for the continue shaded to the contin				the principle of	, , , , , , , , , , , , , , , , , , , ,
Sample Criteria Case States (2) Assessment Technique: Non Tax Formative: Complete a Region of Improvement in elaboration of months of the complete a Region of Improvement in elaboration of months of the complete a Region of Improvement in elaboration of months of the complete a Region of Improvement in elaboration of months of the complete a Region of Improvement in elaboration of Improvem				National Delense	C
4 Sudents are able to complete a stelling in the contraction of an experiment in signature or an					6 Weeks 6 Weeks x 170 minutes = 1020 minutes = 17 mours
Assessment 5 Shukerts are adult to recovery (CPMC-1) 6 Shukerts are adult to recovery and compared and the substance provided in the recovery and compared and the substance provided in the recovery and compared and the substance plan with the substance provided in the recovery and compared and the substance plan with the substance provided in the recovery (CPMC-1) 5 Shukerts are adult to get the compared and the substance plan with the substance provided in the recovery (CPMC-1) 6 Shukerts are adult to get the compared and the substance provided in the recovery of					
Sincorts are advised to their inversement and the control of the c				Case Studies (30)	
4 Southers are able to concile a design of excitoring and the second of excitoring states to the concile a design of excitoring and the second of excitoring and excitori					
Students are able to complex degrand control of the implementation pion with the substance provided.				•	
continue design of activities chained in the activation plane with the activation provided. Conformity of the implementation plan with the activations provided. Conformity of the implementation plan with the activations as a form of implementation in the arti-correspon Education Movement, and drug abuse, or arti-excitation movement of children or an incomplication or an incomplication provided and provi					
schildres related to hear in relational relational recommend (Chedica) and the processor of an extra galaxy systementity and thoroughness in preparing activities as a form of implementation in the anti-corruption Education Movement and drug abson, or anti-radicalism recommend (Chedica) and or all endostream recommend (Ched	4				
Sudderic are able to project reports and uniquenest of the projec		activities related to their	Conformity of the implementation plan with the substance provided.		Case Study (Case Study)
* Adulty in group discretions and advanced or and electrons of the composition of an expectation of advanced or an expectation of the composition of a expectation of the composition of the expectation of the composition of the expectation of the composition of the expectation of			Accuracy, systematicity and thoroughness in preparing activities as a form of implementation in the anti-corruption Education Movement, anti drug abuse, or anti-radicalism movement.		Shape:
and-drug abuse movement (CPMK-3) Sumative: Capati distingentation movement (CPMK-3) Sumative: Capati distingentation Sumative: Project Based (30) Assessment Troitinges and conjections Conjections Includes and conjections					Stare Face
movement (CPMK-3) Sumative: Capital disriprenham Technique: Capital disriprenham Sumative: Capital disriprenham Formative: Project Based (3b) Assessment Technique: Capital disriprenham Seminar: Project Based (3b) Assessment Technique: Capital disriprenham Formative: Project Based (3b) Assessment Technique: Capital disriprenham Seminar: Project Based (3b) Assessment Ternification Ternification Compiliation Compiliatio		anti -drug abuse		activities.	
Subdents are able to prepare more and dependence activities (CPMC-3) Subdents are able to prepare more and dependence activities (CPMC-3) Subdents are able to prepare more and dependence activities (CPMC-3) Subdents are able to prepare more and dependence activities (CPMC-3) Formative: - Project Based (3D Assessment Techniques: - Project Based (4x 170 minutes=580 minutes= 11 hours) - Vereign and submitting assignment reports and dependence activities (CPMC-3) - Project Based Learning (Project-Based Learning) - Standards: - Project Based Learning - Proje				Movement/Education	
Suddents are able to prepare regions and disseminate the implementation of state (CPMxCS) Project Based Learning (Project-based Learning)					Implementation Activities/ Movements (Education) according to the
5 Sludents are able to prepar reports and implementation of state of correct controls (CPMr.S.) Formative: - Project Based (3. 170 minutes=680 minutes= 11 hours) Formative: - Capital disponsible in preparation and state of correct controls (CPMr.S.) - Documentation of state of correct controls (CPMr.S.) - Capital disponsible in present well. - Sumative: - Capital disponsible in present well. - Ca		movement (or mire)	Gagai diterjemankan		
Sumative Criteria: Project Based (30) Assessment Technique: Cagal disrejernation of statistics implementation ethics Implementation of statistics implementation of activities (CPMACS) Sumative: Cagal disrejernation of statistics of statis					Case study (Group dynamics, Role Play)
Sumative: Gagar disrjementation (CPMK-5) Sumative: Gagar disrjementation Capabilities present well. Sumative: Capabilities present well. Nethod: - Project Based Learning (Project-based Learning) Sumative: - Seminar Treclinearies - Project Based Learning - Seminar Method: Project Based Learning - Seminar Method: Project Based Learning - Seminar Method: -				Implementation	A weeks (Av 170 minuteen 690 minuteen 14 hours)
5 Students are able to prepare reports and disseminate the dissemination of dissemination of activities and defense the dissemination of activities and disseminated to National Defense. Sumative: Cagal diferentation of project-based Learning (Project-based Learning) Shape: Seminar: Project-Based Learning (Project-based Learning) Shape: Seminar Method: Interactive discussion Project Based Learning Assessment Formative: Project Based Learning (Project-based Learning) Shape: Seminar: Project Based Learning (Project-based Learning) Shape: Seminar Method: - Seminar Method: - Seminar Method: - Interactive discussion - Project Based Learning 2 Weeks (2 weeks x 170 minutes = 340 minutes = 6 Hours) Assessment Technique:					4 weeks (4x 170 minutes=080 minutes= 11 nours)
Sudents are able to prepare reports and a programment reports and a completeness and completeness in the final activity report. Obscillates present well.					
5 Students are able to prepare reports and disseminate the implementation of state defense activities (CPMK-3) (CPMK-3) Formative: Precision time for preparing and submitting assignment reports Discipline Implementation and completeness and completeness in the final activity report. Precision time for preparing and submitting assignment reports Discipline Precision time for preparing and submitting assignment reports Discipline Precision time for preparing and submitting assignment reports Timeliness and completeness Shape: Seminar: Project-Based Learning (Project-based Learning) Shape: Scminar Implementation of concepts and movements related to National Defense					
prepare reports and disseminate the implementation of state defense activities (CPMK-3) Precision time for preparing and submitting assignment reports Discipline Precision time for preparing and submitting assignment reports Discipline Precision time for preparing and submitting assignment reports Discipline Project-Based Learning (Project-based Learning) Shape: - Seminar Method: Interactive discussion Project-Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion - Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion - Project Based Learning (Project-based Learning) Shape: - Seminar Method: - Interactive discussion - Project Based Learning (Project-based Learning) Shape: - Interactive discussion - Project Based Learning (Project-based Learning) Shape: - Interactive discussion - Project Based Learning (Project-based Learning) Shape: - Interactive discussion - Project Based Learning (Project-based Learning) - Seminar Method: - Interactive discussion - Project Based Learning (Project-based Learning) - Seminar Method: - Interactive discussion - Project Based Learning (Project-based Le				Gagal diterjemahkan	
disseminate the implementation of state defense activities (CPMK-3) (CPMK-3	5		Formative:	Formative Criteria:	Seminar:
implementation of state defense activities (CPMK-3) Discipline Implementation of state defense activities (CPMK-3) Pracision and completeness in the final activity report. Documentation implementation of activities Capabilities present well. Sumative: Gagal diterjemahkan Discousion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique: Discupline Implementation of activities Implementation of Report Implementation of concepts and movements related to National Defenses Discousion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:			Precision time for preparing and submitting assignment reports	Timeliness and	Project-Based Learning (Project-based Learning)
Precision and completeness in the final activity report. Documentation implementation of activities		implementation of state	Discipline		
Documentation implementation of activities Capabilities present well. Sumative: Gagal diterjemahkan Dissemination Percentage Discussion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:				Implementation	опаре.
Capabilities present well. Capabilities present well. Implementation of concepts and movements related to National Defense. Sumative: Gagal diterjemahkan Discursion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique: Method: -Interactive discussion - Project Based Learning Weeks (2 weeks x 170 minutes= 340 minutes= 6 Hours)		(OPIVIK-3)	Documentation implementation of activities		- Seminar
Sumative: Gagal diterjemahkan Sumative: Gagal diterjemahkan Dissemination Percentage Discussion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:			Capabilities present well.		Method:
Sumative: Gagal diterjemahkan Dissemination Percentage Discussion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:					
Gagal diterjemahkan Dissemination Percentage Discussion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:					- Interactive discussion
Percentage Discussion (Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:				Diagramia a "	- Project Based Learning
(Response to activities) Sumative Criteria: Project Report (10) Assessment Technique:					
Sumative Criteria: Project Report (10) Assessment Technique:					2 Weeks (2 weeks x 170 minutes= 340 minutes= 6 Hours)
Sumative Criteria: Project Report (10) Assessment Technique:					
Project Report (10) Assessment Technique:				,	
Assessment Technique:					
Technique:					
Non Test					
				Non Test	

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	Group Discussion (Weight 15%)	Group Discussion (Weight 15%) Case Studies (Weight 30%)	Project Based (Weight 30%) Project Report (Weight 10%)
CPL-9 (S2)	Group Discussion (Weight 15%)	Group Discussion (Weight 15%) Case Studies (Weight 30%)	Project Based (Weight 30%) Project Report (Weight 10%)

Evaluation Type and Assessment Weight

Туре	Assessment Weight		
Group Discussion	30		
Case Studies	30		
Project Based	30		
Project Report	10		
Total	100		

Assessment and Evaluation of Student Achievement of CLOs

SLOs			Form of Assessment [*]	orm of Assessment [*]						
that are charged	CLO	SUB CLO		Sumative	Weight	Value	Student Score			
on the Course		020	Formative	Group Discussion	Case Studies	Project Based	Project Report			Ocore
SLO-9	CLO- 1	SUB- CLO- 1			0	0	0	15		
SLO-9	CLO- 2	SUB- CLO- 2	Clarity, accuracy and completeness of completion of tasks carried out	15	0	0	0	15		
SLO-9	CLO- 2	SUB- CLO- 3	Accuracy in demonstrating the values of basic leadership training as part of the concept of National Defense and constructing the implementation of the principles of National Defense	0	30	0	0	30		
SLO-9	CLO-	SUB- CLO- 4	Ability to communicate, convey aims and objectives of activities. and Movement/Education Design as an innovative and impactful implementation	0	0	30	0	30		
SLO-9	CLO-	SUB- CLO- 5	Timeliness and completeness, Implementation Report on Implementation of concepts and Movements related to National Defense., Percentage of Dissemination and Discussion (Response to activities)		0	0	10	10		
				30	30	30	10	100		_