

SEMESTER LEARNING PLAN

**CIVIC EDUCATION COURSES
(23U01110802)**



TEACHING TEAM

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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

Mission

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 internalize national values as independent individuals with character. (CPL8)

CPMK-2: Students are able to analyze national values to achieve independent, character-based individuals. (CPL8)

CPMK-3: Students are able to demonstrate citizenship skills critically, systematically, innovatively, with integrity, and are able to communicate effectively, and are able to work independently or in teams using humanistic science and technology. (CPL9)

Sub-CLO

Sub CPMK-1: Able to analyze the basis and objectives of Citizenship Education in Higher Education (CPMK-2)

Sub CPMK-2: Able to internalize the values of diversity to realize National Integration (CPMK-1)

Sub CPMK-3: Able to analyze the Constitution in the Indonesian State System (CPMK-2)

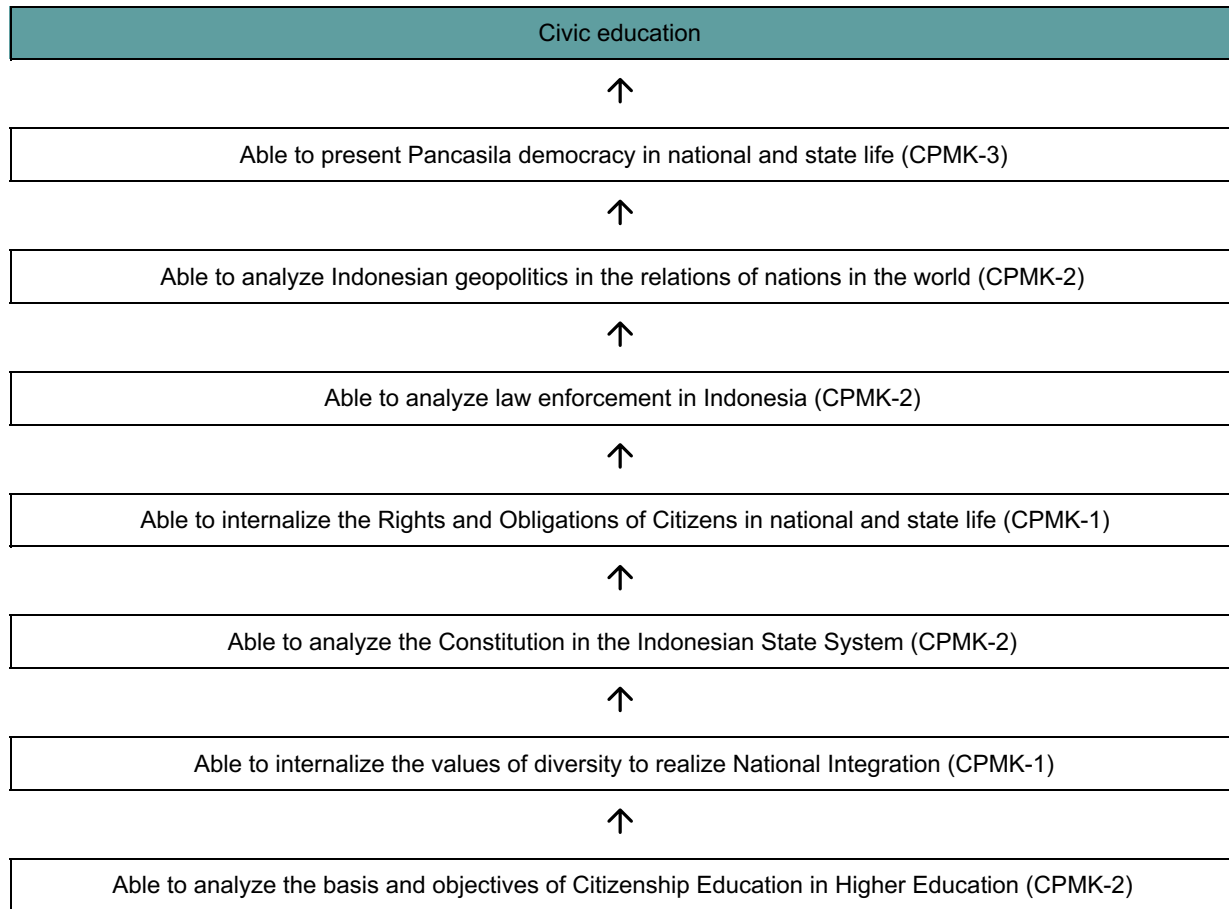
Sub CPMK-4: Able to internalize the Rights and Obligations of Citizens in national and state life (CPMK-1)

Sub CPMK-7: Able to present Pancasila democracy in national and state life (CPMK-3)

Sub CPMK-5: Able to analyze law enforcement in Indonesia (CPMK-2)

Sub CPMK-6: Able to analyze Indonesian geopolitics in the relations of nations in the world (CPMK-2)

Learning Analytics



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HASANUDDIN UNIVERSITY

FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

STUDY PROGRAM OF MATHEMATICS - S1

SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Civic education		23U01110802	MKWU	2	1	6 Agustus 2025
AUTHORITY		SLP Developer Lecturer	Coordinator		Head of Study Program	
		Rahmatullah, SIP., M.Si., Dr. Safriadi, SIP., M.Si.	Ashar Prawitno, S.IP., M.Si.		Dr. Firman, S.Si.,M.Si.	
Learning Outcomes Course	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 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: Students are able to internalize national values as independent individuals with character.				
		CLO-2: Students are able to analyze national values to achieve independent, character-based individuals.				
	SLO-9	CLO-3: Students are able to demonstrate citizenship skills critically, systematically, innovatively, with integrity, and are able to communicate effectively, and are able to work independently or in teams using humanistic science and technology.				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-2:Able to internalize the values of diversity to realize National Integration				
		Sub-CLO-4:Able to internalize the Rights and Obligations of Citizens in national and state life				
	CLO-2	Sub-CLO-1:Able to analyze the basis and objectives of Citizenship Education in Higher Education				
		Sub-CLO-3:Able to analyze the Constitution in the Indonesian State System				
		Sub-CLO-5:Able to analyze law enforcement in Indonesia				
		Sub-CLO-6:Able to analyze Indonesian geopolitics in the relations of nations in the world				
CLO-3	Sub-CLO-7:Able to present Pancasila democracy in national and state life					

			Correlation between SLOs/CLOs to Sub-CLOs							
SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				<div>Gagal diterjemahkan</div>	<div>Gagal diterjemahkan</div>	<div>Gagal diterjemahkan</div>	Written Exam			
SLO-8	CLO-2	SUB-CLO-1	Accuracy of Ideas and Clarity of Description (SIKOLA 2.0 Assignment Menu),	3	0	0	0	3		
SLO-8	CLO-1	SUB-CLO-2	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	12	0	0	12		
SLO-8	CLO-2	SUB-CLO-3	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	7	0	0	0	7		
SLO-8	CLO-1	SUB-CLO-4	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	12	0	0	12		
SLO-8	CLO-2	SUB-CLO-5	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	12	0	0	12		
SLO-8	CLO-2	SUB-CLO-6	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	19	0	0	19		
SLO-9	CLO-3	SUB-CLO-7	Clarity of Project Plan Description (Proposal/Logbook)	0	0	25	10	35		
				10	55	25	10	100		
Course Description		The Citizenship Education course aims to strengthen students' personalities so that they are consistently able to realize basic religious and cultural values, a sense of nationality and love for the country throughout life in mastering, applying and developing knowledge, technology and art that he owns with a sense of responsibility								

Learning Materials/Subjects		<ol style="list-style-type: none"> 1. Citizenship Education in College 2. Identity & National Integration 3. System Constitution 4. Citizen Rights and Obligations Country 5. The State of Law and Corruption 6. Geopolitics and Geostrategy of Indonesia 7. Democracy and Human Rights 					
Reference		Main References					
		Nurwardani, et al, (2016). Citizenship Education for Higher Education. Jakarta: Directorate General of Learning and Student Affairs Ministry of Research, Technology and Higher Education of the Republic of Indonesia					
		Additional References					
		<ol style="list-style-type: none"> 1. Pend Lecturer Team. Citizenship, (2014), Citizenship Education Learning Module, UPT MKU Unhas. 2. Sammy ferrijayan, et al, (2014), National Insight Module and Basic Values of National Defense, Indonesian State Administration Institute. 					
Teaching Team		Rahmatullah, SIP., M.Si.					
Course requirement							
Week	Sub CPMK (End-of-stage learning ability)	Penilaian (<i>Assesment</i>)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8

1	Able to analyze the basis and objectives of Citizenship Education in Higher Education (CPMK-2)	<p>Formative:</p> <p>Capabilities in analyzing :</p> <ol style="list-style-type: none"> 1. Foundations of Citizenship Education in Higher Education 2. Civic Education Learning Objectives <p>Sumative:</p> <p>Analyzing skills The Importance of Citizenship Education</p>	<p>Formative Criteria:</p> <p>Accuracy of Ideas and Clarity of Description (SIKOLA 2.0 Assignment Menu),</p> <p>Sumative Criteria:</p> <p>Collaborative Learning (CoL) (3)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Collaborative learning (Collaborative Learning)</p> <p>Guided Learning Activities (KBT) = (1x2x50 Minutes)</p> <p>Learning Scenario : Can be accessed in the SIKOLA 2.0 Document Menu Sub CPMK 1</p> <p>1x2x50</p>	<p>Response and Tutorial:</p> <p>Collaborative learning (Collaborative Learning)</p> <p>Independent Activities (KM)= (1x2x60 Minutes)</p> <ul style="list-style-type: none"> · Reading Literature · Watching Videos · Accessing the Menu SIKOLA 2.0 Sub CPMK 1 <p>Structured Assignment Activities (KPT) = (1x2x60 Minutes)</p> <p>Student Analyzes Topic on the Forum SIKOLA 2.0 Sub CPMK 1</p> <p>TASK INSTRUCTIONS : Can be accessed on the SIKOLA 2.0 Sub CPMK 1 Menu</p> <p>2x2x60</p>	Gagal diterjemahkan	3
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2-3	Able to internalize the values of diversity to realize National Integration (CPMK-1)	<p>Formative:</p> <p>Gagal diterjemahkan</p> <p>Sumative:</p> <p>Capabilities in making presentations "Case - Values diversity to realize National Integration" (<i>Unity Nation and Territorial Unity</i>)</p>	<p>Formative Criteria:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p> <p>Sumative Criteria:</p> <p>Case Study (CS) (12)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Case Study (Case Study)</p> <p>Guided Learning Activities (KBT) = (2x2x50 Minutes)</p> <p>Learning Scenario : Can be accessed in the SIKOLA 2.0 Document Menu Sub CPMK 2</p> <p>2x2x50</p>	<p>Response and Tutorial:</p> <p>Case Study (Case Study)</p> <p>Gagal diterjemahkan</p> <p>4x2x60</p>	<p>STUDY MATERIALS : IDENTITY and INTEGRATION NATIONAL</p> <p>LIBRARY :</p> <ul style="list-style-type: none"> • BOOKS Citizenship Education Research, Technology and Higher Education 2016. (Chapter 2 & 3) • MODULE Education Citizenship (Module 2) 	12
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4	Able to analyze the Constitution in the Indonesian State System (CPMK-2)	<p>Formative:</p> <p>Capabilities in analyzing :</p> <ol style="list-style-type: none"> 1. The Concept and Urgency of the Constitution in Life Nation-Country 2. Historical, Sociological, and Political Resources about The Constitution in the Life of the Indonesian Nation 3. The Essence of the Constitution in National Life 4. Dynamics and Challenges of the Constitution in Life Indonesian Nationality (Constitutional Amendment) <p>Sumative: Ability to answer questions Constitutional System</p>	<p>Formative Criteria:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p> <p>Sumative Criteria:</p> <p>Collaborative Learning (CoL) (7)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Collaborative learning (Collaborative Learning)</p> <p>Guided Learning Activities (KBT) = (1x2x50 Minutes)</p> <p>Learning Scenario : Can be accessed in the SIKOLA 2.0 Document Menu Sub CPMK 3</p> <p>1x2x50</p>	<p>Response and Tutorial:</p> <p>Collaborative learning (Collaborative Learning) Gagal diterjemahkan</p> <p>2x2x60</p>	<p>STUDY MATERIALS : Constitution in the system Indonesian Constitution</p> <p>LIBRARY :</p> <p>ü BOOKS Citizenship Education Research, Technology and Higher Education 2016. (Chapter 4)</p> <p>ü MODULE Citizenship Education (Module 3)</p>	7
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5-6	Able to internalize the Rights and Obligations of Citizens in national and state life (CPMK-1)	<p>Formative:</p> <p>Capabilities in reflecting :</p> <ol style="list-style-type: none"> 1. The concept and urgency of harmony of obligations and state and citizen rights 2. Historical, sociological, political sources regarding the harmony of obligations and rights of the state and Indonesian citizens 3. Dynamics and challenges of obligation harmony and the rights of states and citizens <p>Sumative: Capabilities in making presentations “Case - Rights and Obligations of Citizens in national and state life” (<i>Harmony of Rights and Obligations of Religious Life, Education & Culture, Economy and Defense</i>)</p>	<p>Formative Criteria:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p> <p>Sumative Criteria:</p> <p>Case Study (CS) (12)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Case Study (Case Study)</p> <p>Guided Learning Activities (KBT) = (1x2x50 Minutes)</p> <p>Learning Scenario :Can be accessed in the Document Menu SIKOLA 2.0 Sub CPMK 4</p> <p>2x2x50</p>	<p>Response and Tutorial:</p> <p>Case Study (Case Study) Gagal diterjemahkan</p> <p>4x2x60</p>	<p>STUDY MATERIALS : Citizens' Rights and Obligations Country</p> <p>LIBRARY :</p> <p>ü BOOKS Citizenship Education Research, Technology and Higher Education 2016. (Chapter 5)</p> <p>ü MODULE Citizenship Education (Module 4)</p>	12
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7-8	Able to analyze law enforcement in Indonesia (CPMK-2)	<p>Formative:</p> <p>Capabilities in analyzing :</p> <ol style="list-style-type: none"> 1. The Concept and Urgency of Law Enforcement Fair 2. Source Historical, Sociological, Political about Fair Law Enforcement in Indonesia 3. Dynamics and Challenges of Fair Law Enforcement in Indonesia <p>Sumative: Capabilities in making presentations "Case - Enforcement Law in Indonesia." <i>Corruption Crime (TIPIKOR)</i></p>	<p>Formative Criteria:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p> <p>Sumative Criteria:</p> <p>Case Study (CS) (12)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Case Study (Case Study)</p> <p>Guided Learning Activities (KBT) = (1x2x50 Minutes)</p> <p>Learning Scenario :Can be accessed in the Document Menu SIKOLA 2.0 Sub CPMK 5</p> <p>2x2x50</p>	<p>Response and Tutorial:</p> <p>Case Study (Case Study)</p> <p>Gagal diterjemahkan</p> <p>4x2x60</p>	<p>STUDY MATERIALS : Rule of Law</p> <p>LIBRARY :</p> <p>ü BOOKS Citizenship Education Research, Technology and Higher Education 2016. (Chapter 7)</p> <p>ü MODULE Citizenship Education (Module 6)</p>	12
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9-11	Able to analyze Indonesian geopolitics in the relations of nations in the world (CPMK-2)	<p>Formative:</p> <p>Gagal diterjemahkan</p> <p>Sumative:</p> <p>Capabilities in making presentations "Case - Geopolitics Indonesia in the association of nations in the world" (<i>Insight Nusantara</i>)</p> <p>Presentation skills "Case - Indonesia's geostrategy in the relationship between nations in the world" (<i>National Resilience</i>)</p>	<p>Formative Criteria:</p> <p>Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)</p> <p>Sumative Criteria:</p> <p>Case Study (CS) (19)</p> <p>Assessment Technique:</p> <p>Non Test</p>	<p>Studying:</p> <p>Case Study (Case Study)</p> <p>Guided Learning Activities (KBT) = (3x2x50 Minutes)</p> <p>Learning Scenario :Can be accessed in the Document Menu SIKOLA 2.0 Sub CPMK 6</p> <p>3x2x50</p>	<p>Response and Tutorial:</p> <p>Case Study (Case Study)</p> <p>Gagal diterjemahkan</p> <p>6x2x60</p>	<p>STUDY MATERIALS : Indonesian Geopolitics and Geostrategy</p> <p>LIBRARY :</p> <p>ü BOOKS Citizenship Education Research, Technology and Higher Education 2016. (Chapter 8 & 9)</p> <p>ü MODULE Citizenship Education (Module 7 & 8)</p>	19
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12-16	Able to present Pancasila democracy in national and state life (CPMK-3)	<p>Formative:</p> <p>Capabilities in presenting :</p> <ol style="list-style-type: none"> 1. The concept and urgency of democracy sourced from Pancasila 2. Historical, sociological, and political sources about democracy originating from Pancasila 3. The dynamics and challenges of democracy sourced from Pancasila <p>Sumative: Capabilities in making presentations "Project - democracy Pancasila in national and state life"</p>	<p>Formative Criteria:</p> <p>Clarity of Project Plan Description (Proposal/Logbook)</p> <p>Sumative Criteria:</p> <p>Pjbl (Project Base Learning) (25)</p> <p>Written Exam (10) dinilai dengan rubrik 01</p> <p>Assessment Technique:</p> <p>Test and Non-Test</p>	<p>Studying:</p> <p>Project-Based Learning (Project-based Learning)</p> <p>Guided Learning Activities (KBT) = (4x2x50 Minutes)</p> <p>Learning Scenario :Can be accessed in the Document Menu SIKOLA 2.0 Sub CPMK 7</p> <p>4x2x50</p>	<p>Response and Tutorial:</p> <p>Project-Based Learning (Project-based Learning) Gagal diterjemahkan</p> <p>8x2x60</p>	<p>STUDY MATERIALS : Indonesian Democracy</p> <p>LITERARY :</p> <ul style="list-style-type: none"> • BOOKS Citizenship Education Research, Technology and Higher Education 2016. (Chapter 6) • MODULE Education Citizenship (Module 5) 	35
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	data not found (Weight 12%) data not found (Weight 12%)	data not found (Weight 3%) data not found (Weight 7%) data not found (Weight 12%) data not found (Weight 19%)	
CPL-9 (S2)			data not found (Weight 25%) Written Exam (Weight 10%)

Evaluation Type and Assessment Weight

Type	Assessment Weight
Collaborative Learning (CoL)	10
Case Study (CS)	55
Pjbl (Project Base Learning)	25
Written Exam	10
Total	100

Assessment and Evaluation of Student Achievement of CLOs

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan	Written Exam			
SLO-8	CLO-2	SUB-CLO-1	Accuracy of Ideas and Clarity of Description (SIKOLA 2.0 Assignment Menu),	3	0	0	0	3		
SLO-8	CLO-1	SUB-CLO-2	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	12	0	0	12		
SLO-8	CLO-2	SUB-CLO-3	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	7	0	0	0	7		
SLO-8	CLO-1	SUB-CLO-4	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	12	0	0	12		
SLO-8	CLO-2	SUB-CLO-5	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	12	0	0	12		

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan	Written Exam			
SLO-8	CLO-2	SUB-CLO-6	Accuracy of Ideas and Clarity of Description (Individual Paper & Interactive Class/SIKOLA 2.0 Forum)	0	19	0	0	19		
SLO-9	CLO-3	SUB-CLO-7	Clarity of Project Plan Description (Proposal/Logbook)	0	0	25	10	35		
				10	55	25	10	100		

Lampiran Rubrik 01 | ASSESMENT TERTULIS

Kriteria Penilaian	Bobot/Skor Penilaian				
	5	4	3	2	1/0
Konsep/ metode yang digunakan	Penjelasan konsep /metode (*) sangat lengkap dan akurat	Penjelasan konsep/metode (*) cukup jelas tetapi beberapa informasi tidak dituliskan secara lengkap.	Penjelasan konsep/metode (*) kurang jelas dan banyak informasi yang tidak dituliskan	Penjelasan yang dituliskan hampir tidak berkaitan dengan konsep/ metode (*)	Tidak memberikan konsep yang dibutuhkan
Sistematika penulisan/ pembuktian	Sistematika penulisan/ pembuktian sangat jelas dan terstruktur	Sistematika penulisan/ pembuktian cukup jelas namun ada langkah yang hilang	Sistematika penulisan/ pembuktian kurang jelas	Sistematika penulisan/ pembuktian tidak jelas	Jawaban tidak benar/ tidak ada
Interpretasi geometri/ kualitatif/ kuantitatif.	Interpretasi geometri/ kualitatif/ kuantitatif (*) tepat dan lengkap	Interpretasi geometri/ kualitatif/ kuantitatif (*) cukup lengkap/ tepat	Interpretasi geometri/ kualitatif/ kuantitatif (*) kurang lengkap/ tepat	Interpretasi geometri/ kualitatif/ kuantitatif(*) tidak lengkap/ tepat	Interpretasi geometri/ kualitatif/kuantitatif(*) tidak benar
Perhitungan/kesimpulan	Perhitungan/ kesimpulan sangat akurat/tepat dan disertai alasan yang mendasarinya	Perhitungan/ kesimpulan cukup akurat/tepat dan disertai alasan yang mendasarinya	Kesimpulan cukup tepat, namun tidak disertai alasan yang jelas	Perhitungan/ kesimpulan kurang akurat/tepat dan tidak disertai alasan yang mendasarinya	Perhitungan/kesimpulan salah