

SEMESTER LESSON PLAN





ISLAMIC STUDIES



Lecturer:

Drs. Jajang Suryana, M.Sn.

**UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No. :
		Revision :
	ISLAMIC STUDIES	Date :
		Page:
Created by:	Checked by:	Approved by:
 Drs. Jajang Suryana, M.Sn. NIP. 197609022000031001	 Prof. Dr I Nyoman Kanca, MS NIP 195910181985031002	 Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001
SEMESTER LESSON PLAN 1. Course Identity Study Program Name : All Study Programs Course Name : Islamic Studies Course Code : MPK04 Course Group : Personality Development Course Credits weight : 2 tier : D-III/SI Semester : Odd/Even Precondition : -		

Status (required/optional) : Required

Lecturer name and code : Drs. Jajang Suryana, M.Sn. (0025105905)

2. Course Description

This course is a personality development course, as a supporting basic course in the study program/department curriculum. The nature of this course carries the basic theory of personality direction that complements the readiness of students to build behavior based on religious moral values. As a basic personality development course, this course requires practical actions in the form of activities that are expected to provide reinforcement in developing basic personality, provision for carrying out tasks in other subjects.

3. Learning Outcomes of the Referred Study Program

1. Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status
2. Able to work together across professions and have social sensitivity and concern for society and the environment.

4. Course Learning Outcomes

CLO Attitude

1. Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status

CLO Knowledge

1. Have knowledge of empathic and humanist personality and social interactions

CLO General Skill

1. Have exemplary behavior in accordance with the noble values of Islam and be able to carry out mahdhah (main) worship activities in daily life

CLO Special Skill

1. Having exemplary behavior according to the noble values of Islam and being able to implement Islamic values into the activities of ghair mahdhah (mu'amalat worship) in everyday life.

5. Lesson Plan Description

Meeting	Indicator of Course Learning Achievement	Study Material	Learning Form	Time	Assignment and Evaluation	Reference
1	<ul style="list-style-type: none"> ● Relate knowledge about common behaviors that can be done in social life with everyday behavior ● Get used to an attitude that is in line with religious norms in responding to environmental conditions ● Applying noble moral norms as a character of personal behavior 	<ul style="list-style-type: none"> ● Introduction: Lecture Contract and Student Assignment Container Webblog Tutorial ● Textbooks (Chapter 1 Introduction: 1.1 Absolute Truth, Temporary Truth; 1.2 Limitations of Science; 1.3 Scientific Thinking Process; 1.4 Faith Process) ● Syllabus and RPS 	<ul style="list-style-type: none"> ● Student assignment webblog container setup, ● Studying online, and ● Interaction-based discussion in Whatsapp Group 	50 minutes of webblog setup (tutorial based); 50 minutes of introductory online lecture; and 50 minutes of self-employment problem solving	<ul style="list-style-type: none"> ● Upload lecture material resumes in the student assignment container weblog ● Resume task completion progress notes and discussion 	<ul style="list-style-type: none"> ● Upload lecture material resumes in the student assignment container weblog ● Progress notes on completion of resume tasks and discussions

2 - 3		<ul style="list-style-type: none"> ● Textbooks (CHAPTER 2 Man as God's Creature 2.1 The splendor of Allah's creation 2.2 The concept of sunnatullah 2.3 The position of humans among Allah's creatures 2.4 Humans as caliphs fil ardh 	<ul style="list-style-type: none"> ● online lecture, ● Environmental Observation, and ● Interaction-based discussion in WAG 	100 minutes of online lectures; and 100 minutes of independent problem solving		
4 - 5	<ul style="list-style-type: none"> ● Carry out religious values in fulfilling obligations as personal beings 	<ul style="list-style-type: none"> ● Textbooks (CHAPTER 3 Human Beings of Worship 3.1 God's creatures created to worship 3.2 The concept of worship in Islam 3.3 Three-in-one (faith-science-charity) concept 3.4 Mahdhah worship 3.5 Worship prayer as a locomotive 	<ul style="list-style-type: none"> ● Studying online, and ● Interaction-based discussion in WAG 	100 minutes of online lectures; and 100 minutes of independent problem solving	<ul style="list-style-type: none"> ● Upload lecture material resumes in the student assignment container weblog ● Progress notes on completion of resume tasks and discussion 	

6 - 7	<ul style="list-style-type: none"> • Complying with noble moral norms that are displayed as the character of personal behavior • Implementing responsible behavior as a form of empathetic and humanistic personality 	<ul style="list-style-type: none"> • Textbooks (CHAPTER 4 Human Autonomous Being <ul style="list-style-type: none"> 4.1 God's favors for all living creatures 4.2 Enjoy life 4.3 good sense 4.4 Enjoy guidance 4.5 Two blessings that are often forgotten 4.6 Humans are individual creatures • The concept of sin (individual) in Islam 	<ul style="list-style-type: none"> • Studying online, and • Interaction-based discussion in WAG 	100 minutes of online lectures; and 100 minutes of independent problem solving	<ul style="list-style-type: none"> • Upload lecture material resumes in the student assignment container weblog • Resume task completion progress notes and discussion 	<ul style="list-style-type: none"> • Upload lecture material resumes in the student assignment container weblog
8	Midterm exam (Prerequisite: collecting verses of the Koran according to the field of study and accountability for the half-semester weblog upload portfolio)					
9 - 10	<ul style="list-style-type: none"> • Get used to an attitude that is in line with religious norms in responding to environmental conditions • Apply noble moral norms as a character of personal behavior 	<ul style="list-style-type: none"> • Textbooks (CHAPTER 5 Human Social Beings <ul style="list-style-type: none"> 5.1 Being-Khalik vertical relationship 5.2 Ghair mahdhah worship 5.3 Horizontal relationship between humans (muamalah) 5.4 Islamic Business 5.5 Humans are evil creatures 	<ul style="list-style-type: none"> • Studying online, and • Interaction-based discussion in WAG 	200 minutes of online lectures; and 100 minutes of independent problem solving	<ul style="list-style-type: none"> • Upload lecture material resumes in the student assignment container weblog • Resume task completion progress notes and discussion 	<ul style="list-style-type: none"> • Hidayat, Komaruddin, et.al.2004. <i>Fiqh Lintas Agama</i>. Jakarta: Yayasan Waqaf Paramadina • Suryana, Jajang.2017. <i>Buku</i>

		5.6 Human-nature horizontal relationship 5.7 Allah's warning about measuring and weighing 5.8 Halal thayyiban concept				<i>Ajar Pendidikan Agama Islam Untuk Perguruan Tinggi Umum V 2.0.1</i> Depok: PT Raja Grafindo Persada (h. 139 s.d. 176)
11 – 12	<ul style="list-style-type: none"> Implementing responsible behavior as a form of empathetic and humanistic personality 	<ul style="list-style-type: none"> Textbooks (CHAPTER 6 Human Beings Learn) <ul style="list-style-type: none"> 6.1 Learning creatures 6.2 Islamic education concept 6.3 Obligation to learn for Muslims and Muslimat 6.4 Lifelong learning obligation 6.5 Guidance concept 	<ul style="list-style-type: none"> Studying online, and Interaction-based discussion in WAG 	100 minutes of online lectures; and 100 minutes of independent problem solving	<ul style="list-style-type: none"> Upload lecture material resumes in the student assignment container weblog Resume task completion progress notes and discussion 	<ul style="list-style-type: none"> Bono, Edward De. 1991. <i>Penerapan Pola Berpikir Lateral</i>. Jakarta: Binarupa Aksara Nataatmaja, Hidayat. 1987. <i>Karsa Menegakkan Jiwa Agama dalam Dunia Ilmiah Versi Baru Ihya Ulumiddin</i>. Bandung: Iqra Suryana, Jajang.

						2017. <i>Buku Ajar Pendidikan Agama Islam Untuk Perguruan Tinggi Umum V 2.0.1</i> Depok: PT Raja Grafindo Persada (h.177 s.d.197)
13	<ul style="list-style-type: none"> • Solving scientific problems in the field of study with a religious value approach 	<ul style="list-style-type: none"> • Textbooks (CHAPTER 7 Human Researcher) <ul style="list-style-type: none"> 7.1 The basic concept of the obligation to do research 7.2 Obligation to research and the degree of human in the sight of Allah swt 7.3 The obligation to apply an Islamic approach in scientific activities 7.4 Allah's demands in the first revelation • 7.8 Is the Islamization of science necessary? 	<ul style="list-style-type: none"> • Studying online, and • Interaction-based discussion in WAG 	50 minutes of online lectures; and 50 minutes of independent problem solving	<ul style="list-style-type: none"> • Upload lecture material resumes in the student assignment container weblog • Resume task completion progress notes and discussion 	<ul style="list-style-type: none"> • Bakar, Osman. 1995. <i>Tauhid & Sains</i>. Bandung: Pustaka Hidayah • Poeradisastra, S.I. 1981. <i>Sumbangan Islam kepada Ilmud dan Kebudayaan Modern</i>. Jakarta: Girisukti Pasaka • Sholeh, Moh. 2001. <i>Tahajjud</i>

						<p><i>Manfaat Praktis Ditinjau dari Ilmu Kedokteran</i>. Yogyakarta: Pustaka Pelajar dan Forum Studi Himanda</p> <ul style="list-style-type: none"> ● Suryana, Jajang. 2017. <i>Buku Ajar Pendidikan Agama Islam Untuk Perguruan Tinggi Umum V 2.0.1</i> Depok: PT Raja Grafindo Persada (h. 199 s.d. 219) ● Wratsonko, Madyo dan Sagiran. 2006. <i>Mukjizat Gerak Shalat</i>. Depok: Kultum Media
14	<ul style="list-style-type: none"> ● Solving scientific problems in the field of 	<ul style="list-style-type: none"> ● Textbooks (CHAPTER 8 Human Beings of Culture 8.1 There has been 	<ul style="list-style-type: none"> ● Studying online, and ● Interaction-based discussion in 	50 minutes of online lectures; and 50 minutes of	<ul style="list-style-type: none"> ● Upload lecture material resumes in the student 	<ul style="list-style-type: none"> ● Al-Faruqi, Ismail Raji. 1999. <i>Seni Tauhid Esensi</i>

	<p>study with a religious value approach</p> <ul style="list-style-type: none"> ● Maintaining cultural values that are in line with moral demands ● Carry out religious values in fulfilling obligations as personal beings 	<p>damage on land and sea due to human activities</p> <p>8.2 Scientific evidence about the omnipotence of Allah swt</p> <p>8.3 People and technology</p> <ul style="list-style-type: none"> ● Humans and Media 	WAG	<p>self-employment problem solving</p>	<p>assignment container weblog</p> <ul style="list-style-type: none"> ● Resume task completion progress notes and discussion 	<p><i>danEkspresi EstetikaIslam</i>. Yogyakarta;B entang</p> <ul style="list-style-type: none"> ● Beg. M. AbdulJabbar. 1988. <i>Senidalam PeradabanIslam</i>. Bandung:Pustaka ● Hasanudin. 2001.<i>Batik PesisiranMelacak PengaruhEtos DagangSantri pada RagamHias Batik</i>. Bandung :Kiblat ● Nasser, SeyyedHossein. 1987.<i>Spiritualitas dalamSeni Islam</i>.Bandung:Mizan ● Suryana, Jajang.2017.
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						<i>Buku Ajar Pendidikan Agama Islam Untuk Perguruan Tinggi Umum</i> V 2.0.1 Depok: PT Raja Grafindo Persada (h.219 s.d.240)
15	<ul style="list-style-type: none"> ● Get used to an attitude that is in line with religious norms in responding to environmental conditions ● Applying noble moral norms as a character of personal behavior 	<ul style="list-style-type: none"> ● Textbooks (CHAPTER 9 Humans Are Moral Beings) 9.1 Prophet Muhammad SAW was sent to perfect human behavior 9.2 Prophet Muhammad SAW as uswah hasanah 9.3 The best human concept in the sight of Allah swt 9.4 Prophetic indicators as uswah hasanah ● Character education in Islamic concepts 	<ul style="list-style-type: none"> ● Studying online, and ● Interaction-based discussion in WAG 	50 minutes of online lectures; and 50 minutes of independent problem solving	<ul style="list-style-type: none"> ● Upload lecture material resumes in the student assignment container weblog ● Resume task completion progress notes and discussion 	<ul style="list-style-type: none"> ● Nataatmaja, Hidayat. 1987. <i>Karsa Menegakkan Jiwa Agama dalam Dunia Ilmiah Versi Baru Ihya Ulumiddin</i>. Bandung: Iqra ● Suryana, Jajang. 2017. <i>Buku Ajar Pendidikan Agama Islam Untuk Perguruan Tinggi Umum</i>

						<i>V 2.0.1</i> Depok: PT RajaGrafindo Persada (h.241s.d. 257) ● Syakir,Muha mmad Fuad.2001. <i>UngkapanPop ular yangDiangga p HaditsNabi.</i> Jakarta:Pustak aAl-Kautsar
16	Final exams (Prerequisite: Accumulative portfolio of web-blog uploads)					

6. List of References/References

- Required:**
1. Al-Hassan, AhmadY.,dan Donald R.Hill.1993.*Teknologi dalam Sejarah Islam*. Bandung: Mizan
 2. Al-Juzairi, Abdurrahman.1996.*Fiqh Empat Madzhab*. 4jilid.Jakarta: Darul Ulum
 3. *Al-Qurandan Terjemahannya*.1990. Mujma KhadimAl-Haramain Asy Syarifain Al Malik Fahdli Thiba'at Al Mushaf Asy Syarif. Masinak Munawarah.
 4. Hidayat, Komarudin,et.al. 2004. *Fiqih Lintas Agama*.Jakarta:Yayasan Waqaf
 5. Poeradisastra,S.I.1981. *Sumbangan Islam kepada Ilmu dan Kebudayaan Modern*. Jakarta: Girimukti Pasaka
 6. Suryana, Jajang. 2017. *Buku Ajar Pendidikan Agama Islam untuk Perguruan Tinggi Umum V 2.0.1*Depok:PT RajaGrafindo

Persada

- Suggested:**
1. Arsyad M.Natsir.1989. *Ilmuwan Muslim Sepanjang Sejarah*. Bandung: Mizan
 2. Asyarie, Sukmadjaja dan Rosy Yusuf. 1984.*Indeks Al-Qur'an*. Bandung:Pustaka
 3. Bakar,Osman.1995. *Tauhid&Sains*. Bandung: Pustaka Hidayah
 4. Beg,M.Abdul Jabbar.1988. *Seni dalam Peradaban Islam*. Bandung: Pustaka
 5. Emoto, Masaru.2006. *The True Power of Water*.Bandung: MQ Publishing
 6. Syakir, Muhammad Fuad.2001. *Ungkapan Popular yang Dianggap Hadits Nabi*.Jakarta: Pustaka Al-Kautsar
 7. Yahya, Harun. 2002.*Runtuhnya Teori Evolusi*. Bandung: Dzikra

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test Questions, Performance Tests, Rubrics, Observation Sheets, etc.

SEMESTER LESSON PLAN


CHRISTIAN STUDIES



Lecturer:

Dr. Risa Panti Ariani, M.Sc.

**UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No. :
	CHRISTIAN STUDIES	Revision :
		Date : Page:
Designed by:  Dr. Risa Panti Ariani, M.Sc. NIP. 196504191990032001	Checked by:  Prof. Dr I Nyoman Kanca, MS NIP. 195910181985031002	Approved by:  Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001
Lecturer	University Academic Quality Assurance	Head of LP3M
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Program Name : All Study Programs</p> <p>Course Name : Christian Studies</p> <p>Course Code : MPK05</p> <p>Course Group : Personality Development</p> <p>(MPK)Credits weight : 2 credits</p> <p>tier : Bachelor degree)</p> <p>Semester : Odd / Even</p> <p>Precondition : -</p> <p>Status (required/optional) : Required</p> <p>Lecturer name and code : Dr. Risa Panti Ariani, M.Sc.</p>		

2. Course Description

This course is a personality development course which is a source of values and guidelines in the development of a Christian personality in the sense of having faith in the Lord Jesus who has expressed His love by upholding existential Christian values.

3. Learning Outcomes of the Referred Study Program

realizing Christian values in the development of knowledge, for the realization of love, fighting for justice and the presence of truth in all aspects of human life.

4. Subject Learning Outcomes (SN-DIKTI)

ATTITUDE (A1)

1. Faithful to God Almighty and able to demonstrate a religious attitude;
2. Upholding human values in carrying out duties based on religion, morals and ethics;
3. Contribute to improving the quality of life in society, nation, state, and civilization based on Pancasila;
4. To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the country and nation;
5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
6. Cooperate and have social sensitivity and concern for society and the environment;
7. Obey the law and discipline in the life of society and the state;
8. Internalize academic values, norms, and ethics;
9. Demonstrate an attitude of being responsible for work in their field of expertise independently;
10. Internalize the spirit of independence, struggle, and entrepreneurship

GENERAL SKILLS (GS) LEVEL 6 (D4/S1)

1. Able to apply logical, critical, innovative, quality, and measurable thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the relevant field;
2. Able to demonstrate independent, quality, and measurable performance
3. Able to examine cases of application of science, technology or art according to their field of expertise in order to produce prototypes, standard procedures, designs or works of art,
4. Able to compile the results of the study in the form of working papers, design specifications, or art essays, and upload them on the college website,
5. able to make appropriate decisions based on standard procedures, design specifications, work safety and security requirements in supervising and evaluating their work;
6. able to maintain and develop a network of cooperation and the results of cooperation within and outside the institution;
7. Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
8. able to carry out the process of evaluating the work of the work group under their responsibility, and able to manage learning independently;
9. able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

5. Lesson Plan Description

meetan	Learning Outcome Indicators Subject	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1-2	Able to behave in accordance with the nature of his creation as the 'image and likeness of God', namely as a creation mandate that maintains the integrity of God's creation.	Religion and its function in human life 1. Understanding Religion 2. Religion in history 3. Religion Function 4. Positive arguments & functions 5. Function application positive	- Online lectures (ppt) - Learning platform based discussion	2 x 50'	- resume per lecture in learning platform - Seriousness of task completion	a, b, c, d, e
3-4	Able to behave as a person who believes in the Lord Jesus in his entire life wherever he is.	God in the Christian Faith 1. The Bible's Testimony About GOD 2. Implications of GOD as Creator, 3. Savior & Reformer 4. Christian Theology 5. Worship: Attitude & responsibility	- Online lectures (ppt) - Learning platform-based observation discussion	2 x 50'	- Observation assignments per lecture in the learning platform - Seriousness of task completion	a, b, c, d, e

		6. Diversity Experience				
5-6	Able to behave according to moral values Christians in their spiritual, personal and community lives as God's creatures.	Humans according to Christianity 1. Thinking modern about humans 2. Christian view of human 3. Paradox in human life 4. Renewal relationship with Allah & His creation 5. Human View & Time 6. front	- Online lectures (ppt) - Learning platform based discussion	2 x 50'	- observation per lectures in the learning platform - Seriousness of task completion	a, b, c, d, e
7-8	Able to behave in love with one another in accordance with the teachings of the Lord Jesus Christ in Christian ethics & character.	Christian Ethics & Character 1. Ethics & Morality 2. Norms for moral judgment 3. Building Christian character 4. Principle Christian ethics Theological Ethics & Philosophy	- Online lectures (ppt) - Learning platform based discussion	2 x 50'	- Observation of ethical issues in the learning platform Seriousness of task completion	a, b, c, d, e
9	MIDTERM EXAM					

10-11	Able to innovate on science and technology for the realization of a just and prosperous society.	Christian Faith and Science and Technology 1. Science and Technology in Christian History 2. Modern Technology 3. Response to Modern Technology 4. Response to political power 5. Build Realistic Christian Attitude	-Online lectures (ppt) - -Discussion based learning platform	2 x 50'	- resume per lecture in learning platform - Seriousness of task completion	a, b, c, d, e
12	Able to be actors of inter-religious harmony in the spirit of loving each other in the midst of various differences that exist for the realization of the welfare of all mankind.	Creating Harmony between religious people 1. The Concept of Religious Harmony 2. Forms of Religious Harmony 3. Bible Resources on Religious Harmony 4. Arguments about Religious Pluralism 5. The Role of the People Religious	- Online lectures (ppt) Learning platform based discussion	2 x 50'	- resume per lecture in learning platform - Seriousness of task completion	a, b, c, d, e

13	Able to behave as a 'cultural mandate holder' human in build	Guardian of Allah's Creation 1. Economic relations & ecology	- Online lectures (ppt) Learning platform based discussion	2 x 50'	- resume per lecture on the platform - study	a, b, c, d, e
14-15	Able to behave in accordance with Christian moral values in Christian associations personally and in society.	Christian Association 1. Social Concept Art 2. Be a True Friend 3. Bible Sources about Association 4. Arguments ups and downs Association 5. Stages in association	- Online lectures (ppt) - Learning platform based discussion	2 x 50'	- resume per lecture in learning platform Seriousness of task completion	a, b, c, d, e
16	FINAL EXAM					

6. List of References/references

- a. B.J. Boland. 1998. Intisari Iman Kristen. Jakarta : BPK Gunung Mulia.
- b. Dietrich, S. 1985. Rencana Allah. Jakarta: BPK Gunung Mulia.
- c. Hadiwijono, H. 1091. Iman Kristen. Jakarta : BPK Gunung Mulia.
- d. Jongeneel, A.B. 1980. Hukum Kemerdekaan, Buku Pegangan Etika Kristen I-Bagian Umum (terjemahan). Jakarta : BPK Gunung Mulia.
- e. Direktorat Jenderal Pembelajaran dan Kemahasiswaan. 2016. Pendidikan Agama Kristen untuk Perguruan Tinggi. Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia.

7. Appendix 1: Teaching Resources:

Book: Christian Religious Education for Higher Education2016. Directorate General of Learning and Student Affairs - Ministry of Research, Technology and Higher Education of the Republic of Indonesia.

PPT Handout with link:<https://drive.google.com/drive/folders/1IJy73n6JO5m3dQg6SFcUh5TRsyRUAbEM?usp=sharing>



8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

INDIVIDUAL AND GROUP TASK LOTSPOK

Name of Course : CHRISTIANITY
M or Lecture Code : M PK 1904
Semester / Credits : Odd / 2 credits
MK Lecturer : Dr. Risa Panti Ariani, M.Si.

STUDY MATERIAL	CORE COMPETENCIES	BASIC COMPETENCIES	INDICATOR
1. God Almighty	Applying Christian noble values to superior behavior intellectually, morally graceful and competent in study expertise occupied and have call for apply their faith everywhere.	Capable implement his faith in God in a whole way live as a creature wherever he is. (Tri Hita Karana: with Creator)	1 My person & my church - able to explain his understanding of God Sang Creator, sustainer, savior and renewal of life according to the teachings the church.. 2 Faith introspection - able to change negative personal behavior, become person who believes in the existence of God. 3 Self-commitment - able to visualize (at least 4 concrete behaviors) that prove to behave as a student the godly.
2 Humans	Applying values high christian for superior behavior intellectually, morally graceful and competent in study expertise occupied and have call for	Able to evaluate human behavior that according to nature his creation as <i>the image and likeness of God'</i> namely as a mandate A nurturing creation nature created by God. (Tri Hita Karana: with	1 Me & my church - able to judge (C-6) understanding of human nature as the image and likeness of God in accordance with the teachings his church. 2 Faith introspection - able to change behavior negative personal behavior, become person as the image and likeness of Allah 3 Self-commitment - able to visualize (at least 4 concrete behaviors) that

3 Society	<p>apply their faith everywhere.</p> <p>Applying values high christian for superior behavior intellectually, morally graceful and competent in study expertise occupied and have call for apply their faith everywhere.</p>	<p>environment)</p> <p>Able to make relational behavior that based on values justice and peace peace Lord Jesus Christ in totality its existence.</p>	<p>prove human responsibility as the mandate of God's creation.</p> <p>1 Me & my church - able to judge (C-6) understanding of the teachings of society according to the teachings of the church.</p> <p>2 Faith introspection - able to change negative personal behavior, be personal who apply the teachings of the Bible in society</p> <p>3 Self-commitment - able to visualize (at least 4 concrete behaviors) that prove to behave as a student glue of social life</p>
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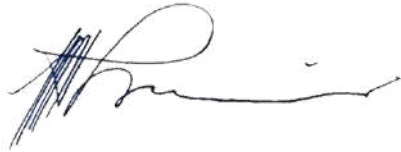


SEMESTER LESSON PLAN CATHOLIC STUDIES



Lecturer:

Adrianus I Wayan Ilia Yuda Sukmana, S.kom., M.Pd.

**UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No :	
	CATHOLIC STUDIES	Revision :	
		Date : 31th January 2021	
		Page: : 9	
<p>Created by:</p>  <p>Adrianus I Wayan Ilia Yuda S., S.Kom., M.Pd NIP. 198807082014041003</p>	<p>Checked by:</p>  <p>Prof. Dr I Nyoman Kanca, MS NIP. 195910181985031002</p>	<p>Approved by:</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>	
Lecturer	University Academic Quality Assurance	Head of LP3M	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Program Name : All Study Programs</p> <p>Course Name : Catholic Studies</p> <p>Course Code : MPK06</p> <p>Course Group : Personality Development Courses</p> <p>Credits weight : 2 credits</p> <p>Tier : S1</p> <p>Semester : Odd /Even</p>			

Precondition : -
Status (required/optional) : Required
Lecturer name and code : Adrianus I Wayan Ilia Yuda Sukmana, S.kom., M.Pd.

2. Course Description

This course aims to enable students to be able to explain the nature of humans as religious beings who have quality faith and piety, are able to apply noble morality, and make the teachings of the Catholic Religion the basis for thinking and behaving in their work according to their field of expertise, both in individual performance and teamwork in work in group

3. Study Program Learning Outcomes referred to

realizing Christian values in the development of knowledge, for the realization of love, fighting for justice and the presence of truth in all aspects of human life.

4. Course Learning Outcomes (SN-DIKTI)

A. Attitude (A)	
A1	Faithful to God Almighty and able to demonstrate a religious attitude;
A2	Upholding human values in carrying out duties based on religion, morals and ethics;
A3	Contribute to improving the quality of life in society, as a nation, as a state and civilization based on Pancasila;
A4	Act as a proud citizen and love the homeland, have nationalism and sense of responsibility to the state and nation;
A5	Respect the diversity of cultures, views, religions, beliefs, and opinions or other people's original findings;
A6	Work together and have social sensitivity and concern for the community and environment;
A7	Obey the law and discipline in the life of society and the state;
A8	Internalize academic values, norms, and ethics;

A9	Demonstrate an attitude of responsibility for work in the field of expertise independently;
A10	Internalize the spirit of innovation, independence, struggle, and entrepreneurship;
B. General Skills (GS)	
GS1	Applying logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;
GS2	Demonstrate independent, independent and measurable performance;
	Able to study cases of application of science, technology or art in accordance with the field expertise in producing prototypes, standard procedures, designs or works of art,
	Able to compile the results of the study in the form of working papers, design specifications, or art essays, and upload it on the college page,
GS5	Make the right decisions in the context of solving problems in their field of expertise, based on the results of the analysis of information and background.
GS6	Maintain and develop working networks with supervisors, colleagues, peers, both inside and outside the institution;
GS7	Able to be responsible for achieving the results of group work and supervising and evaluation of the completion of work assigned to workers who are under his responsibilities;
GS8	able to carry out the process of evaluating the envy of the work group under their responsibility the answer, and able to manage learning independently;
GS9	Able to document, store, secure, and recover data to guarantee and prevent plagiarism;

5. Lesson Plan Description

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Understand the Lecture Contract, Syllabus, RPS, LMS Undiksha	Lecture Contract, Syllabus, RPS, LMS Undiksha	1. Question and answer 2. Discussion / Problem Based	Face to Face (Offline/Online) 2x50 minutes	1. Resume 2. Presence 3. Attitude and Participation	Lecture Contract, Syllabus, RPS,

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
			Learning			LMS Undiksha, Teaching Materials
2	Able to carry out the calling of life based on the appreciation of human nature as the image of God	<p>HUMAN LIFE CALLS ACCORDING TO THE SCRIPTURES</p> <ol style="list-style-type: none"> 1. Who is the Man in the Book 2. Observing Process (Case Study) 3. Why Man Was Made In God's Image 4. Reasoning, Exploring Arguments, Understanding & Human Nature as God's Image <ol style="list-style-type: none"> a. Human Dignity as God's Image b. Human Dignity as the Son of God c. Human Dignity as a Social Person 5. Communicating the Call and Duties of Man's Mission as God's Image 	Blended Learning with Problem Based Learning	<p>Face to Face (Offline/Online) 1x50 minutes</p> <p>LMS/E-Learning 1x50 minutes</p>	<p>Face to Face (Offline/Online)</p> <ol style="list-style-type: none"> 1. Presence 2. Attitude and Participation 3. Presentation <p>LMS/E-Learning</p> <ol style="list-style-type: none"> 1. discussion forum 2. Task 3. Evaluation 	a
3-4	Able to behave that shows a good relationship with God, self, others and the environment	<p>HUMAN RELATIONS WITH SELF, NEIGHBORHOOD, ENVIRONMENT, AND GOD</p> <ol style="list-style-type: none"> 1. The Process of Tracing Human Relationships with Self, Others and God 2. Basic Problems in Building 	Blended Learning with Problem Based Learning	<p>Face to Face (Offline/Online) 1x50 minutes</p> <p>LMS/E-Learning 1x50 minutes</p>	<p>Face to Face (Offline/Online)</p> <ol style="list-style-type: none"> 1. Presence 2. Attitude and Participation 3. Presentation <p>LMS/E-Learning</p>	a

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
		<p>Relationships with Self, Others, Environment, and God</p> <p>3. Exploring the Sources and Arguments of Human Relations with Self, Others, Environment and God</p> <p>a. Human Relationship with Himself</p> <p>b. Human Relations with Others</p> <p>c. Human Relations with the Environment</p> <p>d. Human Relationship with God</p> <p>4. Communicating Human Relations with Self, Others, Environment and God.</p>			<p>1. discussion forum</p> <p>2. Task</p> <p>3. Evaluation</p>	
5-6	Able to demonstrate social behavior based on catholic faith in Building true brotherhood between religious communities in the midst of the plurality of life in society, nation and state	<p>RELIGION AND FAITH LIVE IN PLURALITY</p> <p>A. Religious Pluralism</p> <p>1. Religious Experience</p> <p>2. Religion, Revelation, and Faith</p> <p>B. Inter-religious dialogue</p> <p>1. Tracing the Understanding of Interreligious Dialogue</p> <p>2. Asking about Interreligious Dialogue</p> <p>3. Exploring the Church's Teachings on Harmony</p> <p>4. Making an Argument About Dialogue Between Religions</p>	Blended Learning with Problem Based Learning	<p>Face to Face (Offline/Online) 1x50 minutes</p> <p>LMS/E-Learning 1x50 minutes</p>	<p>Face to Face (Offline/Online)</p> <p>1. Presence</p> <p>2. Attitude and Participation</p> <p>3. Presentation</p> <p>LMS/E-Learning</p> <p>1. discussion forum</p> <p>2. Task</p> <p>3. Evaluation</p>	a

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
		5. Describing/Communicating Inter-Religious Dialogue C. Interreligious Cooperation in Indonesia to Build True Brotherhood <ol style="list-style-type: none"> 1. Tracing the Understanding of Inter-religious Cooperation in Indonesia 2. Asking about Interreligious Cooperation in Indonesia 3. Exploring Teaching Resources on Interreligious Cooperation in Indonesia to Build True Brotherhood 4. Making Arguments for Inter-religious Cooperation in Indonesia 5. Describing Inter-religious Cooperation in Indonesia 				
7	MIDDLE EXAM					
8-11	Able to demonstrate an attitude of faith towards the Holy Trinity in social life	JESUS CHRIST A. Scripture Sources to Know Jesus <ol style="list-style-type: none"> 1. Tracing Who Jesus Christ Is 2. Asking Who is Jesus Christ? 3. Exploring the Sources of the Old Testament Scriptures and the New Testament Scriptures about Jesus Christ 4. Building the Arguments from the Old Testament Scriptures and the New 	Blended Learning with Problem Based Learning	Face to Face (Offline/Online) 1x50 minutes LMS/E-Learning 1x50 minutes	Face to Face (Offline/Online) <ol style="list-style-type: none"> 1. Presence 2. Attitude and Participation 3. Presentation LMS/E-Learning <ol style="list-style-type: none"> 1. discussion forum 2. Task 	a

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
		<p>Testament Scriptures about God's Promise and Fulfillment of Promises</p> <p>5. Communicating Who Jesus Christ Is According to the Old Testament Scriptures and the New Testament Scriptures about the Coming of Jesus Christ</p> <p>6. Summary</p> <p>7. Advanced Study Tasks/Study Projects</p> <p>B. The Nature and Meaning of the Kingdom of God as the Core and Form of Jesus' Work in the Middle of the World</p> <p>1. Tracing the Background of Jesus Proclaiming the Kingdom of God</p> <p>2. Asking about Jesus Proclaiming the Kingdom of God</p> <p>3. Explore Sources of Information in the Scriptures and Church Teachings about Jesus Proclaiming the Kingdom of God</p> <p>4. Building Arguments about Jesus Preaching the Good News, Kingdom of God</p> <p>5. Communicating Jesus Christ Proclaiming the Kingdom of God</p> <p>C. The Meaning of the Passion, Death and Resurrection of Jesus Christ</p>			3. Evaluation	

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
		<ol style="list-style-type: none"> 1. Observing the Passion, Death, and Resurrection of Jesus 2. Asking about the Passion, Death and Resurrection of Jesus Christ 3. Exploring the Sources of Scripture and Church Teachings About the Passion, Death and Resurrection of Jesus Christ 4. Building Arguments about the Passion, Death and Resurrection of Jesus Christ 5. Communicating about the Passion, Death and Resurrection of Jesus Christ <p>D. The meaning of God the Most Holy Trinity</p> <ol style="list-style-type: none"> 1. Tracing/Observing the Understanding of the Holy Trinity 2. Asking about the Holy Trinity 3. Exploring the Sources of Scripture and the Church's Teachings About the Most Holy Triune God 4. Building Arguments About the Most Holy Triune God 5. Communicating the Most Holy Trinity God 				
12-15	Able to demonstrate	THE COMMUNITY CHURCH AND	Blended Learning	Face to Face	Face to Face	a

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	social behavior based on faith in social life	<p>FAITH</p> <p>A. Origin of the Church</p> <ol style="list-style-type: none"> 1. Tracing the Origins of the Church 2. Questioning the Origin of the Church 3. Digging up Information about the Origins 4. Reasoning the Origins of the Church 5. Communicating the Origins of the Church 6. Project Task <p>B. The Nature of the Church</p> <ol style="list-style-type: none"> 1. Exploring the Nature of the Church 2. Questioning the Nature of the Church 3. Exploring Information about the Nature of the Church 4. Reasoning the Nature of the Church (The Nature of the Church) 5. Communicating the Nature of the Church <p>C. Universal Church and Local Church</p> <ol style="list-style-type: none"> 1. Observing the State of the Universal Church and the Local Church 2. Asking Local Church Basic Directions 3. Gathering Information on Local Church Activities 4. Reasoning the Duties of the Church and Its Sacraments 	with Problem Based Learning	<p>(Offline/Online) 1x50 minutes</p> <p>LMS/E-Learning 1x50 minutes</p>	<p>(Offline/Online)</p> <ol style="list-style-type: none"> 1. Presence 2. Attitude and Participation 3. Presentation <p>LMS/E-Learning</p> <ol style="list-style-type: none"> 1. discussion forum 2. Task 3. Evaluation 	

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
		5. Communicating the Church as a Unified Congregation D. Manifesting Faith in Society (Church Social Teaching) <ol style="list-style-type: none"> 1. Observing Social Problems Occurring in Society 2. The emergence of social inequality in society 3. Gathering Information about Social Problems in Society 4. Reasoning the Social Teachings of the Church 5. Communicating 				
16	FINAL EXAM					

6. List of References/references

- a. Catholic Religious Education for Higher Education. 2016. Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education of the Republic of Indonesia.





SEMESTER LESSON PLAN

HINDU STUDIES



Lecturer:
Prof. Dr. I Wayan Santyasa , M. Si.

UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No : 01
		Revision : July 2021
		Date : 25 July 2021
	HINDU STUDIES	Page: All page
<p>Created by:</p>  <p>Prof. Dr. I Wayan Santyasa, M.Si NIP 196112191987021002</p>	<p>Checked By:</p>  <p>Prof. Dr I Nyoman Kanca , MS NIP . 195910181985031002</p>	<p>Approved by:</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>
Lecturer	University Academic Quality Assurance	Head of Learning Development and Quality Assurance Institute
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : All Study Programs</p> <p>Course Name : Hindu Studies</p> <p>Course Code : MPK03</p> <p>Course Group : MPK</p> <p>Weight of credit hours : 2 Credit Hours</p> <p>Level : Bachelor Degree and Associate Degree</p> <p>Semester : Odd / Even</p> <p>Precondition : -</p>		

Status (compulsory/elective): Compulsory

Lecturer name and code : Prof. Dr. I Wayan Santyasa, M.Si

2. Course Description

Hindu Religious Education Course which is programmed for students of all Study Programmes at *Undiksha* Semester I/II aims to facilitate students to be able to demonstrate theoretical and practical understanding as well as implement Hindu religious concepts in individual, family, community life, both in worldly dimensions and spiritual dimensions. To achieve this goal, the study materials include: (1) God Almighty, with details of the sub-materials *Sradha* and *Bhakti*, *Brahmawidhya*, and Efforts and means to worship Him, (2) Humans, with details of the sub-materials of Hindu human conception, the nature of Hindu humans, Hindu human dignity, Hindu human responsibilities, and Avatars and sacred humans, (3) Ethics, with the sub-study of the mission to improve oneself towards the ideal human (manava-madhava), (4) Science and technology, with the sub-study of *sradha*, *janana*, and *karma* as a unity in *yadnya*, the obligation to study and practice it, *Tri Hita Karana* and responsibility to nature and the environment, (5) Society, with a sub study of the role of Hindus in realizing a prosperous Indonesian society, Responsibility of Hindus in realizing human rights and democracy, (6) Harmony of religious life, with sub-material religion is a blessing for all, the essence of togetherness in religious plurality (7) Culture as Expression The Practice of Hindu Teachings, with the sub-study of the relationship of religion as the core of culture and its various aspects, the responsibility of Hindus in realizing a critical (academic) way of thinking, working hard, and being fair, (8) Politics According to the Hindu Perspective, with sub-study understanding and sources of Hindu teachings on politics (*Nitisastra*), the contribution of Hinduism in the political life of the nation and state, (9) Law in the framework of upholding justice, with sub studies Growing awareness to obey God's law (*Rta/Dharma*), The role of Hinduism in the formulation and fair law enforcement, Hinduism's prophetic function in law.

3. Learning Outcomes of the Referred Study Programme

1. Be devoted to God Almighty and be able to show a religious attitude
2. Upholding human values in carrying out duties based on religion, morals, and ethics
3. Contribute to improving the quality of life in society, nation, state, and civilization based on *Pancasila*
4. Play a role as a proud citizen and love the homeland, have nationalism and a sense of responsibility to the country and nation
5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others
6. Cooperate and have social sensitivity and concern for society and the environment
7. Obey the law and discipline in social life and state

8. Internalize values, norms, and ethics academic

4. Course Learning Outcomes

1. Explaining the concept of **God Almighty and Brahma Widhya** according to the perspective of Hinduism as the basis for good and right thinking, and behaving
2. Explaining the nature of **Manawa-Madava Man** according to the perspective of Hinduism as the basis for good and right thinking, and behaving
3. Explaining the concept of **Ethics/Morals** according to the perspective of Hinduism as the basis for good and right thinking, acting, and behaving
4. Explaining the concept of **Science and Technology** according to the perspective of Hinduism as the basis for good and right thinking, and behaving
5. Explaining the conception of **Society** according to the perspective of Hinduism as the basis for good and right thinking, and behaving
6. Explaining the concept of **Harmony** according to the perspective of Hinduism as a basis for good and right thinking, and behaving
7. Explaining the conception of **Culture as an Expression of Hindu Religion** as the basis for the practice of thinking, and behaving well and right
8. Explaining the concept of **Politics** according to the perspective of Hinduism as the basis for good and right thinking, and behaving
9. Explaining the concept of **Law** according to the perspective of Hinduism as the basis for good and right thinking, and behaving

5. Lesson Plan Description

Meeting	Indicator of Course Learning Outcome	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Explaining the concept of God Almighty and	<ul style="list-style-type: none"> God Almighty, with details on the sub-materials of <i>Sradha</i> and 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase 	2, 3, 4, 5

	Brahma Widhya according to the perspective of Hinduism as the basis for good and right thinking, and behaving	<i>Bhakti, Brahmawidhya, and Efforts and means to worship Him</i>	<ul style="list-style-type: none"> Students present the result of problem-solving Lecturers monitor and assess students in problem-solving group work Lecturers confront students with case 		Evaluation <ul style="list-style-type: none"> Collaborative assessment during the process of working on problems and cases Individual performance assessment when students doing presentation Portfolio assessment of problem-solving results and case 	
2	Demonstrate the ability to think, and behave properly and correctly based on the concept of God Almighty and <i>Brahma Widhya</i>	<ul style="list-style-type: none"> Practice <i>Sraddha</i> and <i>Bhakti</i> 	<ul style="list-style-type: none"> Students are given project problems, Students in groups working on projects Students present their project results Lecturers monitor and assess students in group work on projects project 	90 minutes	Task <ul style="list-style-type: none"> Work on project Evaluation <ul style="list-style-type: none"> Collaborative assessment during the work process project Individual performance assessment when students doing presentation Project portfolio assessment 	2, 3, 4, 5
3	Explaining the nature of the Manawa-Madava	<ul style="list-style-type: none"> Humans, with details on the sub-materials of Hindu human 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase 	1, 2, 3, 4, 5,6,7

	Man according to the perspective of Hinduism as the basis for good and right thinking, behaving, and behaving	conceptions, Hindu human nature, Hindu human dignity, Hindu human responsibilities, and Avatars and sacred humans	<p>working on problems</p> <ul style="list-style-type: none"> • Students present the result of problem-solving • Lecturers monitor and assess students in problem-solving group work • Lecturers confront students with case 		<p>Evaluation</p> <ul style="list-style-type: none"> • Collaborative assessment during the process of working on problems and cases • Individual performance assessment when students doing presentation • Portfolio assessment of problem-solving results and case 	
4	Explaining the nature of the Manawa-Madava Man according to the perspective of Hinduism as the basis for good and right thinking, behaving, and behaving	<ul style="list-style-type: none"> • Humans, with details on the sub-materials of Hindu human conceptions, Hindu human nature, Hindu human dignity, Hindu human responsibilities, and Avatars and sacred humans 	<ul style="list-style-type: none"> • Students are given problems to solve, • Students in groups working on problems • Students present the result of problem-solving • Lecturers monitor and assess students in problem-solving group work • Lecturers confront students with case 	90 minutes	<p>Task</p> <ul style="list-style-type: none"> • Solveproblem • Solvecase <p>Evaluation</p> <ul style="list-style-type: none"> • Collaborative assessment during the process of working on problems and cases • Individual performance assessment when students doing presentation • Portfolio assessment of 	1, 2, 3, 4, 5,6,7

					problem-solving results and case	
5	Explaining the concept of Ethics / Morals according to the perspective of Hinduism as the basis for good and right thinking, acting, and behaving	<ul style="list-style-type: none"> Ethics, with sub-study of the mission to improve oneself towards the ideal human (<i>manava-madhava</i>) 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems Students present the result of problem-solving Lecturers monitor and assess students in problem-solving group work Lecturers confront students with case 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase Evaluation <ul style="list-style-type: none"> Collaborative assessment during the process of working on problems and cases Individual performance assessment when students doing presentation Portfolio assessment of problem-solving results and case 	2, 3, 4, 5.7
6	Demonstrate the ability to practice thinking, and behaving well and correctly according to the concept of Ethics / Morals	<ul style="list-style-type: none"> Practice on the mission to improve oneself towards the ideal human being (<i>manava-madhava</i>) 	<ul style="list-style-type: none"> Students are given project problems, Students in groups working on projects Students present their project results Lecturers monitor and assess students in group work on projects project 	90 minutes	Task <ul style="list-style-type: none"> Work on project Evaluation <ul style="list-style-type: none"> Collaborative assessment during the work process project Individual performance assessment when students doing presentation 	2, 3, 4, 5,6,7

					<ul style="list-style-type: none"> Project portfolio assessment 	
7	Explaining the concept of Science and Technology according to the perspective of Hinduism as the basis for good and right thinking, and behaving	<ul style="list-style-type: none"> Science and technology, with sub-studies of <i>sradha</i>, <i>janana</i>, and <i>karma</i> as a unit in <i>yadnya</i>, the obligation to study and practice it, <i>Tri Hita Karana</i>, and responsibility to nature and the environment 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems Students present the result of problem-solving Lecturers monitor and assess students in problem-solving group work Lecturers confront students with case 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase Evaluation <ul style="list-style-type: none"> Collaborative assessment during the process of working on problems and cases Individual performance assessment when students doing presentation Portfolio assessment of problem-solving results and case 	1, 2, 3, 4, 5,6,7
8	MID SEMESTER TEST					
9	Explaining the concept of Society according to the perspective of Hinduism as the basis for good and right thinking, and behaving	<ul style="list-style-type: none"> Society, with a sub-study of the role of Hindus in realizing a prosperous Indonesian society, Responsibilities of Hindus in realizing human rights and democracy 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems Students present the result of problem-solving Lecturers monitor and assess students in problem-solving group work 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase Evaluation <ul style="list-style-type: none"> Collaborative assessment during the process of working on problems and cases Individual 	2, 3, 4, 5

			<ul style="list-style-type: none"> Lecturers confront students with case 		performance assessment when students doing presentation <ul style="list-style-type: none"> Portfolio assessment of problem-solving results and case 	
10	Demonstrate the ability to practice thinking, and behaving well and correctly based on the concept of Society according to the perspective of Hinduism	<ul style="list-style-type: none"> Practices on the responsibility of Hindus in realizing human rights and democracy 	<ul style="list-style-type: none"> Students are given project problems, Students in groups working on projects Students present their project results Lecturers monitor and assess students in group work on projects project 	90 minutes	Task <ul style="list-style-type: none"> Work on project Evaluation <ul style="list-style-type: none"> Collaborative assessment during the work process project Individual performance assessment when students doing presentation Project portfolio assessment 	2, 3, 4, 5.6
11	Explain the concept of Harmony according to the perspective of Hinduism as the basis for the practice of thinking, and behaving well and correctly	<ul style="list-style-type: none"> The harmony of religious life, with the sub-material of religion is a blessing for all, the essence of togetherness in religious plurality 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems Students present the result of problem-solving Lecturers monitor and assess students in problem-solving group 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase Evaluation <ul style="list-style-type: none"> Collaborative assessment during the process of working on problems and cases 	2, 3, 4, 5,6,7

			<p>work</p> <ul style="list-style-type: none"> • Lecturers confront students with case 		<ul style="list-style-type: none"> • Individual performance assessment when students doing presentation • Portfolio assessment of problem-solving results and case 	
12	Demonstrate the ability to practice thinking, and behaving well and correctly based on the concept of Harmony according to the perspective of Religion	<ul style="list-style-type: none"> • The practice of thinking, and behaving about the nature of togetherness in religious plurality 	<ul style="list-style-type: none"> • Students are given project problems, • Students in groups working on projects • Students present their project results • Lecturers monitor and assess students in group work on projects project 	90 minutes	<p>Task</p> <ul style="list-style-type: none"> • Work on project <p>Evaluation</p> <ul style="list-style-type: none"> • Collaborative assessment during the work process project • Individual performance assessment when students doing presentation • Project portfolio assessment 	2, 3, 4, 5,6,7
13	Explaining the conception of Culture as an Expression of Hindu Religion as the basis for good and correct	<ul style="list-style-type: none"> • Culture as an Expression of Practicing Hindu Teachings, with the sub-study of the relationship of religion as the core of culture and its various aspects, the responsibility of Hindus 	<ul style="list-style-type: none"> • Students are given problems to solve, • Students in groups working on problems • Students present the result of problem-solving • Lecturers monitor and assess students in 	90 minutes	<p>Task</p> <ul style="list-style-type: none"> • Solveproblem • Solvecase <p>Evaluation</p> <ul style="list-style-type: none"> • Collaborative assessment during the process of working on problems and cases 	1, 3, 4

	thinking, behaving, and behaving	in realizing critical (academic) thinking, working hard, and being fair	problem-solving group work <ul style="list-style-type: none"> Lecturers confront students with case 		<ul style="list-style-type: none"> Individual performance assessment when students doing presentation Portfolio assessment of problem-solving results and case 	
14	Explain the concept of Politics according to the perspective of Hinduism as the basis for good and right thinking, and behaving	<ul style="list-style-type: none"> Politics According to the Hindu Perspective, with a sub-study of the understanding and sources of Hindu teachings on politics (<i>Nitisastra</i>), the contribution of Hinduism to the political life of the nation and state 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems Students present the result of problem-solving Lecturers monitor and assess students in problem-solving group work Lecturers confront students with case 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase Evaluation <ul style="list-style-type: none"> Collaborative assessment during the process of working on problems and cases Individual performance assessment when students doing presentation Portfolio assessment of problem-solving results and case 	2, 3, 4, 5,6,7
15	Explaining the concept of Law according to the perspective of Hinduism as the	<ul style="list-style-type: none"> Law in the Framework of Enforcement of Justice, with sub-studies Growing awareness to obey God's law 	<ul style="list-style-type: none"> Students are given problems to solve, Students in groups working on problems Students present the result of problem- 	90 minutes	Task <ul style="list-style-type: none"> Solveproblem Solvecase Evaluation <ul style="list-style-type: none"> Collaborative assessment during 	2, 3, 4, 5,6,7

	basis for good and right thinking, and behaving	(<i>Rta/Dharma</i>), The role of Hinduism in the formulation and enforcement of just laws, The prophetic function of Hinduism in law.	solving <ul style="list-style-type: none"> • Lecturers monitor and assess students in problem-solving group work • Lecturers confront students with case 		the process of working on problems and cases <ul style="list-style-type: none"> • Individual performance assessment when students doing presentation • Portfolio assessment of problem-solving results and case 	
16	END SEMESTER TEST					

5. List Reference

1. Gorde, I G N. 2003. *Membudayakan kerja berdasarkan dharma*. Pusat Kajian Hindu, Budaya dan Prilaku Organisasi Sekolah Tinggi Ilmu Ekonomi Satya Dharma Singaraja
2. Maswinara, I W. 1998. *Ilmu pengetahuan dan spiritual berdasarkan Veda*. Surabaya: Paramita
3. Puja, G. 2005. *Bhagawad Gita (Pancama Veda)*. Surabaya: Paramita
4. Santyasa, I W. 2016. *Pendidikan Agama Hindu*. Singaraja: Undiksha
5. Sri Swami Sivananda. 1997. *Intisari ajaran hindu*. Surabaya: Paramita
6. Titib, I M. 1998. *Veda Sabda Suci: Pedoman praktis kehidupan*. Surabaya: Paramita
7. Wiana, I K. 2002. *Veda vakya: Tuntunan praktis memahami veda*. Denpasar: Balai Pustaka

6. Appendix 1: Book, Handout power point

7. Appendix 2: Test questions, performance tests, rubrics, observation sheets.





SEMESTER LESSON PLAN

BUDDHIST STUDIES



Lecturer:
Nyoman Dharmadipa, S.Ag

UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No
	BUDDHIST STUDIES	Revision
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	Page	
<p>Made By</p>  <p>Nyoman Dharmadipa, S.Ag NIP. 197602242003121003</p>	<p>Checked By</p>  <p>Prof. Dr I Nyoman Kanca , MS NIP . 195910181985031002</p>	<p>Approved By</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>
Lecturer	University Academic Quality Assurance	Head of Learning Development and Quality Assurance Institute
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : All Study Programs</p> <p>Course Name : Buddhist Studies</p> <p>Course Code : MPK0 7</p> <p>Course Group : MPK</p> <p>Weight of Credit Hours : 2 Credit Hours</p> <p>Level : Bachelor Degree and Associate Degree</p> <p>Semester : I/II</p> <p>Precondition : -</p> <p>Status (compulsory/elective): Compulsory</p> <p>Lecturer name and code : Nyoman Dharmadipa, S.Ag</p>		

2. Course Description

Buddhist Education Course, which is programmed for students of all Study Programmes at *Undiksha* Semester I/II, aims to facilitate students to be able to assist the formation of scholars who are religious, have faith and fear God Almighty, have a noble character, think philosophy, are rational and dynamic, are knowledgeable, and participate in cooperation between religious communities in the development and utilization of science, technology, and art for the national interest.

3. Learning Outcomes of the Referred Study Programme

1. Be devoted to God Almighty and be able to show a religious attitude
2. Upholding human values in carrying out duties based on religion, morals, and ethics
3. Contribute to improving the quality of life in society, nation, state, and civilization based on *Pancasila*
4. Play a role as a proud citizen and love the homeland, have nationalism and a sense of responsibility to the country and nation
5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others
6. Cooperate and have social sensitivity and concern for society and the environment
7. Obey the law and discipline in social and state life
8. Internalize academic values, norms, and ethics

4. Course Learning Outcomes

1. Understand the meaning of divinity and be able to increase *Saddha* to God Almighty
2. Knowing self well so that capable to achieve the highest goals in life
3. Constructing the mental attitude of Buddhists to have a good personality, full of enthusiasm, discipline, and responsibility
4. Having a good understanding of science, technology, and art in order to increase the ability to compete in the global world which is balanced with morality. Applying the noble qualities and tolerance of religious people in order to realize religious harmony
5. Develop critical thinking, hard work, and openness
6. Understand the political procedures in Buddhism so as to be able to make this country prosperous, safe,

- and peaceful
7. Understand clearly the laws of nature so that they can adapt to the universe and can find the ultimate goal

5. Lesson Plan Description

Meeting	Indicator of Course Learning Outcome	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Understanding the meaning of divinity and being able to increase <i>Saddha</i> to God Almighty	Belief in the Almighty God <ul style="list-style-type: none"> • The essence of God Almighty God is not born, not incarnate, not incarnate, not created, and absolute • <i>Saddha</i> Faith or belief based on the right understanding • Divine Attributes <i>Metta</i>, <i>Karuna</i>, <i>Mudita</i>, <i>Upekka</i> 	<ul style="list-style-type: none"> • Examine the nature of God in Buddhism in various sources • Examine the meaning and purpose of <i>puja bhakti</i> • Observing objects of worship • Conduct a literature study on the values contained in <i>paritta</i> 	90 Minutes (1 x meeting)	Attitude observation	1,2,3,4,7,9,13

2	<ul style="list-style-type: none"> • Have Faith in the laws that govern the universe 	<ul style="list-style-type: none"> • The concept of Salvation and freedom in Buddhism • <i>Nibbana</i> • <i>Dhamma Niyama Utuk niyama, bija niyama, Citta niyama, Kamma niyama, dhamma niyama</i> 	<ul style="list-style-type: none"> • Discuss books that contain explanations about safety • Examine the laws known as <i>Dhammaniya</i> that govern the universe 	90 Minutes (1 x meeting)	<ul style="list-style-type: none"> • Make a report on the results of the discussion 	1,2,3,4,7,9,13
3	<ul style="list-style-type: none"> • Explaining human nature that the mind is the forerunner in human action 	<ul style="list-style-type: none"> • Man • <i>Panca Khanda Rupa khanda, Vedana khanda, Sanna khanda, Sankara Khanda, Vinnana khanda</i> 	<ul style="list-style-type: none"> • Describe the nature of Humans • Describe thoughts as pioneers in human action 	90 Minutes (1 x meeting)	<ul style="list-style-type: none"> • 	1,2,3,4,7,
4	<ul style="list-style-type: none"> • Explain the nature of life by studying the noble eightfold path as a diligent and passionate effort to show the Buddha's example in cultivating the spirit 	<ul style="list-style-type: none"> • The Nature of Life • The life of Buddhists is aimed at achieving physical and spiritual happiness in order to achieve happiness, one must practice the Noble Eightfold Path 	<ul style="list-style-type: none"> • Describe the nature of life • Applying the Buddha's example in cultivating the spirit 	90 Minutes (1 x meeting)	<ul style="list-style-type: none"> • Self-assessment report and the reality of life 	1,2,3,4,11,12

5	<ul style="list-style-type: none"> Explaining the Law of <i>Kamma</i> related to human differences, the process of cause and effect, as well as the values contained in the law of <i>Kamma</i> 	<ul style="list-style-type: none"> <i>Culakamma Vibanga Sutta</i>, Causes differences in the human condition such as healthy, sickly, stupid, intelligent, rich, poor, etc. 	<ul style="list-style-type: none"> Describe the causes of differences in humans 	90 Minutes (1 x meeting)	<ul style="list-style-type: none"> Assignment (studies case) 	1,2,3,4,8
6	<ul style="list-style-type: none"> Formulating the Precepts, Telling the history of the precepts, Buddhist <i>Pancasila</i>, the purpose of implementing the Buddhist <i>Pancasila</i>, deeply understanding the 1-5 precepts by relating them to everyday life and showing <i>Hiri</i> and <i>Ottapa</i> as protectors of the world 	Moral <ul style="list-style-type: none"> Actualize precepts: <i>Sila</i> means living virtuously, doing deeds, words and living rightly Buddhist <i>Pancasila</i> <i>Hiri</i> and <i>Ottapa</i> 	<ul style="list-style-type: none"> Examine the nature of <i>Sila</i> Uncover the history of <i>silā</i> Describe the Buddhist <i>Pancasila</i> Describe the implementation of Buddhist <i>Pancasila</i> Describes <i>Hiri</i> and <i>Ottapa</i> as protectors of the world 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> Attitude measurement 	1,2,3,4,7,8,12

7	<ul style="list-style-type: none"> Formulating happiness, showing the benefits of observing the precepts and the consequences of violating the precepts 	Happiness in Dhamma	<ul style="list-style-type: none"> Discuss the benefits of practicing the precepts Discuss the consequences of violating precepts 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> Self-assessment 	1,2,3,4,7,12
8	MID SEMESTER TEST					
9	Explaining the <i>Pancadhamma</i> , the benefits of implementing the <i>Pancadhamma</i> , and giving examples of the implementation of the <i>Pancadhamma</i>	<ul style="list-style-type: none"> <i>Pancadhamma</i> <i>Metta karuna, Samma ajiva, Santthuti, sacca, Sati Sampajanna</i> 	Discuss the benefits of implementing <i>Pancadhamma</i>	90 minutes (1 x meeting)	Attitude measurement	1,2,3,4,11,12
10	Summarizing the relationship of <i>sila</i> , <i>Samadhi</i> , and <i>panna</i> , in order to understand the benefits and harms of science to demonstrate dhammadana in the	Science Technology and Art <ul style="list-style-type: none"> Morals, Science and Arts, <i>Sila Samadhi panna, Dana</i> 	<ul style="list-style-type: none"> Describing <i>Sila, Samadhi, Panna</i> Describe the benefits and harms of science Applying Dhamma as part of charity 	90 minutes (1 x meeting)	Create a discussion report	1,2,3,4,6,8

	practice of science					
11	Shows the dangers of people who do not learn both in this life and in the life to come, formulate the impact of science and technology on the universe, human relations with nature and formulate rules that can be applied to preserve the environment	<ul style="list-style-type: none"> ● Obligation to study <i>Dhammapada</i> ● Responsibility to the environment and nature: <i>Sekyavattha</i>⁷⁵ 	<ul style="list-style-type: none"> • Discuss the dangers of not having knowledge • Describe the impact of science and technology on the universe • Discuss the relationship between humans and nature • Study more deeply <i>sekiyatavattha 75</i> and <i>brahmajala sutta</i> 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> ● Assignment (Case study) ● Portfolio assignment 	1,2,3,4,6, 11
12	Define religion, formulate the role of religion to create harmony, explain the Ashoka inscription, discuss the important basics for fostering harmony, provide concrete examples of religious harmony getting used to living in	HARMONY OF RELIGIOUS PEOPLE <ul style="list-style-type: none"> • Religions in Indonesia • Religion and its role in harmonious life • <i>Saraniyadhamma</i> Eanam dharma that must be done in order to remember each other, respect each other, so that unity and unity are built • Buddhist tolerance of religious harmony • Ashoka's Inscription 	<ul style="list-style-type: none"> ● Discuss the meaning of the word religion ● Define the various religions and their role in realizing harmony ● Studying major religions in Indonesia ● Studying the Ashoka Inscription which carries a mission of interfaith peace 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> ● Make a report (discussion) ● Case study assignments 	1,2,3,4,7, 10

	harmony at home on campus and in the community	of Ashoka Period <ul style="list-style-type: none"> The harmony of the Majapait Age Today's Harmony 	<ul style="list-style-type: none"> Applying good patterns and reflecting the harmony of life in the campus house, in the community 			
13	Explaining the meaning of <i>Ehipassiko</i> , expounding the meaning of the contents of the <i>kalama sutta</i> , and explaining the truth of the teachings of the Buddha	CULTURE <ul style="list-style-type: none"> <i>Ehipassiko</i>: means come see and see for yourself <i>Kalama Sutta</i> : don't believe in the teacher's traditions, and scriptures, before proving	<ul style="list-style-type: none"> Discuss the meaning of <i>Ehipassiko</i> Interpret the contents of the <i>kalama sutta</i> Discuss the teachings of the Buddha 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> Create a report (discussion) 	1,2,3,4,6, 11
14	Explaining the law of emptiness, and the application of the law of emptiness, formulating the benefits of studying the law of emptiness such as <i>Cattari Ariya Saccani</i> , <i>Tilakana</i> , <i>kamma</i> , and <i>Punrbhava</i>	LAW <ul style="list-style-type: none"> The Law of Emptiness: The eternal law that applies to the 31 realms of existence <i>Canttari Ariyasaccani</i> , (<i>dukkha</i> , the cause of <i>dukkha</i> , the cessation of <i>dukkha</i> , the path leading to the cessation of <i>dukkha</i>)	<ul style="list-style-type: none"> Describing the Law of Truth Describe the application of the law of emptiness and the benefits of studying the law of emptiness Explain the laws of <i>Cattari Ariyasaccani</i> Describe the Buddha Dhamma as a realistic optimistic religion, not a pessimist Explaining <i>dukkha</i> in 3 stages 12 views 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> Oral Test 	1,2,3,4,5, 6,11

15		<ul style="list-style-type: none"> • <i>Tilakkhana</i> , (<i>anicca, dukkha, anatta</i>) <i>kamma and Punabbhava</i> 	<ul style="list-style-type: none"> • Describing <i>Tilakkhana</i> • Describing <i>Kamma</i> and <i>Punabbhava</i> 	90 minutes (1 x meeting)	<ul style="list-style-type: none"> • Portfolio 	1,2,3,4,5, 6,11
16	END SEMESTER TEST					

6. List Reference

1. Dhammananda, Sri 2005. ***Keyakinan Umat Buddh***, Jakarta: Yayasan Penerbit Karaniya
2. Diputera, Oka (dkk). 1996 ***Kuliah Agama Buddha untuk perguruan tinggi***. Jakarta : Yasadari
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5. Piyadasi, mahatheri, 2003. ***Spectrum Ajaran Agama***. Jakarta: Triratna
6. Priasatana, Jo. 2002. ***Buddha Dhamma Kontektual***. Jakarta: Yasodara Putri
7. Wahyono, Mulyadi, 2002, ***Pokok-pokok Dasar Agama Buddha***, Jakarta: Departemen Pusat.
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9. Wowor, Cornrlis, 1986. ***Ketuhanaan Meneurut Agama Buddha***. Jakarta: Nalanda
10. Aguttara Nikaya, Sutta Pitaka, Tipitaka Dhammapada, 1996. ***Sabda-sabda Sang Buddha***, Surabaya Paramita
11. Digha Nikaya, Sutta Pitaka (khusus: ***Brahmajala Sutta Aganna Sutta, Kutadanta Sutta dan Patika Sutta***)
12. Metta Sutta, Kuddhaka Nikaya, Sutta Pitaka, Tipitaka
13. Udana, Khuddhaka Nikaya, Sutta Pitaka , Tipitaka

SEMESTER LESSON PLAN
***TRI HITA KARANA* (THREE CAUSES TO PROSPERITY)**







Lecturer:

Dr. Drs. I Wayan Mudana, M.Sc.

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	Doc No :.....
	TRI HITA KARANA	Revision :.....
		Date :.....
		Page :.....
 <p>Dr. Drs. I Wayan Mudana, M.Si. NIP. 196012311987031015</p>	<p>Checked by:</p>  <p>Prof. Dr I Nyoman Kanca, MS NIP . 195910181985031002</p>	<p>Approved by:</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>
Lecturer	University Academic Quality Assurance	Head of Learning Development and Quality Assurance Institute
<p>1. Course Identity</p> <p>Study Programme Name : All Study Program</p> <p>Course Name : Tri Hita Karana</p> <p>Course Code : MPK10</p> <p>Course Group : Personality Development/ University Characteristics Course</p> <p>Weight of Credits Hours: 2 Credit Hours</p> <p>Level : Associate Degree and Bachelor Degree</p> <p>Semester : Odd/Even</p> <p>Precondition : -</p> <p>Status (compulsory/elective): Compulsory</p> <p>Lecturer Name and Code : Dr. Drs. I Wayan Mudana, M.Sc.</p>		
<p>2. Course Description:</p>		

This course facilitates the development of students' personalities who are religious, ethical, tolerant, and critical in responding to various social phenomena based on *Tri Hita Karana* through discussion topics regarding the historical perspective of THK, the meaning of welfare/happiness in THK, THK as a philosophy of life and local wisdom, THK as ethics of leadership, gender equality and THK, *Pancasila* and *Bhineka Tunggal Ika*.

3. Learning Outcomes of the Referred Study Programme:

A. ATTITUDE

- Apply knowledge and skills to provide solutions to make the right decisions in solving current problems in the workplace through the use of concepts in *Tri Hita Karana*.
- Demonstrate independent work, communication skills capable of developing collaborative networks with stakeholders, as well as showing sensitivity and social concern for the community and the surrounding environment
- Apply the basic concepts and values of *Tri Hita Karana* and educational principles to improve the quality of teaching which includes theological, sociological, and ecological dimensions.

B. KNOWLEDGE

- Mastering the theoretical concepts of *Parhyangan*/Theological from historical, theoretical, and sociological perspectives
- Mastering the theoretical concepts of *Pawongan* / Sociology from historical, theoretical, and sociological perspectives
- Mastering the theoretical concepts of *Palemahan*/ Ecology from historical, theoretical, and sociological perspectives

C. GENERAL SKILL

- Integrate learning and innovation skills, mastery of values, technology and information, personality and career development, and life skills to become lifelong learners
- Applying logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that takes into account and applies the universal values of *Tri Hita Karana*
- Apply, study, create models, by referring to the values of *Tri Hita Karana* and utilizing science and technology, in solving social and environmental problems

D. SPECIFIC SKILL

- Plan, implement and evaluate *Tri Hita Karana* learning by utilizing various science-based sources
- Designing a model for implementing *Tri Hita Karana* in learning, producing learning media, utilizing media, and evaluating it

- Applying, studying, modeling, utilizing science and technology, in solving social and environmental problems

4. Course Learning Outcomes

A. ATTITUDE

- Apply knowledge and skills to provide solutions to make the right decisions in solving current problems in the workplace through the use of concepts in *Tri Hita Karana*

B. KNOWLEDGE

- Mastering the theoretical concepts of *Parhyangan*/Theological, *Pawongan*/Sociological, *Palemahan*/Ecological from historical, theoretical, and sociological perspectives

C. SPECIFIC SKILL

- Applying, studying, modeling, utilizing science and technology, in solving social and environmental problems

5. Lesson Plan Description

Meeting	Indicator of Course Learning Outcome	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Students are able to describe comprehensively and in detail the lecture material, learning objectives/relevance, assessment, and references to be used	Semester lesson plan syllabus	Face to face online (synchronous), discussion	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	Semester lesson plan, Syllabus
2.	Explain the historical background of THK	THK embryos in the prehistoric	Lecturing and Discussion by	50 minutes lecturing + 60	Participation in discussions	1,2,3

	until the emergence of THK as a universal generic concept	era and their emergence in accordance with local wisdom and development	Synchron-Asynchronous, Inquiry approach	minutes individual study + 60 minutes structured assignment		
	Analyzing the essence of THK as an integralistic idea	THK is integralistic				
3	Analyzing THK on the human body	THK on human body	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
	Analyzing the meaning of harmony	The essence of harmony				
	Comparing the meaning of prosperity and happiness	Discourse of prosperity and happiness				
4	Analyzing the importance of thoughts in the context of determining happiness	Thoughts determine happiness	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
	Explain the four goals of human life	The four goals of human life				
	Analyzing the relationship between work and happiness	Work as a source of wealth				
5	Analyze the relationship between happiness and simple life	Partition based on 5W and 6Sa	Lecturing and Discussion by Synchron-Asynchronous,	50 minutes lecturing + 60 minutes individual	Participation in discussions	1,2,3

	Analyze the 3 pillars of happiness	Three pillars of happiness	Expository	study + 60 minutes structured assignment		
6	Studying the <i>karmapala</i> relationship/fate determines happiness	<i>Karmapala</i> / fate and happiness	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
	Analyzing the role of government to create happiness	The role of government to create happiness				
7	Explaining THK as a philosophy of life	THK as a Philosophy of Life	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
	Explaining THK as local wisdom	THK as local wisdom				
8	MID SEMESTER TEST					
9	Critically Explaining <i>Tri Hita Karana</i> -Based Leadership	<i>Tri Hita Karana</i> -Based Leadership	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes	Participation in discussions	1,2,3
	Analyzing <i>Asta Brata</i> -based leadership ethics and learning from nature	<i>Asta Brata</i> leadership and learning from nature				

				structured assignment		
10	Critically explain social wisdom based on <i>Tri Hita Karana</i>	<i>Tri Hita Karana</i> -Based Social Wisdom	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
11	Critically explain environmental wisdom based on <i>Tri Hita Karana</i>	Environmental Wisdom Based on <i>Tri Hita Karana</i>	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
12	Critically explain gender equality from the perspective of <i>Tri Hita Karana</i>	Gender Equality in <i>Tri Hita Karana</i> 's Perspective	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
13	Explaining THK in line with <i>Pancasila</i>	THK is in harmony with <i>Pancasila</i>	Lecturing and Discussion by	50 minutes lecturing + 60 minutes	Participation in discussions	1,2,3

	Abstracting THK includes the <i>Dharma</i> of religion and <i>Dharma</i> of the state	<i>Dharma</i> of religion and <i>Dharma</i> of the state (4 pillars of state life)	Synchron-Asynchronous, Expository	individual study + 60 minutes structured assignment		
	Give examples of religious expressions to manage <i>SARA</i> to bring about harmony	religious expressions to manage <i>SARA</i> to bring about harmony				
14	Abstracting the essence of <i>Bhineka Tunggal Ika</i> equals Pluralism	<i>Bhineka Tunggal Ika</i> equals Pluralism	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes structured assignment	Participation in discussions	1,2,3
	Explaining the common ground of fundamental values in managing diversity to create harmony	Common ground of inter-religious fundamental values to create harmony				
	Analyzing the essence of compassion, <i>Ahimsa</i> , and peace as the basis for harmony	the essence of compassion, <i>Ahimsa</i> and peace				
15	Finding common ground for fundamental cultural values to create harmony	Common ground of ethnic-based fundamental cultural values	Lecturing and Discussion by Synchron-Asynchronous, Expository	50 minutes lecturing + 60 minutes individual study + 60 minutes	Participation in discussions	1,2,3
	Explain the relationship between harmony and	Harmony requires dialogue				

	dialogue between religions	between religions		structured assignment		
	Analyzing the challenges of <i>Pancasila</i> and THK in the 4.0 Industrial Revolution era	Challenges of <i>Pancasila</i> and THK in the 4.0 Industrial Revolution era				
16	FINAL EXAM					

6. List of References

1. Atmaja, B. N. 2019. *Tri Hita Karana – Harmoni dengan Tuhan, Sesama Mahasiswa, dan Lingkungan Alam untuk Kebahagiaan*. Singaraja: LPPPM Undiksha
2. Atmaja, B. N. 2019. *Wacana Postgenerik terhadap Tri Hita Karana pada Masyarakat Bali*. Singaraja: LP3M Undiksha.
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Support

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7. Appendix: Teaching Resources (Books, Handouts, Power Point) and Test Questions (Mid Semester Test and End Semester Test)

SEMESTER LESSON PLAN



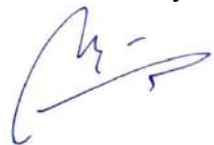

CIVIC EDUCATION



Lecturer:

Dr. Dewa Bagus Sanjaya, M.Si.

**UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc :
		Revision :
	Civic Education	Date:
		Page:
<p>Made by:</p>  <p>Dr. Dewa Bagus Sanjaya, M.Si. NIP 196112311987031013</p>	<p>Checked by:</p>  <p>Prof. Dr I Nyoman Kanca, MS NIP . 195910181985031002</p>	<p>Approved by:</p>  <p>Dr. I Gede Margunayasa, S.Pd.,M.Pd. NIP 19850402009121009</p>
Lecturer	LPPPM Quality Assurance Center	Head of LP3M
SEMESTER LESSON PLAN		
1. Course Identity		
Study Programme Name : All Study Programs Course Name : Civic Education Course Code : MPK11 Course Group : Compulsory Course Credits weight : 2 Level : S1 Semester : 2 Precondition : - Status (required/optional) : Required Lecturer name and code : Dr. Dewa Bagus Sanjaya, M.Si (196112311987031013)		
2. Course Description		
The Civics Education course is intended to shape students into human beings who are spiritual in spirit, possess critical thinking skills, value reasoning, social skills, possess and uphold human dignity, have a high sense of nationality, and love for the homeland based on Pancasila.		

3. Learning Outcomes of the Referred Study Programme

- 1) Mastering citizenship issues in society, nation, and state life, based on Pancasila.
- 2) Mastering value reasoning and attitudes in evaluating and making decisions on citizenship issues.
- 3) Able to contribute in improving the quality of life in society, nation, state, and progress of civilization based on Pancasila;
- 4) Able to act as citizens who are proud and love their homeland, have a sense of nationalism and a sense of responsibility to the state and nation;
- 5) Able to work together and have social sensitivity and concern for society and the environment;
- 6) Be aware of the rights and obligations in the life of society and the state;
- 7) Have the ability to internalize values, norms, and ethics in social life;
- 8) Respect differences in ethnicity, religion, race, age level, gender, and socio-economic-cultural status;
- 9) Have a character based on Pancasila

4. Course Learning Outcomes

A. Attitude Learning Outcomes

Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on *Tri Hita Karana* values.

B. Knowledge Learning Outcomes

- 1) Students master the understanding, vision, mission, scope, and objectives of Civics);
- 2) Students master the urgency of national identity;
- 3) Students master the nature of the nation and state;
- 4) Students are aware of the rights and obligations of citizens;
- 5) Students master the nature of democracy, rule of law, human rights, and civil society;
- 6) Students master geopolitics or insight into the archipelago;
- 7) Students master geostrategy or national security;
- 8) Students master politics and national strategy.

C. General Skills Learning Outcomes

- 1) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and

technology that pays attention to and applies humanities values in accordance with their field of expertise.

- 2) Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

D. Specific Skills Learning Outcomes

- 1) Students can set an example and be an example in implementing their daily rights and obligations.
- 2) Students can set an example and be an example in implementing the values of nationalism and patriotism;
- 3) Students can implement rights and obligations in everyday life, both in the life of society, nation, and state.
- 4) Students can implement the values of nationalism and patriotism in their daily lives, both in the life of society, nation and state;
- 5) Students can participate in socio-political participation in influencing various public policies at the local, national, and global levels.

1. Lesson Plan Description

Meeting	Indicator of Course Learning Outcomes	Study Material	Learning Model	Learning Experience	Time	Assignments and Assessments	Reference
1.	Able to describe Pancasila as the foundation of Civics	Understanding Pancasila as the basis for the development of Civics	Multiliteracy Learning, Discussion, and Inquiry Approach	1. Reviewing books/articles (group) 2. Presentation by group of students 3. Class discussion (debate between groups) 4. Lecturer's explanation and direction 5. Individual assignment	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	8,9

2.	Able to describe the nature of Civics as political education, law, values, morals, and democracy	The essence of civics as political education, law, values and democracy education	Expository, discussion	1. Reviewing books/articles (group) 2. Presentation by group of students 3. Class discussion (debate between groups) 4. Lecturer's explanation and direction 5. Individual assignment	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	13,15,16,18,19
3.	Able to analyze ideals, values, concepts and principles in developing national identity	The meaning of national identity The importance of national identity Elements of forming national identity The ideological foundation of Indonesia's national development The relationship between national identity, nationalism, and national integration.	Inquiry, Group discussion reviewing several research journals, expository	1. Reviewing books/articles (group) 2. Presentation by group of students 3. Class discussion (debate between groups) 4. Lecturer's explanation and direction 5. Individual assignment	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	1. 13,15,16,18,19

4.	Able to assess the development of the Indonesian nation and state as a sovereign nation and unitary state from the ideological, socio-political and historical aspects of constitutional law.	<p>The essence of the nation The history of the nation's formation. The essence of the country Conditions for the establishment of a state The theory of the formation of the state The Nation and the Unitary State of the Republic of Indonesia Controversial issue</p>	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	<p>1. Reviewing books/articles (group) 2. Presentation by group of students 3. Class discussion (debate between groups) 4. Lecturer's explanation and direction 5. Individual assignment</p>	<p>Meetings 100 min, individual assignments 100 min, structure assignments 140 min.</p>	Review Tasks, Presentations. Assessment of library quality and performance	13,16,16,18,19
5.	Able to criticize the implementation of the rights and obligations of Indonesian citizens in the life of society, nation and state in the past, today, and in the future.	<p>The nature of rights and obligations Indonesian citizens The rights and obligations of Indonesian citizens in the constitution</p>	Group discussion, presentation	<p>1. Reviewing books/articles (group) 2. Presentation by group of students 3. Class discussion (debate between groups) 4. Lecturer's explanation and direction 5. Individual assignment</p>	<p>Meetings 100 min, individual assignments 100 min, structure assignments 140 min.</p>	Review Tasks, Presentations. Assessment of library quality and performance	13,15,16,18,19

		Controversial issue					
6.	Able to demonstrate the concepts, principles, ideals, and values in the 12 pillars of Pancasila democracy. It can be applied in the life of society, nation and state of Indonesia.	Meaning of democracy 12 pillars of Pancasila democracy The principle of the rule of law Human Rights civil society The relationship between democracy, the rule of law, human rights, and civil society	Expository, Group work, field practice PBL, group discussion, practice	1. Reviewing books/articles (group) 2. Presentation by group of students 3. Class discussion (debate between groups) 4. Lecturer's explanation and direction 5. Individual assignment	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	13,15,16,18,19
7.	Students can apply the principles, ideals, and values of the archipelago insight (geopolitics) in the life of society, nation and state.	The essence of insight into the archipelago Archipelago insight as national insight Basic elements of archipelago insight Principles and directions of insight into the archipelago Position, function and purpose of	Discussion, individual work, practice	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation 5. Reflection on learning experience	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	13,15,16,18,19

		insight into the archipelago Implementation of archipelago insight					
8.	MID-TERM EXAMINATION						
9.	Students can be actively involved in political life and national strategy	The essence of national strategy The role of national strategy in the life of the nation and state The essence of politics The role of society in the national political system The mechanism of the political system based on Pancasila	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation 5. Reflection on learning experience	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	13,15,16,18,19
10.	Students can be actively involved in implementing a strong and dynamic national defense.	The essence of national security Thoughts on national security The principles of national security The nature of national resilience	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation 5. Reflection on learning experience	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	13,15,16,18,19

		Aspects of national resilience The relationship between national security and insight into the archipelago The influence of national resilience on the life of the nation and state.					
11.	Students can be actively involved in the implementation of human rights	The nature of human rights Implementation of human rights in life Human Rights Instruments	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation 5. Reflection on learning experience	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	4,12
12.	Able to criticize and evaluate the Indonesian government system	The division of power in accordance with the 1945 Constitution Regional autonomy	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	5,14

				5. Reflection on learning experience			
13.	Students can solve problems that arise in international cooperation	Regional cooperation Bilateral cooperation Multilateral cooperation	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation 5. Reflection on learning experience	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	6,7
14.	Able to criticize state institutions in Indonesia	State institutions as a political superstructure such as: president, DPR, MPR, DPD, and MA.	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation 5. Reflection on learning experience	Meetings 100 min, individual assignments 100 min, structure assignments 140 min.	Review Tasks, Presentations. Assessment of library quality and performance	2,11
15.	Students can actively participate in law enforcement and law enforcement in Indonesia	Legal awareness Implementation of fair law enforcement	Expository, PBL, Inquiry, group discussion, presentation (elaboration)	1. Reviewing books/articles (group) 2. Lecturer's explanation and direction 3. Citizenship Learning Practice 4. Portfolio Presentation	Meetings 100 min, individual assignments 100 min, structure assignments	Review Tasks, Presentations. Assessment of library quality and performance	3,10.

				5. Reflection on learning experience	ts 140 min.		
16	<i>FINAL EXAMINATION</i>						

2. List of References/references

1.UUD 1945 dan Amandemennya. Bandung: Fokus Media.
2. Arbi Sanit, Perwakilan Politik Indonesia, CV. Rajawali, Yogyakarta.1985
3. Asshidiqie, Jimly. 2005. Hukum Tata Negara Dan Pilar-Pilar Demokrasi Serpihan Pemikiran Hukum. Media, dan HAM. Jakarta: Konstitusi Press
4. Bahar, Saafroedin. 1997. Hak Asasi Manusia. Jakarta: Pustaka Sinar Harapan.
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8. Kaelan. 2007. Pendidikan Kewarganegaraan di Perguruan Tinggi. Yogyakarta: Paradigma.
9. Latif, Yudi. 2011. Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila. Jakarta: PT Gramedia Pustaka Utama.
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12. Muladi. 2002. Hak Asasi Manusia Politik dan Sistem Peradilan Pidana. Semarang: UNDIP.
13. Pendidikan Kewarganegaraan (Tim ICCE)
14. Saldi Isra. 2010. Pergeseran Fungsi Legislasi : Menguatnya Model Legislasi Parlementer dalam Sistem Presidensial Indonesia. Jakarta: PT Raja Grafindo Persada.
15. Sanjaya, Dewa Bagus. 2000. Materi dan Strategi Pembelajaran PKn di Perguruan Tinggi. Jakarta: Rajawali Pers
16. Sumarsono, S, dkk. 2001. Pendidikan Kewarganegaraan. Jakarta : Gramedia Pustaka Utama
17. Tim ICCE, 2003. Pendidikan Kewarganegaraan (Civic Education), Demokrasi, Hak Azasi Manusia, & Masyarakat Madani. Jakarta: Prenada Media.
18. Jurnal
19. Makalah

- 3. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc. (attachment)**
- 4. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc. (attachment)**

SEMESTER LESSON PLAN





ENGLISH



Lecturer:

Ida Ayu Made Istri Utami, S.Pd., M.Pd.

**UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc :
		Revision :
	ENGLISH	Date:
		Page:
<p>Made by:</p>  <p>I. A. Md Istri Utami, S.Pd., M.Pd NIP 198709172015042002</p>	<p>Checked by:</p>  <p>Prof.Dr I Nyoman Kanca, M.S. NIP. 195910181985031002</p>	<p>Approved by:</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>
Lecturer	University Academic Quality Assurance	Head of LP3M
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : All Study Programs</p> <p>Course Name : English</p> <p>Course Code : MPK01</p> <p>Course Group : MPK</p> <p>Credits weight : 2</p> <p>Level : Undergraduate Program</p> <p>Semester : Odd, Even</p> <p>Precondition : -</p> <p>Status (required/optional) : Required</p>		

Lecturer name and code : Ida Ayu Made Istri Utami, S.Pd., M.Pd. (08170987101)

2. Course Description

The MPK is a subject that must be taken by all students. English courses are intended to form students who have good English skills both orally and in writing to support the mastery of certain knowledge and skills, as well as communication needs in everyday life.

3. Learning Outcomes of the Referred Study Programme

A. Attitude Learning Outcomes

1. Upholding human values in carrying out duties based on religion, morals, and ethics.
2. Contribute to improving the quality of society, nation, state and progress of civilization based on Pancasila.
3. To act as citizens who are proud and love their homeland, have nationalism and are responsible for the state and nation.
4. Appreciate the diversity of cultures, views, religions, and togetherness as well as the opinions or original findings of others.
5. Cooperate and have social sensitivity and concern for society and the environment.
6. Obey the law and discipline in social and state life.
7. Internalize academic values, norms, and ethics.
8. Demonstrate a responsible attitude towards work in the field of expertise independently.
9. Internalize the spirit of independence, struggle, and entrepreneurship.
10. Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status.
11. Have sincerity, commitment, and sincerity to develop the attitudes, values, and abilities of students.
12. Have an empathetic and humanist personality and social skills.

B. Knowledge Learning Outcomes

1. Be able to identify short monologues about “Greeting Culture in the World” and simulate conversations in everyday contexts including; introduce yourself and others, greet and provide information
2. Be able to identify discourses with the theme of Social Events and simulate conversations in everyday contexts including; offer something, invite, accept invitation
3. Be able to identify the content of the “giving direction” theme dialogue and simulate a conversation that contains various language expressions in everyday contexts including; show direction/place, show feelings of pleasure, give praise, and

show sympathy

4. Able to identify descriptive discourse, report, procedure, recount, exposition
5. Able to identify descriptive paragraph framework, report, procedure, recount, exposition
6. Able to identify the grammar of descriptive paragraph, report, procedure, recount, and exposition

C. General Skills Learning Outcomes

1. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English language skills
2. Able to demonstrate independent, quality and measurable performance.
3. Able to make appropriate decisions in the context of problem solving in the field of communication in English, based on the results of analysis of information and data;
4. Able to maintain and develop working networks with supervisors, colleagues, peers both inside and outside the institution;
5. Able to be responsible for achieving the results of group work and supervising and evaluating the completion of work assigned to workers under their responsibility;
6. Able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently;
7. Able to document, store, secure, and rediscover data to ensure validity and prevent plagiarism.

D. Specific Skills Learning Outcomes

1. Able to use English properly and correctly.
2. Simulate conversations containing language expressions in everyday contexts
3. Able to communicate orally and in writing in accordance with the field of profession involved
4. Able to write descriptive discourse, report, procedure, recount, exposition based on paragraph framework
5. Able to build communication in productive interpersonal and intrapersonal relationships
6. Able to use English spelling correctly, effective sentences in paragraph writing.

4. Course Learning Outcomes

A. Attitude Learning Outcomes

1. Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status.
2. To act as citizens who are proud and love their homeland, have nationalism and are responsible for the country and nation

B. Knowledge Learning Outcomes

1. Mastering and applying good and correct English, both orally and in writing in carrying out the profession

C. Specific Skills Learning Outcomes

1. Mastering, reviewing, and applying science and technology in the use of English, both orally and in writing according to the context in carrying out the profession

5. Lesson Plan Description

Meeting	Indicator of Course Learning Outcomes	Study Material	Learning Model	Time	Assignments and Assessments	Reference
1-2	<ol style="list-style-type: none">1. Respect cultural diversity, internalize values, norms, academic ethics, and2. Demonstrate behavior based on noble moral values,3. Be able to identify short monologues about “Greeting Culture in the World” and simulate conversations in everyday contexts including;	<ol style="list-style-type: none">1. Discourse on the theme “Culture of Giving Greetings in the World”2. Formal and informal introduction3. Formal and	Expository Inquiry Discussion practice	2X50 minutes	Participate in discussions	MPK Team. 2014. General English for MPK Course. Singaraja: Ganesha University of Education

	<p>introduce yourself and others, greet and provide information</p> <p>4. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English language skills</p> <p>5. Able to use English properly and correctly, simulating communication conversations, and able to use correct English spelling.</p>	informal greetings				Robertson, Linda. 2012. English for Secretary. Haramaya University
3-4	<p>1. Cooperate and have social sensitivity and concern for society and the environment; internalize academic values, norms, and ethics; Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status; Have an</p>	<p>1. Social-themed discourse</p> <p>2. Language expression of giving invitation</p> <p>3. Language expression of accepting invitation</p>	Expository Inquiry Discussion practice	2X50 minutes	Portfolio Assignment, and participation in discussions	

	<p>empathetic and humanistic personality and social interactions</p> <p>2. Be able to identify discourses with the theme of Social Events and simulate conversations in everyday contexts including; offer something, invite, and accept invitation.</p> <p>3. Able to apply logical thinking, Able to show independent, quality, and measurable performance;</p> <p>4. Able to use English properly and correctly, Simulating conversations containing language expressions in everyday contexts including; offer something, invite, accept invitations, able to build productive interpersonal and intrapersonal communication, able to use English spelling correctly, effective sentences in writing paragraphs.</p>	4. Language expression of declining invitation				
5-6	<p>1. Cooperate and have social sensitivity and concern for society and the environment; internalize academic values, norms, and ethics; Have sincerity, commitment and sincerity to</p>	<p>1. Dialogue theme “giving direction”</p> <p>2. Language</p>	Expository Inquiry Discussion practice	2X50 minutes	Participation in discussions, and assignments	

	<p>develop the attitudes, values, and abilities of students.</p> <p>2. Be able to identify the content of the “giving direction” theme dialogue and simulate a conversation that contains various language expressions in everyday contexts including; show direction/place, show feelings of pleasure, give praise, and show sympathy</p> <p>3. Able to apply logical thinking, Able to show independent, quality, and measurable performance;</p> <p>4. Able to use English properly and correctly, Simulating conversations containing language expressions in everyday contexts including; offer something, invite, accept invitations, able to build productive interpersonal and intrapersonal communication, able to use English spelling correctly, effective sentences in writing paragraphs.</p>	<p>e expressio n of giving direction</p> <p>3. Language e expressio n of offering help</p> <p>4. Language expression of accepting/r ejecting help and thing and</p>				
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7	<ol style="list-style-type: none"> 1. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation; respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others; 2. Able to identify descriptive discourse, report, procedure, recount, exposition; 3. Able to identify the framework of descriptive paragraphs, reports, procedures, recounts, expositions; 4. Able to identify the grammar of descriptive paragraph, report, procedure, recount, and exposition 5. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English 	<ol style="list-style-type: none"> 1. Tourism theme discourse 2. Descriptive paragraph outline 3. Descriptive essay style 	Expository Inquiry Discussion practice	2X50 minutes	Participation in discussions, and Portfolio Assignments	[2], [7], [8]
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	<p>language skills; Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p> <p>6. Able to use English properly and correctly; Able to communicate orally and in writing in accordance with the field of profession involved; able to write descriptive discourse, report, procedure, recount, exposition based on paragraph framework; Able to use English spelling correctly, effective sentences in paragraph writing.</p>					
8	MID-TERM EXAM					
9-10	<p>1. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation; respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;</p>	<p>1. Discourse on economy theme</p> <p>2. Report paragraph outline</p> <p>3. The language style of the report</p>	<p>Expository Inquiry Discussion practice</p>	<p>2X50 minutes</p>	<p>Participation in discussions, Exercises or practices, and Portfolio Assignments</p>	<p>[2], [8], [9]</p>

	<p>2. Able to identify descriptive discourse, report, procedure, recount, exposition;</p> <p>3. Able to identify the framework of descriptive paragraphs, reports, procedures, recounts, expositions;</p> <p>4. Able to identify the grammar of descriptive paragraph, report, procedure, recount, and exposition</p> <p>5. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English language skills; Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p> <p>6. Able to use English properly and correctly; Able to communicate orally and in writing in accordance with the field of profession involved; able to write descriptive discourse, report, procedure, recount, exposition based on</p>					
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	paragraph framework; Able to use English spelling correctly, effective sentences in paragraph writing.					
11-12	<ol style="list-style-type: none"> 1. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation; respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others; 2. Able to identify descriptive discourse, report, procedure, recount, exposition; 3. Able to identify the framework of descriptive paragraphs, reports, procedures, recounts, expositions; 4. Able to identify the grammar of descriptive paragraph, report, procedure, recount, and exposition 5. Able to apply logical, critical, systematic, and innovative 	<ol style="list-style-type: none"> 1. Technology theme discourse 2. Procedure paragraph outline 3. Procedure essay language style 	Expository Inquiry Discussion practice	2X50 minutes	Participation in discussions, Exercises or practices, and Portfolio Assignments	<p>MPK Team. 2014. General English for MPK Course. Singaraja: Ganesha University of Education</p> <p>Steele, Vanessa. 2005. Using Mind Maps to Develop Writing. British Council, Barcelona. http://www.teachingenglish.org.uk/think/articles/using-mindmaps-developed-writing.</p>

	<p>thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English language skills; Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p> <p>6. Able to use English properly and correctly; Able to communicate orally and in writing in accordance with the field of profession involved; able to write descriptive discourse, report, procedure, recount, exposition based on paragraph framework; Able to use English spelling correctly, effective sentences in paragraph writing.</p>					<p>Diunduh tanggal 15 April 2011.</p> <p>Al-Jarf, Reima. 2009. Enhancing Students' Writing Skill with a Mind-Mapping Software. <i>The 5th International Scientific Conference. E-learning and Software for Education. Bucharest 2009. [2]</i></p>
13-14	<p>1. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; act as citizens who are proud and</p>	<p>1. Discourse theme history</p>	<p>Expository Inquiry Discussion practice</p>	<p>2X50 minutes</p>	<p>Participate in Portfolio Discussions, Exercises and</p>	

	<p>love their homeland, have nationalism and a sense of responsibility to the state and nation; respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;</p> <p>2. Able to identify descriptive discourse, report, procedure, recount, exposition;</p> <p>3. Able to identify the framework of descriptive paragraphs, reports, procedures, recounts, expositions;</p> <p>4. Able to identify the grammar of descriptive paragraph, report, procedure, recount, and exposition</p> <p>5. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English language skills; Able to document, store,</p>	<p>2. .Recount paragraph outline</p> <p>3. Language style of recount essay</p>			Assignments	
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	<p>secure, and retrieve data to ensure validity and prevent plagiarism.</p> <p>6. Able to use English properly and correctly; Able to communicate orally and in writing in accordance with the field of profession involved; able to write descriptive discourse, report, procedure, recount, exposition based on paragraph framework; Able to use English spelling correctly, effective sentences in paragraph writing.</p>					
15	<p>1. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila; act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation; respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;</p> <p>2. Able to identify descriptive discourse, report, procedure, recount, exposition;</p>	<p>1. Discourse on political themes</p> <p>2. Exposition paragraph outline</p> <p>3. Exposition essay style</p>	Expository Inquiry Discussion practice	2X50 minutes	Participation in discussions, Exercises or practices, and Portfolio Assignments	

	<p>3. Able to identify the framework of descriptive paragraphs, reports, procedures, recounts, expositions;</p> <p>4. Able to identify the grammar of descriptive paragraph, report, procedure, recount, and exposition</p> <p>5. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of English language skills; Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p> <p>6. Able to use English properly and correctly; Able to communicate orally and in writing in accordance with the field of profession involved; able to write descriptive discourse, report, procedure, recount, exposition based on paragraph framework; Able to use English spelling correctly,</p>					
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	effective sentences in paragraph writing.					
16	FINAL EXAM					

6. List of References/Reference

- MPK Team. 2014. General English for MPK Course. Singaraja: Ganesha University of Education
- Steele, Vanessa. 2005. Using Mind Maps to Develop Writing. British Council, Barcelona.
<http://www.teachingenglish.org.uk/think/articles/usingmindmaps-developed-writing>. Diunduh tanggal 15 April 2011.
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7. Appendix 1: Books, Modules, Handouts, PowerPoint, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN

PANCASILA







Lecturer:

Drs. I Wayan Landrawan, M.Si.

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No.Doc : 01
		Revision : -
	PANCASILA	Date : 20 July 2020
		Page: 6 Pages
<p>Made by:</p>  <p>Drs. I Wayan Landrawan, M.Si. NIP. 196012311986031018</p>	<p>Checked by:</p>  <p>Prof.Dr I Nyoman Kanca, M.S. NIP. 195910181985031002</p>	<p>Approved by:</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>
Lecturer	University Academic Quality Assurance	Head of LP3M
<p>1. Course Identity</p> <p>Study Programme Name : All Study Programs</p> <p>Course Name : Pancasila</p> <p>Course Code : MPK02</p> <p>Course Group : MPK</p> <p>Credits weight : 2 credits</p> <p>Level : Undergraduate Program</p> <p>Semester : I</p> <p>Precondition : -</p> <p>Status (required/optional) : Required</p>		

Lecturer name and code : Drs. I Wayan Landrawan, M.Si.

2. Course Description

The Pancasila course is one of the general compulsory subjects (MKWU) that must exist in universities according to Law Number 12 of 2012 concerning Higher Education. As one of the essential courses with a weight of 2 credits, this course aims to improve students' critical thinking skills, value reasoning, and social skills to be able to show their socio-political participation in making public decisions related to Pancasila as the state ideology and ideology. Nation and state. To achieve this goal, in this course, students will be invited to examine issues of concepts and values which include material for Pancasila Education in the Indonesian National Education System regarding the background, foundation, nature, vision, mission, and objectives of Pancasila Education; Pancasila in the perspective of the history of the struggle of the Indonesian nation; Pancasila as a value system and philosophy: Pancasila as a national ideology; Garuda Pancasila symbol; Pancasila as political ethics; Indonesian Constitution: the 1945 Constitution of the Republic of Indonesia; Pancasila as a paradigm of social, national and state life; as well as basic skills in developing public policies that are relevant to various problems of social, national and state life in the implementation of Pancasila values; as well as basic skills in developing public policies that are relevant to various problems in the life of the nation and state. Relevant learning to develop student learning competencies will be carried out either by independent, participatory, or cooperative learning approaches, as well as giving class projects. The tasks that are expected to be done by students as the main bill during the learning process are book summary reports, group papers, individual papers, class projects (class portfolios), and group presentations. Assessment of success in participating in this course will be carried out either through the Mid-Semester Examination, Final Semester Examination, assignments (portfolio), and self-assessment.”.

3. Learning Outcomes of the Referred Study Programme :

4. *Sikap* (S) / Attitude Learning Outcomes
5. Fear God Almighty and be able to show a religious attitude (S1)
6. Upholding human values in carrying out duties based on religion, morals, and ethics (S2).
7. Contribute to improving the quality of life in society, nation, state, and progress of civilization based on Pancasila (S3)
8. To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation (S4).
9. Obey the law and discipline in social and state life (S7)
10. *Pengetahuan* (P) / Knowledge Learning Outcomes

11. Mastering basic theoretical, methodological concepts, and their broad and deep application of the fields of science supporting citizenship: law, politics and government, state administration, history of the nation's struggle, values, morals, norms and other social sciences based on Pancasila , to support the ability to develop the personality of prospective educators for Pancasila and Citizenship Education. (P1).
12. Mastering concepts and principles regarding current issues of citizenship insight covering the fields of ideology, politics, law, economy, social, culture, defense and security and religion, in local, national, regional, and global contexts (P2).

C. Keterampilan Umum (KU) / General Psychomotor Learning Outcomes

13. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise (KU 1).

D. Keterampilan Khusus (KK) / Specific Psychomotor Learning Outcomes

14. 15. Able to apply fields of knowledge related to civic education, including civics science, law, constitutional politics, history of the nation's struggle, values, morals, norms and culture of Pancasila, to support the ability to develop the personality of prospective educators for Pancasila and Citizenship Education. (KK 1).

4. Sub Course Learning Outcomes

1. Students can analyze all the positions of Pancasila as an ideology, the basis of the state, the philosophy of the nation, and the way of life of the nation.
2. Students can uphold the values of Pancasila which are the basis of spirituality, humanity, unity, democracy, and social justice.

5. Deskripsi Rencana Pembelajaran

Meeting	Learning Outcomes	Study Material/Main Material/Material Details	Learning Model	Time	Assignments and Assessments	Reference
1	2	3	5	6	7	8
I and II	Students can describe the background, nature, understanding, vision, mission, goals, and development of Pancasila Education in Indonesia.	I. PANCASILA EDUCATION IN THE NATIONAL EDUCATION SYSTEM Foundation, Nature, Vision, Mission, Pancasila Education Goals The Development of Pancasila Education in Indonesia	Face-to-face (with a variety of Lectures and Discussion approaches), or Online (Synchronously through google meet) with a variety of Lectures and Discussion approaches	Face-to-face (with a variety of Lectures and Discussion approaches), or Online (Synchronously through google meet) with a variety of Lectures and Discussion approaches	Participation in Discussions; essay creation; study group formation	Syllabus, Semester Lesson Plan, and Lecture Contract
III and IV	Students can critically demonstrate the historical development of culture and civilization of the	II. PANCASILA IN THE HISTORICAL PERSPECTIVE OF THE STRUGGLE OF THE INDONESIAN NATION	PLB (Problem Based Learning) a) PHASE 1 PBL "Student orientation on problems"	Phase 1: 30 minutes Phase 2: 20 minutes Phase 3: 50	Paper Power point Presentation Quiz Discussion	1, 2, 3, 4

	<p>Indonesian nation in exploring, developing, implementing, fighting for, and defending the values of Pancasila as the philosophical/ideological foundation in the life of the Indonesian people, nation and state.</p>	<p>2.1 Background to the Formulation of the Indonesian Constitution</p> <p>Socio-historical studies Pancasila values in the pre-historic era, the royal era, the colonial period, and the national movement</p> <p>The Process of Formulating the Basic State of Indonesia</p> <p>The Process of Ratification of Pancasila as the Basic State of Indonesia</p> <p>Controversial issues regarding the existence of Pancasila values after Indonesia</p> <p>Independent so far</p>	<p>(Distribution of Presentation Materials and Controversial Issues)</p> <p>Asynchronous</p> <p>b) PHASE 2 PBL "Organizing students to learn".</p> <p>Asynchronous</p> <p>c) PHASE 3 PBL Guiding individual and group investigations, Asynchronous.</p> <p>d) PHASE 4 PBL Develop and present the work" (Group Paper Presentation)</p> <p>Synchronous</p> <p>e) PHASE 5 PBL Analyze and evaluate Learning Outcomes, as well</p>	<p>minutes</p> <p>Phase 4: 50 minutes</p> <p>Phase 5: 50 minutes</p> <p>Total 2 x 100 minutes</p>		
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			as Clarification and Conclusions. Synchronous			
V and VI	Students can explain critically the concepts, principles, ideals, and values, as well as the relationship between them in the meaning of Pancasila as a value system and a philosophical system	<p>III. THE STUDY OF PANCASILA AS A VALUES SYSTEM AND A PHILOSOPHY SYSTEM</p> <p>Definition and Meaning of Philosophy</p> <p>Pancasila as a Value System (Order, Formulation, and Relationship of the Precepts of Pancasila as a Value System)</p> <p>PancasilaAs a Philosophical System</p> <p>Implementation of Pancasila values</p> <p>Controversial Issues of Pancasila as a Value System and Philosophy</p>	<p>PLB (Problem Based Learning)</p> <p>PHASE 1 PBL “Student orientation to problems” (Distribution of Presentation Materials and Controversial Issues)</p> <p>Asynchronous</p> <p>PHASE 2 PBL “Organizing students to learn”.</p> <p>Asynchronous</p> <p>PHASE 3 PBL Guiding individual and group investigations,</p> <p>Asynchronous.</p> <p>PHASE 4 PBL</p>	<p>Phase 1: 30 minutes</p> <p>Phase 2: 20 minutes</p> <p>Phase 3: 50 minutes</p> <p>Phase 4: 50 minutes</p> <p>Phase 5: 50 minutes</p> <p>Total 2 x 100 minutes</p>	<p>Paper</p> <p>Power point</p> <p>Presentation</p> <p>Quiz</p> <p>Discussion</p>	1, 2, 3, 4

			Develop and presenting the work” (Group Paper Presentation) Synchronous j) PHASE 5 PBL Analyze and evaluate Learning Outcomes, as well as Clarification and Conclusions. Synchronous			
VII	Students can critically compare the advantages of Pancasila as the Indonesian National Ideology compared to other major world ideologies.	IV. PANCASILA AS THE EDIOLOGY OF THE NATION AND STATE OF INDONESIA Definition and meaning of ideology Pancasila as the National ideology of the Indonesian Nation Get to know other ideologies Individualism –	PLB (Problem Based Learning) PHASE 1 PBL “Student orientation to problems” (Distribution of Presentation Materials and Controversial Issues) Asynchronous PHASE 2 PBL	Phase 1 20 minutes Phase 2 10 minutes Phase 3 30 minutes Phase 4 30 minutes Phase 5 10 minutes Total 100	Paper Power point Presentation Quiz Discussion	1, 2, 3, 4

		Liberalism -Capitalist – Neoliberalism Socialist – Communist Fundamentalism Secular Ideology The meaning of Pancasila ideology in the life of society, nation and state of Indonesia Controversial Issues	“Organizing students to learn”. Asynchronous PHASE 3 PBL Guiding individual and group investigations, Asynchronous. PHASE 4 PBL Develop and present the work” (Group Paper Presentation) Synchronous PHASE 5 PBL Analyze and evaluate Learning Outcomes, as well as Clarification and Conclusions. Synchronous	minutes		
VIII	Students are able to distinguish between Pancasila and Garuda Pancasila, and are able	V. SYMBOL OF THE STATE OF INDONESIA: GARUDA PANCASILA The Nature of the Coat of	PLB (Problem Based Learning) PHASE 1 PBL “Student orientation	Phase 1 30 minutes Phase 2 20 minutes	Paper Power point Presentation Quiz	1, 2, 3, 4

	to understand historically-philosophically the meaning of the symbol and motto of the Indonesian state.	<p>Arms</p> <p>Coat of arms of the Republic of Indonesia</p> <p>History of the Design of the State Emblem of Indonesia</p> <p>Garuda bird is a mythical bird</p> <p>The meaning contained in the symbol of the State of Indonesia</p> <p>Motto "Bhinneka Tunggal Ika"</p> <p>The Meaning of "Unity in Diversity" in Indonesian Society</p> <p>Horizontal Diversity of Indonesian Society</p> <p>Vertical Diversity of Indonesian Society</p> <p>Bhinneka Tunggal Ika Reflects the Reality and Life Purpose of the Indonesian Nation</p>	<p>to problems”</p> <p>(Distribution of Presentation Materials and Controversial Issues)</p> <p>Asynchronous PHASE 2 PBL “Organizing students to learn”.</p> <p>Asynchronous PHASE 3 PBL Guiding individual and group investigations, Asynchronous.</p> <p>PHASE 4 PBL Develop and present the work” (Group Paper Presentation)</p> <p>Synchronous PHASE 5 PBL Analyze and evaluate Learning</p>	<p>Phase 3 50 minutes</p> <p>Phase 4 50 minutes</p> <p>Phase 5 50 minutes</p> <p>Total 2 x 100 minutes</p>	Discussion	
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		5.4 Controversial issues	Outcomes, as well as Clarification and Conclusions. Synchronous			
IX	Students are able to understand Pancasila as the basic values of the Indonesian constitution and the development of the Constitution in Indonesia	VI. THE CONSTITUTION OF INDONESIA: BASIC STATE LAW OF THE REPUBLIC OF INDONESIA YEAR 1945 Constitution and Basic Law Definition, Position, and Functions of the 1945 Constitution Dynamics of the Indonesian Constitution Amendments to the 1945 Constitution Background of the Amendment to the 1945 Constitution Purpose of the Amendment to the 1945	PLB (Problem Based Learning) PHASE 1 PBL “Student orientation to problems” (Distribution of Presentation Materials and Controversial Issues) Asynchronous PHASE 2 PBL “Organizing students to learn”. Asynchronous PHASE 3 PBL Guiding individual and group investigations, Asynchronous.	Phase 1 20 minutes Phase 2 10 minutes Phase 3 30 minutes Phase 4 30 minutes Phase 5 10 minutes Total 100 minutes	Paper Power point Presentation Quiz Discussion	1, 2, 3, 4

		<p>Constitution</p> <p>Legal Basis for Amendment to the 1945 Constitution</p> <p>Basic Agreement on Amendment to the 1945 Constitution</p> <p>Types of Amendments to the 1945 Constitution</p> <p>General Provisions for Amendment to the 1945 Constitution</p> <p>Things that changed after the Amendment to the 1945 Constitution</p> <p>controversial issue</p>	<p>PHASE 4 PBL</p> <p>Develop and present the work” (Group Paper Presentation)</p> <p>Synchronous</p> <p>PHASE 5 PBL</p> <p>Analyze and evaluate Learning Outcomes, as well as Clarification and Conclusions.</p> <p>Synchronous</p>			
X		MID-TERM EXAM				
XI	Students can criticize the implementation of Pancasila values as political ethics in the life of society, nation and state in Indonesia	<p>VII. PANCASILA AS POLITICAL ETHICS</p> <p>Definition and meaning of ethics, values, and morals</p> <p>Understanding and meaning of politics and political life in Indonesia</p>	<p>PLB (Problem Based Learning)</p> <p>z) PHASE 1 PBL</p> <p>"Student orientation on problems"</p> <p>(Distribution of Presentation</p>	<p>Phase 1 20 minutes</p> <p>Phase 2 10 minutes</p> <p>Phase 3 30 minutes</p> <p>Phase 4 30</p>	<p>Paper</p> <p>Power point</p> <p>Presentation</p> <p>Quiz</p> <p>Discussion</p>	1, 2, 3, 4

		<p>Pancasila as political ethics</p> <p>Implementation of Pancasila political ethics in the life of society, nation and state</p> <p>Controversial issue</p>	<p>Materials and Controversial Issues)</p> <p>Asynchronous</p> <p>aa) PHASE 2 PBL "Organizing students to learn".</p> <p>Asynchronous</p> <p>bb) PHASE 3 PBL Guiding individual and group investigations, Asynchronous.</p> <p>cc) PHASE 4 PBL Develop and present the work” (Group Paper Presentation)</p> <p>Synchronous</p> <p>dd) PHASE 5 PBL Analyze and evaluate Learning Outcomes, as well as Clarification and Conclusions.</p>	<p>minutes</p> <p>Phase 5 10 minutes</p> <p>Total 100 minutes</p>		
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			Synchronous			
XII	Students are able to understand Pancasila as a paradigm in all areas of social, national and state life.	VIII. PANCASILA AS A PARADIGM OF COMMUNITY, NATION AND STATE LIFE Understanding Paradigm Pancasila as a Development Paradigm Pancasila as a Political Development Paradigm Pancasila as a Paradigm of Economic Development Pancasila as a Development Paradigm in the Socio-Cultural Sector Pancasila as a Development Paradigm in the Defense and Security Sector Pancasila as a Legal Development Paradigm Controversial Issues	PLB (Problem Based Learning) ee) PHASE 1 PBL “Student orientation on problems” (Distribution of Presentation Materials and Controversial Issues) Asynchronous ff) PHASE 2 PBL "Organizing students to learn". Asynchronous gg) PHASE 3 PBL Guiding individual and group investigations, Asynchronous. hh) PHASE 4 PBL Develop and present the work” (Group	Phase 1 20 minutes Phase 2 10 minutes Phase 3 30 minutes Phase 4 30 minutes Phase 5 10 minutes Total 100 minutes	Paper Power point Presentation Quiz Discussion	6, 7, 8, 9, 10

			Paper Presentation) Synchronous ii) PHASE 5 PBL Analyze and evaluate Learning Outcomes, as well as Clarification and Conclusions. Synchronous			
XIII, XIV and XV	Students can overcome the problems identified in the implementation of values	IX. PUBLIC POLICY ORIENTED CITIZENSHIP LEARNING PRACTICE The Meaning of Public Policy for Society The process of developing and making public policy decisions Benefits of public policy Action Plan for public policy decision making	PLB (Problem Based Learning) jj) PHASE 1 PBL "Student orientation on problems" (Distribution of Presentation Materials and Controversial Issues) Asynchronous kk) PHASE 2 PBL "Organizing students to learn". Asynchronous	Phase 1 40 minutes Phase 2 40 minutes Phase 3 40 minutes Phase 4 120 minutes Phase 5 60 minutes Total 3 x100 minutes	PPT Papers Quiz Discussion Presentation Process Assessment Attitude and value orientation Participation skills and activities in the learning process.	6, 7, 8, 9, 10

			ll) PHASE 3 PBL Guiding individual and group investigations, Asynchronous. mm) PHASE 4 PBL Develop and present the work” (Group Paper Presentation) Synchronous nn) PHASE 5 PBL Analyze and evaluate Learning Outcomes, as well as Clarification and Conclusions. Synchronous		Product Assessment The results of individual and group assignments	
XVI		FINAL EXAM				

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- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 setelah diamandemen 1 s/d 4.

Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc

Pancasila Textbook (Buku Wajib MKDU Dit Belmawa Ristekdikti)

<https://onedrive.live.com/?authkey=%21ADSMx4zmBdFh6eM&id=1DAD067E2F8453C1%218086&cid=1DAD067E2F8453C1>

PPT Pancasila https://drive.google.com/file/d/1WBAT5Zlry_zkLklZFmZ6363UcUmCUSE8/view?usp=sharing

Vidio Youtube Hakikat Mata Kuliah Pancasila di Perguruan Tinggi <https://www.youtube.com/watch?v=60RdUA3aNTA>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

Mid-Term Exam : <https://forms.gle/GpVQzeCyTKi1toAi7>

Final Exam : <https://forms.gle/MSKQas6L77Nf4ud7A>

SEMESTER LESSON PLAN





Bahasa Indonesia



Lecturer:
Dra. Made Sri Indriani, M.Hum.

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN		Doc. No :
	BAHASA INDONESIA		Revision:
			Date :
			Page:
Written by:  Dra. Made Sri Indriani, M.Hum. NIP 196104131986032001	Validated by:  Prof. Dr I Nyoman Kanca, M.S. NIP. 195910181985031002	Approved by:  Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001	
Lecturer	QCC of The University	Head of Quality Control Unit	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> Name of Study Program : All Study Program Course Name : Bahasa Indonesia Course Code : MPK08 Course Type : MPK Credits : 2 courses Level : Bachelor Degree and Diploma 3 Semester : I / II Prerequisite : - Status : Required Lecturer name and code : Dra. Made Sri Indriani, M. Hum.			
<p>2. Course Description</p> This course forms students to have knowledge, skills, and be positive (loyal and proud) to use good Indonesian			

(according to the context) and correct (according to the rules), and be polite, both verbally and in writing for academic purposes and certain skills.

3. Learning Outcomes of the Referred Study Program

A. Attitude Learning Outcomes

1. Fear God Almighty and be able to show a religious attitude.
2. Upholding human values in carrying out duties based on religion, morals, and ethics.
3. Contribute to improving the quality of society, nation, state and progress of civilization based on Pancasila.
4. To act as citizens who are proud and love their homeland, have nationalism and are responsible for the state and nation.
5. Appreciate the diversity of cultures, views, religions, and togetherness as well as the opinions or original findings of others.
6. Cooperate and have social sensitivity and concern for society and the environment.
7. Obey the law and discipline in social and state life.
8. Internalize academic values, norms, and ethics.
9. Demonstrate a responsible attitude towards work in the field of expertise independently.
10. Internalize the spirit of independence, struggle, and entrepreneurship.
11. Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status.
12. Have sincerity, commitment, and sincerity to develop the attitudes, values, and abilities of students.
13. Have an empathetic and humanistic personality and social.

B. Knowledge Learning Outcomes

1. Understand the history of the development of the Indonesian language, the position, and functions of the Indonesian language.
2. Understand the variety of Indonesian language and use it according to the context.

3. Mastering effective spelling and sentences to support the profession
4. Understanding the contents of various texts (description, narration, exposition, argumentation, and persuasion) for various purposes
5. Able to write various types of text (description, narration, exposition, argumentation, and persuasion) for various purposes.
6. Understand the systematics of writing scientific papers and be able to compile them for various purposes
7. Able to speak in scientific/official forums by using good and correct Indonesian.

C. General Skill Learning Outcomes

1. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.
2. Able to demonstrate independent, quality and measurable performance.
3. Able to review the implementation of the development or implementation of science and technology that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs or art criticism, as well as compose a scientific description of the results of the study in the form of a thesis or final project report, and upload it on the college website.
4. Able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of analysis of information and data.
5. Able to maintain and develop working networks with supervisors, colleagues, peers both inside and outside the institution.
6. Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to different workers under their responsibility.
7. Able to carry out the process of self-evaluation of different working groups under their responsibility, and able to manage learning independently.

8. Able to document, store, secure, and recover data to ensure validity and prevent plagiarism.

D. Specific Skills Learning Outcomes

1. Able to use Indonesian properly and correctly and politely according to the position of the language and language function
2. Able to use correct spelling and effective sentences in paragraph writing
3. Able to understand the contents of various types of text, write, and edit various types of text according to their characteristics
4. Able to write various types of citations and write a list of references
5. Able to write scientific papers, scientific articles, and correct proposals, both in terms of systematics and language.
6. Able to communicate effectively in good and correct Indonesian in scientific/official forums.
7. Able to communicate politely, both orally and in writing according to the context in carrying out the profession.

4. Course Learning Outcomes

Attitude Learning Outcomes

1. Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status.
2. To act as citizens who are proud and love their homeland, have nationalism and are responsible for the state and nation.

Knowledge Learning Outcomes

1. Mastering and applying good and correct Indonesian, both orally and in writing in carrying out the profession

Skills Learning Outcomes

1. Mastering, reviewing, and applying science and technology in the use of the Indonesian language, both orally and in writing according to the context in carrying out the profession

5. Lesson Plan Description

Meetings	Achievement Indicator Course Learning	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	Students are able to describe comprehensively and in detail the lecture material, learning objectives/relevance, assessments and references that will be used used.	Semester Lesson Plan, Syllabus	Face to face online (synchron), discussion	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Participate in discussions	Semester Lesson Plan, Syllabus
2-3	<ol style="list-style-type: none"> Students are able to identify the history of the development of the Indonesian language, the position, and functions of the Indonesian language Students are able to identify the variety of Indonesian language and use it according to the context 	History, Position, and Functions of the Indonesian Language Variety of Indonesian	Face to face online (asynchronous-asynchronous), discussion	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Portfolio Assignment, and participation in discussions	[2], [5], [8], [10]
4	<ol style="list-style-type: none"> Able to identify Indonesian spelling and being able to apply it in written language correctly Able to use diction in spoken and written language 	Indonesian Spelling and Diction	Face to face online (asynchronous-asynchronous), discussion, inquiry approach	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Participation in discussions, and assignments	[2], [6], [7]
5	Students are able to identify concepts and effective sentence structures, and are skilled at using them both orally and in writing	Effective sentence	Face to face online (asynchronous-asynchronous), discussion	50 minutes face-to-face online +60 minutes self-study+60	Participation in discussions, and Portfolio Assignments	[2], [7], [8]

				minutes assignments		
6-7	Students are able to identify the content of the text and write various types of paragraphs (description, narration, exposition, argumentation, persuasion) for various purposes.	Definition, terms, techniques, and patterns of paragraph development	Face to face online (asynchronous-asynchronous), discussion	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Portfolio Assignment, and participation in discussions	[1], [2]
8	MIDDLE TEST					
9-10	Students are able to make citations, bibliography, and footnotes for various purposes	Quotations, bibliography, and footnotes	Face to face online (asynchronous-asynchronous), discussion	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Participation in discussions, Exercises or practices, and Portfolio Assignments	[2], [8], [9]
11-13	Students are able to identify the parts of papers, articles, proposals, and reports and are able to compile them for various purposes	Techniques for writing papers, articles, proposals, and reports	Face to face online (asynchronous-asynchronous), discussion with problem based learning	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Participation in discussions, Exercises or practices, and Portfolio Assignments	[3], [4], [8], [9]
14-15	Able to speak in scientific/official forums using good and correct language	Scientific presentation concept	Face to face online (asynchronous-asynchronous), discussion	50 minutes face-to-face online +60 minutes self-study+60 minutes assignments	Participate in Portfolio Discussions, Exercises and Assignments	[2]
16	FINAL TEST					

6. References

- [1]: Alwi, Hasan, dkk. 2001. *Paragraf*. Jakarta: Departemen Pendidikan Nasional.
- [2]: Dibia, I Ketut dan I Putu Mas Dewantara. 2015. *Bahasa Indonesia Keilmuan*. Singaraja: Undiksha.
- [3]: Djuroto, Totok dan Bambang Suprijadi. 2005. *MenulisArtikeldanKaryaIlmiah*. Bandung: PT.Remaja Rosdakarya.

[4]: Martono, Nanang. “Menulis Artikel dalam Jurnal Ilmiah”.

Dalam <http://nanang-martono.blog.unsoed.ac.id/files/2012/07/Menulis-Karya-Ilmiah-untuk-Skripsi.pdf>. Diakses 7 Agustus 2012.

[5]: Moeliono, Anton M. 2000. Kedudukan dan Fungsi Bahasa Indonesia (dalam Hasan Alwi, dkk. Ed) *Bahasa Indonesia dalam Era Globalisasi*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa

[6]: Pusat Bahasa. 2010. *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan*. Jakarta: Pusat Bahasa.

[7]: Putrayasa, Ida Bagus. 2010. *Bahasa Indonesia: Teori dan Aplikasinya* (Buku Ajar). Singaraja: Undiksha

[8]: Suandi, I Nengah, dkk. 2011. *Aplikasi Bahasa Indonesia di Perguruan Tinggi Berorientasi Integrasi Nasional dan Harmoni Sosial*. Singaraja: Undiksha.

[9]: Undiksha. 2009. *Pedoman Penulisan Skripsi dan Tugas Akhir*. Singaraja: Undiksha.

[10]: Widjono. 2007. *Bahasa Indonesia (Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi)*. Jakarta: Grasindo.

7. Appendix 1: Teaching Resources: Books, Modules, Handouts, Power points, etc.

Books : [https:// drive.google.com/Buku Ajar](https://drive.google.com/Buku%20Ajar)

Module: [https:// app.schoology.com/Modul Praktikum](https://app.schoology.com/Modul%20Praktikum)

Power point : <https://drive.google.com/Powerpoint>

8. Appendix 2: Soal tes, tes unjuk kerja, rubrik, lembar observasi dll.

Middle Test Question : <https://app.schoology.com/UTS>

Final Test Question : <https://app.schoology.com/UA>

SEMESTER LESSON PLAN

Teaching Practice 1







Lecturer:

Dr. Dewa Bagus Sanjaya, M.Si.

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN		No.Doc :
			Revision :
	Teaching Practice 1		Date :
			Page:
Made by:  Dr. Dewa Bagus Sanjaya, M.Si. NIP 196112311987031013	Checked by:  Prof.Dr I Nyoman Kanca, M.S. NIP. 195910181985031002	Approved by:  Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001	
Lecturer	University Academic Quality Assurance	Head of LP3M	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Educational Study Programs</p> <p>Course Name : Teaching Practice 1</p> <p>Course Code : Adjust</p> <p>Course Group : Education</p> <p>Credits weight : 2</p> <p>Level : S1</p> <p>Semester : 6</p> <p>Precondition : Educational Course</p> <p>Status (required/optional) : Required</p> <p>Lecturer name and code : -</p>			

1. Course Description

This course aims to provide opportunities for students to understand, analyze, and evaluate educational practices in educational units. The study materials in this course are (1) school culture, (2) organizational structure and governance in schools, (3) rules and regulations for implementing education in schools, (4) formal ceremonial activities in schools, (5) routine activities in the form of curricular, co-curricular, and extracurricular, and (6) positive habituation practices and habits at school. Learning activities are carried out face-to-face on campus and orientation-observation in education units. The assessment is given by taking into account aspects of attendance on campus and in the education unit, reports on the implementation of activities, and oral exams.

The implementation of Teaching Practice 1 is carried out using a **block system**. The learning load is 2 credits in the form of field practice. The allocation of time for the implementation of Teaching Practice 1 is 2 credits x 16 Meetings x 170 minutes = 5,440 minutes, so the learning load in Lecture Hours is 5,440 minutes/50 minutes = 108.8 hours. Study load per day = 108.8/7 hours = 15.54 = 16 days. Of the 16 days, 25% or 4 days of the learning process are carried out on campus to provide orientation, debriefing, and reflection for students. While 75% or 12 days the learning process is carried out at partner schools to make observations.

2. Learning Outcomes of the Referred Study Programme

A. Attitude Learning Outcomes

Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on *Tri Hita Karana* values

B. Knowledge Learning Outcomes

- 1) Mastering theoretical concepts and application of education implementation in education units through orientation and observation activities by utilizing the development of information and communication technology
- 2) Mastering theoretical concepts related to the general characteristics of students and being able to analyze the characteristics of students in real situations in Teaching Practice partner schools in depth

C. General Skills Learning Outcomes

- 1) Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
- 2) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

D. Specific Skills Learning Outcomes

- 1) Able to design orientation activities and educational culture observations in an educational unit
- 2) Able to study organizational structure and school work procedures, regulations and publications, formal ceremonial activities, routine activities (curricular, co-curricular, and extracurricular), and positive habituation practices in schools through the use of science and technology and problem solving abilities

3. Course Learning Outcomes

- 1) Students are able to evaluate school culture,
- 2) Students are able to examine the organizational structure and governance in schools,
- 3) Students are able to examine the rules and regulations for implementing education in schools,

- 4) Students are able to study formal ceremonial activities at school,
- 5) Students are able to carry out routine activities in the form of curricular, co-curricular, and extracurricular activities, and
- 6) Students are able to evaluate positive habituation practices and habits at school

4. Lesson Plan Description

Meeting	Indicator of Course Learning Outcomes	Study Material	Learning Model	Time	Assignments and Assessments	Reference
1 (on campus)	S1, P1, P2, KU1, KU2, KK1	Implementation of education in education units	Problem base learning (PBL)	7 Hours	Group presentation	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
2 (on campus)	S1, P1, P2, KU1, KU2, KK1	Arrange work program	Project base learning (PjBL)	11 Hours	Work program presentation	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
3	S1, P1, KU2, KK1	Alignment of program design with school situation: referring to observations and orientation	Problem base learning (PBL)	7 Hours	Observation	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha

4	S1, P1, P2, KU1, KK1	Observation of school culture	Project base learning (PjBL)	7 Hours	Report on the results of school culture observations	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
5	S1, P1, P2, KU1, KU2, KK1	School culture evaluation	Problem base learning (PBL)	7 Hours	School culture evaluation report	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
6	S1, P1, P2, KU1, KU2, KK2	Organizational structure and governance in schools	Project base learning (PjBL)	7 Hours	Report on observations of organizational structure and governance in schools	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
7	S1, P1, P2, KU1, KU2, KK2	Rules and regulations for the implementation of education in schools	Project base learning (PjBL)	7 Hours	Observation report on school rules and regulations	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
8	MIDTERM EXAM					
9 (on campus)	S1, P1, P2, KU1, KU2, KK1, KK2	Reflection and follow-up plan	Discussion	14 Hours	Presentation of reflection results and follow-up plans	Teaching Practice Guidelines 1 of Universitas

						Pendidikan Ganesha
10	S1, P1, P2, KU1, KU2, KK2	Formal ceremonial activities at school	Project base learning (PjBL)	7 Hours	Reports on the results of observations of formal ceremonial activities at school	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
11	S1, P1, P2, KU1, KU2, KK2	Routine activities in the form of curricular and co-curricular	Project base learning (PjBL)	7 Hours	Reports on the results of observations of routine activities in the form of curricular and co-curricular activities	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
12	S1, P1, P2, KU1, KU2, KK2	Routine activities in the form of extracurricular	Project base learning (PjBL)	7 Hours	Reports on the results of observations of routine activities in the form of extracurricular activities	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
13	S1, P1, P2, KU1, KU2, KK2	Habituation practices and positive habits at school	Project base learning (PjBL)	7 Hours	Reports on the results of observations of positive	Teaching Practice Guidelines 1 of Universitas

					habituation practices and habits at school	Pendidikan Ganesha
14	S1, P1, P2, KU1, KU2, KK2	Habituation practices and positive habits at school	Project base learning (PjBL)	7 Hours	Report on the progress of observing the activities of positive habituation practices and habits at school	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
15	S1, P1, P2, KU1, KU2, KK2	Habituation practices and positive habits at school	Project base learning (PjBL)	7 Hours	Final report on evaluation of positive habituation practices and habits in school	Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha
16	<i>FINAL EXAM</i>					

5. List of References/references

Teaching Practice Guidelines 1 of Universitas Pendidikan Ganesha

6. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

7. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

Evaluation:

- 1) The assessment is carried out by the Teaching Practice 1 supervisor with an assessment form that has been provided.
- 2) The aspects assessed and the weight of the assessment are shown in the following table.

No.	Assessment Component	Weight
1.	Attendance on campus and at school	10%
2.	Report on the implementation of Teaching Practice 1	50%
3.	Oral exam by Teaching Practice 1 supervisor	40%

SEMESTER LESSON PLAN

Teaching Practice 2







Lecturer:

Dr. Dewa Bagus Sanjaya, M.Si.

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	Doc. No :
		Revision:
	Teaching Practice 2	Date :
Pages:		
Written by:  Dr. Dewa Bagus Sanjaya, M.Si. NIP 196112311987031013	Validated by:  Prof. Dr I Nyoman Kanca, M.S. NIP. 195910181985031002	Approved by:  Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001
Lecturer	QCC of The University	Head of Learning Development and Quality Assurance Institute
<div style="text-align: center;">SEMESTER LESSON PLAN</div> <div> 1. Course Identity Name of Study Programme: Educational Study Programs Course Name : Teaching Practice 2 Course Code : Adjusted Course Type : Educational Credits : 8 Level : Bachelor Degree Semester : 6 Prerequisite : Educational Courses Status : Required </div>		

Lecturer name and code : -

2. Course Description

This course aims to provide opportunities for students to understand, analyse, and evaluate the implementation of learning and non-teaching activities in the educational unit environment and provide teaching administration experiences based on the ability to design learning practices and conduct evaluations. The study materials in this course are (1) curriculum analysis; (2) preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments); (3) implementation of learning activities using a variety of learning strategies and learning media; (4) class management; (5) the use of learning information and communication technology; (6) implementation of learning assessment and evaluation; (7) management of co-curricular and extracurricular activities; and (8) teacher administration work. Learning activities are carried out through face-to-face meetings on campus, orientation-observation in education units, learning activities in schools, and non-teaching activities carried out independently and in groups. The assessment is given by taking into account aspects of the ability to carry out learning and non-teaching activities, reports on the implementation of activities, and oral exams. The implementation of Teaching Practice 2 as Real Teaching Practice is carried out with a block system. The learning load is 8 credits in the form of field practice. The allocation of time for Teaching Practice 2 as Real Teaching Practice implementation is $8 \text{ credits} \times 16 \text{ TM} \times 170 \text{ minutes} = 21,760 \text{ minutes}$. The learning load in JP is $21,760 \text{ minutes} / 50 \text{ minutes} = 435.2 \text{ JP}$. Study load per day = $435.2 / 7 = 62.17 = 63 \text{ days}$.

3. Learning Outcomes of the Referred Study Program

A. Attitude Learning Outcomes

Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on *Tri Hita Karana* values.

B. Knowledge Learning Outcomes

- 1) Mastering theoretical concepts and application of education implementation in education units through orientation and observation activities by utilizing the development of information and communication technology
- 2) Mastering theoretical concepts related to the general characteristics of students and being able to analyze the characteristics of students in real situations at PLP partner schools in depth
- 3) Mastering the theoretical concepts of educational science (pedagogy): curriculum analysis, preparation of learning tools, implementation of learning, classroom management, and management of non-teaching activities in relation to the daily tasks of teachers

C. General Skill Learning Outcomes

- 1) Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
- 2) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

D. Specific Skill Learning Outcomes

- 1) Able to design orientation activities and educational culture observations in an educational unit

- 2) Able to design and implement school field introduction programs related to learning and non-learning activities with full responsibility and discipline by utilizing science and technology to streamline programs and solve educational problems faced.

4. Course Learning Outcomes

- 1) Students are able to do curriculum analysis;
- 2) Students are able to design learning tools (RPP, media, worksheets, teaching materials, assessment instruments);
- 3) Students are able to carry out learning activities using a variety of learning strategies and learning media;
- 4) Students are able to evaluate good classroom management;
- 5) Students are able to evaluate learning that utilizes information and communication technology learning;
- 6) Students are able to carry out learning assessments and evaluations well;
- 7) Students are able to manage co-curricular and extra-curricular activities; and
- 8) Students are able to manage teacher administration work.

5. Lesson Plan Description

Meetings	Indicators of Subject Learning Achievement	Study Material	Learning Form	Durati on	Assignments and Assessments	References
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1	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Develop work programs: Learning and non-teaching activities as well as learning design planning theories	Problem base learning (PBL)	2 x 7 JP	Group presentation	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
2	S1, P1, P2, KU2, KK1	Alignment of program design with school situation: referring to observations and orientation	Problem base learning (PBL)	2 x 7 JP	Observation	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
3	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Management of co- curricular, extra- curricular, and teacher administrative work	Project base learning (PjBL)	3 x 7 JP	Activity Report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
4	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Curriculum Analysis	Project base learning (PjBL)	3 x 7 JP	Curriculum analysis report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as

						Real Teaching Practice
5	S1, P1, P2, P3, KU1, KU2, KK2	Preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments) (Stage 1)	Project base learning (PjBL)	3 x 7 JP	Learning device products	<ul style="list-style-type: none"> ● Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice ● Preparation of learning tools
6	S1, P1, P2, P3, KU1, KU2, KK2	Implementation of learning activities using a variety of learning strategies and learning media (Phase 1)	Practice	12 x 7 JP	Learning activity report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
7	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Overview of classroom management, use of technology, and assessment of learning processes and outcomes (Reflection Phase 1)	Discussion	2 x 7 JP	Evaluation report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice

8	MIDDLE TEST					
9	S1, P1, P2, P3, KU1, KU2, KK2	Preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments) (Stage 2)	Project base learning (PjBL)	3 x 7 JP	Learning device products	<ul style="list-style-type: none"> • Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice • Preparation of learning tools
10	S1, P1, P2, P3, KU1, KU2, KK2	Implementation of learning activities using a variety of learning strategies and learning media (Phase 2)	Practice	12 x 7 JP	Learning activity report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
11	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Overview of classroom management, technology utilization, and assessment of learning processes and outcomes (Phase 2 Reflection)	Discussion	2 x 7 JP	Evaluation report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice

12	S1, P1, P2, P3, KU1, KU2, KK2	Preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments) (Phase 3)	Project base learning (PjBL)	3 x 7 JP	Learning device products	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice Pendidikan Ganesha
13	S1, P1, P2, P3, KU1, KU2, KK2	Implementation of learning activities using a variety of learning strategies and learning media (Phase 3)	Practice	12 x 7 JP	Learning activity report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
14	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Overview of classroom management, technology utilization, and assessment of learning processes and outcomes (Phase 3 Reflection)	Discussion	2 x 7 JP	Evaluation report	Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice
15	S1, P1, P2, P3, KU1, KU2, KK1, KK2	Preparation of activity reports	Assignment	2 x 7 JP	Final report	Universitas Pendidikan Ganesha

						Guidelines for Teaching Practice 2 as Real Teaching Practice
16	<i>FINAL TEST</i>					

6. References

Universitas Pendidikan Ganesha Guidelines for Teaching Practice 2 as Real Teaching Practice

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

Assessment:

- 1) The aspects assessed and the weight of the assessment are shown in the following table.

No.	Assessment Component	Weight
1.	Assessment from the civil servant teacher	40%
2.	Implementation report of Teaching Practice 2 as Real Teaching Practice	20%
3.	Oral exam by supervisor of	40%

- 2) Assessment is carried out using the form provided
- 3) The minimum passing grade for PLP II is B.

**SEMESTER LESSON PLAN
INTERNSHIP**



Ketut Udy Ariawan, S.T., M.T.

**UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc :
	INTERNSHIP	Revision :
		Date :
		Page :
<p>Made by:</p>  <p>Ketut Udy Ariawan, S.T., M.T. NIP 197901232010121001</p>	<p>Checked by:</p>  <p>Prof. Dr I Nyoman Kanca, M.S. NIP. 195910181985031002</p>	<p>Approved by:</p>  <p>Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001</p>
Lecturer	University Academic Quality Assurance	Head of Learning Development and Quality Assurance Institute
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Diploma 3 and Vocational Degree</p> <p>Course : Internship</p> <p>Course Code : Adjusted</p> <p>Course Group : Compulsory Course</p> <p>Credit Hour : 3 Credit Hour</p> <p>Level : Adjusted</p> <p>Semester : Adjusted</p> <p>Prerequisite : -</p> <p>Status (compulsory/optional): Compulsory</p>		

Name of Lecturer Code : -

2. Course Description

Internship is one of the mandatory courses in order to achieve a link and match relationship between the campus academic world and the industrial world, business world, and the world of work in the era of the industrial revolution 4.0. The purpose of this course is to strengthen the work competencies of vocational students to absorb knowledge, skills, and experience in the industrial world so that after graduation they can compete in creating and finding jobs globally. Work experience in industry will mature students' competencies through their involvement in finding, recognizing, analyzing potential and solving work problems in industry through the application of science, technology, and art (science and technology) they learn in college.

3. Learning Outcomes of the Referred Study Programme

(determined by each study program)

4. Learning Outcomes

A. Attitude

1. Upholding human values in carrying out tasks based on religion, morals, and ethics
2. Being able to act as citizens who are proud and love their homeland, having nationalism and a sense of responsibility to the country and nation
3. Being able to contribute to improve the quality of life in society, nation and state based on Pancasila
4. Being able to carry out cooperation and having social sensitivity and concern for society and the environment
5. Being able to appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others
6. Obeying the law and discipline in social and state life
7. Demonstrating a responsible attitude towards work in their area of expertise independently
8. Internalizing academic values, norms, and ethics
9. Internalizing the spirit of independence, struggle, and entrepreneurship

B. Knowledge

1. Recognizing, observing, and analyzing the environment, situation, culture, description, and job demands in the industrial world, business world, and the real world of work
2. Applying various skills related to the knowledge that has been taught in the study program in the industrial world, business world, and the real world of work
3. (Adding the other knowledge according to the field of science of each study program)

C. General Skills

1. Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise
2. Being able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of analysis of information and data
3. (Adding the other general skills according to the field of knowledge of each study program)

D. Specific Skills

1. Having the skills to work in fields related to the knowledge taught in each study program
2. Being able to plan work programs and work based on the designs that have been made
3. Being able to communicate effectively in a work environment
4. Being able to complete tasks effectively and on time
5. (Adding other specific skills according to the field of knowledge of each study program)

5. Description of Lesson Plan

Meet	Indicator of Study Learning Outcome	Study Material/Main Material	Learning Form	Time	Assignment and Assessment	Reference
1	a1, a2, a3, a4, a5, a6, a7, a8, a9, b1, c1, c2	General workshop 1. Explanation of guidance book of Internship 2. Explanation about the use of Internship system	1. Discussion 2. Answer and question session 3. Practicing the use of Internship system	3 x 50 minutes	Understanding of concepts and mechanisms for implementing Internship and the ability to use the Internship system	Guidance book of Internship in 2020
2	a1, a2, a3, a4, a5, a6, a7, a8, a9, b1, b2, c1, c2	Specific Workshop: 1. Explanation of place where the Internship is held which already had MoU and MoA 2. Explanation about the work field that can be done in the Internship	1. Discussion 2. Question and answer session	3 x 50 minutes	Understanding about the place of where the Internship Is held and the potential problems existed	Guidance book of Internship in 2020
3-5	a1, a2, a3, a4, a5, a6, a7, a8, a9, b1, b2, c1, c2, d1	Looking for the place of Internship 1. Looking for place of the Internship	1. Discussion 2. Question and answer session	9 x 50 minutes	Students make activity plan for running the Internship in	Guidance book of Internship in 2020

		<p>individually by paying attention to the related field of interest</p> <p>2. Building good communication both formally and informally in the place where the Internship done</p>	3. Building good communication both formally and informally in the place where the Internship done		form of proposal	
5-16	a1, a2, a3, a4, a5, a6, a7, a8, a9, b1, b2, c1, c2, d1, d2, d3, d4	<p>The implementation of Internship</p> <p>1. Creating daily journal in the system of Internship</p> <p>2. Creating blog in the system of Internship</p>	<p>1. Discussion</p> <p>2. Answer and Question session</p> <p>3. The implementation of Internship based on the date determined by the university</p>	2-6 months (adjusted)	Implementation and report of the Internship in form of blog	Guidance book of Internship in 2020

6. References

Guidance book of Internship in 2020

SEMESTER LESSON PLAN

COMMUNITY ENGAGEMENT



Lecturer:
Drs. I Putu Panca Adi,M.Pd

UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No.Doc : Revision : Date : Page :	
	COMMUNITY ENGAGEMENT		
	Made by:	Checked by:	Approved by:
	 Drs. I Putu Panca Adi, M.Pd NIP. 196307091990031001	 Prof. Dr. I Nyoman Kanca, M.S. NIP. 195910181985031002	 Prof. Dr. I Made Ardana, M.Pd. NIP. 196208271989031001
Head of Community Engagement	University Academic Quality Assurance	Head of Learning Development and Quality Assurance Institute	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : All study programs Course : Community Engagement Course Code : Adjusted Course Group : Compulsory Course Credit Hour : 3 Credit Hour Level : Bachelor Degree Semester : V</p>			

Prerequisite : -
Status (compulsory/optional) : Compulsory
Name of Lecturer Code : -

2. Course Description

Community Engagement Programme is one of compulsory courses for students in education and non-education study programme of Bachelor Degree in Undiksha. As a compulsory course, Community Engagement Programme aims for students to get direct experience in applying and integrating the knowledge they have mastered to solve problems in society. More specifically, Community Engagement Programme has the objectives to: 1) Providing valuable learning experiences to students through their involvement in the community to discover, formulate, study, recognize the potential of the target community, organize the community, solve, and tackle community development problems rationally by fostering motivation to take advantage of one's own abilities; 2) Providing opportunities for students to develop their thinking based on Science, Technology, and Arts; 3) Preparing development cadres; 4) Increasing students' empathy and concern for the problems faced by the community; 5) Increasing maturity and personality, namely (a) nationalism and the spirit of Pancasila, (b) tenacity, work ethic, and responsibility, and (c) independence, leadership, and entrepreneurship as well as broadening students' horizons; 6) Improving national competitiveness; and 7) Improving the spirit of researchers, especially in terms of (a) data exploration and analysis, (b) encouraging learning community and learning society

3. Learning Outcomes of the Referred Study Programme

4. Learning Outcomes

a. Attitude

Demonstrating scientific, educative, and religious attitudes and behaviors that contribute to improve the quality of life in society, nation and state based on academic norms and ethics based on THK values

b. Knowledge

1. Mastering theoretical concepts about concepts, mechanisms, codes of ethics, and thematic themes of Community Engagement
2. Being able to identify problems and potentials in the community.

<p>3. Being able to design empowerment programmes in accordance with the potential that exists in the community and local wisdom.</p> <p>c. General Skills</p> <p>1. Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.</p> <p>2. Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.</p> <p>d. Specific Skills</p> <p>1. Being able to manage interdisciplinary cooperation networks.</p> <p>2. Being able to carry out empowerment programs based on local wisdom and potential.</p> <p>3. Being able to formulate accountability for the performance of accountability-based empowerment programs.</p> <p>4. Being able to carry out special programs for the target community (foster families) according to the field of science they are engaged in</p> <p>5. Being able to formulate accountability for special program performance for foster families based on scientific fields</p>

5. Description of Lesson Plan

Meeting	Indicator of Study Learning Outcome	Study Material/Main Material	Learning Form	Time	Assignment and Assessment	Reference

1	a.1, b.1, c.1, c.2	Workshop of Community Engagement Programme <ul style="list-style-type: none"> • Implementation Mechanism • Code of Ethics for the Implementation of Community Engagement Programme • Themes developed in Community Engagement Programme • Group Formation of Community Engagement Programme 	Lecture, discussion, and question and answer sessions about: <ul style="list-style-type: none"> • Concept of ethics code, mechanism, and theme developed in the Community Engagement Programme • Group division 	3 x 50 minutes	<ul style="list-style-type: none"> • Community Engagement Programme Concepts and Mechanism s, Code of Ethics, and themes of the Community Engagement • Group formation of Community Engagement Programme 	Undiksha's Guidance Book of Community Engagement Programme in 2019, 2020, and 2021
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2	a.1, b.2,c.1, c.2	Field Introduction <ul style="list-style-type: none"> ● KnowING the location where the Community Engagement Programme will be carried out ● Identifying problems and potentials in the locations of Community Engagement Programme held 	Individual and Group Practices <ul style="list-style-type: none"> ● Field survey or observation ● Searching through online media/websites about the location of Community Engagement Programme ● Practicing to identify problems faced by the community at the locations of Community Engagement Programme 	3 x 50 minutes	Understanding the location Community Engagement Programmewith all the problems and potentials in it	Undiksha's Guidance Book of Community Engagement Programme in 2019, 2020, and 2021
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3-4	a.1, b.3, c.1, c.2	Designing the Activities of Community Engagement: <ul style="list-style-type: none"> • Designing the activities of Community Engagement Programme to help the problems that exist in the location • Division of tasks and cooperation for each group of Community Engagement Programme 	Independent and Group Practicum: <ul style="list-style-type: none"> • Practice making activity proposals • Division of tasks for each group of Community Engagement Programme 	6 x 50 minutes	Students make activity plan of the Community Engagement Programme in form of a proposal	Undiksha's Guidance Book of Community Engagement Programme in 2019, 2020, and 2021
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5-14	a.1, c.1,c.2, d.1, d.2, d.3, d.4, d.5	Implementation of Community Engagement Programme: <ul style="list-style-type: none"> • Implementing Community Engagement Programme with the community • Preparation of daily Community Engagement Programme activity reports • Creating a blog for the implementation of community engagement activities 	Independent and Group Practicum: <ul style="list-style-type: none"> • Implementation of Community Engagement Programme Activities • Make daily activity reports (logbook) • Create blog content for the implementation of Community Engagement Programme activities 	30 x 50 minutes	Community Engagement Programme activity Report of the daily activities	Undiksha's Guidance Book of Community Engagement Programme in 2019, 2020, and 2021
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15	a.1,c.1, c.2, d.3,d.5	Reporting the Community Engagement Programme <ul style="list-style-type: none"> ● Creating final report dealing with the activities of Community Engagement Programme 	Individual and group practicum <ul style="list-style-type: none"> ● Making final report for individual and group activities 	3 x 50 minute	Final report of the implementation of Community Engagement Programme activity	Undiksha's Guidance Book of Community Engagement Programme in 2019, 2020, and 2021
16	Final Test					

6. References

Undiksha's guidance book of Community Engagement Programme in 2019, 2020, and 2021