

Module/Course Title: Islamic Studies					
Course Code Module MPK04	Student Workload 90 hours	Credits (2 credits)	Semester (Semester 1 / Semester 2)	Frequency all year round (Odd/Even)	Duration (16 meeting for 1 semester)
	Type of Course Basic Personality Development Courses	Contact Hours 14 hours	Independent Study 14 hours	Class Size 30 students	
2	Prerequisites for participation (if applicable) -				
3	Learning Outcomes Students are able to demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status.				
	<b>Subject Aims/Content</b> - Demonstrate behavior based on noble moral values, be empathetic and appreciate differences in ethnicity, religion, race, age, gender, and socio-economic-cultural status - Leading students to gain knowledge about personality and social interactions that are empathetic and humanistic - Familiarize exemplary behavior according to the noble values of Islam to carry out mahdhah (main) worship activities in daily life - Implementing Islamic values into the activities of worship of ghair mahdhah (worship of mu'amalat) in daily life  <b>Content Course</b> This basic personality development course is 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.  The main discussion in this course relates to the basic study of humans and human behavior in line with the demands of Allah swt. The study materials consist of: the concept of truth (absolute and temporary); Humans as creatures of God; Humans as creatures of worship; Humans as autonomous beings; Humans as social beings; Humans as learning creatures; Humans as research creatures; Humans as cultural creatures; and Humans as moral beings.				

5	<b>Teaching Methods</b> Lectures are arranged in a weblog-based blended learning system with problem solving patterns. The main activity in discussing learning materials is discussion activities. The resume of the discussion results becomes the material for writing/reports that are uploaded in each of the student assignment container weblogs.		
6	<b>Assessment Methods</b> The progress note for uploading activities is one of the indicators in the assessment of student activity. All uploads become material for the assignment portfolio: 1) mid-semester assignment portfolio and 2) an accumulative portfolio of one semester uploads. The task of developing study materials in the form of collecting verses from the Koran according to the field of study of each student is a prerequisite for taking Middle Test. Percentage of score: 30% from Middle Test and Final Test; 40% of lecture activity (progression notes uploads and discussions); 30% of the portfolio of mid-term, end-of-semester and daily assignments).		
7	<b>This module/course is used in the following study program/s as well</b> (Filled with the name of the study program using this course module)		
8	<b>Responsibility for module/course</b> 1. Drs. Jajang S., M.Sn. 2. Drs. Iwan Suswandi, M.Sc. 3. Dra. Damiyati, M.Kes. 4. Dr. Suratmin, S.Pd., M.Or. 5. Dr. Syarif Hidayat, S.Pd., M.Pd. Elly Herliyani, S.Sn., M.Pd.		
9	<b>Other Information</b> Lectures use e-books (textbooks) and other learning resources in the form of digital scripts.		
	<b>Must</b>	1	Al-Hassan, Ahmad Y., dan Donald R. Hill.1993. <i>Teknologi dalam Sejarah Islam</i> . Bandung:Mizan
		2	Al-Juzairi, Abdurrahman. 1996. <i>Fiqh Empat Madzhab</i> . 4 jilid. Jakarta: Darul Ulum
		3	<i>Al-Quran dan Terjemahannya</i> . 1990. Mujma Khadim Al- Haramain Asy Syarifain Al Malik Fahd li Thiba'at Al Mushaf Asy Syarif. Masinak Munawarah.
		4	Hidayat, Komarudin, et.al. 2004. <i>Fiqh Lintas Agama</i> . Jakarta: Yayasan Waqaf
		5	Poeradisastra, S.I. 1981. <i>Sumbangan Islam kepada Ilmu dan Kebudayaan Modern</i> . Jakarta: Girimukti Pasaka
		6	Suryana, Jajang. 2017. <i>Buku Ajar Pendidikan Agama Islam untuk Perguruan Tinggi Umum V 2.0.1</i> . Depok: PT RajaGrafindo Persada

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

Module/Course Titles: CHRISTIAN STUDIES					
Module course code: MPK05	Student Workload: 90 hours	Credits (2 credits)	Semester Semester I / Semester II	Frequency all year round (Odd/Even)	Duration 16 meetings for semester
1	Type of course Personality Development Course	Contact hours 2 credits of 28 hours face to face	Independent Study 2 credits 14 hours individual study 14 hours of structured assignments	Class Size 30 students	
2	Prerequisites for participation (if applicable) (there isn't any)				
3	Learning Outcomes  ATTITUDE (S1) <div><div></div><div>1. Faithful to God Almighty and able to demonstrate a religious attitude;</div><div>2. Upholding human values in carrying out duties based on religion, morals and ethics;</div><div>3. Contribute to improving the quality of life in society, nation, state, and civilization based on Pancasila;</div><div>4. To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the country and nation;</div><div>5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;</div><div>6. Cooperate and have social sensitivity and concern for society and the environment;</div><div>7. Obey the law and discipline in the life of society and the state;</div><div>8. Internalize academic values, norms, and ethics;</div><div>9. Demonstrate an attitude of being responsible for work in their field of expertise independently;</div><div>10. Internalize the spirit of independence, struggle, and entrepreneurship</div></div> GENERAL SKILLS (K) LEVEL 6 (D4/S1)				

	<ol style="list-style-type: none"> <li>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;</li> <li>2. Able to demonstrate independent, quality, and measurable performance</li> <li>3. Able to study 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,</li> <li>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,</li> <li>5. able to make appropriate decisions based on standard procedures, design specifications, work safety and security requirements in supervising and evaluating their work;</li> <li>6. able to maintain and develop a network of cooperation and the results of cooperation within and oMiddle Testide the institution;</li> <li>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;</li> <li>8. able to carry out the process of evaluating the envy of the work group under their responsibility, and able to manage learning independently; able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</li> </ol>
<b>4</b>	<p><b>Subject aims/Content</b></p> <ol style="list-style-type: none"> <li>1. Religion and its function in human life <ol style="list-style-type: none"> <li>1) Understanding Religion</li> <li>2) Religion in history</li> <li>3) Religion Function</li> <li>4) Positive arguments &amp; functions</li> <li>5) Application of positive function</li> </ol> </li> <li>2. God in the Christian Faith <ol style="list-style-type: none"> <li>1) The Bible's Testimony About GOD</li> <li>2) Implications of GOD as Creator, Savior &amp; Reformer</li> <li>3) Christian Theology</li> <li>4) Worship: Attitude &amp; responsibility</li> <li>5) Diversity Experience</li> </ol> </li> <li>3. Humans according to Christianity <ol style="list-style-type: none"> <li>1) Modern thinking about humans</li> <li>2) Christian view of human</li> <li>3) Paradox in human life</li> <li>4) Renewal relationship with Allah &amp; His creation</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>5) Human Vision &amp; Future</li> <li>4. Christian Ethics &amp; Character <ul style="list-style-type: none"> <li>1) Ethics &amp; Morality</li> <li>2) Norms for moral judgment</li> <li>3) Building Christian character</li> <li>4) The main tenets of Christian ethics</li> <li>5) Theological Ethics &amp; Philosophy</li> </ul> </li> <li>5. Christian Faith and Science and Technology <ul style="list-style-type: none"> <li>1) Science and Technology in Christian History</li> <li>2) Modern Technology</li> <li>3) Response to Modern Technology</li> <li>4) Response to political power</li> <li>5) Building a Realistic Christian Attitude</li> </ul> </li> <li>6. Creating Harmony among Religious People <ul style="list-style-type: none"> <li>1) The Concept of Religious Harmony</li> <li>2) Forms of Religious Harmony</li> <li>3) Bible Resources on Religious Harmony</li> <li>4) Arguments about Religious Pluralism</li> <li>5) The Role of Religious People</li> </ul> </li> <li>7. Guardian of Allah's Creation <ul style="list-style-type: none"> <li>1) Economic &amp; ecological relationship</li> <li>2) Human in Nature</li> <li>3) Theological basis of the integrity of nature</li> <li>4) Arguments about Humans in the natural environment</li> <li>5) Human attitude towards Nature</li> </ul> </li> <li>8. Christian Association <ul style="list-style-type: none"> <li>1) Social Concept Art</li> <li>2) Be a True Friend</li> <li>3) Bible Sources about Association</li> <li>4) Arguments ups and downs Association</li> <li>5) Stages in Association</li> </ul> </li> </ul>
<b>5</b>	<p><b>Teaching methods</b></p> <p>Lectures are arranged in a blended learning system based on a learning platform with a problem solving pattern. The main activities in the discussion of learning materials are presentation activities (PPT), discussions and group assignments. The resume of the discussion results becomes written material/report that is uploaded on the learning platform.</p>
<b>6</b>	<p><b>Assessment Methods</b></p> <p>Assignments and resumes uploaded by students become one of the indicators in the assessment of student activity. All uploads become material for the assignment portfolio: 1) mid-semester assignment portfolio and 2) an accumulative portfolio of one semester uploads. The task of developing study materials in the form of testimonies about life</p>

	experiences according to God's grace is a prerequisite for taking Middle Test. Percentage of score: 30% from Middle Test and Final Test; 40% of college activities; 30% of the portfolio of mid-term, end-of-semester and daily assignments.
<b>7</b>	<b>This module/course is used in the following study program/s as well</b> All Study Programs at Undiksha
<b>8</b>	<b>Responsibility for module/course</b> Dr. Risa Panti Ariani, M.Sc.
<b>9</b>	<p><b>Other Information Mandatory Reference:</b> Christian 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.</p> <p><b>Supporting Reference:</b></p> <ol style="list-style-type: none"> <li>1) B.J. Boland. 1998. Intisari Iman Kristen. Jakarta : BPK Gunung Mulia.</li> <li>2) Dietrich, S. 1985. Rencana Allah. Jakarta: BPK GunungMulia.</li> <li>3) Hadiwijono, H. 1091. Iman Kristen. Jakarta : BPK GunungMulia.</li> <li>4) Jongeneel, A.B. 1980. Hukum Kemerdekaan, Buku Pegangan Etika Kristen I-Bagian Umum (terjemahan). Jakarta : BPK GunungMulia.</li> </ol>

<b>Module/Course Title: Catholic Studies</b>					
<b>Module course code</b> MPK06	<b>Student Workload</b> 90 hours	<b>Credits</b> 2 credits	<b>Semester</b> I/II	<b>Frequency</b> Every semester	<b>Duration</b> 16 meetings for 1 semester
<b>1</b>	<b>Type of course</b> Personality Development Course	<b>Contact hours</b> 2 credits 28 hours face to face	<b>Independent Study</b> 2 credits 14 hours individual study 14 hours of structured assignments	<b>Class Size</b> 30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b>				
<b>3</b>	<b>Learning Outcomes</b> Students are able to explain the nature of humans as religious beings that have quality faith and piety, able to apply noble morality, and make Catholic teachings that basis for thinking and behaving in their work according to their field of expertise, both in individual performance and in group work.				
<b>4</b>	<b>Subject aims/Content</b> This course discusses: <ol style="list-style-type: none"> <li>1. The calling of human life according to the Bible</li> <li>2. Human relations with self, others, environment, and God</li> <li>3. Religion and faith are lived in plurality</li> <li>4. Jesus Christ</li> <li>5. Church and community faith</li> </ol>				
<b>5</b>	<b>Teaching methods</b> Blended Learning with Problem Based Learning				
<b>6</b>	<b>Assessment Methods</b> <b>Face to Face (Offline/Online)</b> <ol style="list-style-type: none"> <li>1. Presence</li> <li>2. Attitude and Participation</li> <li>3. Presentation</li> </ol> <b>LMS/E-Learning</b> <ol style="list-style-type: none"> <li>1. discussion forum</li> <li>2. Task</li> <li>3. Evaluation</li> </ol>				
<b>7</b>	<b>This module/course is used in the following study program/s as well</b> -				
<b>8</b>	<b>Responsibility for module/course</b> Adrianus I Wayan Ilia Yuda Sukmana, S. Kom., M.Pd.				
<b>9</b>	<b>Other Information</b> (1) 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.				



Module/Course Title: HINDU STUDIES					
Module course code: MPK03	Student Workload: 90 hours	Credits: 2 credit hours	Semester: Semester 1/semester 2	Frequency: throughout the year	Duration: 16 meetings for 1 semester or semester 2
1	Type of Course Personality Development Course	Contact Hours 14 hours	Independent Study 14 hours	Class Size 30 students	
2	Prerequisites for participation (if applicable) -				
3	Learning Outcomes Students can build an in-depth understanding of concepts and the basic principles of Hinduism, being able to apply them properly and correctly in thinking, and behaving for themselves, their family, society, nation, and state.				
4	<b>Subject aims/Content</b> <ol style="list-style-type: none"><li>1. Explaining the concept of <b>God Almighty and Brahma Widhya</b> according to the perspective of Hinduism as the basis for good and right thinking, and behaving</li><li>2. Explaining the nature of <b>Manawa-Madava Man</b> according to the perspective of Hinduism as the basis for good and right thinking, and behaving</li><li>3. Explaining the concept of <b>Ethics/Morals</b> according to the perspective of Hinduism as the basis for good and right thinking, acting, and behaving</li><li>4. Explaining the concept of <b>Science and Technology</b> according to the perspective of Hinduism as the basis for good and right thinking, and behaving</li><li>5. Explaining the conception of <b>Society</b> according to the perspective of Hinduism as the basis for good and right thinking, and behaving</li><li>6. Explaining the concept of <b>Harmony</b> according to the perspective of Hinduism as a basis for good and right thinking, and behaving</li><li>7. Explaining the conception of <b>Culture as an Expression of Hindu Religion</b> as the basis for the practice of thinking, and behaving well and right</li><li>8. Explaining the concept of <b>Politics</b> according to the perspective of Hinduism as the basis for good and right thinking, and behaving</li><li>9. Explaining the concept of <b>Law</b> according to the perspective of Hinduism as the basis for good and right thinking, and behaving</li></ol> <b>Course Content:</b> The Hindu Religious Education course aims to facilitate students in building a good and right personality based on theoretical and practical studies on God Almighty and <i>Brahma Widhya</i> , Humans, Ethics/Morals, Science and Technology, Society, Harmony, Culture, Politics, and Law				
5	<b>Teaching methods</b> Theory lectures use Problem-Based Learning and Case-Based Learning models, and practical lectures use Project-Based learning				
6	<b>Assessment Methods</b> ● Learning with the PBL or CBL Model integrates Authentic Assessment, namely				

	<p>portfolio assessment related to problem-solving products or cases, collaborative assessment when students work in PBL or CBL groups, and individual performance assessment when students doing the presentation</p> <ul style="list-style-type: none"> <li>● Learning with the PjBL Model integrates Authentic Assessment, namely portfolio assessment related to practical work project products, collaborative assessment when students work in PjBL groups, and individual performance assessment when students doing the presentation</li> <li>● Written test</li> <li>● Student Value Evaluation = 20% Attitude and Participation + 40% Assignment (from PBL, CBL, and PjBL products ) + 15% mid semester test +25% final test</li> </ul>
7	<p><b>This module/course is used in the following study program/s US well</b> (This module is used by all Hindu students in all Study Programmes at Universitas Pendidikan Ganesha)</p>
8	<p><b>Responsibility for module/course</b> Hindu Religious Education course is taught by Hindu lecturers who have the authority, namely:</p> <ol style="list-style-type: none"> <li>1. Prof. Dr. I Wayan Santyasa, M.Si</li> <li>2. Prof. Dr. Ida Bagus Putu Arnyana, M.Si</li> <li>3. Dr. Ida Very nice Made astawa, M.Si</li> <li>4. Dr. I Made Pageh, M. Hum</li> <li>5. Dr. I Wayan Suja, M.Si</li> <li>6. Dr. I comfortable Tika, M. Si</li> <li>7. Dr. I Ketut Yoda, S.Pd., M.Or</li> <li>8. Dr. I big astawan, M.Pd</li> <li>9. Dr. I Wayan Widiana, M.Pd</li> <li>10. Dr. I Wayan Mudana, M. Hum</li> <li>11. Dr. Nice Ida Putu Mardana, M.Si</li> <li>12. Dr. Ida Very nice big Sun Eternal, SE, M.Pd</li> <li>13. Drs. comfortable dani, M.Pd.H</li> <li>14. Drs. I Wayan Wendra, M.Pd</li> <li>15. Ida Very nice Son bead, SS, M.Si</li> <li>16. I Wayan Sujana, S.Ag., M.Fil.H</li> <li>17. Drs. I Gede Nurjaya, M.Pd</li> <li>18. I Nyoman Sukarta, S.Pd., M.Si</li> <li>19. I Wayan Treman, S.Pd., M.Sc</li> </ol>
9	<p><b>Other Information</b></p> <ol style="list-style-type: none"> <li>1. Gorde, I G N. 2003. <i>Membudayakan kerja berdasarkan dharma</i>. Pusat Kajian Hindu, Budaya dan Prilaku Organisasi Sekolah Tinggi Ilmu Ekonomi Satya Dharma Singaraja</li> <li>2. Maswinara, I W. 1998. <i>Ilmu pengetahuan dan spiritual berdasarkan Veda</i>. Surabaya: Paramita</li> <li>3. Puja, G. 2005. <i>Bhagawad Gita (Pancama Veda)</i>. Surabaya: Paramita</li> <li>4. Santyasa, I W. 2016. <i>Pendidikan Agama Hindu</i>. Singaraja: Undiksha</li> <li>5. Sri Swami Sivananda. 1997. <i>Intisari ajaran hindu</i>. Surabaya: Paramita</li> <li>6. Titib, I M. 1998. <i>Veda Sabda Suci: Pedoman praktis kehidupan</i>. Surabaya: Paramita</li> </ol>

	7. Wiana, I K. 2002. <i>Veda vakya: Tuntunan praktis memahami veda</i> . Denpasar: Balai Pustaka
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Module/Course Title: Buddhist Studies					
Module Course Codes: MPK07	Student Workloads: 90 hours	Credit: 2 credit hours	Semester: Semester 1 /Semester 2	Frequency: throughout the year	Duration: 16 meeting for 1 semester or semester 2
1	Type of course: Personality Development Course	Contact hours: 2 credit hours, 18 face-to-face	Independent Study: 20 hours of independent study, and 20 hours of structured assignments	Class Sizes: maximum 30 students	
2	Prerequisites for participation (if applicable)				
3	<b>Learning Outcomes</b> Students can build a deep understanding of the basic concepts and principles of Buddhism, and be able to apply them properly and correctly in thinking, and behaving for themselves, their family, society, nation, and state.				
4	<b>Subject aims/Content</b> 1. Understand the meaning of divinity and be able to increase <i>Saddha</i> 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 <b>Content Courses:</b> The Buddhist Education Course aims to facilitate students to be able to help foster scholars who are religious, have faith and fear God Almighty, have a noble character, think philosophically, act rationally and dynamically, are knowledgeable, and participate in cooperation between religious communities in the development and utilization of science, technology, and art for the national interest.				

5	<p>Teaching methods:</p> <ol style="list-style-type: none"> <li>1. Learning activities are carried out using a student center learning approach. Students are encouraged and facilitated to actively seek, analyze, discuss, present, and acquire the expected abilities, both knowledge, skills, and attitudes.</li> <li>2. The main activities (methods) that will be carried out in the lecture are: <ul style="list-style-type: none"> <li>• Presentation by lecturer (lecture and Q&amp;A)</li> <li>• Group based class discussions by students</li> </ul> </li> </ol> <p>Recitation/reflection method (submitted via online google class)</p>
6	<p>Assessment Methods</p> <ul style="list-style-type: none"> <li>• Learning with the PBL or CBL Model integrates Authentic Assessment, namely portfolio assessment related to problem-solving products or cases, collaborative assessment when students work in PBL or CBL groups, and individual performance assessment when students doing presentation</li> <li>• Learning with the PjBL Model integrates Authentic Assessment, namely portfolio assessment related to practical work project products, collaborative assessment when students work in PjBL groups, and individual performance assessment when students doing presentation</li> <li>• Written Test (Mid Semester Test and Final Test)</li> </ul> <p>Student Value Evaluation = 20% Attitude and Participation + 40% Assignment (from PBL, CBL, and PjBL products) + 15% mid semester test +25% final test</p>
7	<p><b>This module/course is used in the following study programme/s as well</b> (This module is used by all Buddhist students in all Study Programmes at Universitas Pendidikan Ganesha)</p>
8	<p><b>Responsibility for module/course</b> This Buddhist Education Course is taught by a Buddhist Lecturer on behalf of Nyoman Dharmadipa, S.Ag</p>
9	<p><b>Other Information</b></p> <ol style="list-style-type: none"> <li>1. Dhammananda, Sri 2005. <i>Keyakinan Umat Buddh</i>, Jakarta: Yayasan Penerbit Karaniya</li> <li>2. Diputera, Oka (dkk). 1996 <i>Kuliah Agama Buddha untuk perguruan tinggi</i>. Jakarta : Yasadari</li> <li>3. Narada. 1995 <i>Sang Buddha dan Ajarannya</i>. Bagian 1 Jakarta: Yayasan Dharmadipa Arama.</li> <li>4. Narada. 1995 <i>Sang Buddha dan Ajarannya</i>. Bagian 2 Jakarta: Yayasan Dharmadipa Arama.</li> <li>5. Piyadasi, mahatheri, 2003. <i>Spectrum Ajaran Agama</i>. Jakarta: Triratna</li> <li>6. Priasatana, Jo. 2002. <i>Buddha Dhamma Kontektual</i>. Jakarta: Yasodara Putri</li> <li>7. Wahyono, Muliyadi, 2002, <i>Pokok-pokok Dasar Agama Buddha</i>, Jakarta: Departemen Pusat.</li> <li>8. Widyadharma, Sumedha, 1996, <i>Dharmasari</i>. Jakrta: Yayasan dana Pendidikan Agama Buddha Nalanda</li> <li>9. Wowor, Cornrlis, 1986. <i>Ketuhanaan Meneurut Agama Buddha</i>. Jakarta: Nalanda</li> <li>10. Aguttara Nikaya, Sutta Pitaka, Tipitaka Dhammapada, 1996. <i>Sabda-sabda Sang Buddha</i>, Surabaya Paramita</li> <li>11. Digha Nikaya, Sutta Pitaka (khusus: <i>Brahmajala Sutta Aganna Sutta, Kutadanta Sutta dan Patika Sutta</i>)</li> </ol>

	12. Metta Sutta, Kuddhaka Nikaya, Sutta Pitaka, Tipitaka Udana, Khuddhaka Nikaya, Sutta Pitaka , Tipitaka
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Module/Course Title: THK or <i>Tri Hita Karana</i> (Three Causes to Prosperity)					
Module/ Course Code: MPK10	Student Workload 90 Hours	Credits (2 credit hours)	Semester (Semester 1 / Semester 2)	Frequency throughout the year (Odd/Even)	Duration (16 meetings for 1 semester)
1.	Type of Course Personality Development Courses/ Content Knowledge <i>Tri Hita Karana</i>	Contact hours 21 hours of face-to-face, and 21 hours of assignments	Independent Study 21 Hours of Independent study, 21 hours of structured assignments	Class Size Maximum 30 students	
2.	Prerequisites for participation (if applicable) -				
3.	Learning Outcomes Students are able to critically analyze social and environmental problems and be able to make decisions about alternative solutions in the perspective of <i>Tri Hita Karana</i>				
4.	Subject aim/Content <ul style="list-style-type: none"><li>- Students are able to describe comprehensively and in detail the lecture material, learning objectives/relevance, assessments, and references to be used</li><li>- Explain the historical background of THK until the emergence of THK as a universal generic concept</li><li>- Analyzing the essence of THK as an integralistic idea</li><li>- Analyzing THK on the human body</li><li>- Analyzing the meaning of harmony</li><li>- Comparing the meaning of well-being and happiness</li><li>- Analyzing the importance of thoughts in the context of determining happiness</li><li>- Explain the four goals of human life</li><li>- Analyzing the relationship between work and happiness</li><li>- Analyze the relationship between happiness and simple life</li><li>- Analyze the 3 pillars of happiness</li><li>- Studying the relationship <i>karmapala</i>/fate determines happiness</li><li>- Analyzing the role of government to bring happiness</li><li>- Explaining THK as a philosophy of life and local wisdom</li><li>- Critically explain <i>Tri Hita Karana</i>-Based Leadership</li><li>- Analyzing Asta Brata-based leadership ethics and learning from nature</li><li>- Critically explain social wisdom based on <i>Tri Hita Karana</i></li><li>- Critically explain environmental wisdom based on <i>Tri Hita Karana</i></li></ul>				

	<ul style="list-style-type: none"> <li>- Critically explain gender equality from the perspective of <i>Tri Hita Karana</i></li> <li>- Explaining THK in harmony with <i>Pancasila</i></li> <li>- Abstracting THK covering the Dharma of religion and Dharma of the state</li> <li>- Give examples of religious expressions to manage <i>SARA</i> to bring about harmony</li> <li>- Abstracting the essence of <i>Bhineka Tunggal Ika</i> (Unity in Diversity) equals Pluralism</li> <li>- Explaining the meeting point of fundamental values in managing diversity to create harmony</li> <li>- Analyzing the essence of compassion, <i>Ahimsa</i>, and peace as the basis for harmony</li> <li>- Finding common ground for fundamental cultural values to create harmony</li> <li>- Explain the relationship between harmony and interfaith dialogue</li> <li>- Analyzing the challenges of Pancasila and THK in the 4.0 Industrial Revolution era</li> </ul> <p><b>Course Content:</b></p> <p>This course facilitates the development of students' personalities who are religious, ethical, tolerant, and critical in responding to various social phenomena of society based on <i>Tri Hita Karana</i> 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, <i>Pancasila</i> and <i>Bhineka Tunggal Ika</i>.</p>
5.	<p><b>Teaching Methods</b></p> <p>Students as the center of the learning and learning process. Thus, students are given the independence to strengthen concepts through studies from various sources. Learning activities are in the form of 1) mastery of theory/concepts with discussion, 2) analyzing problem-solving through case studies.</p> <p>The method used in the learning process is Lecturing and Discussion by Synchron-Asynchronous, Ekspositorik</p>
6.	<p><b>Assessment Methods</b></p> <p>Participation in discussions, assign portfolios, quizzes Values are obtained from the percentage of overall scores, including 1) <b>Explicit knowledge</b> evaluation on final test and mid semester test includes 20% theory mastery, 30% solution selection, and 10% exposure ability. 2) <b>Tacit Knowledge</b> evaluation on assignments, quizzes are technical and cognitive abilities 20%, activeness in discussion and commitment 20%. Evaluation is carried out using written test techniques, practical tests, and non-test techniques in the ongoing learning process (online/offline).</p>
7.	<p><b>This Module/course is used in the following study programme/s as well</b></p> <p>All study programmes within Universitas Pendidikan Ganesha, both Diploma and S1/applied and non-applied</p>
8.	<p><b>Responsibility for module/course</b></p> <ol style="list-style-type: none"> <li>1. Dr. Drs. I Wayan Mudana, M.Sc.</li> <li>2. Prof. Dr. Putu Budi Adnyana, M.Pd.</li> </ol>



	<p>3. Dr. I Wayan Suja, MS</p> <p>4. Etc</p>
9.	<p><b>Other Information:</b></p> <p>Lectures use primary references such as journals published by reputable institutions and preferably belonging to universities and study program associations with a span of the last 10 years. Supporting references are obtained from the results of field context analysis by students who are taking courses and several handbooks of <i>Tri Hita Karana</i></p> <p>Atmaja, B. N. 2019. <i>Tri Hita Karana – Harmoni dengan Tuhan, Sesama Mahasiswa, dan Lingkungan Alam untuk Kebahagiaan</i>. Singaraja: LPPPM Undiksha</p> <p>Atmaja, B. N. 2019. <i>Wacana Postgenerik terhadap Tri Hita Karana pada Masyarakat Bali</i>. Singaraja: LP3M Undiksha.</p> <p>Tim THK Undiksha. 2019. <i>Buku Ajar Tri Hita Karana</i>. Singaraja: LP3M Undiksha</p> <p>Tim Pusat MPK Undiksha. 2018. <i>Model Pembelajaran MPK Berlandaskan Falsafah Tri Hita Karana</i>. Singaraja: LP3M Undiksha.</p>

Module/Course Title: Civics Education					
Module course code MPK11	Student Workload (90 hours)	Credits (2 credits)	Semester (Semester II)	Frequency (Every Even Semester)	Duration (16 meetings for 1 semester)
1	Type of course (Compulsory Course)	Contact hours (2 Credits)	Independent Study 100 minutes of lectures, 100 minutes of self-study, 140 minutes of structured assignments	Class Size (30 students)	
2	Prerequisites for participation (if applicable) (filled with prerequisite courses if any)				
3	<b>Learning Outcomes</b> A. Attitude Learning Outcomes (1) 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 <i>Tri Hata Karana</i> values  B). Knowledge Learning Outcomes: 1) Students master the nature 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, the rule of law, human rights, and civil society; 6) Students master geopolitics or insight into the archipelago; 7) Students master geostrategic or national security; 8) Students master politics and national strategy.				
4	<b>Subject aims/Content</b> Producing intelligent and competitive bachelor graduates who have academic qualifications of national and international standards following the development of Science, Technology, and Art Based on the <i>Tri Hita Karana</i> Philosophy. 1. Understand the nature and function of Pancasila in the life of the nation and state 2. The essence of Civics as education in politics, law, values , and democracy.				

	<ol style="list-style-type: none"> <li>3. Meaning of national identity, Importance of national identity, Elements of forming national identity, Ideological basis of Indonesian national development, and the relationship of national identity, nationalism, and national integration.</li> <li>4. The essence of the nation, the history of the formation of the nation. The nature of the state, the conditions for the establishment of the state, the theory of the formation of the state, the Nation and the Unitary State of the Republic of Indonesia, controversial issues</li> <li>5. The nature of rights and obligations, Indonesian citizens, Rights and obligations of Indonesian citizens in the constitution, Controversial issues</li> <li>6. The meaning of democracy, the 12 pillars of Pancasila democracy, the principle of the rule of law, human rights, civil society, democratic relations, the rule of law, human rights, and civil society</li> <li>7. The essence of archipelago insight, Archipelago insight as a national insight, Basic elements of archipelago insight, Principles and directions of archipelago insight, Position, function, and purpose of archipelago insight, implementation of archipelago insight</li> <li>8. The nature of the national strategy, The role of the national strategy in the life of the nation and the state, The nature of politics, The role of society in the national political system, The mechanism of the political system based on Pancasila</li> <li>9. The nature of national resilience, The main ideas of national resilience, The principles of national resilience, The nature of national resilience, 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.</li> <li>10. The nature of human rights, implementation of human rights in life, human rights instruments</li> <li>11. Division of power following the 1945 Constitution, Regional Autonomy</li> <li>12. Regional cooperation, Bilateral cooperation, Multilateral cooperation</li> <li>13. Political superstructure: President, MPR or <i>Majelis Permusyawaratan Rakyat</i> (People's Consultative Assembly), DPR or <i>Dewan Perwakilan Rakyat</i> (People's Representative Council), DPD or <i>Dewan Perwakilan Daerah</i> (Regional Representative Council), BPK or <i>Badan Pemeriksa Keuangan</i> (Audit Board of the Republic of Indonesia), and MA or <i>Mahkamah Agung</i> (Supreme Court)</li> <li>14. Legal awareness, implementation of fair law enforcement</li> </ol>
5	<b>Teaching methods</b> <ol style="list-style-type: none"> <li>1. Multiliteracy Learning</li> <li>2. Inquiry</li> <li>3. Group discussion</li> <li>4. Expository</li> </ol>

	1. PBL
6	<b>Assessment Methods</b> <ol style="list-style-type: none"> <li>1. Review Task</li> <li>2. Presentation</li> <li>3. Assessment of library quality</li> <li>4. Performance</li> </ol>
7	<b>This module/course is used in the following study programme/s as well</b> Master Programme in Social Science Education
8	<b>Responsibility for module/course</b> (Dr. Dewa Bagus Sanjaya, M.Si)
9	<b>Other Information</b> <ol style="list-style-type: none"> <li>1. ....UUD 1945 dan Amandemennya. Bandung: Fokus Media.</li> <li>2. Arbi Sanit, Perwakilan Politik Indonesia, CV. Rajawali, Yogyakarta.1985</li> <li>3. Asshidiqie, Jimly. 2005. Hukum Tata Negara Dan Pilar-Pilar Demokrasi Serpihan Pemikiran Hukum. Media, dan HAM. Jakarta: Konstitusi Press</li> <li>4. Bahar, Saafroedin. 1997. Hak Asasi Manusia. Jakarta: Pustaka Sinar Harapan.</li> <li>5. C.S.T Kansil. Pengantar Ilmu Hukum dan Tata Hukum Indonesia. Jakarta: Balai Pustaka.</li> <li>6. Fraenkel, Jack, R. 1977. How to Teach About Values: An Analytic Approach, New Jersey: Prentice Hall, Inc.</li> <li>7. Jackson, Robert, dan Georg Sorensen. 1999. Pengantar Studi Hubungan Internasional. Yogyakarta: Pustaka Belajar</li> <li>8. Kaelan. 2007. Pendidikan Kewarganegaraan di Perguruan Tinggi. Yogyakarta: Paradigma.</li> <li>9. Latif, Yudi. 2011. Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila. Jakarta: PT Gramedia Pustaka Utama.</li> <li>10. Mahfud MD. 2010. Konstitusi dan Hukum Dalam Kontroversi Isu. Jakarta: Raja Grafindo Persada.</li> <li>11. Marijan, Kacung. 2010. Sistem Politik Indonesia Konsolidasi Demokrasi Pasca Orde Baru. Jakarta: Kencana Predana Media Group.</li> <li>12. Muladi. 2002. Hak Asasi Manusia Politik dan Sistem Peradilan Pidana. Semarang: UNDIP.</li> <li>13. Pendidikan Kewarganegaraan (Tim ICCE)</li> <li>14. Saldi Isra. 2010. Pergeseran Fungsi Legislasi : Menguatnya Model Legislasi Parlementer dalam Sistem Presidensial Indonesia. Jakarta: PT Raja Grafindo Persada.</li> <li>15. Sanjaya, Dewa Bagus. 2000. Materi dan Strategi Pembelajaran PKn di Perguruan Tinggi. Jakarta: Rajawali Pers</li> <li>16. Sumarsono, S, dkk. 2001. Pendidikan Kewarganegaraan. Jakarta : Gramedia Pustaka Utama</li> <li>17. Tim ICCE, 2003. Pendidikan Kewarganegaraan (Civic Education), Demokrasi, Hak Azasi Manusia, &amp; Masyarakat Madani. Jakarta: Prenada Media.</li> </ol>

	18. Jurnal 19. Makalah
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MODULE/COURSE TITLE: ENGLISH					
Module Course Code : MPK01	Student Workload 90 hours	Credit 2 credits	Semester (Semester 1 / Semester 2)	Frequency all year round (Odd/Even)	Duration (16 meetings for 1 semester)
1	Type of course Personality Development Course (MPK)	Contact hours	Independent Study	Class Size Maximum 30 students	
2	Prerequisites for participation (if applicable) (Filled with prerequisite courses if any)				
3	Learning Outcomes: Students are able to master, study, and apply science and technology in the use of English, both orally and in writing according to the context in carrying out their profession.				
4	<b>Subject aims/Content</b> <ul style="list-style-type: none"><li>• Able to use English properly and correctly. Students are able to identify the variety of Indonesian language and use it according to the context.</li><li>• Students are able to simulate conversations containing language expressions in everyday contexts.</li><li>• Students are able to communicate orally and in writing in accordance with the field of profession they are involved in.</li><li>• Students are able to build communication in productive interpersonal and intrapersonal relationships</li><li>• Students are able to use English spelling correctly, sentences that are effective in writing paragraphs.</li><li>• Students are able to write descriptive discourse, report, procedure, recount, exposition based on paragraph framework.</li></ul> <b>Content Course</b> This course aims 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. The skills taught in this course include listening, speaking, reading and writing skills.				
5	<b>Teaching methods</b> (Filled with the lecture method used)  Learning activities are carried out by emphasizing student centered learning where students are expected to actively participate in learning activities. The learning				

	activities carried out are: 1) identifying short monologues and simulating conversations in everyday contexts; 2) identify dialogues and simulate conversations in everyday contexts; 3) identify descriptive discourse, report, procedure, recount, exposition; 4) write descriptive discourse, report, procedure, recount, exposition based on paragraph framework
<b>6</b>	<p><b>Assessment Methods:</b></p> <p>Participation in discussions, assignments, performances</p> <p>The value is obtained from the percentage of the overall score, including 1) Explicit knowledge evaluation in the Mid-Semester Examination (15%) and the Final Semester Examination (25%); 2) Tacit Knowledge evaluation on individual assignments (30%) and group assignments (10%); attitude (10%); attendance (5%); presentation (5%). Evaluation is carried out using written test techniques and non-test techniques in the ongoing learning process (online/offline).</p>
<b>7</b>	<p><b>This module/course is used in the following study programme/s as well:</b></p> <p>(Filled with the name of the study programme that uses this course module other than in the related study programme.)</p>
<b>8</b>	<p><b>Responsibility for module/course</b></p> <p>(Filled with the name of the lecturer / supervisor)</p> <p>Ida Ayu Made Istri Utami, S.Pd., M.Pd.</p>
<b>9</b>	<p><b>Other Information</b></p> <p>This lecture uses primary references in the form of textbooks, as well as articles from scientific journals. In addition to these primary references, students are given the opportunity to use other learning resources that support the improvement of their English language skills. The learning resources they use can be in the form of texts that can be found in everyday life such as advertisements, magazines, both print and online.</p> <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. <a href="http://www.teachingenglish.org.uk/think/articles/usingmindmaps-developed-writing">http://www.teachingenglish.org.uk/think/articles/usingmindmaps-developed-writing</a>. 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</i>. E-learning and Software for Education. Bucharest 2009.</p> <p>Robertson, Linda. 2012. English for Secretary. Haramaya Universit</p>

Module/Course Title : Pancasila					
Module course code MPK02	Student Workload 90 hours	Credits (2 credits)	Semester (Semester 1)	Frequency every odd semester	Duration (16 meetings for 1 semester)
1	Type of course Personality Development Course (MPK)/Course Basic University for Nation and Character	Contact Hours (2 hours face to face x 16 meetings )	Independent Study 2 credits x 2 x 16 hours of individual study, & 2 credits x 16 hours of structured assignments	Class Size maximum 30 students	
2	Prerequisites for participation (if applicable) -				
3	<b>Learning Outcomes;</b> <b>A. Sikap (S) / Attitude Learning Outcomes</b> <ol style="list-style-type: none"><li>1. Fear God Almighty and be able to show a religious attitude (S1)</li><li>2. Upholding human values in carrying out duties based on religion, morals, and ethics (S2).</li><li>3. Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila (S3)</li><li>4. To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation (S4).</li><li>5. Obey the law and discipline in social and state life S7)</li></ol> <b>B. Pengetahuan (P) / Knowledge Learning Outcomes</b> <ol style="list-style-type: none"><li>1. 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).</li><li>2. Mastering concepts and principles regarding current issues concerning citizenship insights covering the fields of ideology, politics, law, economy, social, culture, defense and security and religion, in local, national, regional, and global contexts (P2).</li></ol> <b>C. Keterampilan Umum (KU) / General Psychomotor Learning Outcomes</b>				



	<ol style="list-style-type: none"> <li>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 (KU 1).</li> </ol> <p><b>D. Keterampilan Khusus (KK) / Specific Psychomotor Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Able to apply fields of science related to civic education, including citizenship 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).</li> </ol> <p><b>Sub Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>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. Students can uphold the values of Pancasila which are the basis of spirituality, humanity, unity, democracy, and social justice.</li> </ol>
4	<p><b>Subject aims/Content;</b></p> <ol style="list-style-type: none"> <li>1. Students can describe the background, nature, understanding, vision, mission, goals, and development of Pancasila Education in Indonesia.</li> <li>2. Students can critically demonstrate the historical development of culture and civilization of the 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.</li> <li>3. Students can explain critically the concepts, principles, ideals, and values, as well as the relationship between the four in the meaning of Pancasila as a value system and a philosophical system.</li> <li>4. Students can critically compare the advantages of Pancasila as the Indonesian National Ideology compared to other major world ideologies.</li> <li>5. Students are able to distinguish between Pancasila and Garuda Pancasila, and are able to understand historically-philosophically the meaning of the symbol and motto of the Indonesian state.</li> <li>6. Students are able to understand Pancasila as the basic values of the Indonesian constitution and the development of the Constitution in Indonesia.</li> <li>7. Students can criticize the implementation of Pancasila values as political ethics in the life of society, nation and state of Indonesia</li> <li>8. Students are able to understand Pancasila as a paradigm in all areas of social, national and state life.</li> <li>9. Students can overcome the problems identified in the implementation of Pancasila values as the basis of the state, national ideology, and as a development paradigm in the form of PUBLIC POLICY ORIENTED CITIZENSHIP LEARNING PRACTICE to solve problems that occur in</li> </ol>

	<p>the life of society, nation and state.</p> <p><b>Content Course :</b></p> <p>“This course has a prerequisite that students have mastered the basic concepts early in high school in the fields of politics, law, government, the Indonesian Constitution and Pancasila ideology as well as basic social skills in scientific communication and presentation. The Pancasila course is one of the general compulsory subjects 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 demonstrate 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 the 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.</p>
<b>5</b>	<p><b>Teaching methods;</b></p> <p>Relevant learning to develop student learning competencies will be carried out in independent, participatory, and cooperative learning approaches, as well as giving class projects; the methods used are expository methods, inquiry, PBL, group discussions, and group presentations. The tasks that are expected to be carried out 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.</p>
<b>6</b>	<p><b>Assesment Methods;</b></p> <p>Assessment of success in participating in this course will be carried out either through the Mid-Semester Examination, Final Semester Examination, assignments (portfolio), performance assessment, and self-assessment.</p> <p>A. Process Assessment (weight 40%) Attitude Assessment Assessment of Participation and Activities in the Learning Process Assessment of Commitment Completion of Individual and Group Tasks</p>

	<p>B. Product Rating (60 % weight) Quiz Essay Individual task Group task Class Project Midterm exam Final exams</p>
7	<p><b>This module/course is used in the following study programme/s as well;</b> Used by all Undiksha students in every group taken in odd semesters.</p>
8	<p><b>Responsibility for module/course</b> The name of the lecture; 1. I Wayan Budiarta, S.Pd., M.Pd. 2. Drs. I Wayan Landrawan, M.Si. 3. Prof. Dr. Sukadi, M.Pd., M.Ed.</p>
9	<p>Other Information; Lectures use primary references such as journals published by reputable institutions and preferably belonging to universities and study program associations with a span of the last 10 years. Supporting references are obtained from the results of field context analysis by students who are taking courses and several lecturers' textbooks;</p> <ol style="list-style-type: none"> <li>1) Ari Yuana, Kumara. 2010. The Greatest Philosophers “100 Tokoh Filsuf Barat dari Abad 6 SM s/d 21 yang Menginspirasi Dunia Bisnis”. Yogyakarta; Penerbit ANDI Yogyakarta.</li> <li>2) Asdi, Endang Daruni, 1984, Lambang Negara Republik Indonesia Garuda Pancasila, PDLukman, Yogyakarta.</li> <li>3) Bakry, Noor Ms., 1994, Orientasi Filsafat Pancasila, Liberty, Yogyakarta.</li> <li>4) Beilharrz, Peter. 2005. Teori-Teori Sosial “Observasi Kritis terhadap Para FilosofTerkemuka. Yogyakarta; Pustaka Pelajar.</li> <li>5) Darmaputera, Eka, 1997, Pancasila Identitas dan Modernitas Tinjauan Etis dan Budaya,PT BPK Gunung Mulia, Jakarta.</li> <li>6) Hardono Hadi, 1994, Hakikat &amp; Muatan Filsafat Pancasila, Kanisius, Yogyakarta.</li> <li>7) Kaelan, 1996, “Kesatuan Sila-Sila Pancasila” dalam Jurnal Filsafat Fakultas Filsafat Universitas Gadjah Mada ISSN: 0853-187, hal 42-52, diterbitkan oleh Fakultas Filsafat Universitas Gadjah Mada, Yogyakarta.</li> <li>8) Kaelan, 2010, Pendidikan Pancasila, Paradigma, Yogyakarta.</li> <li>9) Kaelan, 2010, “Realitas Pendidikan Nasional Indonesia Tanpa Pendidikan Pancasila” dalam Seminar Nasional Program Studi Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Ahmad Dahlan, Sabtu, 19 Juni 2010.</li> <li>10) Kansil, dkk. 2005. Pancasila dan Undang-Undang Dasar 1945</li> </ol>

	<p>(Pendidikan Pancasila Di Perguruan Tinggi). Jakarta; PT Pradnya Paramita</p> <p>11) Marsono, 2015, Pendidikan Kewarganegaraan dan Pancasila untuk Perguruan Tinggi, In Media, Bogor.</p> <p>12) MPR RI, 2013, Panduan Pemasyarakat Undang-Undang Dasar Negara RI Tahun 1945 dan Ketetapan MPR RI, Sekretariat Jenderal MPR RI.</p> <p>13) Pitono, Djoko. 2009. Soekarno Obor yang Tak Pernah Padam. Surabaya; Selasar Publishing</p> <p>14) Rindjin, Ketut, 2011, Pendidikan Pancasila, Universitas Pendidikan Ganesha, Singaraja.</p> <p>15) Suryohadiprojo, Sayidiman. 2010. Pancasila sebagai Kenyataan Hidup dalam Masyarakat Indonesia”</p> <p>16) Sri-Edi Swasono, 2010. Kembali Ke Ekonomi Konstitusi Menolak Neoliberalisme. Fakultas Ekonomi UI 2010.</p> <p>17) Yudi Latif. 2011. Negara Paripurna Historisitas, Rasionalitas, dan Aktualitas Pancasila. Jakarta: Gramedia Pustaka Utama.</p> <p>18) .....Dijen Dikti Pembelajaran dan Kemahasiswaan (2016) Buku Ajar Mata kuliah Wajib Umum Pendidikan Pancasila untuk Perguruan Tinggi.</p> <p>19) .....Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 setelah diamandemen 1 s/d 4.</p>
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Modul/Course Title: Bahasa Indonesia					
Module Course Code	Student Workload	Credit	Semester	Frequency	Duration
MPK08	90 hours	2 credits	Odd/Even	Odd/Even	16x meetings
1	Type of course  Personality Development Course	Contact hours	Independent Study	Class Size Maximum 30 students	
2	Prerequisites for participation (if applicable)				
3	Learning Outcomes: Students are able to master, study, and apply science and technology in the use of the Indonesian language, both orally and in writing according to the context in carrying out their profession.				
4	<b>Subject aims/Content</b> <ul style="list-style-type: none"><li>Students are able to identify the history of the development of the Indonesian language, the position, and function of the Indonesian language.</li><li>Students are able to identify the variety of Indonesian language and use it according to the context.</li><li>Students are able to identify the Indonesian spelling and apply it in written language correctly.</li><li>Students are able to use diction in spoken and written language.</li><li>Students are able to identify concepts and effective sentence structures, and are skilled at using them, both orally and in writing.</li><li>Students are able to identify the content of the text and write various types of paragraphs (description, narration, exposition, argumentation, persuasion) for various purposes.</li><li>Students are able to make citations, bibliography, and footnotes for various purposes.</li><li>Students are able to identify parts of papers, articles, proposals, and reports and are able to compile them for various purposes.</li><li>Students are able to speak in scientific/official forums using good and correct language.</li></ul> <b>Content Course</b>				

	<p>This course aims to form students to have knowledge, skills, and be positive (faithful 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. . Supporting materials, namely the history, position, and function of the Indonesian language; variety of languages; Indonesian spelling; diction; effective sentence; paragraph; writing citations and bibliography; footnote; writing scientific papers; and scientific presentations.</p>
<b>5</b>	<p><b>Teaching methods</b></p> <p>Students as the center of the learning and learning process. Thus, students are given the independence to strengthen concepts through studies from various sources. Learning activities include: 1) mastery of theories/concepts with discussion; 2) analyze problem solving through case studies and task bases; 3) the practice of scientific presentations using the official variety of Indonesian.</p>
<b>6</b>	<p><b>Assessment Methods:</b></p> <p>Participation in discussions, assignments, performances</p> <p>The value is obtained from the percentage of the overall score, including 1) Explicit knowledge evaluation on Middle Test (15%) and Final Test (25%); 2) Tacit Knowledge evaluation on individual assignments (30%) and group assignments (10%); attitude (10%); attendance (5%); presentation (5%). Evaluation is carried out using written test techniques and non-test techniques in the ongoing learning process (online/offline).</p>
<b>7</b>	<p><b>This module/course is used in the following study programme/s as well:</b></p>
<b>8</b>	<p><b>Responsibility for modul/course</b></p> <p>Dra. Made Sri Indriani, M.Hum</p>
<b>9</b>	<p><b>Other Information</b></p> <p>This course uses references from various sources, both in the form of textbooks, dictionaries, and articles from scientific journals. Students are given the opportunity to use other references, which are related to the lecture material.</p> <p>Alwi, Hasan, dkk. 2001. <i>Paragraf</i>. Jakarta: Departemen Pendidikan Nasional.</p> <p>Dibia, I Ketut dan I Putu Mas Dewantara. 2015. <i>Bahasa Indonesia Keilmuan</i>. Singaraja: Undiksha.</p> <p>Djuroto, Totok dan Bambang Suprijadi. 2005. <i>MenulisArtikeldanKaryaIlmiah</i>. Bandung: PT.Remaja Rosdakarya.</p> <p>Martono, Nanang. “Menulis Artikel dalam Jurnal Ilmiah”.</p> <p>Dalam <a href="http://nanang-martono.blog.unsoed.ac.id/files/2012/07/Menulis-Karya-Ilmiah-untuk-Skripsi.pdf">http://nanang-martono.blog.unsoed.ac.id/files/2012/07/Menulis-Karya-Ilmiah-untuk-Skripsi.pdf</a>. Diakses 7 Agustus 2012.</p>

	<p>Moeliono, Anton M. 2000. Kedudukan dan Fungsi Bahasa Indonesia (dalam Hasan Alwi, dkk. Ed) <i>Bahasa Indonesia dalam Era Globalisasi</i>. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa</p> <p>Pusat Bahasa. 2010. <i>Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan</i>. Jakarta: Pusat Bahasa.</p> <p>Putrayasa, Ida Bagus. 2010. <i>Bahasa Indonesia: Teori dan Aplikasinya</i> (Buku Ajar). Singaraja: Undiksha</p> <p>Suandi, I Nengah, dkk. 2011. <i>Aplikasi Bahasa Indonesia di Perguruan Tinggi Berorientasi Integrasi Nasional dan Harmoni Sosial</i>. Singaraja: Undiksha.</p> <p>Undiksha. 2009. <i>Pedoman Penulisan Skripsi dan Tugas Akhir</i>. Singaraja: Undiksha.</p> <p>Widjono. 2007. <i>Bahasa Indonesia (Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi)</i>. Jakarta: Grasindo.</p>
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Module/Course Title: Teaching Practice 1					
Module course code Adjusted	Student Workload 2 courses, 108,8 hours, 16 effective days	Credits 2 courses	Semester Semester 6	Frequency Every even semester	Duration 16 meetings for 1 semester; 16 effective days
1	Type of course Educational Courses	Contact hours 2 courses x 16 meetings x 170 minutes of practice	Independent Study 2 courses, 108,8 hours of field practice	Class Size -	
2	Prerequisites for participation (if applicable) Educational Courses				
3	<b>Learning Outcomes</b> <b>A. Attitude Learning Outcomes</b> 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 <i>Tri Hita Karana</i> values  <b>B. Knowledge Learning Outcomes</b> 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 teaching practice partner schools in depth  <b>C. Basic Knowledge Learning Outcomes</b> 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				
4	<b>Subject aims/Content</b> 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
<b>5</b>	<b>Teaching methods</b> Discussion, Problem base learning (PBL), Project base learning (PjBL)
<b>6</b>	<b>Assesment Methods</b> Performance assessment dan Project assessment
<b>7</b>	<b>This module/course is used in the following study programme/s as well</b> Used by all education study programs
<b>8</b>	<b>Responsibility for module/course</b> Undiksha lecturers as DPL
<b>9</b>	<b>Other Information</b> Universitas Pendidikan Ganesha Teaching Practice 1 as Preliminary Teaching Practice Guide book

Module/Course Title: Teaching Practice 2					
Module course code Adjusted	Student Workload 8 courses, 435,2 hours, 63 effective days	Credits 8 courses	Semester Semester 6	Frequency Every even semester	Duration 16 meetings for 1 semester; 63 effective days
1	Type of course Educational Courses, Teaching Practice 2 as Real Teaching Practice, <i>Micro teaching</i> minimal B	Contact hours 8 courses x 16 meetings x 170 minutes practice	Independent Study 8 courses, 435,2 hours field practice	Class Size -	
2	Prerequisites for participation (if applicable) Educational Courses				
3	<b>Learning Outcomes</b>  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 <i>Tri Hita Karana</i> 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 Skills Learning Outcomes				

	<ol style="list-style-type: none"> <li>1) Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.</li> <li>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.</li> </ol> <p><b>D. Specific Skills Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1) Able to design orientation activities and educational culture observations in an educational unit.</li> <li>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.</li> </ol>
<b>4</b>	<p><b>Subject aims/Content</b></p> <ol style="list-style-type: none"> <li>1) Students are able to do curriculum analysis;</li> <li>2) Students are able to design learning tools (RPP, media, worksheets, teaching materials, assessment instruments);</li> <li>3) Students are able to carry out learning activities using a variety of learning strategies and learning media;</li> <li>4) Students are able to evaluate good classroom management;</li> <li>5) Students are able to evaluate learning that utilizes learning information and communication technology;</li> <li>6) Students are able to carry out learning assessments and evaluations well;</li> <li>7) Students are able to manage co-curricular and extra-curricular activities; and</li> <li>8) Students are able to manage teacher administration work.</li> </ol>
<b>5</b>	<p><b>Teaching methods</b></p> <p>Discussion, Problem base learning (PBL), Project base learning (PjBL), Practicum</p>
<b>6</b>	<p><b>Assesment Methods</b></p> <p>Performance assessment and Project assessment</p>
<b>7</b>	<p><b>This module/course is used in the following study programme/s as well</b></p> <p>Used by all education study programs</p>
<b>8</b>	<p><b>Responsibility for module/course</b></p> <p>Undiksha Lecturers as DPL</p>
<b>9</b>	<p><b>Other Information</b></p> <p>Universitas Pendidikan Ganesha Teaching Practice 2 as Real Teaching Practice Guide Book</p>

Module/Course Title: Internship					
Module course code (adjusted)	Student Workload 48 hours	Credits 3 credit hours	Semester (adjusted)	Frequency Odd and even semesters	Duration 16 meetings for 1 semester
1	Type of course Compulsory Course	Contact hours 3 hours of face-to-face lecturer, 45 hours of practice	Independent Study 3 hours of independent study, 45 hours of structured assignment	Class Size 3 to 5 students in each instance or company	
2	Prerequisites for participation (if applicable) (-)				
3	<b>Learning Outcomes</b> <b>A. Attitude</b> 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>B. Knowledge</b> 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. 3. (Adding the other knowledge according to the field of science of each study program)				

	<p><b>C. General Skills</b></p> <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. (Adding the other general skills according to the field of knowledge of each study program)</li> </ol> <p><b>D. Specific Skills</b></p> <ol style="list-style-type: none"> <li>1. Having the skills to work in fields related to the knowledge taught in each study program</li> <li>2. Being able to plan work programs and work based on the designs that have been made</li> <li>3. Being able to communicate effectively in a work environment</li> <li>4. Being able to complete tasks effectively and on time</li> <li>5. (Adding other special skills according to the field of knowledge of each study program)</li> </ol>
4	<p><b>Subject Aims/Content</b></p> <p>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.</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, Discussions, Questions and Answers, and Practices</p>
6	<p><b>Assesment Methods</b></p> <p>Individual Reports (Daily Journal and Blog)</p>
7	<p><b>This module/course is used in the following study programme/s as well</b> (Undiksha D3 and S1 Vocational Study Programmes)</p>
8	<p><b>Responsibility for module/course</b></p> <p>Advisory lecturer of the Internship</p>
9	<p><b>Other Information</b></p> <p>(Guidance Book of Internship in 2021)</p>

Module/Course Title: Community Engagement					
Module course code (adjusted)	Student Workload 48 hours	Credits 3 credit hours	Semester Fifth semester	Frequency Once in the fifth semester	Duration 16 meetings for 1 semester
1	Type of course Compulsory Course	Contact hours 3 hours of face-to-face lecturer, 45 hours of practice	Independent Study 3 hours of independent study, 45 hours of structured assignment	Class Size 15 to 20 students in each village	
2	Prerequisites for participation (if applicable) (-)				
3	<b>Learning Outcomes</b> <b>a. Attitude</b> 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>b. Knowledge</b> 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. 3. Being able to design empowerment programs in accordance with the potential that exists in the community and local wisdom. <b>c. General Skills</b> 1. Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners. 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. <b>d. Specific Skills</b> 1. Being able to manage interdisciplinary cooperation networks. 2. Being able to carry out empowerment programmes based on local wisdom and potential.				

	<ol style="list-style-type: none"> <li>3. Being able to formulate accountability for the performance of accountability-based empowerment programmes.</li> <li>4. Being able to carry out special programmes for the target community (foster families) according to the field of science they are engaged in</li> <li>5. Being able to formulate accountability for special program performance for foster families based on scientific fields</li> </ol>
<b>4</b>	<p><b>Subject Aims/Content</b></p> <p>Community Engagement 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 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</p>
<b>5</b>	<p><b>Teaching methods</b></p> <p>Lectures, Discussions, Questions and Answers, Independent/Group Practicum, Assignments</p>
<b>6</b>	<p><b>Assessment Methods</b></p> <p>Individual Reports, Group Reports, Final Tests</p>
<b>7</b>	<p><b>This module/course is used in the following study programme/s as well (S-1 Education and Non-Education Study Programme Undiksha.)</b></p>
<b>8</b>	<p><b>Responsibility for module/course</b></p> <p>(Advisory Lecturer during the Community Engagement programme)</p>
<b>9</b>	<p><b>Other Information</b></p> <p>(Guidance Book of Community Engagement Programme in 2021, 2020, 2019)</p>