## Module Description: Civics (18E05110782)

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| **Module designation** | Course Module |
| **Semester(s) in which the module is taught** | II |
| **Person responsible for the module** | Rahmatullah, S.I.P., M.Si. (coordinator)<br>Dr.Safriadi, S.I.P, M.Si.. |
| **Language** | Bahasa Indonesia |
| **Relation to Curriculum** | This course is a compulsory course and offered in the 2nd semester. |
| **Teaching Methods** | Teaching methods used in this course are:<br>Interactive lectures, discovery learning dan cooperative learning |
| **Workload** (incl. contact hours, self-study hours) | Contact hours for lecture is 10 hours and practice are 13.3 hours. |
| **Credit points** | 2 credit points (equivalent with 3,02 ECTS) |
| **Required and recommended prerequisites for joining the module** | - |
| **Module objectives/intended learning outcomes** | After completing the course and given with a Bahasa Indonesia, students will be:<br>**CLO1:**<br>Students are able to internalize national values as independent individuals with character.<br>**CLO2:**<br>Students are able to elaborate on national values to achieve independent individuals with character.<br>**CLO3:**<br>Students possess civic skills that enable them to think critically, systematically, innovatively, with integrity, and communicate effectively. They can work independently or in teams using humanistic science and technology. |
| **Content** | Students will learn about:<br>- Citizenship Education in Higher Education<br>- National Identity and Integration<br>- Constitutional System<br>- Rights and Duties of Citizens<br>- Democracy and Human Rights<br>- Rule of Law and Corruption<br>- Geopolitics of Indonesia<br>- Geostrategy of Indonesia |
| **Examination forms** | Written exam: Multiple Choice Questions (MCQ) |

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| **Study and examination requirements** | Participation in responding during face-to-face sessions is assessed based on the class participation rubric |
| **Reading list** | 1. Nurwardani, dkk, (2016). Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia.<br>2. Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas.<br>3. Sammy ferrijayan, dkk, (2014) , Modul Wawasan Kebangsaan dan Nilai-Nilai Dasar Bela Negara, Lembaga Administarsi Negara RI. |
| **Cluster of Competence** | Compulsory Course |
| **Form of Assessments** | - Participation and Discussion (25%)<br>- Group Presentation (50%)<br>- Paper Assignment (25%) |
| **Date of last amendment made** | April 2025 |

**Course Learning Outcome Assessment of Learning Outcomes for Course Modules**

**Course Module Name** : Civics
**Code** : 18E05110782
**Semester** : II
**Person responsible for the module** : Rahmatullah, S.I.P., M.Si.
**Lecturers** : Rahmatullah, S.I.P., M.Si.
Dr.Safriadi, S.I.P, M.Si.

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| **1** | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are competitive, disciplined, and actively participate in building a peaceful society | **CLO1:** Students are able to internalize national values as independent individuals with character. | Able to explain the background and objectives of Civic Education learning | - Course Contract<br>- Civic Education – Ministry of Research, Technology, and Higher Education (Ristek Dikti), 2016 (Chapter 1)<br>- Module 1 of Civic Education | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be presented in the larger class | **Rubric for Presentation** | 1. Nurwardani, dkk, (2016). Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia.<br>2. Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| 2 | founded on the Pancasila system | | - Able to explain the concept and urgency of national identity<br>- Able to explain the historical, sociological, and political sources of national identity<br>- Able to explain the dynamics and challenges of national identity<br>- Able to explain the concept and urgency of national integration<br>- Able to explain the | - Civic Education – Ministry of Research, Technology, and Higher Education (Ristek Dikti), 2016 (Chapter 1)<br>- Module 3 of Civic Education<br>- Module on National Insight and State Defense | Lecture, Collaborative Learning | **Assignment:**<br><br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be presented in the larger class | **Rubric for Presentation** | 1. Nurwardani, dkk, (2016). Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia.<br>2. Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | | | historical, sociological, and political sources of national integration<br>- Able to explain the dynamics and challenges of national integration | | | | | |
| 3 | | | - The concept and urgency of the Constitution in national and state life<br>- Historical, sociological, and political sources regarding the Constitution in the context of | - Civic Education – Ministry of Research, Technology, and Higher Education (Ristek Dikti), 2016<br>- Module 3 of Civic Education | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be | **Rubric for Presentation** | 1. Nurwardani, dkk, (2016). Pendidikan Kewarganegaraan untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia.<br>2. Tim Dosen Pend. Kewarganegaraan, |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | | | Indonesian national life<br>- The essence of the Constitution in the life of the nation and the state<br>- The dynamics and challenges of the Constitution in Indonesia's national life<br>- Formulation of national politics and strategy within the framework of the constitutional system | | | presented in the larger class | | (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| 4 -5 | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are competitive, disciplined, and actively participate in building a peaceful society founded on the Pancasila system | **CLO2:** Students are able to elaborate on national values to achieve independent individuals with character. | - Paper Assignment<br>- Attendance<br>- Explanation according to the points in the indicators | - The concept and urgency of democracy rooted in Pancasila<br>- Historical, sociological, and political sources of democracy rooted in Pancasila<br>- The dynamics and challenges of democracy rooted in Pancasila<br>- The concept and urgency of harmony between the duties and rights of the state and its citizens<br>- Historical, sociological, and political sources on the | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be presented in the larger class | **Rubric for Presentation** | Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | | | | harmony between the duties and rights of the State and Indonesian citizens<br>- The dynamics and challenges of achieving harmony between the duties and rights of the state and its citizens | | | | |
| 6-7 | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are | **CLO3:**<br>Students possess civic skills that enable them to think critically, systematically, innovatively, with integrity, and communicate effectively. They can work independently or | - Paper Assignment<br>- Attendance<br>- Explanation according to the points in the indicators | 1. The Concept and Urgency of Archipelagic Insight (Wawasan Nusantara)<br>2. Historical, sociological, and political sources regarding | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group | **Rubric for Presentation** | Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | competitive, disciplined, and actively participate in building a peaceful society founded on the Pancasila system | in teams using humanistic science and technology. | | Archipelagic Insight<br>3. The Essence of Archipelagic Insight<br>4. The Concept and Urgency of National Resilience and State Defense — What is national resilience? What is state defense?<br>5. Historical, sociological, and political sources regarding national resilience and state defense<br>6. The dynamics and challenges of national | | discussion reports, which will then be presented in the larger class | | |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | | | | resilience and state defense | | | | |
| 8 - 11 | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are competitive, disciplined, and actively participate in building a peaceful society founded on the Pancasila system | **CLO1:** Students are able to internalize national values as independent individuals with character. | - Paper Assignment<br>- Attendance<br>- Explanation according to the points in the indicators | - The citizenship issues currently faced by Indonesia<br>- Solutions to the nation's problems through Civic Education<br>- National identity of the Indonesian nation<br>- Indonesian culture claimed by other countries<br>- Regional cultures as local wisdom and the causes of their decline<br>- Threats to national integration | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be presented in the larger class | **Rubric for Presentation** | Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | | | | - Types and scope of national integration<br>- Models and development of integration ongoing in Indonesia | | | | |
| 12 | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are competitive, disciplined, and actively participate in building a peaceful society founded on the Pancasila system | **CLO2:**<br>Students are able to elaborate on national values to achieve independent individuals with character. | - Paper Assignment<br>- Attendance<br>- Explanation according to the points in the indicators | - Interviewing local political figures<br>- Conclusions from the interview results presented in percentages | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be presented in the larger class | **Rubric for Presentation** | Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| 13 -15 | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are competitive, disciplined, and actively participate in building a peaceful society founded on the Pancasila system | **CLO3:** Students possess civic skills that enable them to think critically, systematically, innovatively, with integrity, and communicate effectively. They can work independently or in teams using humanistic science and technology. | - Paper Assignment<br>- Attendance<br>- Explanation according to the points in the indicators | - The essence of Wawasan Nusantara lies in territorial unity and national solidarity.<br>- Its scope includes a unified perspective on politics, economy, socio-culture, and defense and security.<br>- Wawasan Nusantara is the embodiment of the Third Principle (Sila III) of Pancasila.<br>- Forms of threats to national sovereignty | Lecture, Collaborative Learning | **Assignment:**<br>- Class discussion participation/<br>- Case method: Students discuss in small groups the assigned topics/cases, and the outcomes of their discussions are compiled in the form of group discussion reports, which will then be presented in the larger class | **Rubric for Presentation** | Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

| Week/ Meeting | Intended Learning Outcomes | Course Module Objectives | Performance Indicator | Topic | Learning Methode | List of Assessments | List of Rubrics | Reading list |
|---|---|---|---|---|---|---|---|---|
| | | | | - Types of national defense activities that can be carried out by university students | | | | |
| 16 | Students are expected to become scholars and professionals who possess a strong sense of nationalism and patriotism, and who uphold civilized democratic values. They are also expected to be citizens who are competitive, disciplined, and actively participate in building a peaceful society founded on the Pancasila system | **CLO3:** Students possess civic skills that enable them to think critically, systematically, innovatively, with integrity, and communicate effectively. They can work independently or in teams using humanistic science and technology. | | Writing exam | exam | **Written exam:** Multiple Choice Questions using Vignettes. | **Rubric for Multiple Choice Questions**<br>- Scored 1, if the answer is correct.<br>- Scored 0, if the answer is wrong.<br>- Final grade= Total corrected items divided by total items multiply 100. | Tim Dosen Pend. Kewarganegaraan, (2014), Modul Pembelajaran Penddikan Kewarganegaraan, UPT MKU Unhas. |

## Proportion of assessment aspects according to the course learning outcomes.

| No | Code | CLO | Sub CLO | Learning Method | Evaluation Method | | | | | | Proportion |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Participatory Analysis | Project result | Assignment | Quis | Mid-test | Final Test | |
| 1 | K | CLO1 | Sub CLO 1 | Lecture | Participation and discussion activity: 2.5% | | Assignment: Paper assignment: 2.5% | | | | 5% |
| | | | Sub CLO 2 | Lecture, Case Study | Participation and discussion activity: 2.5% | Presentation: 10% | Assignment: Paper assignment: 2.5% | | | | 10% |
| 2 | | CLO2 | Sub CLO 3 | Lecture, Case Study | Participation and discussion activity: 2.5% | Presentation: 10% | Assignment: Paper assignment: 2.5% | | | | 10% |
| | | | Sub CLO 4 | Lecture, Case Study | Participation and discussion activity: 2.5% | Presentation: 10% | Assignment: Paper assignment: 2.5% | | | | 10% |
| | | | Sub CLO 5 | Lecture | Participation and discussion activity: 2.5% | | Assignment: Paper assignment: 2.5% | | | | 5% |
| | | | Sub CLO 6 | Lecture | Participation and discussion activity: 2.5% | | Assignment: Paper assignment: 2.5% | | | | 5% |
| | | | Sub CLO 7 | Lecture | Participation and discussion activity: 2.5% | | Assignment: Paper assignment: 2.5% | | | | 5% |
| | | | Sub CLO 8 | Lecture, Case Study | Participation and discussion activity: 2.5% | Presentation: 10% | Assignment: Paper assignment: 2.5% | | | | 10% |
| | | | Sub CLO 9 | Lecture, Case Study | Participation and discussion activity: 2.5% | Presentation: 10% | Assignment: Paper assignment: 2.5% | | | | 10% |
| 3 | | CLO3 | Sub CLO 10 | Lecture | Participation and discussion activity: 2.5% | | Assignment: Paper assignment: 2.5% | | | | 5% |
| **TOTAL** | | | | | **25 %** | **50%** | **25%** | **0 %** | **0** | | **100%** |

Example of Written Test Exam

1. One What is the highest legislative body in Indonesia?
   A. Regional People's Representative Council (DPRD)
   B. People's Consultative Assembly (MPR)
   C. People's Representative Council (DPR)
   D. Regional Representative Council (DPD)

2. Which of the following is a fundamental principle of Pancasila, the state ideology of Indonesia?
   A. Monarchy
   B. Democracy
   C. Oligarchy
   D. Theocracy

3. What is the primary function of the Constitutional Court of Indonesia?
   A. Enforcing civil laws
   B. Adjudicating criminal cases
   C. Reviewing constitutionality of laws
   D. Conducting elections