



**MODULE HAND BOOK**  
**MECHANICAL ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM**  
**FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG**

COURSE NAME	CODE	Course classification	CU		Sem	Version
			Theory	Pract		
Pancasila	UNP.1.60.1402 / 1403	National compulsory course/ Character building	2	0	2	1
Responsible	Drs. Nurman S, M.Si, Rita Angraini, M.Pd, Irwan, M.Sc and Zaky Farid Luthfi, M.Pd		signature			
Information	Dean		Head of Department		Coordinator of study program	
	<u>Dr. Fahmi Rizal, M.Pd., MT</u> NIP. 195912041985031004		<u>Drs. Purwantono, M.Pd</u> NIP. 196308041986031002		<u>Drs. Purwantono, M.Pd</u> NIP. 196308041986031002	
Learning Outcome Program	<b>The learning outcome program of Mechanical engineering vocational education:</b> <ol style="list-style-type: none"> <li>1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in professional jobs / projects(Knowledge-understanding)               <ol style="list-style-type: none"> <li>1.1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems</li> <li>1.2. possess a good understanding and can apply basic the concept of physics to solve various technical problems</li> <li>1.3. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems</li> </ol> </li> <li>2. Possess a critical and creative thinking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method (<b>Engineering analysis, investigations and assessment</b>):</li> </ol>					

- 2.1. problem identification skills
- 2.2. problem analysis skills
- 2.3. problem evaluation skills
3. Possess a good ability in designing, manufacturing and operating machines(**Engineering design**)
  - 3.1. able to formulate ideas / concepts into a technical drawing, design and budget plans
  - 3.2. able to operate various machines and other engineering equipment with the correct standard operating procedure
  - 3.3. able to design a machine or machinery system based on a valid scientific theory
  - 3.4. able to realize a concept / design into a prototype, manufacturing process and engineering system
4. Possess a good ability to design, organize and evaluate the education and learning process in mechanical engineering vocational education. (**Education design**)
  - 4.1. able to design curriculum and learning process by considering various aspects
  - 4.2. able to organize, control, evaluate and improve the quality of the learning process
  - 4.3. able to develop an interesting, effective and efficient learning media
5. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. (**Engineering practice**)
  - 5.1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects
  - 5.2. able to carry out the optimization process and increase the efficiency of machines or machining system.
  - 5.3. able to improve the performance of machine / machinery system by applying the information technology
6. Possess a good soft skill and spirit of lifelong learning(**Transferable skills / soft skills**)
  - 6.1. possess a religious character
  - 6.2. possess a spirit of nationalism, social sensitivity and environmental conservation orientation
  - 6.3. possess the ability to communicate effectively and work together in teamwork
  - 6.4. possess the ability to transfer science and technology to society to improve the quality of life
  - 6.5. possess a good characters of entrepreneur

<b>Course learning outcomes</b>	<b>Course learning outcomes</b>	
	<b>CLO</b>	<b>CPL</b>
	1. Able to explain basic concepts, history, foundation, urgency and goals of Citizenship Education in higher education.	6.1, 6.2, 6.3
	2. Able to identify National Identity as one of the determinants of national development and character	6.1, 6.2, 6.3
	3. Able to analyze the urgency of National Integrity as one of the parameters of national unity and integrity	6.2, 6.3
	4. Understand the values and norms of the Constitution, the 1945 Constitution and the constitutionality of the statutory provisions under the 1945 Constitution	6.2, 6.3
	5. Able to demonstrate the obligations and rights of the state and citizens in a democracy that are rooted in people's sovereignty and deliberation for consensus.	6.2, 6.3
	6. Able to explain the nature of the instrumentation and praxis of Indonesian democracy based on Pancasila and the 1945 Constitution	6.2, 6.3
	7. Able to analyze historical dynamics of constitutional, socio-political, cultural, and just law enforcement.	6.2, 6.3
	8. Able to understand the historical dynamics and urgency of the Archipelago insight as a collective concept and view of the Indonesian nationality in the context of world relations.	6.2, 6.3, 6.4
9. Able to analyze the urgency and challenges of national resilience and state defense for the Indonesian nation in building a national collective commitment.	6.2, 6.3, 6.4	
<b>Course description</b>	The Citizenship course teaches students to become citizens with Pancasila spirit and to behave in accordance with Pancasila values, understand the Indonesian state system based on the 1945 Constitution. Understand the rights and obligations as citizens and contribute to the nation's development	
<b>References</b>	<b>Main references (RU):</b>	
	<ol style="list-style-type: none"> <li>1. Abdul A'ala Maududi, 1985. Human Rights in Islam. Bandung: Putaka.</li> <li>2. Akmal, 2015. Citizenship Education in the Perspective of National Resilience: Theory, Problems and Strategies. Padang: Bung Hatta University Perss.</li> </ol>	

3. Asyuri Ibn Chamin, et al. 2003. Citizenship Education. Yogyakarta: MPTPP Muhammadiyah University.
4. Bahar, S. 1996. National Integration: Problem Theory and Strategy. Jakarta: Ghalia Indonesia.
5. Basrie, C. 2002. The Concept of Indonesian National Resilience in the Capita Selecta of Citizenship Education. Part II. Jakarta: Academic Personnel Improvement Project, Dirjend Dikti, Depdiknas.
6. CICED. 1999. Democratic Citizens in a Civil Society: Report of the Conference on Civic Education for Civil Society. Bandung: CICED
7. Director General of Belmawa Kemenristekdikti. 2016. Citizenship Education for Higher Education. Jakarta. Mold I
8. Hardiman, BF. 2011. Human Rights, Polemic with Religion and Culture. Jakarta: Kanisius
9. Kaelan, 2007. Citizenship Education. Yogyakarta: Paradigm.
10. Pasha, MK, 2008. Civic Education. Yogyakarta: Citra Karsa Mandiri.
11. Rahayu, Minto, 2009. Civics: The Struggle to Live the Nation's Self. Jakarta: Grasindo.
12. Winarno, 2014. New Paradigm of Citizenship Education, a Guide to Studying in Higher Education. Jakarta: Earth Literacy.
13. Winataputra, US. 2001. Identity of Citizenship Education as a Systematic Vehicle for Democracy Education. Bandung: Dissertation of SPS UPI Bandung.

#### **Additional references (RP)**

1. Asshiddiqie, J. 2006. Indonesian Constitution and Constitutionalism. Jakarta: Secretariat General & Registrar's Office of the Constitutional Court.
2. Azhari, AF. 2005. Finding Democracy. Surakarta: Muhammadiyah University Press.
3. Budimansyah, D and Suryadi, K. 2008. Civics and Multi-structural Society. Bandung: UPI SPS.
4. Esposito. JL and Voll, JO,. 1999. Democracy in Islamic Countries: Problems and Prospects. Bandung: Mizan.
5. Edi Saputra. 2015. The Role of Discussion Methods in Building Student Character Through Citizenship Education (Civics). UNP TINGKAP Scientific E-Journal Vol. XI No. 1 year 2015.
6. Edi Saputra. 2012. The Existence of Civics as Value Education in Building National Character. National Seminar Proceedings: UNP Press.
7. Hatta, M. 1992. Our Democracy. Jakarta: Idayu Press.
8. Kaelan. 2012. Epistemological Problems of the Four Pillars of Nation and State. Yogyakarta: Paradigm
9. Lemhanas Committee. 1980. Interest of National Resilience. Conception and Theory. Jakarta: PT Ripres Utama.
10. Tilaar, HAR. 2007. Indonesian Ethnicity and National Identity of Indonesia. Jakarta: PT Rineka Putra.

	<p>11. RI Law No. 12 of 2006. Concerning Indonesian Citizenship.</p> <p>12. Republic of Indonesia Law No. 24 of 2009. Regarding the Flag, Language and National Symbol, as well as the National Anthem.</p> <p>13. Yamin, M. 1956. Indonesian constituents in the arena of democracy. Jakarta: PT Djambat.</p> <p>14. Winataputra, US. 2001. Identity of Citizenship Education as a Systematic Vehicle for Democracy Education. Bandung: Dissertation of SPS UPI Bandung.</p>	
<b>Learning media</b>	<b>Software:</b>	<b>Hardware:</b>
		Computer, LCD Projector and whiteboards and other devices
<b>Teaching team</b>		
<b>Assessment</b>	Mid Test, Final Test, Individual task & team, group discussion and presentation	
<b>Prerequisite courses</b>	No.	

### Course Subject

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References	Week
1	2	3	4	5	6	7	8
(1)	<p><b>CLO-1: (PLO-6.1, 6.2, 6.3)</b></p> <p>Know, understand, and appreciate the importance of Civics courses in higher education</p>	<ol style="list-style-type: none"> <li>Learning contract</li> <li>Syllabus and learning subjects</li> <li>Lecture method and assignments</li> </ol>	<p>Presentation, question and answer, discussion, and homework</p>	100 minute	<ol style="list-style-type: none"> <li>Understand the lecture contract</li> <li>Understand RPS and SAP</li> <li>Understand the lecture strategy</li> </ol>	<ol style="list-style-type: none"> <li>Explain the lecture contract</li> <li>Describe RPS and SAP</li> <li>Explain the lecture strategy</li> </ol>	<p>RU-1 and RU-2</p>
(2)	<p><b>CLO-2: (PLO-6.1, 6.2, 6.3)</b></p>	<p>The Concept and Urgency of Citizenship:</p>	<p>Explanation of course material,</p>	100 minute	<ol style="list-style-type: none"> <li>Students listen to information about lecture materials</li> </ol>	<ol style="list-style-type: none"> <li>Understand the concept and urgency of the lecture</li> </ol>	<p>RU-1 and RU-2</p>

	Able to explain basic concepts, history, foundation, urgency and goals of Citizenship Education in higher education	<ol style="list-style-type: none"> <li>1. Reasons for the need for Civics in Higher Education</li> <li>2. Historical, sociological, and political sources of Civics in Indonesia</li> <li>3. Arguments about the dynamics and challenges of Civics</li> <li>4. The essence and urgency of Civics for the future</li> <li>5. Examples of civics practices</li> </ol>	Questions and Answers, Discussions, and assignments		<ol style="list-style-type: none"> <li>2. Students ask and discuss lecture material</li> <li>3. Students receive assignments from lecturers for the next meeting</li> </ol>	<ol style="list-style-type: none"> <li>2. Finding reasons for the need for Civics at PT</li> <li>3. Able to explore historical, sociological, and political sources about Civics in Indonesia</li> <li>4. Build arguments about the dynamics and challenges of Civics</li> <li>5. Describe the essence of Civics for the future</li> </ol>	
(3)	<p><b>CLO-3: (PLO- 6.2, 6.3)</b></p> <p>Able to identify National Identity as one of the determinants of national development and character</p>	<p>National Identity</p> <ol style="list-style-type: none"> <li>1. Concept and urgency of National Identity</li> <li>2. Reasons for the need for an Indonesian National Identity</li> <li>3. Historical, sociological, and political sources of National Identity</li> <li>4. Arguments about the dynamics and challenges of Indonesia's National Identity</li> </ol>	Explanation of course material, Questions and Answers, Discussions, and assignments	100 minute	<ol style="list-style-type: none"> <li>1. The lecturer directs / guides student discussions</li> <li>2. The group presents the results of their resume</li> <li>3. Students discuss about the resume that is presented.</li> <li>4. Students make a summary of the discussion results under the guidance of the lecturer.</li> <li>5. The lecturer gives assignments for the</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the concept and urgency of National Identity</li> <li>2. Find reasons for the need for a National Identity</li> <li>3. Exploring historical, sociological, and political sources regarding National Identity</li> <li>4. Building arguments about the dynamics and challenges of Indonesia's National Identity</li> </ol>	RU-1 and RU-2

		<ul style="list-style-type: none"> <li>5. The essence and urgency of Indonesia's National Identity</li> <li>6. Summary of National Identity</li> <li>7. Examples of civics practices</li> </ul>			next meeting.	<ul style="list-style-type: none"> <li>5. Summarize material about Indonesia's National Identity</li> <li>6. The practice of citizenship</li> </ul>	
(4)	<p><b>CLO-4: (PLO-6.2, 6.3)</b></p> <p>Able to analyze the urgency of National Integrity as one of the parameters of national unity and integrity</p>	<ul style="list-style-type: none"> <li>National Integration</li> <li>1. Concept and urgency of National Integration</li> <li>2. Reasons for the need for National Integration</li> <li>3. Historical, sociological, and political sources on National Integration</li> <li>4. Arguments about the dynamics and challenges of National Integration</li> <li>5. The essence and urgency of National Integration</li> <li>6. Conclusion of Indonesian National Integration</li> <li>7. Examples of civics practices.</li> </ul>	<p>Explanation of course material, Questions and Answers, Discussions, and assignments</p>	100 minute	<ul style="list-style-type: none"> <li>1. The lecturer directs / guides student discussions</li> <li>2. The group presents the results of their resume</li> <li>3. Students discuss (not just questions and answers) about the resumes that are presented.</li> <li>4. Students make a summary of the discussion results under the guidance of the lecturer.</li> <li>5. The lecturer gives assignments for the next meeting.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand the concept and urgency of National Integration</li> <li>2. Finding reasons for the need for National Integration</li> <li>3. Exploring historical, sociological, and political sources on National Integration</li> <li>4. Building arguments about the dynamics and challenges of National Integration</li> <li>5. Describe the essence and urgency of National Integration</li> <li>6. Summarize Indonesia's National Integration</li> <li>7. The practice of citizenship</li> </ul>	RU-1 and RU-2
(5,6)		Constitution and UUD	Explanation of	100 minute	1. Lecturers guide	1. Understand the	RU-1

	<p><b>CLO-5: (PLO- 6.2, 6.3)</b></p> <p>Understand the values and norms of the Constitution, the 1945 Constitution and the constitutionality of the statutory provisions under the 1945 Constitution. (2 week of classroom)</p>	<p>1945</p> <ol style="list-style-type: none"> <li>1. The concept and urgency of the constitution in the life of the nation and state.</li> <li>2. The reasons for the need for a constitution in the life of the nation and state</li> <li>3. Historical, sociological, and political sources of the Constitution in the life of the nation and state in Indonesia</li> <li>4. Arguments regarding the dynamics and challenges of the constitution in the life of the nation and state in Indonesia</li> <li>5. The essence and responsibility of the Constitution in the life of the nation and state</li> <li>6. Conclusions on the Constitution</li> <li>7. The practice of</li> </ol>	<p>course material, Questions and Answers, Discussions, and assignments</p>		<ol style="list-style-type: none"> <li>1. student discussions</li> <li>2. The group presents the results of their resume</li> <li>3. Students discuss (not just questions and answers) about the resumes that are presented.</li> <li>4. Students make a summary of the discussion results under the guidance of the lecturer.</li> <li>5. The lecturer gives assignments for the next meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. concept and urgency of the constitution in the life of the nation and state.</li> <li>2. Finding reasons for the need for a constitution in the life of the nation and state</li> <li>3. Exploring historical, sociological and political sources of the Constitution in the life of the nation and state in Indonesia</li> <li>4. Building arguments about the dynamics and challenges of the constitution in the life of the nation and state in Indonesia</li> <li>5. Describe the essence and function of the Constitution in the life of the nation and state</li> <li>6. Summary of the Constitution / UUD</li> <li>7. The practice of citizenship.</li> </ol>	<p>and RU-2</p>
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		citizenship.					
(7)	<p><b>CLO-6: (PLO-, 6.2, 6.3)</b></p> <p>Able to demonstrate the obligations and rights of the state and citizens in a democracy that are rooted in people's sovereignty and deliberation to reach a consensus</p>	<p>Harmonization of State's Obligations and Rights with Citizens in Democracy</p> <ol style="list-style-type: none"> <li>1. The concept and urgency of harmonizing the obligations and rights of the state and citizens.</li> <li>2. Reasons for the need to harmonize the obligations and rights of the state and citizens.</li> <li>3. Historical, sociological, and political sources regarding the harmonization of the obligations and rights of the state and citizens.</li> <li>4. Building arguments regarding the dynamics and challenges of harmonizing the obligations and rights of the state and</li> </ol>	<p>Explanation of course material, Questions and Answers, Discussions, and assignments</p>	100 minute	<ol style="list-style-type: none"> <li>1. Lecturers guide student discussions</li> <li>2. The group presents the results of their resume</li> <li>3. Students discuss (not just questions and answers) about the resumes that are presented.</li> <li>4. Students make a summary of the discussion results under the guidance of the lecturer.</li> <li>5. The lecturer gives assignments for the next meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the concept and urgency of harmonizing the obligations and rights of the state and citizens.</li> <li>2. Finding reasons for the need to harmonize the obligations and rights of the state and citizens.</li> <li>3. Exploring historical, sociological and political sources regarding the harmonization of the obligations and rights of the state and citizens.</li> <li>4. Building arguments regarding the dynamics and challenges of harmonizing the obligations and rights of the state and citizens.</li> <li>5. Describe the essence and responsibility of harmonizing the obligations and rights of the state and citizens.</li> <li>6. A summary of the harmonization of obligations and rights of the state and citizens.</li> </ol>	RU-1 and RU-2

		<p>citizens.</p> <p>5. Describe the essence and responsibility of harmonizing the obligations and rights of the state and citizens.</p> <p>6. A summary of the harmonization of obligations and rights of the state and citizens.</p> <p>7. The practice of citizenship</p>				7. The practice of citizenship.	
<b>(8)</b>	Mid Test						
<b>(9,10)</b>	<p><b>CLO-6: (PLO-, 6.2, 6.3)</b></p> <p>Able to explain the nature of the instrumentas and praxis of Indonesian democracy based on Pancasila and the 1945 Constitution</p>	<p>Pancasila Democracy</p> <p>1. The concept and urgency of democracy originating from Pancasila.</p> <p>2. The reason for the need for democracy that comes from Pancasila.</p> <p>3. Historical, sociological, and political sources of democracy that come from Pancasila.</p> <p>4. Arguments regarding the</p>	<p>Explanation of course material, Questions and Answers, Discussions, and assignments</p>	100 minute	<p>1. Lecturers guide student discussions</p> <p>2. The group presents the results of their resume</p> <p>3. Students discuss (not just questions and answers) about the resumes that are presented.</p> <p>4. Students make a summary of the discussion results under the guidance of the lecturer.</p> <p>5. The lecturer gives</p>	<p>1. Understand the concept and urgency of democracy that comes from Pancasila.</p> <p>2. Finding the reasons for the need for democracy that originates from Pancasila.</p> <p>3. Exploring the historical, sociological, and political sources of democracy that come from Pancasila.</p> <p>4. Building arguments about the dynamics and challenges of democracy that originate from</p>	<p>RU-1 and RU-2</p>

		<p>dynamics and challenges of democracy originating from Pancasila.</p> <p>5. Describe the essence and function of democracy that comes from Pancasila.</p> <p>6. A summary of democracy that comes from Pancasila.</p> <p>7. The practice of citizenship</p>			<p>assignments for the next meeting.</p>	<p>Pancasila.</p> <p>5. Describe the essence and function of democracy that comes from Pancasila.</p> <p>6. A summary of democracy that comes from Pancasila.</p> <p>7. The practice of citizenship.</p>	
(11)	<p><b>CLO-7: (PLO-, 6.2, 6.3)</b></p> <p>Able to analyze historical dynamics of constitutional, socio-political, cultural, and just law enforcement.</p>	<p>Just Law Enforcement</p> <p>1. The concept and urgency of a just law enforcement.</p> <p>2. Reasons for the need for just law enforcement.</p> <p>3. Historical, sociological, and political sources on just law enforcement.</p> <p>4. Building arguments about the dynamics and challenges of just law enforcement.</p> <p>5. Describe the essence and function of a just law enforcement.</p>	<p>Presentation, question and answer, discussion, and homework</p>	<p>100 minute</p>	<p>1. Lecturers guide student discussions</p> <p>2. The group presents the results of their resume</p> <p>3. Students discuss (not just questions and answers) about the resumes that are presented.</p> <p>4. Students make a summary of the discussion results under the guidance of the lecturer.</p> <p>5. The lecturer gives assignments for the next meeting.</p>	<p>1. Understand the concept and urgency of a just law enforcement.</p> <p>2. Finding reasons for the need for just law enforcement.</p> <p>3. Exploring historical, sociological, and political sources on just law enforcement.</p> <p>4. Building arguments about the dynamics and challenges of just law enforcement.</p> <p>5. Describe the essence and function of a just law enforcement.</p> <p>6. A summary of just law enforcement.</p>	<p>RU-1 and RU-2</p>

		6. A summary of just law enforcement. 7. The practice of citizenship				7. The practice of citizenship.	
(12,13)	<b>CLO-8: (PLO- 6.2, 6.3, 6,4)</b> Understand the historical dynamics and urgency of the Archipelago as a collective concept and view of the Indonesian nationality in the context of world relations (2)	Review of Indonesiaa Archipelago: 1. Concept and urgency of archipelago insight 2. Reasons for the need for Archipelago Insights. 3. Historical, sociological, and political sources on the Archipelago Concept 4. Building arguments about the dynamics and challenges of the Archipelago insight 5. Describe the essence and function of the Archipelago insight 6. A summary of the Archipelago's Insights 7. The practice of citizenship	Presentation, question and answer, discussion, and homework	100 minute	1. Lecturers guide student discussions 2. The group presents the results of their resume 3. Students discuss (not just questions and answers) about the resumes that are presented. 4. Students make a summary of the discussion results under the guidance of the lecturer. 5. The lecturer gives assignments for the next meeting.	1. Understand the concept and urgency of Archipelago Insights. 2. Finding the reasons for the need for Archipelago insight. 3. Exploring historical, sociological, and political sources on the Archipelago Concept. 4. Building arguments about the dynamics and challenges of the Archipelago insight. 5. Describe the essence and function of the Archipelago insight. 6. A summary of the Archipelago's Insights. 7. The practice of citizenship	RU-1 and RU-2
(14,15)	<b>CLO-9: (PLO- 6.2,</b>	National Resilience and State Defense 1. The concept and	Presentation, question and answer,	100 minute	. 1. Lecturers guide student discussions 2. The group presents	1. Understand the concept and urgency of National Resilience and	RU-1 and RU-2

	<p><b>6.3, 6,4)</b></p> <p>Understand the urgency and challenges of national resilience and state defense for the Indonesian nation in building a collective national commitment (2)</p>	<p>urgency of National Resilience and State Defense.</p> <p>2. Reasons for the need for National Resilience and State Defense.</p> <p>3. Historical, sociological, and political sources on National Resilience and State Defense</p> <p>4. Building arguments about the dynamics and challenges of National Defense and state defense</p> <p>5. Describe the essence and function of National Defense and state defense.</p> <p>6. A summary of National Resilience and State Defense</p> <p>7. The practice of citizenship</p>	<p>discussion, and homework</p>		<p>the results of their resume</p> <p>3. Students discuss (not just questions and answers) about the resumes that are presented.</p> <p>4. Students make a summary of the discussion results under the guidance of the lecturer.</p> <p>5. The lecturer gives assignments for the next meeting.</p>	<p>State Defense.</p> <p>2. Finding reasons for the need for National Resilience and State Defense.</p> <p>3. Exploring historical, sociological, and political sources on National Resilience and State Defense.</p> <p>4. Building arguments about the dynamics and challenges of National Defense and state defense.</p> <p>5. Describe the essence and function of National Resilience and State Defense.</p> <p>6. A summary of National Resilience and State Defense.</p> <p>7. The practice of citizenship.</p>	
<p><b>(16)</b></p>	<p><b>Finale Test</b></p>						

**The linkage between CLO and PLO and assessment methods**

MSN1.62.4007	Assessment	Point (%)	PLO-1			PLO-2			PLO-3				PLO-4			PLO-5			PLO-6				
			1	2	3	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	3	4	5
CLO-1	SA.1	10																		V	V	V	
CLO-1	SA.2.3	20																		V	V	V	
CLO-2	Mid-Test 1	5																		V	V	V	
CLO-2	Mid-Test 2	5																		V	V	V	
CLO-2	Mid-Test 3	5																		V	V	V	
CLO-3	Mid-Test 4	5																		V	V	V	
CLO-3	Mid-Test 5	5																		V	V	V	
CLO-3	Mid-Test 6	5																		V	V	V	
CLO-3	Mid-Test 7	5																		V	V	V	
CLO-4	Final Test-1	5																		V	V	V	
CLO-4	Final Test-2	5																		V	V	V	
CLO-4	Final Test-3	5																		V	V	V	
CLO-5	Final Test-4	5																		V	V	V	
CLO-5	Final Test-5	5																		V	V	V	
Presence		10																		V	V	V	
TOTAL		100																					

**Assessment components**

- Mid Test (UTS) : 30%
- Final Test (UAS) : 30%
- Student assignment : 30%
- Presence : 10%
- Total : 100%

### Scoring / Grading level description

	Excellent	Good	Satisfy	Fail
ability to describe	Able to describe <b>correctly</b> and <b>completely</b>	Able to describe <b>correctly</b> but <b>not complete</b>	Able to describe but <b>less clear</b> and <b>incomplete</b>	<b>Unable</b> to describe
ability to formulate	Able to formulate <b>correctly</b> and <b>completely</b>	Able to formulate <b>correctly</b> but <b>not complete</b>	Able to formulate but <b>less clear</b> and <b>incomplete</b>	<b>Unable</b> to formulate
ability to calculate	Able to calculate <b>correctly</b> and <b>completely</b>	Able to calculate <b>correctly</b> but <b>not complete</b>	Able to calculate but <b>less clear</b> and <b>incomplete</b>	<b>Unable</b> to calculate
The ability to analyze	Able to analyze <b>correctly</b> and <b>completely</b>	Able to Analyze <b>correctly</b> but <b>not complete</b>	Able to Analyze But <b>less clear</b> and <b>incomplete</b>	<b>Unable</b> to Analyze

### Scoring and grading system

Score	Quality	Quality score	Designation	Score	Quality	Quality score	Designation
85 - 100	A	4.0	Outstanding	55 - 59	C	2.0	Acceptable
80 - 84	A-	3.6	Excellent	50 - 54	C-	1.6	Poor
75 - 79	B +	3.3	Very good	40 - 49	D	1.0	Poor

70 - 74	B	3.0	Good	≤ 39	E	0.0	Fail
65 - 69	B-	2.6	Good	-	T	-	Postpone
60 - 64	C +	2.3	Acceptable				