



**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 Courses / character buildings	2	0	2	
Responsible	Drs. Nurman S, M.Si, Rita Angraini, M.Pd, Irwan, M.Sc and Zaky Farid Luthfi, M.Pd		Signature			
<u>INFORMATION</u>	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	
Program Learning Outcomes	<b>Program Learning Outcomes (PLO):</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 profesional 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 physic 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 thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method (<b>Engineering analysis</b>,</li> </ol>					

***investigations and assessment):***

- 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 medias
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 softskil and spirit of lifelong learning (***Transferable skill / softskill***)
  - 6.1. possess a religious character
  - 6.2. possess a spirit of nasionalisme, social sensitivity and environmental consevation 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 (CLO)</b>	
	<b>CLO</b>	<b>PLO</b>
	1. Be able to explain the concepts: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science	6.2, 63
	2. Able to analyze: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science	6.2, 63
	3. Able to identify: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science	6.2, 63
	4. Able to show attitudes in accordance with the values of Pancasila	6.2, 63
	5. Able to say, act and behave in accordance with the values of Pancasila	6.2, 63
<b>Course descriptions</b>	The Pancasila Education course makes students become scientists who have a Pancasila spirit and behave and behave in accordance with Pancasila values, understand and live the state system based on the 1945 Constitution, understand the history of the struggle of the Indonesian nation so that it can foster an attitude of nationalism and patriotism and have critical insight and thoughts. In addition, students are expected to be able to apply Pancasila values in the life of society, nation and state through the study of Pancasila as a philosophy and philosophical system, designing assessments and assessment rubrics and conducting case studies so that they are able to behave in faith and devote to God Almighty, with fair humanity. and civilized, supporting national unity, and society which prioritizes common interests above personal and group interests to achieve social justice for all Indonesian people. Have critical and communicative skills and attitudes with the professions of teachers, technicians, analysts and administrators.	
<b>References</b>	<b>Main references (RU):</b>	
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4. Ali, As'ad Said. 2009. The State of Pancasila is the Way of National Benefit. Jakarta: LP3ES Library.
5. Asdi, Endang Daruni. 2003. Whole Man in the Moral of Pancasila. Jogjakarta: Pustaka Raja.
6. Bahar, Saafroedin, Ananda B. Kusuma, and Nannie Hudawati (ed.). 1995, Minutes of the Session of the Investigation Committee for Preparatory Efforts for Independence (BPUPKI), Preparatory Committee for Indonesian Independence (PPKI) 28 May 1945 - 22 August 1945, State Secretariat of the Republic of Indonesia, Jakarta.
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23. Ismaun. 1978. Pancasila: Basic Philosophy of the State of the Republic of Indonesia: in the framework of the ideals and

- history of the struggle for independence. Bandung: Carya Remadja
24. Kaelan. 2000. Pancasila Education. Yogyakarta: Paradigm
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#### **Additional references (RP)**

1. Publishing Agency, Faculty of Law, University of Indonesia
2. Koentjaraningrat. 2004. Culture Mentality and Development. Jakarta: PT. Gramedia Pustaka Utama
3. Kuntowijoyo. 2006. Islam as a Science: Epistemology, Methodology, and Ethics. Yogyakarta: Tiara Wacana
4. Lacey Hugh. 1999. Is Science Value Free? London: Routledge.
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<b>Learning Media</b>	<b>Software:</b>	<b>Hardware:</b>
		Computer, LCD Projector and Whiteboard and peripherals
<b>Team Teaching</b>		
<b>Assessment</b>	Mid-Term Exam, Final Exam, Independent & group assignments, Group presentations	
<b>Requirements Subject</b>	There is no	

## COURSE SUBJECT

Week	Expected competencies	Learning activities / Indicator	Subjects	Method / Learning strategies	Assessment Criteria / Technique	References
1	2	3	4	5	6	7
1	<p><b>CLO-1: (PLO- 6.2, 6.3)</b></p> <p>Understand the lecture contract, RPS and the Assessment System in the Pancasila Education course</p>	<ol style="list-style-type: none"> <li>1. Understand the Lecture contract</li> <li>2. Understand RPS and SAP</li> <li>3. Understanding learning strategies, dividing groups and assignments</li> <li>4. Understanding the Rating System</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture Contract</li> <li>2. RPS and SAP Recovery</li> <li>3. Learning strategies and assignments</li> <li>4. Assessment System</li> </ol>			
2	<p><b>CLO-1: (PLO- 6.2, 6.3)</b></p> <p>Students are able to understand the concept and urgency, foundation and goals of Pancasila education (C3, A3, P2)</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<ol style="list-style-type: none"> <li>1. Concept and Urgency of Pancasila Education</li> <li>2. Reasons for the Need for Pancasila Education</li> <li>3. Historical, Sociological, Political Sources of Pancasila Education</li> <li>4. Dynamics and Challenges of Pancasila Education</li> <li>5. The essence and urgency of Pancasila education for the future</li> </ol>	Lectures vary, problem solving and question and answer	<ol style="list-style-type: none"> <li>1.KKM: 70%</li> <li>2.Assessment Techniques               <ol style="list-style-type: none"> <li>a. Assessment of the Learning Process</li> <li>b. Assessment of Learning Outcomes</li> </ol> </li> </ol>	1,11,14,16,24,41,47
3, 4,	<p><b>CLO-2: (PLO- 6.2,</b></p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> </ul>	The Concept and Urgency of Pancasila in the Flow of National	Lectures vary,	<ol style="list-style-type: none"> <li>1.KKM: 80%</li> <li>2.Assessment</li> </ol>	4,9,10,43,48



	<p><b>6.3)</b> Students are able to understand and master Pancasila in the context of the history of the struggle of the Indonesian nation from the time of kingdoms, colonial times, proclamation to the present (C4, A4, P4)</p>	<ul style="list-style-type: none"> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<p>History Indonesia</p> <ol style="list-style-type: none"> <li>1. Pancasila Proposal Period</li> <li>2. Period of the Formulation of Pancasila</li> <li>3. The Period of Ratification of the Pancasila</li> </ol> <p>Reasons for the Need for Pancasila in Historical Studies Indonesian nation</p> <ol style="list-style-type: none"> <li>1. Pancasila as the Identity of the Indonesian Nation</li> <li>2. Pancasila as the Personality of the Indonesian Nation</li> <li>3. Pancasila as the Way of Life of the Indonesian people</li> <li>4. Pancasila as the soul of the nation</li> <li>5. Pancasila as a Noble Agreement</li> </ol> <p>Historical, Sociological, and Political Sources on Pancasila in the Study of Indonesian History</p> <p>Dynamics and Challenges of Pancasila in the Study of the History of the Indonesian Nation</p> <p>The Essence and Urgency of Pancasila in Historical Studies Indonesian Nation for the Future</p>	<p>problem solving and question and answer</p>	<p>Techniques</p> <ol style="list-style-type: none"> <li>a. Assessment of the Learning Process</li> <li>b. Assessment of Learning Outcomes</li> </ol>	
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			The essence of Pancasila in the Study of Indonesian History for the future of the nation			
5,6	<p><b>CLO-2,3: (PLO- 6.2, 6.3)</b></p> <p>Students are able to understand and master Pancasila as the basis of the Republic of Indonesia (C4, A4, P4)</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<p>Concept of State, State Purpose and Urgency</p> <p>National principle</p> <p>Reasons for the Need for a Pancasila Study as National principle</p> <p>Juridical, Historical, Sociological, and Political Resources</p> <p>Pancasila as the State Foundation</p> <p>Arguments on the Dynamics and Challenges of Pancasila as the State Foundation</p> <p>The essence and urgency of Pancasila as National principle</p> <ol style="list-style-type: none"> <li>1. The essence and urgency of Pancasila as the basis of the state</li> <li>2. The relationship between Pancasila and the Proclamation of Indonesian Independence</li> <li>3. The Relationship between Pancasila and the Preamble of the 1945 Constitution</li> <li>4. The description of Pancasila in the</li> </ol>	<p>Lectures vary, problem solving and question and answer</p>	<ol style="list-style-type: none"> <li>1. KKM: 80%</li> <li>2. Assessment Techniques <ol style="list-style-type: none"> <li>a. Assessment of the Learning Process</li> <li>b. Assessment of Learning Outcomes</li> </ol> </li> </ol>	2,10,15,17,40,47

			Articles of the 1945 Constitution of the Republic of Indonesia 5. Implementation of Pancasila in Policy Formulation			
7,8	<p><b>CLO-3: (PLO- 6.2, 6.3)</b></p> <p>Students are able to understand and analyze Pancasila as a philosophical system (C6, A5, P4)</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<p>The Concept and Urgency of Pancasila as a Philosophical System</p> <ol style="list-style-type: none"> <li>1. The Study of Pancasila as a System Philosophy</li> <li>2. The philosophy of Pancasila as Genetivus Objectivus and Genetivus <i>Subjectivus</i></li> <li>3. The ontological basis of the Pancasila philosophy</li> <li>4. Epistemology Basis Philosophy of Pancasila</li> <li>5. The axiological basis of Pancasila</li> </ol> <p>Historical, Sociological, and Political Sources about Pancasila as a Philosophical System Building Arguments about the Dynamics and Challenges of Pancasila as a Philosophical System Describing the essence and urgency of Pancasila as Philosophical System</p>	Lectures vary, problem solving and question and answer	<ol style="list-style-type: none"> <li>1. KKM: 80%</li> <li>2. Assessment Techniques</li> <li>c. Assessment of the Learning Process</li> <li>d. Assessment of Learning Outcomes</li> </ol> <p>1.</p>	8,9,10,17,25,30,33,48,55
9	<b>Mid Semester Exam (UTS)</b>					

10.11	<p><b>CLO-3,4: (PLO- 6.2, 6.3)</b></p> <p>Students are able to analyze Pancasila as a State Ideology system, and students are able to compare Pancasila with the big ideologies of the world (C6, A5, P4)</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<p>The Concept and Urgency of Pancasila as the State Ideology</p> <p>Reasons for the Need for Pancasila Studies as Ideology Country</p> <p>Historical, Sociological, and Political Sources about Pancasila as the State Ideology</p> <p>Arguments on the Dynamics and Challenges of Pancasila as the State Ideology</p> <p>The Essence and Urgency of Pancasila as Ideology Country</p>	<p>Lectures vary, problem solving and question and answer</p>	<p>1.KKM: 80%</p> <p>2.Assessment Techniques</p> <p>a. Assessment of the Learning Process</p> <p>b. Assessment of Learning Outcomes</p>	<p>24,25,27,36,48,50,13,51,38,37,34</p>
12, 13	<p><b>CLO-4: (PLO- 6.2, 6.3)</b></p> <p>Students are able to analyze and implement Pancasila as an Ethical System (C5, A5, P4)</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<p>The Concept and Urgency of Pancasila as an Ethical System</p> <p>Reasons for the Need for Pancasila as an Ethical System</p> <p>Historical, Sociological, and Political Sources about Pancasila as an Ethical System</p> <p>Dynamics and Challenges of Pancasila as an ethical system</p>	<p>Lectures vary, problem solving and question and answer</p>	<p>1.KKM: 80%</p> <p>2.Assessment Techniques</p> <p>a. Assessment of the Learning Process</p> <p>b. Assessment of Learning Outcomes</p>	<p>7,24,25,29,48</p>

			The Essence and Urgency of Pancasila as an Ethical System			
14.15	<p><b>CLO-5: (PLO- 6.2, 6.3)</b></p> <p>Students are able to make Pancasila as the basis for the development of knowledge in their respective fields of knowledge (C6, A5, P4)</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> <li>• The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>• Students together with the lecturer make a summary / conclusion of the lecture</li> <li>• The lecturer gives assignments for the next meeting</li> </ul>	<p>Pancasila as the Basic Value of Science Development</p> <ol style="list-style-type: none"> <li>1. The concept of Pancasila as the basis for the value of science development.</li> <li>2. The Urgency of Pancasila as the Basic Value of Science Development.</li> </ol> <p>Reasons for the Need for Pancasila as the Basis of Value Science Development</p> <p>Historical, Sociological, and Political Sources about Pancasila as the Basic Value of Science Development in Indonesia</p> <p>Dynamics and Challenges of Pancasila as the Basic Value of Science Development</p> <p>The essence and urgency of Pancasila as the basis for the value of science development for the future</p>	Lectures vary, problem solving and question and answer	<p>1. KKM: 80%</p> <p>2. Assessment Techniques</p> <ol style="list-style-type: none"> <li>a. Assessment of the Learning Process</li> <li>b. Assessment of Learning Outcomes</li> </ol>	6,28,48,55,
16	<p><b>CLO-5: (PLO- 6.2, 6.3)</b></p> <p>Students are able to</p>	<ul style="list-style-type: none"> <li>• Students read a summary of lecture material</li> <li>• The lecturer gives a lecture about the lecture material in brief</li> </ul>	The concept and urgency of implementing Pancasila values in every aspect of community, national and state life	Lectures vary, problem solving and	<p>1. KKM: 80%</p> <p>2. Assessment Techniques</p> <ol style="list-style-type: none"> <li>c. Assessment</li> </ol>	

	implement Pancasila values in all aspects of community, national and state life	<ul style="list-style-type: none"> <li>The lecturer leads the question and answer among the students while the students are provoked to ask questions</li> <li>Students together with the lecturer make a summary / conclusion of the lecture</li> </ul>	<p>The reason for the need for the implementation of Pancasila values in every aspect of life as a society, nation and state</p> <p>Sember, historical, sociological, political about the implementation of Pancasila values in every aspect of social life, nation and state</p> <p>The dynamics and challenges of implementing Pancasila values in every aspect of life in society, nation and state</p> <p>The essence and urgency of implementing Pancasila values in every aspect of the life of the community, nation and state</p>	question and answer	<p>nt of the Learning Process</p> <p>d. Assessment of Learning Outcomes</p>	
<b>17</b>	<b>UAS (Final Semester Examination)</b>					

### 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		
CLO-1	SA.2.3	20																			V	V		
CLO-2	Mid-Test 1	5																			V	V		
CLO-2	Mid-Test 2	5																			V	V		
CLO-2	Mid-Test 3	5																			V	V		
CLO-3	Mid-Test 4	5																			V	V		
CLO-3	Mid-Test 5	5																			V	V		

CLO-3	Mid-Test 6	5																		V	V		
CLO-3	Mid-Test 7	5																		V	V		
CLO-4	Final Test-1	5																		V	V		
CLO-4	Final Test-2	5																		V	V		
CLO-4	Final Test-3	5																		V	V		
CLO-5	Final Test-4	5																		V	V		
CLO-5	Final Test-5	5																		V	V		
Presence		10																		V	V		
TOTAL		100																					

### Assessment components

Mid test (UTS/Ujian Tengah Semester)	: 35 %
Final test (UAS/Ujian Akhir Semester)	: 35 %
Students assignment	: 20 %
<u>Presence</u>	<u>: 10 %</u>
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
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				