



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Values and character education	8420703026	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	August 24, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Kusnul Khotimah, S.Pd., M.Pd.		Dr. Hendri Prastiyono, M.Pd.			Dr. Nuansa Bayu Segara, S.Pd., M.Pd.	

Learning model	Case Studies
-----------------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																			
	Program Objectives (PO)																																																																			
	PO - 1	Understand basic concepts, theories and patterns of developing values and character education and have changes in mindset that lead to learning paradigms (S2, P2, KU3, KK3)																																																																		
	PO - 2	Students are able to master the application of values and character education development patterns in contemporary-based schools (S3, P2, KU3, KK2).																																																																		
	PLO-PO Matrix																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> </table>	P.O	PO-1	PO-2																																																															
P.O																																																																				
PO-1																																																																				
PO-2																																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
P.O	Week																																																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																				
PO-1																																																																				
PO-2																																																																				

Short Course Description	This course discusses in depth the concept and application of values and character education. Therefore, the material for this course is basically theoretical and practical concepts in implementing character education in schools, including how to develop student character. The main contents of this course include: (1) basic concepts of character values and character education, (2) basic concepts and patterns of developing values and character education in the learning process, (3) basic concepts and patterns of developing values and character education in schools, (4) basic concepts and patterns for developing values and character education in society, and (5) basic concepts and patterns for developing authentic assessments of character values. By studying this course, students are expected to be able to understand the latest issues in the field of learning at school, especially regarding values and character education so that in the future they will be able to work in the school environment and society well and with character and be able to develop students' character.
---------------------------------	--

References	Main :
	<ol style="list-style-type: none"> 1. Lickona, T. 2002. Character Matters . Terjemahan oleh Juma Abdu Wamaungo. Jakarta: Bumi Aksara. 2. Lickona, T. 2002. Educating for Character . Terjemahan oleh Juma Abdu Wamaungo. Jakarta: Bumi Aksara. 3. Kemendiknas. 2010. Pengembangan Pendidikan Karakter dan Budaya Bangsa. Jakarta: Kemendiknas. 4. Kemendiknas. 2010. Kerangka Acuan Pendidikan Karakter. Jakarta: Kemendiknas. 5. Kemendiknas. 2011. Panduan Pelaksanaan Pendidikan Karakter . Jakarta: Kemendiknas.
	Supporters:

1. Kupperman, J.J. 1991. Character. NewYork: Oxford University Press
2. Novick, B., et. al. 2009. Building Learning Communities with Character. Alexandria: ASCD
3. Samani, M. & Hariyanto. 2012. Konsep dan Model Pendidikan Karakter. Bandung: Remaja Rosda Karya
4. Megawangi, R. 2004. Pendidikan Karakter: Solusi yang Tepat Untuk Membangun Bangsa. Jakarta: BP Migas dan Star Energy

Supporting lecturer
 Dr. Hendri Prastiyono, M.Pd.
 Riyadi, S.Pd., M.A.
 Dr. Kusnul Khotimah, S.Pd., M.Pd.
 Muhammad Ilyas Marzuqi, M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the basic concepts of character and the dimensions of good character	Understand the basic concepts of character and dimensions of good character	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Values and Character Education Framework References: <i>Lickona, T. 2002. Educating for Character. Translated by Juma Abdu Wamaungo. Jakarta: Bumi Literacy.</i>	5%
2	Students are able to understand the basic philosophy and position of character education within the national education framework	Understand the basic philosophy and position of character education within the national education framework	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Concept of Value Literature: <i>Kupperman, JJ 1991. Character. New York: Oxford University Press</i>	5%
3	Students are able to understand the meaning, values and basic concepts of character education	Understand the meaning, values and basic concepts of character education	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Meaning of the Concept of Character Reference: <i>Lickona, T. 2002. Character Matters. Translated by Juma Abdu Wamaungo. Jakarta: Bumi Literacy.</i>	5%
4	Students are able to understand the character education model	Understand the character education model	Criteria: Performance rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Design Values and Character References: <i>Lickona, T. 2002. Character Matters. Translated by Juma Abdu Wamaungo. Jakarta: Bumi Literacy.</i>	10%
5	Students are able to understand strategies for developing classrooms with character	Understand strategies for developing classrooms with character	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Value and Character Education Paradigm References: <i>Kupperman, JJ 1991. Character. New York: Oxford University Press</i>	5%

6	Students are able to understand strategies for creating a character-based learning process	Understanding strategies for creating a character-based learning process	Criteria: Performance Rubric Form of Assessment : Participatory Activities, Practice/Performance	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Values and Character Education Strategies and Models Reference: <i>Samani, M. & Hariyanto. 2012. Concepts and Models of Character Education. Bandung: Rosda Karya Youth</i>	10%
7	Students are able to understand strategies for creating a character-based learning process	Understanding strategies for creating a character-based learning process	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Learning Innovation Based on Values and Character Education Library: <i>Ministry of National Education. 2010. Development of National Character and Culture Education. Jakarta: Ministry of National Education.</i>	5%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	Criteria: Test Rubric	Midterm Exam (UTS) 3 X 50		Material: Mid-Semester Exam (UTS) References:	20%
9	Students are able to understand strategies for creating a value and character-based school	Understand strategies for creating values and character-based schools	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Values and Character Education Development Patterns References: <i>Lickona, T. 2002. Educating for Character. Translated by Juma Abdu Wamaungo. Jakarta: Bumi Literacy.</i>	5%
10	Students are able to understand strategies for creating a value and character-based school	Understand strategies for creating values and character-based schools	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Contemporary Issues in Values and Character Education in Schools Library: <i>Ministry of National Education. 2010. Framework of Reference for Character Education. Jakarta: Ministry of National Education.</i>	5%

11	Students are able to understand strategies for creating a value and character-based school	Understand strategies for creating values and character-based schools	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Implications of contemporary values education in schools Library: <i>Ministry of National Education. 2011. Guide to Implementing Character Education. Jakarta: Ministry of National Education.</i>	5%
12	Students are able to explain strategies for creating a family and community environment that is value and character oriented	Explain strategies for creating a family and community environment that is value and character oriented	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Constructing Solutions to Contemporary Problems in Value Education in Schools References: <i>Novick, B., et. al. 2009. Building Learning Communities with Character. Alexandria: ASCD</i>	10%
13	Students are able to explain strategies for creating a family and community environment that is value and character oriented	Explain strategies for creating a family and community environment that is value and character oriented	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Implications of contemporary character education in schools Library: <i>Ministry of National Education. 2011. Guide to Implementing Character Education. Jakarta: Ministry of National Education.</i>	10%
14	Students are able to formulate authentic assessment strategies in the context of character assessment in learning	Formulating authentic assessment strategies in the context of character assessment in learning	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Constructing Solutions to Contemporary Problems of Character Education in Schools Reference: <i>Megawangi, R. 2004. Character Education: The Right Solution for Building a Nation. Jakarta: BP Migas and Star Energy</i>	10%

15	Students are able to formulate authentic assessment strategies in the context of character assessment in learning	Formulating authentic assessment strategies in the context of character assessment in learning	Criteria: Performance Rubric Form of Assessment : Participatory Activities	Case Method, Question and Answer, Small Group Discussion 3 X 50	Case Method, Question and Answer, Small Group Discussion 3 x 50	Material: Reflections on Learning based on Values and Character Education in Schools Reference: <i>Novick, B., et. al. 2009. Building Learning Communities with Character. Alexandria: ASCD</i>	10%
16		Test	Criteria: Test Rubric	Final Semester Examination (UAS)		Material: Final Semester Examination (UAS) Literature:	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	88.33%
2.	Project Results Assessment / Product Assessment	3.33%
3.	Practice / Performance	8.33%
		99.99%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.