



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Values and Character Education	8720102072		T=2	P=0	ECTS=3.18	3	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Wisnu, M.Hum.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Study of values, value concepts, value classification, goals of values education, the role of values in social studies education, values in religion, schools of moral philosophy, character education and character behavior, as well as models of character behavior practice.						
	<p>References Main :</p> <ol style="list-style-type: none"> 1. Lickona, Thomas. 2012. Character (PersoalanKarakter) . Jakarta: PT BumiAksara. 2. Daroeso, Bambang. 1988. Dasar dan Konsep Pendidikan Moral Pancasila . Semarang: Aneka Ilmu. 3. Pemerintah RI. 2011. Desain Induk Pendidikan Karakter Bangsa (2010-2015) . Jakarta: Pemerintah RI. 4. Doni Koesuma A. 2010. Pendidikan Karakter, Strategi Mendidik Anak di Zaman Global. Jakarta: PT. Gramedia Widiasarana. 5. Muchlas Samani dan Hariyanto. 2011. Konsep dan Model Pendidikan Karakter . Bandung: PT RemajaRosdakarya. 6. Muchson dan Samsuri. 2013. Dasar-Dasar Pendidikan Moral (Basis Pengembangan Pendidikan Karakter). Yogyakarta: Ombak. <p>Supporters:</p>						
Supporting lecturer	Dr. Wisnu, M.Hum. Drs. Sumarno, M.Hum. Drs. Agus Trilaksana, M.Hum. Rojil Nugroho Bayu Aji, S.Hum., M.A.						
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	1. Tuition Contract 2. Explain the background to the importance of values and character education	1. Outline the background to the importance of value and character education study courses 2. The importance of students implementing character behavior	Criteria: Presence/activeness in arguing/asking questions	Lecture, Question and answer 2 X 50			0%
2	Explaining the Study of Values and Attitudes	1. Able to explain the concept of value. 2. Able to explain the concept of attitude.	Criteria: 1.Presence, Activeness/opinions/asking questions 2.Score value 0-100	- Pulpit lecture - Question and answer. - Discussion 2 X 50			0%
3	Idem	Idem		Idem 2 X 50			0%
4	Explain the concept of Norms and Morals	- 1. Able to explain the concept of norms 2. Able to explain moral concepts	Criteria: Presence, activeness in arguing, asking questions Criteria 0-100	- Pulpit lecture - Presentation - discussion - Question and answer 2 X 50			0%

5	IDEM Pert 4th	-IDEM	Criteria: 1.Presence, arguing, asking 2.Score 0-100	IDEM 2 X 50			0%
6	Explain the importance of Ethics and Manners -	1. Able to describe the importance of ethics 2. Able to explain the forms of etiquette in society	Criteria: 1.Presence/Opinions/asking questions 2.score 0-100	- Lectures - Presentations - discussions - Questions and Answers 2 X 50			0%
7	IDEM Pert 6th	- IDEM	Criteria: IDEM	- Pulpit lecture - Presentation - Discussion - Questions and Answers 2 X 50			0%
8	UTS	UTS	Criteria: 1.1. Each question is worth 10 marks 2.2. NA = value obtained 3.Maximum Value 4.3. Score = 0-100	Written Test 2 X 50			0%
9	Explain the importance of good character and noble morals	1. Able to explain the meaning of good character. 2. Able to explain the importance of noble character	Criteria: 1.Presence/Activity/asking questions 2.Score = 0-100	- Presentation, Discussion, Question and answer. 2 X 50			0%
10	9th IDEM Pert	IDEM	Criteria: IDEM	IDEM 2 X 50			0%
11	Explaining the Concept of Character Education	1. Able to explain the concept of character education.	Criteria: 1.Presence/Activity in arguing/asking questions 2.Score = 0-100	- Presentation - Discussion - Question and answer 2 X 50			0%
12	Explains models of character education in various nations	Able to explain Character Education in various nations	Criteria: 1.Presence/Activity/beta 2.Score = 0-100	- Presentation - Pulpit lecture - Discussion - Questions and answers 2 X 50			0%
13	Explaining the Character Education Model of the Indonesian nation	- 1. Explain the background of character education for the Indonesian nation. 2. Be able to explain the grand design of education	Criteria: IDEM	- Presentation - Discussion - Question and answer 2 X 50			0%
14	Explaining the Implementation of Character Education in the school environment	1. Able to explain the forms of implementing character education in education/learning at school	Criteria: idem	Discussion presentations, questions and answers, illustrations, assignments 2 X 50			0%
15	Explains the model for implementing character education in the community	1. Able to explain the implementation of character education in society	Criteria: Presence/Activity/asking questions	PresentationDiscussionQuestions and answers 2 X 50			0%
16	UAS	UAS	Criteria: 1.According to the signs 2.Value score = 0-100	UAS 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.

