



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																												
Sociology of Corruption	6920102305		T=1 P=1 ECTS=3.18	5	July 17, 2024																																												
AUTHORIZATION		SP Developer	Course Cluster Coordinator		Study Program Coordinator																																												
			Dr. Agus Machfud Fauzi, M.Si.																																												
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;"></td> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">16</td> </tr> </table>															Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Anti-Corruption Lectures mean a conscious and planned effort to create a teaching and learning process that is critical of anti-corruption values. This lecture provides provisions for students to understand corruption, anti-corruption measures, causes of corruption, consequences of corruption, law, forms of corruption both in Indonesia and other countries, preventing corruption, and conducting investigations into corruption that occurs in society. (as a case study).																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Andi Hamzah. 2005. Pemberantasan Korupsi. Jakarta: PT. Raja Grafindo Persada 2. Tim Penulis Buku Pendidikan Anti Korupsi, 2011, Pendidikan Anti Korupsi untuk Perguruan Tinggi, Jakarta: Kementerian Pendidikan dan Kebudayaan RI 3. Eko Handoyo, 2013, Pendidikan Anti Korupsi, Semarang : LP3M Universitas Negeri Semarang 4. Adami Chazawi, 2015, Hukum Pidana Korupsi di Indonesia, Jakarta: Raja Grafindo Perkasa 5. Baharudin Lopa. 2001. Kejahatan Korupsi dan Penegakkan Hukum. Jakarta: Penerbit Kompas. 6. Dharmawan (ed). 2004. Surga Para Koruptor. Jakarta: Penerbit Kompas. 7. . Evi Hartati. 2005. Tindak Pidana Korupsi. Jakarta: Sinar Grafika. 8. Suyatno. 2005. Korupsi Kolusi Nepotisme. Jakarta: CV. Mulasari. 9. Ibrahim, I S, dan Iriantara, Y. 2003. Melawan Korupsi di Sektor Publik. Bandung: Sawarung. 10. Kemenristekdikti, 2018. Pendidikan Anti Korupsi untuk Perguruan Tinggi, edisi revisi. 11. KPK. buku-buku dapat cek di ACLC: aclc.kpk.go.id 12. Suyatno. 2005. Korupsi Kolusi Nepotisme. Jakarta: CV. Mulasari. 13. Wahyudi Kumorotomo. 2005. Akuntabilitas Birokrasi Publik. Yogyakarta: Pustaka Pelajar. 14. Wiyanto, Ridwan Zachrie (ed), Korupsi Mengorupsi Indonesia : Sebab, Akibat dan Prospek Pemberantasan , PT. Gramedia Pustaka Utama, 2009. 14. UU No. 30 th. 2002 15. UU No. 18 th. 2003 16. PP no. 71 th. 2000 17. Keppres No. 59 th. 2004 UN Convention against Corruption 2003 																																																
	Supporters:																																																
Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Mochamad Arif Affandi, S.I.P., M.Si.																																																
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	Explains the concept of corruption, corrupt behavior, and forms of corrupt activities, as well as anti-corruption integrity.	Students can explain the characteristics and examples of corrupt behavior	Form of Assessment : Participatory Activities	lecture, discussion 2 X 50			5%
2	Students are able to explain the meaning of corruption and integrity, anti-corruption values and principles, the history of corruption and eradicating corruption in Indonesia	Accuracy and suitability in explaining the meaning of corruption and integrity, anti-corruption values and principles, history of corruption and eradicating corruption in Indonesia	Criteria: Participation and tasks Form of Assessment : Participatory Activities	Contextual Instruction in the form of: · Lectures · Case studies TM= 2 x (2x50") Assignments via group BT=1x(2x60") Individual assignments via e-learning. BM=2x(2x60") 2 X 50			5%
3	Students are able to explain the factors that cause corruption and the impact of corruption	Accuracy and appropriateness in explaining the language that causes corruption, the massive impact of corruption, and case analysis in field investigations	Criteria: Individual Form of Assessment : Participatory Activities, Practice/Performance	Contextual Instruction in the form of: · Lecture · Case study · Role play 2 X 50			6%
4	Students are able to explain the factors that cause corruption and the impact of corruption	Accuracy and appropriateness in explaining the language that causes corruption, the massive impact of corruption, and case analysis in field investigations	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: · Lecture · Case study · Role play 2 X 50			5%
5	Students are able to explain various forms of efforts to eradicate corruption.	Accuracy and suitability in explaining various forms of efforts to eradicate corruption	Criteria: Individual Form of Assessment : Participatory Activities, Practice/Performance	Contextual Instruction in the form of: · Lecture · 2 X 50 case studies		Material: Corruption Criminal Law Bibliography: <i>Adami Chazawi, 2015, Corruption Criminal Law in Indonesia, Jakarta: Raja Grafindo Perkasa</i>	6%
6	Students can explain various forms of criminal acts of corruption in legislation	Accuracy and suitability in explaining various forms of criminal acts of corruption in legislation	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: · Lecture · Case study · Public Lecture 2 X 50			5%
7	Students can explain various forms of criminal acts of corruption in legislation	Accuracy and suitability in explaining various forms of criminal acts of corruption in legislation	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: · Lecture · Case study · Public Lecture 2 X 50			6%
8	UTS	The accuracy of answering and the ability to demonstrate the aspects of soft skills that are assessed	Criteria: Individual Form of Assessment : Test	open questions to test knowledge, understanding, application and analysis of the concepts presented. 2 X 50			10%
9	Students can explain various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: · Lecture · 2 X 50 case studies			5%

10	Students can explain various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			6%
11	Students can explain authority and professional secrets	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - 2 X 50 case study lectures			5%
12	Students can explain about the assets of corruptors and their return to the state.	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			7%
13	Students can explain judicial issues and lawsuits in criminal acts of corruption.	Accuracy and appropriateness in explaining corruption justice	Criteria: Individual Form of Assessment : Participatory Activities	Appropriate methods, systematic analysis, correct, with appropriate applications/examples and good language 2 X 50			5%
14	Students can plan and carry out actions to prevent corruption in society	Students can carry out anti-corruption prevention actions according to the plans made	Criteria: group Form of Assessment : Participatory Activities	Citizenship Project 2 X 50			7%
15	Students are able to explain ethics in public services and preventing corruption in public services	Accuracy and suitability in understanding corruption in public services	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			7%
16			Form of Assessment : Test				10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	74%
2.	Practice / Performance	6%
3.	Test	20%
		100%

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.

11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.