



**Universitas Negeri Surabaya  
Faculty of Education,  
Basic Education Masters Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basic Concepts of Elementary School Civics	8612203054	Civics	T=3	P=0	ECTS=6.72	2	September 18, 2019
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Hj. RR Nanik Setyowati, M. Si Dr. Harmanto, S. Pd., M. Pd. Prof. Dr. Sarmini M.Hum.		Dr. Hj. RR Nanik Setyowati, M. Si			Neni Mariana, S.Pd., M.Sc., Ph.D.	

Learning model	Case Studies																																																																																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																		
	PLO-8	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data																																																																																																																	
	PLO-9	Able to communicate the results of research and development of science and technology in innovative and creative learning in the field of basic education through publications published in national journals (minimum Sinta 4) or accepted in international journals																																																																																																																	
	Program Objectives (PO)																																																																																																																		
	PO - 1	CPMK2 Students are able to utilize ICT-assisted learning resources and learning media to support learning Basic Civics Concepts in Elementary Schools																																																																																																																	
	PO - 2	CPMK 4 Students master the basic theoretical concepts of Civics and are able to apply them in learning at school.																																																																																																																	
	PO - 3	CPMK 6 Students are able to make decisions about the theoretical concepts of Elementary Civics that are relevant to solving certain learning cases in the classroom and in society.																																																																																																																	
	PO - 4	CPMK 9 Students have a responsible attitude by applying character according to relevant theoretical concepts.																																																																																																																	
	PLO-PO Matrix																																																																																																																		
		<table border="1" style="margin-left: 40px;"> <thead> <tr> <th>P.O</th> <th colspan="3">PLO-8</th> <th colspan="3">PLO-9</th> </tr> </thead> <tbody> <tr><td>PO-1</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></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>														P.O	PLO-8			PLO-9			PO-1							PO-2							PO-3							PO-4																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																			
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Short Course Description	This course examines the basic theories and concepts that support Civics learning, including (1) The essence of Civics, (Norms and Morals, Pancasila Law and Legislation, State Ideology, (2) State and Citizens, (3) Human Rights, Rights and Obligations of Indonesian Citizens, (4) political system and power, (5) Constitutional System, (6) Government system, (7) Democratic system.																																																																																																																		
References	Main :																																																																																																																		

1. Benninga S Jacques. 2001. Moral, Character, and Civics Education in the Elementary School . New York: Teacher College Press.
2. Budiardjo, Miriam.2008. Dasar-Dasar Ilmu Politik. . Jakarta:Gramedia
3. Darmadi, Hamid. 2010. Pengantar Pendidikan Kewarganegaraan. Bandung: Alfabeta
4. Kirschenbaum, Howard. 1995. Enhance Values and Morality in Schools and Youth Settings. Massachusetts: Allyn & Bacon.
5. Kaelan dan Achmad Zubaidi. 2007. Pendidikan Kewarganegaraan Untuk Perguruan Tinggi. Yogyakarta: Paradigma
6. Kansil CST. 1996. Pengantar Ilmu Hukum . Jakarta: Gramedia
7. Kosasih, A Djahiri. 1992. Menelusuri Dunia Afektif. . Bandung:Lab Pancasila IKIP Bandung
8. Syahuri . 2004. Hukum Konstitusi. Proses dan Prosedur Perubahan UUD di Indonesia 1945-2002. Jakarta:Ghalia Indonesia
9. Wahab, Abdul Azis dan Sapriya. 2011. Teori dan Landasan Pendidikan Kewarganegaraan. Bandung: Alfabeta.
10. Waspodo Tjipto Subroto. 2007. M odul Pendidikan Kewarganegaraan untuk Sekolah Dasar. Surabaya: Unipress Unesa

**Supporters:**

1. 1. Hand Out : Matakuliah Konsep Dasar PKn
2. 2. Hand Out : Teori dan Prinsip Pendidikan Kewarganegaraan dalam Kurikulum Persekolahan. Samsuri. Yogyakarta: UNY.

**Supporting lecturer**  
Dr. Hj. Raden Roro Nanik Setyowati, M.Si.  
Prof. Dr. Sarmini, M.Hum.  
Dr. Harmanto, S.Pd., 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	Mastering the essence of Civics	<p>1.Knowledge *Describe the background of the importance of Civics in elementary school *Explain the development of civics, PMP, PPKn and PKn *Describe the objectives of the Civics subject *Explain the characteristics of civics, PMP, PPKn and PKn *Explain the scope of Civics as an educational program Skills *Create a role matrix for PMP, PPKn , Civics Attitude Social skills *Respect each other's opinions of group members *Cooperation *Question and answer Character *Caring for each other among group members *Critical thinking in question and answer Written test Observation Project</p> <p>2.Explaining the development of civics, PMP, PPKn and PKn</p> <p>3.Describe the background to the importance of Civics in elementary school</p> <p>4.Describe the objectives of Civics subjects</p> <p>5.Explain the characteristics of civics, PMP, PPKn and PKn</p> <p>6.Explain the scope of Civics as an educational and Civics program</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Approach: Active Learning Method: lecture, Question and answer, Discussion Strategy / Model: Direct learning 3 X 50</p>		<p><b>Material:</b> Background to the importance of Civics in Elementary School <b>Reader:</b> <i>Benninga S Jacques. 2001. Morals, Character, and Civics Education in the Elementary School. New York: Teachers College Press.</i></p> <p><b>Material:</b> Development of civics, PMP, PPKn and PKn <b>Library:</b> <i>Budiardjo, Miriam.2008. Basics of Political Science. . Jakarta: Gramedia</i></p> <p><b>Material:</b> Objectives of the Civics subject <b>Library:</b> <i>Darmadi, Hamid. 2010. Introduction to Citizenship Education. Bandung: Alfabeta</i></p> <p><b>Material:</b> Characteristics of civics, PMP, PPKn and PKn <b>Reader:</b> <i>Darmadi, Hamid. 2010. Introduction to Citizenship Education. Bandung: Alfabeta</i></p> <p><b>Material:</b> Scope of Civics as an educational program <b>References:</b> <i>Darmadi, Hamid. 2010. Introduction to Citizenship Education. Bandung: Alfabeta</i></p>	0%

2	Mastering the essence of Civics	<p>1.Knowledge  *Analyzing the meaning of values  *Explaining various values in life  *Understanding the norms that apply in society *Describing the norms that apply in society *Analyzing the role of values and norms in national life  *Analyzing the role of values and norms in shaping citizen behavior Skills *  Create a concept map of values and norms that exist in society. Attitudes. Social skills.  *Respect each other's opinions in the group. norm</p> <p>2.Analyzing the meaning of ethnopedagogy</p> <p>3.Explain the various values in life</p> <p>4.Understanding the norms that apply in society</p> <p>5.Describe the norms that apply in society</p> <p>6.Analyzing the role of values and norms as a form of ethnopedagogy in schools</p> <p>7.Analyzing ethnopedagogy as a manifestation of the role of values and norms in the family</p> <p>8.Create a concept map of values and norms that exist in society</p> <p>9.Social skills 1.  Respect each other's opinions in groups</p>	<p><b>Criteria:</b>  Value 0 to 100</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>Method:  lecture, question and answer, discussion  Strategy / Model: Direct learning  3 X 50</p>	<p><b>Material:</b>  Understanding ethnopedagogy, values  <b>References:</b>  <i>Kirschenbaum, Howard. 1995. Enhance Values and Morality in Schools and Youth Settings. Massachusetts: Allyn &amp; Bacon.</i></p> <hr/> <p><b>Material:</b> Various values in life  <b>Reader:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> Understanding the norms that apply in society.  <b>Reference:</b>  <i>Kansil CST. 1996. Introduction to Legal Science. Jakarta: Gramedia</i></p> <hr/> <p><b>Material:</b> Norms that apply in society  <b>Reader:</b> <i>Kosasih. A Djahiri. 1992. Exploring the Affective World. . Bandung: Pancerasila Lab IKIP Bandung</i></p> <hr/> <p><b>Material:</b> The role of values and norms in realizing ethnopedagogy for national life  <b>Reference:</b>  <i>Syahuri. 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> The role of values and norms in shaping ethnopedagogy in behavior at home  <b>Readers:</b>  <i>Wahab, Abdul Azis and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alfabeta.</i></p>	0%
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3	Mastering the theories and concepts of values, norms and morals as well as law and legislation	<p>1.Knowledge  *Analyzing the meaning of values  *Explaining various values in life  *Understanding the norms that apply in society *Describing the norms that apply in society *Analyzing the role of values and norms in national life  *Analyzing the role of values and norms in shaping citizen behavior Skills * Create a concept map of values and norms that exist in society. Attitudes. Social skills.  *Respect each other's opinions in the group. Norms Portfolio Project written test</p> <p>2.Explains the meaning of morals and morality which can influence behavioral ethnopedagogy</p> <p>3.Analyze the role of values and norms in shaping morality</p> <p>4.Describes the ethnopedagogy of morality that develops in society</p> <p>5.Elaborate on the role of values and norms in shaping student morality</p> <p>6.Exploring the philosophy of values and norms</p> <p>7.Social skills Cooperate with each other in groups</p>	<p><b>Criteria:</b>  Value 0 to 100</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>Method:  lecture, question and answer, discussion Strategy / Model: Direct learning  3 X 50</p>		<p><b>Material:</b>  Understanding morality and morality  <b>Reader:</b>  <i>Waspodo Tjipto Subroto. 2007. Citizenship Education Module for Elementary Schools. Surabaya: Unipress Unesa</i></p> <hr/> <p><b>Material:</b> The role of values and norms in shaping morality  <b>Reader:</b>  <i>Waspodo Tjipto Subroto. 2007. Citizenship Education Module for Elementary Schools. Surabaya: Unipress Unesa</i></p> <hr/> <p><b>Material:</b>  Ethnopedagogical morality that develops in society.  <b>Reader:</b> <i>Wahab, Abdul Azis and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alfabeta.</i></p> <hr/> <p><b>Material:</b>  Elaborating on the role of values and norms in shaping student morality.  <b>Reader:</b> <i>Wahab, Abdul Azis and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alfabeta.</i></p>	0%
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4	Understand and master laws and regulations.	<p>1.Knowledge * Explain the meaning of law and legislation Create a law and legislation matrix Attitude Social skills * Collaborate with each other in groups * Collaboration * Question and answer Character * Competitive in differentiating laws and legislation * Careful in classifying legislation Empathize with groups that need help</p> <p>2.Explain the meaning of law and legislation</p> <p>3.Clarifying various types of law</p> <p>4.Explain the various types of legislation</p> <p>5.Categorize central and regional level regulations</p> <p>6.Categorize regulations by their application in society</p> <p>7.Describe the function of law and legislation in society and the state</p> <p>8.Create a legal and statutory matrix</p> <p>9.Social skills Cooperate with each other in groups</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>		<p><b>Material:</b> legislation <b>Reference:</b> Syahuri . 2004. <i>Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002</i>. Jakarta: Ghalia Indonesia</p> <p><b>Material:</b> Various types of law <b>Library:</b> Syahuri . 2004. <i>Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002</i>. Jakarta: Ghalia Indonesia</p> <p><b>Material:</b> Various types of legislation <b>Reference:</b> Syahuri . 2004. <i>Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002</i>. Jakarta: Ghalia Indonesia</p> <p><b>Material:</b> Central and regional regulations <b>Reference:</b> Syahuri . 2004. <i>Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002</i>. Jakarta: Ghalia Indonesia</p> <p><b>Material:</b> Regulations with their application in society <b>Reference:</b> Syahuri . 2004. <i>Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002</i>. Jakarta: Ghalia Indonesia</p> <p><b>Material:</b> Function of law and legislation in society <b>Reference:</b> Syahuri . 2004. <i>Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002</i>. Jakarta: Ghalia Indonesia</p>	0%
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5	Master and understand the chronology of the formulation and ratification of Pancasila as the basis of the state.	<p>1.*Explain the chronology of the history of the formulation of the basic state Pancasila *Describe the results of the BPUPKI and PPKI sessions *Describe the results of the BPUPKI and PPKI sessions and the 1945 Constitution *Explain the basic state formulations proposed in the BPUPKI session *Describe Pancasila and the 1945 Constitution Skills *Make a concept map of the results BPUPKI and PPKI trials Attitude Social skills *Cooperate with each other in groups *Cooperation *Question and answer Character *Competitive in analyzing the results of the BPUPKI and PPKI trials *Careful in analyzing the results of the BPUPKI and PPKI trials</p> <p>2.Explaining the chronological history of the formulation of the state's basic Pancasila</p> <p>3.Describe the results of the BPUPKI and PPKI trials</p> <p>4.Describe the results of the BPUPKI and PPKI trials and the 1945 Constitution</p> <p>5.Explain the basic state formulations proposed at the BPUPKI session</p> <p>6.Describe Pancasila and the 1945 Constitution</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>		<p><b>Material:</b> Chronology of the history of the formulation of the state's basic Pancasila as a result of the BPUPKI and PPKI sessions. <b>Reader:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> Results of the BPUPKI and PPKI trials and the 1945 Constitution <b>Reader:</b> <i>Waspodo Tjipto Subroto. 2007. Citizenship Education Module for Elementary Schools. Surabaya: Unipress Unesa</i></p> <hr/> <p><b>Material:</b> Basic state formulations proposed in the BPUPKI session <b>References:</b> 1. <i>Hand Out: Basic Concepts of Civics Course</i></p> <hr/> <p><b>Material:</b> Pancasila and the 1945 Constitution <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum. Samsuri. Yogyakarta: UNY.</i></p>	0%
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6	Understand and master the roles of Pancasila as the nation's ideology and the nation's way of life.	<p>1. Knowledge</p> <ul style="list-style-type: none"> <li>*Explaining the chronology of the history of the formulation of the basic state Pancasila</li> <li>*Describing the results of the BPUPKI and PPKI sessions</li> <li>*Describing the results of the BPUPKI and PPKI sessions and the 1945 Constitution</li> <li>*Explaining the basic state formulations proposed in the BPUPKI session</li> <li>*Describing Pancasila and the 1945 Constitution Skills</li> <li>*Creating a concept map results of the BPUPKI and PPKI trials</li> <li>Attitude</li> <li>Social skills</li> <li>*Cooperate with each other in groups</li> <li>*Cooperation</li> <li>*Question and answer Character</li> <li>*Competitive in analyzing the results of the BPUPKI and PPKI trials</li> <li>*Careful in analyzing the results of the BPUPKI and PPKI trials</li> </ul> <p>2. Identifying the role of Pancasila as a State ideology</p> <p>3. Analyzing the role of Pancasila as the basis of the State</p> <p>4. Analyzing the role of Pancasila as a nation's way of life</p> <p>5. Pancasila as the nation's ideology and the basis of the state</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>	<p><b>Material:</b> The role of Pancasila as a State ideology <b>Reader:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> The role of Pancasila as the basis of the State <b>Library:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> The role of Pancasila as a nation's way of life. <b>Reader:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p>	0%
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7	Mastering the theory of state administration	<ol style="list-style-type: none"> <li>1. Knowledge * Explaining the theory of the formation of the state * Describing the role of the state in national development Relations between countries in international relations * Analyze the relationship between countries and their citizens</li> <li>2. Explain the theory of state formation</li> <li>3. Carrying out state literacy in national development</li> <li>4. Describe the relations between countries in international relations</li> <li>5. Analyze the relationship between the state and its citizens</li> <li>6. Describe the role of the state in the modernization of the nation</li> </ol>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>	<p><b>Material:</b> Theory of state formation <b>Reader:</b> <i>Darmadi, Hamid. 2010. Introduction to Citizenship Education. Bandung: Alfabeta</i></p> <hr/> <p><b>Material:</b> The role of the state in national development <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum. Samsuri. Yogyakarta: UNY.</i></p> <hr/> <p><b>Material:</b> Relations between countries in international relations <b>References:</b> 1. <i>Hand Out: Basic Concepts of Civics Course</i></p> <hr/> <p><b>Material:</b> The relationship between the state and its citizens. <b>Reference:</b> <i>Kosasih, A Djahiri. 1992. Exploring the Affective World. . Bandung: Pancasila Lab IKIP Bandung</i></p> <hr/> <p><b>Material:</b> The role of the state in the modernization of the nation <b>References:</b> 1. <i>Hand Out: Basic Concepts of Civics Course</i></p>	0%
8	Mastering the concept of citizens' rights and obligations	<p>Knowledge * Explaining the meaning of rights and obligations * Explaining the theory of determining citizenship opinions in groups *Cooperation *Character Q&amp;A *Careful in determining the rights and obligations of citizens *Critical thinking in analyzing the rights and obligations of citizens</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>	<p><b>Material:</b> Mid-semester Evaluation / Mid-Semester Exam <b>References:</b> 1. <i>Hand Out: Basic Civics Concepts Course</i></p>	0%
9	MIDDLE SEMESTER EXAMINATION WITH MATERIAL: Mastering the essence of Civics Mastering the theory and concepts of values, norms and morals as well as law and legislation Mastering the history of the formulation of Pancasila as the basis of the state Understanding and mastering law and legislation. Master and understand the chronology of the formulation and ratification of Pancasila as the basis of the state. Understand and master the roles of Pancasila as the nation's ideology and the nation's way of life. Mastering the	<ol style="list-style-type: none"> <li>1. Knowledge *Describe the background of the importance of Civics in elementary school *Explain the development of civics, PMP, PPKN and PKn *Describe the objectives of the Civics subject *Explain the characteristics of civics, PMP, PPKN and PKn *Explain the scope of Civics as an educational program Skills *Create a role matrix for PMP, PPKN ,Civics Attitudes Social skills *Respect each other's opinions of group members *Cooperation *Question and</li> </ol>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>	<p><b>Material:</b> Understanding rights and obligations <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum. Samsuri. Yogyakarta: UNY.</i></p> <hr/> <p><b>Material:</b> Theory of determining citizenship <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum. Samsuri. Yogyakarta: UNY.</i></p> <hr/> <p><b>Material:</b></p>	0%



theory of state administration. Mastering the concept of citizens' rights and obligations

answer Character  
\*Caring for each other among group members \*Critical thinking in questions Knowledge  
\*Analyzing the meaning of values  
\*Explaining the various values in life  
\*Understanding the norms that apply in society \*Describing norms -norms that apply in society  
\*Analyzing the role of values and norms in national life  
\*Analyzing the role of values and norms in shaping citizen behavior Skills  
\*Creating concept maps Values and norms that exist in society Attitudes Social skills  
\*Respecting each other's opinions in groups \*Cooperation  
\*Ask questions Answer Character \* Careful in designing concept maps of values and norms \* Developing a competitive spirit \* Not giving up easily in creating concept maps of values and norms Knowledge  
\*Elaborating on the role of values and norms in shaping student morality Skills \*Exploring the philosophy of values and norms Attitudes Social skills  
\*Cooperating with each other in groups  
\*Cooperation  
\*Question and answer Character  
\*Competitive in exploring the philosophy of values and norms  
\*Empathize with other groups Knowledge  
\*Explain the meaning of laws and regulations invitation  
\*Clarifying various types of law  
\*Explaining various types of legislation  
\*Categorizing central and regional regulations  
\*Categorizing regulations with their application in society  
\*Describing the function of law and legislation in society and the state Skills  
\*Creating a law and legislation matrix Attitude Skills social  
\*Cooperate with each other in groups  
\*Cooperation  
\*Question and answer Character  
\*Competitive in differentiating law and legislation  
\*Careful in classifying legislation  
Empathetic to

Systems for determining citizenship  
**References:** 2.  
*Hand Out: Theory and Principles of Citizenship Education in the School Curriculum.*  
Samsuri.  
Yogyakarta: UNY.

**Material:**  
Citizen's rights  
**Reference:** 2.  
*Hand Out: Theory and Principles of Citizenship Education in the School Curriculum.*  
Samsuri.  
Yogyakarta: UNY.

**Material:**  
Citizenship Obligations  
**References:** 2.  
*Hand Out: Theory and Principles of Citizenship Education in the School Curriculum.*  
Samsuri.  
Yogyakarta: UNY.

**Material:**  
Explaining the relationship between the rights and obligations of citizens  
**Reference:** 2.  
*Hand Out: Theories and Principles of Citizenship Education in the School Curriculum.*  
Samsuri.  
Yogyakarta: UNY.

groups that need help  
 Knowledge  
 \*Explain the chronological history of the formulation of the state's basic Pancasila  
 \*Describe the results of the BPUPKI trial and PPKI  
 \*Describe the results of the BPUPKI and PPKI sessions as well as the 1945 Constitution  
 \*Explain the basic state formulations proposed in the BPUPKI session  
 \*Describe Pancasila and the 1945 Constitution Skills  
 \*Make a concept map of the results of the BPUPKI and PPKI sessions  
 Attitude Social skills  
 \*Cooperate with each other in groups  
 \*Cooperation  
 \*Character  
 Questions and Answers  
 \*Competitive in analyzing the results of the BPUPKI and PPKI trials  
 \*Careful in analyzing the results of the BPUPKI and PPKI trials  
 Knowledge  
 \*Identifying the role of Pancasila as the state ideology  
 \*Analyzing the role of Pancasila as the basis of the state  
 \*Analyzing the role of Pancasila as the nation's way of life  
 \*Pancasila as the nation's ideology and basic state  
 Skills  
 \*Creating a matrix of the role of Pancasila  
 Attitude  
 Social skills  
 \*Cooperating with each other in groups  
 \*Cooperation  
 \*Question and answer  
 Character  
 \*Competitive in analyzing the role of Pancasila  
 \*Careful in analyzing the role of Pancasila  
 Knowledge  
 \*Explaining the theory of the formation of the state  
 \*Describing the role of the state in national development  
 \*Describing the relationship between countries in international relations  
 \*Analyzing the relationship between the state and its citizens  
 \*Describing the role of the state in the modernization of the nation  
 Relations between countries in international relations  
 \*Analyze the relationship between countries and their citizens

		<p>Explain the meaning of rights and obligations * Explain the theory of determining citizenship * Describe the 13 systems for determining citizenship * Classify the rights of citizens * Describe the obligations of citizens group * Cooperation * Character</p> <p>Questions and Answers * Careful in determining the rights and obligations of citizens * Thinking critically in analyzing the rights and obligations of citizens</p> <p>2. Explain the meaning of rights and obligations</p> <p>3. Explain the determination of citizenship</p> <p>4. Describe the systems for determining citizenship</p> <p>5. Classifying citizens' rights</p> <p>6. Describe the obligations of citizenship</p> <p>7. Explain the relationship between the rights and obligations of citizens</p>				
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10	Mastering theories in political science	<p>1. Knowledge  *Explaining the meaning of political science *Describing the role of political parties in the state  *Analyzing social organizations and political organizations.  *Classifying political superstructure and political infrastructure.  *Analyzing the relationship between the role of political superstructure and infrastructure  *Describing the function of political parties and pressure groups in the state  Skills Creating a matrix in a power map of political superstructure and political infrastructure  Attitude  Social skills *Mutual respect for opinions in groups  *Cooperation  *Character  Questions and Answers *Careful in analyzing political maps in society  *Critical thinking regarding the political map in society</p> <p>2. Explain the concept of emotion and self-concept</p> <p>3. Explain the role of emotions and self-concept in the learning process</p>	<p><b>Criteria:</b>  Value 0 to 100</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>Method:  lecture, question and answer, discussion  Strategy / Model: Direct learning  3 X 50</p>		<p><b>Material:</b>  Understanding political science  <b>Reference:</b>  <i>Budiardjo, Miriam.2008. Basics of Political Science. . Jakarta: Gramedia</i></p> <hr/> <p><b>Material:</b> The role of political parties in the state  <b>Reference:</b>  <i>Budiardjo, Miriam.2008. Basics of Political Science. . Jakarta: Gramedia</i></p> <hr/> <p><b>Material:</b> Community organizations and political organizations.  <b>Bibliography:</b>  <i>Budiardjo, Miriam. 2008. Basics of Political Science. . Jakarta: Gramedia</i></p> <hr/> <p><b>Material:</b> Political superstructure and political infrastructure.  <b>Bibliography:</b>  <i>Budiardjo, Miriam. 2008. Basics of Political Science. . Jakarta: Gramedia</i></p> <hr/> <p><b>Material:</b> Relationship between the role of superstructure and political infrastructure  <b>Reference:</b>  <i>Budiardjo, Miriam.2008. Basics of Political Science. . Jakarta: Gramedia</i></p> <hr/> <p><b>Material:</b> Function of political parties and pressure groups in the state  <b>Reference:</b>  <i>Budiardjo, Miriam.2008. Basics of Political Science. . Jakarta: Gramedia</i></p>	0%
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11	Understand the election system and the formation of the Legislative Body and Executive Body	<p>1.Knowledge * Explaining the legislative election system * Classifying the role of the DPR and MPR in the legislative sector. *Describe the mechanism for implementing the presidential and vice presidential elections. *Explaining the gubernatorial and regent/mayor elections *Analyzing the role of the provincial DPRD and city/regency DPRD Skills *Creating a matrix of the roles of the DPR, DPRD I and DPRD IIAttitude Social skills *Respecting each other's opinions in the group *Cooperation *Question and answer Character *Careful in creating a framework of thinking *Critical thinking in analyzing the role of the DPR</p> <p>2.Explain the legislative election system</p> <p>3.Classifying the role of the DPR and MPR in the legislative sector.</p> <p>4.Describe the mechanism for implementing the presidential and vice presidential elections.</p> <p>5.Explaining the elections for governor and regent/mayor</p> <p>6.Analyze the role of provincial DPRD and City/Regency DPRD</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>	<p><b>Material:</b> Legislative election system <b>Reference:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> The role of the DPR and MPR in the legislative sector. <b>Bibliography:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> Mechanism of holding the presidential and vice presidential elections. <b>Bibliography:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> Governor and regent/mayor elections <b>Reference:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p> <hr/> <p><b>Material:</b> The role of the Provincial DPRD and DPRD <b>Reference:</b> <i>Kaelan and Achmad Zubaidi. 2007. Citizenship Education for Higher Education. Yogyakarta: Paradigm</i></p>	0%
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12	Mastering the theories of the constitutional system	<p>1. Knowledge *</p> <ul style="list-style-type: none"> <li>Explaining the meaning of law *</li> <li>Classifying material and formal sources of law *</li> <li>Describing the function of law in ensuring justice group *</li> <li>Cooperation *</li> <li>Character Questions and Answers *</li> <li>Observing the application of law in society</li> <li>Performance test (Presentation)</li> <li>Portfolio Project</li> <li>6 Knowledge</li> <li>Explaining the meaning of laws *</li> <li>Classifying the order of laws *</li> <li>Classifying laws at the central level.</li> <li>Classifying legislation in provincial, city and district areas *</li> <li>Describing the relationship between the functions of law and legislation</li> <li>Skills in creating metrics for laws and regulations</li> <li>Attitude</li> <li>Social skills *</li> <li>Mutual respect for opinions in groups *</li> <li>Cooperation and participative *</li> <li>Question and answer</li> <li>Character</li> <li>Mutual cooperation in groups *</li> <li>Careful in analyzing the implementation of laws and regional regulations</li> </ul> <p>2. Describe the role of the constitution in the state</p> <p>3. Classifying the contents of basic constitutional laws</p> <p>4. Identify the rights and obligations of citizens as regulated in the constitution</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, Question and answer, Discussion</p> <p>Strategy/Model: Direct learning</p> <p>Time: 3 x 160 minutes</p> <p>Method: Discussion, Question and answer, assignment, Strategy/Model: Jigsaw type</p> <p>Cooperative Learning Time: 3 x 160 minutes</p> <p>3 X 50</p>	<p><b>Material:</b> Understanding the constitution</p> <p><b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> The role of the constitution in the state</p> <p><b>Library:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> Contents of basic constitutional law</p> <p><b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> Rights and obligations of citizens as regulated in the constitution</p> <p><b>Reader:</b> <i>Syahuri. 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p>	0%
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13	Mastering theories about law and legislation	<p>1.Knowledge</p> <ul style="list-style-type: none"> <li>*Explaining the meaning of laws</li> <li>*Classifying the sequence of laws</li> <li>*Classifying laws at the central level.</li> <li>*Classifying legislation in provincial, city and district areas</li> <li>*Describing the relationship between the functions of law and legislation Skills in creating metrics for laws and regulations Attitude</li> <li>*Social skills *Mutual respect for opinions in groups</li> <li>*Cooperation and participation</li> <li>*Question and answer Character</li> <li>*Mutual cooperation in groups *Careful in analyzing the implementation of laws and regional regulations</li> </ul> <p>Performance test (Presentation) Portfolio Project6 Knowledge *</p> <ul style="list-style-type: none"> <li>Explaining the meaning of democracy *</li> <li>Describing the development of democracy *</li> <li>Describing types of democracy *</li> <li>Analyzing the implementation of democracy in Indonesia *</li> <li>Analyzing the democratic system and life in society</li> <li>Attitudes Social skills * Respecting each other's opinions in groups *</li> <li>Conducive cooperation</li> <li>*Participatory</li> </ul> <p>2.Explain the concept of giftedness</p> <p>3.Identifying the characteristics of giftedness</p> <p>4.Explain educational services for gifted children</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>Method: lecture, Question and answer, Discussion Strategy/Model: Direct learning Time: 3 x 160 minutes Method: Discussion, Question and answer, assignment, Strategy/Model: Jigsaw type Cooperative Learning Time: 3 x 160 minutes 3 X 50</p>		<p><b>Material:</b> Understanding giftedness and its characteristics <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum.</i> Samsuri. Yogyakarta: UNY.</p> <hr/> <p><b>Material:</b> Special education for gifted children <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum.</i> Samsuri. Yogyakarta: UNY.</p>	0%
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14	Mastering basic concepts originating from political science	<p>1.Knowledge</p> <ul style="list-style-type: none"> <li>*Explaining the meaning of laws</li> <li>*Classifying the sequence of laws</li> <li>*Classifying laws at the central level.</li> <li>*Classifying legislation in provincial, city and district areas</li> <li>*Describing the relationship between the functions of law and legislation Skills</li> <li>Creating metrics for laws and regional regulations Attitude</li> <li>*Social skills</li> <li>*Respecting each other's opinions in groups *Cooperation and participative</li> <li>*Question and answer Character</li> <li>*Mutual cooperation in groups *Careful in analyzing the implementation of laws and regulations</li> </ul> <p>2.Explain the meaning of the law</p> <p>3.Classifying the legislative sequence</p> <p>4.Classifying legislation in provincial, city and district areas</p> <p>5.Describe the relationship between the functions of law and legislation</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, Question and answer, Discussion Strategy/Model: Direct learning Time: 3 x 160 minutes Method: Discussion, Question and answer, assignment, Strategy/Model: Jigsaw type Cooperative Learning Time: 3 x 160 minutes 3 X 50</p>	<p><b>Material:</b> Understanding the law <b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> Legislative order <b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> Legislation at the central level. <b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> Legislation in provincial, city and district areas <b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p> <hr/> <p><b>Material:</b> Relationship between the functions of law and legislation <b>Reference:</b> <i>Syahuri . 2004. Constitutional Law. Process and Procedures for Amendments to the Constitution in Indonesia 1945-2002. Jakarta: Ghalia Indonesia</i></p>	0%
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15	Mastering the basic concepts of a democratic system	<p>1.*Describe the meaning of democracy *Describe the development of democracy *Distinguish various types of democracy *Describe the application of democracy in Indonesia *Explain the democratic system and life in society</p> <p>2.Explain the meaning of democracy</p> <p>3.Describe the development of democracy</p> <p>4.Describe the types of democracy</p> <p>5.Analyzing the implementation of democracy in Indonesia</p> <p>6.Analyze the democratic system with life in society</p>	<p><b>Criteria:</b> Value 0 to 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: lecture, question and answer, discussion Strategy / Model: Direct learning 3 X 50</p>		<p><b>Material:</b> Understanding democracy <b>Reader:</b> <i>Benninga S Jacques. 2001. Morals, Character, and Civics Education in the Elementary School. New York: Teachers College Press.</i></p> <p><b>Material:</b> Development of democracy <b>Reference:</b> <i>Benninga S Jacques. 2001. Morals, Charact, and Civics Education in the Elementary School. New York: Teachers College Press.</i></p> <p><b>Material:</b> Types of democracy <b>Reader:</b> <i>Wahab, Abdul Azis and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alphabeta.</i></p> <p><b>Material:</b> Implementation of democracy in Indonesia <b>Reference:</b> <i>Kosasih. A Djahiri. 1992. Exploring the Affective World. . Bandung: Pancasila Lab IKIP Bandung</i></p> <p><b>Material:</b> democratic system and life in society <b>References:</b> 2. <i>Hand Out: Theory and Principles of Citizenship Education in the School Curriculum. Samsuri. Yogyakarta: UNY.</i></p>	0%
16						<p><b>Material:</b> Final Semester Evaluation / Final Semester Exam <b>Literature:</b></p>	0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.

6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **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.