



**Universitas Negeri Surabaya  
Faculty of Social and Legal Sciences,  
Pancasila and Citizenship Education Undergraduate Study  
Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Character building	8720502091		T=2	P=0	ECTS=3.18	3	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		.....			Maya Mustika Kartika Sari, S.Sos., M.IP.	

<b>Learning model</b>	Case Studies																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;"></td> <td style="text-align: center;">P.O</td> </tr> </table>		P.O																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">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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1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

**Short Course Description** Understanding the theoretical concept of character education as a means of civilizing and humanizing in the world of education, studying the issue of national character crisis and strengthening/building character and its influence on the progress of the nation and state, exploring cases of character crisis, both within the scope of educational institutions and in society, designing and implementing character education in educational institutions and in society. Lectures are carried out using a system of case study analysis, presentations and discussions, problem solving tasks, and reflection.

**References** **Main :**

1. Ausop, Asep Zaenal. 2014 *Islamic Character Building*. Bandung : Salamadani.
2. Costa, Arthur L., Bena Kallick (ed.). 2008 *Learning and Leading with Habits of Mind 16 Essential Characteristics for Success*. Virginia USA: ASCD Alexandria.
3. -----, 2009 *Habits of Mind Across the Curriculum, Practical and Creative Strategies Teachers*. Virginia USA: ASCD Alexandria.
4. Husen, Achmad, dkk. 2010 *Model Pendidikan Karakter Bangsa*. Jakarta : UNJ.
5. Kemendiknas. 2011. *Naskah Akademik Pendidikan Karakter di Perguruan Tinggi*. Jakarta : Dirjen Dikti
6. Koesoema, A. Doni. 2007. *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
7. Lickona, Thomas. 2012. *Educating for Character*. Jakarta : Bumi Aksara
8. Megawangi, Ratna. 2007. *Semua Berakar pada Karakter 1 Cisu-isu Permasalahan Bangsa 1D* Jakarta: Lembaga Penerbit FE UI.
9. Prayitno dan Belferik Manullang. 2011. *Pendidikan Karakter dalam Pembangunan Bangsa*. Jakarta: Grasindo.
10. Samani, Muchlas & Hariyanto. 2011. *Konsep dan Model Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya.
11. Setyowati, Rr Nanik dan M. Turhan Yani. 2015 *Pendidikan Karakter*. Surabaya: Unipress.
12. Warsono, dkk. 2010. *Model Pendidikan Karakter di Universitas Negeri Surabaya* Surabaya : Unesa University Press.
13. Zubaedi. 2011. *Desain Pendidikan Karakter, Konsep dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana Predana Media Group.
14. Zuriyah, Nurul. 2007. *Pendidikan Moral & Budi Pekerti dalam Perspektif Perubahan*. Jakarta: Bumi Aksara.

		<b>Supporters:</b>					
<b>Supporting lecturer</b>		Dr. Hj. Raden Roro Nanik Setyowati, M.Si. Prof. Dr. H. Muhammad Turhan Yani, 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	Students are able to explain the background to the importance of character education for students	Explaining the background to the importance of character education, if children are raised without character education and themselves and their relationship with character	<b>Criteria:</b> 1. Assessment sheet 1 is used to assess students' mastery of knowledge about background, grand design, the importance of education in preventing school bullying and the importance of education and efforts to strengthen the nation's social capital. 2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS). 3. Assessment Sheet 1. Consists of 4 essay questions. 4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100.	- Pulpit lecture - Question and answer. - Discussion 2 X 50			0%

2	Students are able to explain the grand design of character education	Outlining the grand design of character education	<b>Criteria:</b> 1. Assessment sheet 1 is used to assess students' mastery of knowledge about background, grand design, the importance of education in preventing school bullying and the importance of education and efforts to strengthen the nation's social capital. 2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS). 3. Assessment Sheet 1. Consists of 4 essay questions. 4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100	- Pulpit lecture - Question and answer. - 4 X 50 Discussion			0%
3	Students are able to explain the grand design of character education	Outlining the grand design of character education	<b>Criteria:</b> 1. Assessment sheet 1 is used to assess students' mastery of knowledge about background, grand design, the importance of education in preventing school bullying and the importance of education and efforts to strengthen the nation's social capital. 2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS). 3. Assessment Sheet 1. Consists of 4 essay questions. 4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100	- Pulpit lecture - Question and answer. - 4 X 50 Discussion			0%

4	Students are able to explain the Implementation of Character Education in Higher Education	Describe the implementation of character education in higher education	<b>Criteria:</b> Assessment sheet 2 is used to observe students' responsibilities in analyzing the implementation of education at Unesa and demonstrating good communication in character formation. The expected character values are cooperation, thoroughness, self-confidence and student responsibility in discussions, presentations and demonstrations.	- Pulpit lecture - Demonstration - 2 X 50 Assignment			0%
5	Students are able to explain the relationship between Character Education and Violence in Schools (school bullying)	Analyzing the importance of character education in preventing violence in schools (school bullying)	<b>Criteria:</b> 1. Assessment sheet 1 is used to assess students' mastery of knowledge about background, grand design, the importance of education in preventing school bullying and the importance of education and efforts to strengthen the nation's social capital. 2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS). 3. Assessment Sheet 1. Consists of 4 essay questions. 4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100	- Pulpit lectures - Assignments - 2 X 50 discussions			0%

6	Students are able to explain Character Education as an Important Factor in Efforts to Strengthen the Nation's Social Capital	- Describes character education as an important factor in efforts to strengthen the nation's social capital	<b>Criteria:</b> 1. Assessment sheet 1 is used to assess students' mastery of knowledge about background, grand design, the importance of education in preventing school bullying and the importance of education and efforts to strengthen the nation's social capital. 2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS). 3. Assessment Sheet 1. Consists of 4 essay questions. 4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100.	- Pulpit lecture - Discussion - Questions and answers 2 X 50			0%
7	Students are able to explain the Application of Motivation and Effective Communication	Analyzing the application of motivation and effective communication in character formation	<b>Criteria:</b> Assessment sheet 2 is used to observe students' responsibilities in analyzing the implementation of education at Unesa and demonstrating good communication in character formation. The expected character values are cooperation, thoroughness, self-confidence and student responsibility in discussions, presentations and demonstrations.	- Demonstration - Assignment - Discussion 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50			0%
9	a. Students are able to explain strategies for cultivating character education through several alternative strategies. b. Students can apply several alternative character education strategies.	- Explain strategies for cultivating character education through several alternative strategies. - Implement several alternative character education strategies.	<b>Criteria:</b> Assessment sheet 1 is used to assess students' mastery of knowledge about character education acculturation strategies	Lecture pulpit, discussions, questions and answers, illustrations, assignments 2 X 50			0%

10	a. Students are able to explain the study and illustrations of character education b. Students are able to explain the character education model c. Students are able to implement character education in related educational institutions	- Explain the study and illustration of character education - Explain the model of character education - Implement character education in related educational institutions	<b>Criteria:</b> 1.The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UAS). 2.Assessment Sheet 1. Consists of 4 essay questions. 3.Weight of Questions No. 1-4 = 25 each so the maximum mark is 100	Lecture pulpit, discussions, questions and answers, illustrations, 4 X 50 assignments			0%
11	a. Students are able to explain the study and illustrations of character education b. Students are able to explain the character education model c. Students are able to implement character education in related educational institutions	- Explain the study and illustration of character education - Explain the model of character education - Implement character education in related educational institutions	<b>Criteria:</b> 1.The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UAS). 2.Assessment Sheet 1. Consists of 4 essay questions. 3.Weight of Questions No. 1-4 = 25 each so the maximum mark is 100	Lecture pulpit, discussions, questions and answers, illustrations, 4 X 50 assignments			0%
12	a. Students are able to identify the characters and thoughts of world figures who are used as references b. Students are expected to be able to appreciate and emulate the characters of world figures in their daily lives.	- Identifying the characters and thoughts of world figures as references - Understanding and emulating the characters of world figures in everyday life	<b>Criteria:</b> 1.- Explain the concept of a meaningful life 2.- Observation rubric: main values in character: honest, responsible, caring	Lecture pulpit, discussion presentation, reflection 2 X 50			0%
13	a. Students are able to explain the meaning of a meaningful life. b. Students are able to implement a meaningful life through character education	- Explaining the meaning of a meaningful life - Implementing character values to achieve a meaningful life	<b>Criteria:</b> 1.-Explain the concept of a meaningful life 2.-Observation rubric: main values in character: honest, responsible, caring	Lecture pulpit, question and answer, discussion, reflection 2 X 50			0%
14	a. Students are able to explain the potential for corrupt desires in humans b. Students are able to equip themselves in the future not to be corrupt	- Explaining the potential for corruption in humans - Equipping yourself through character education to avoid corruption	<b>Criteria:</b> 1.The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UAS). 2.Assessment Sheet 1. Consists of 4 essay questions. 3.Weight of Questions No. 1-4 = 25 each so the maximum mark is 100	Problem based learning, presentations, discussions, case studies, questions and answers 2 X 50			0%

15	a. Students are able to explain the use of ethical symbols in social life. Students are able to implement ethical symbols in social life	-Using ethical symbols in social life - Implementing ethical symbols in social life	<b>Criteria:</b> The assessment contained in Assessment Sheet 3 is carried out during the Final Semester Examination (UAS) in the form of a test and making a report on the implementation of the teacher in the field (all material from the first meeting to the last meeting).	Lecture pulpit, presentation, illustration, discussion 2 X 50			0%
16	UAS	UAS	<b>Criteria:</b> UAS	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.