



**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
Moral Theory	8720502147	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Harmanto, M.Pd		Dr. Harmanto, M.Pd			Maya Mustika Kartika Sari, S.Sos., M.IP.	

<b>Learning model</b>	Case Studies																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> </tr> </table>	P.O																																
P.O																																		
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 40px; height: 20px;">P.O</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>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	P.O		Week																															
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

**Short Course Description** This course provides an understanding and study of morals, morality, ethics, classical moral theory, the main components of morality, moral considerations, the relationship between moral considerations and moral actions, moral atmosphere, moral identity and its role, cognitive stages of interaction in moral discussions, theories of moral development, moral action, social knowledge and action, morality, social meaning, and rhetoric: the social context of moral reasoning, prosocial behavior. Lectures include case analysis, presentations and discussions, project assignments, and reflection.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. ama:</li> <li>2. Suseno, Franz Magnis.1987. Etika Dasar: Masalah-Masalah Pokok Filsafat .Yogyakarta: Kanisius.</li> <li>3. Kurtines, William M., Gerwitz, Jacob L.. 1992. Morality, Moral Behavior, and Moral Development. New York: John Wiley &amp; Son.</li> <li>4. Erikson, E. H. 1968. Identity: Youth and Crisis. (2nd edition). New York: W. W. Norton.</li> <li>5. K. Bertens. 1992. Etika . Jakarta: PT. Gramedia Pustaka Utama.</li> <li>6. Kohlberg, L. 1976. Moral Stages and Moralization: The Cognitive-developmental Approach . Holt, NY: Rinehart and Winston.</li> <li>7. Nucci, Larry P., Narvaez, Darcia. 100'8. Handbook of Moral and Character Education . New York: Taylor &amp; Francis. Penunjang:</li> <li>8. DArms, J. and Jacobson, D. 100'0. "Sentiment and Value", Ethics , Vol. 110, No. 4, pp. 722–748.</li> <li>9. Durkheim, Emile. 1973. Moral Education: A Study in The Theory and Application of The Sociology of Education. London: The Free Press.</li> <li>10. Prinz, Jesse. 100'6. The Emotional Basis of Moral Judgments. Philosophical Explorations . Vol. 9, No.</li> <li>11. California. Stanford University Press. Moral Epistemology. . 2011. Stanford Encyclopedia of Philosophy</li> </ol> <p><b>Supporters:</b></p>
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**Supporting lecturer** 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	Analyze the difference between morals and ethics	<p>1.Explain the lecture system for one semester</p> <p>2.Explains the basic concepts of values, norms and morals</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Accentuate information processing through comprehensive collaborative and 2 X 50 discussions</p>		<p><b>Material:</b> 1. Suseno, Franz Magnis. 1987. Basic Ethics: Basic Problems of Philosophy. Yogyakarta: Kanisius.</p> <p><b>References:</b></p> <hr/> <p><b>Material:</b> 1. Suseno, Franz Magnis. 1987. Basic Ethics: Basic Problems of Philosophy. Yogyakarta: Kanisius.</p> <p><b>References:</b></p>	5%
2	Analyze the difference between morals and ethics	<p>· Explain the meaning of ethics</p> <p>· Distinguish between the different concepts of values, norms, morals and ethics</p> <p>Analyze the urgency of ethics in the institutions of life</p>	<p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Accentuate information processing through scientific collaboration (Question and Answer, Discussion, STAD) 2 X 50</p>		<p><b>Material:</b> Morals and ethics</p> <p><b>References:</b> <i>Kurtines, William M., Gerwitz, Jacob L.. 1992. Morality, Moral Behavior, and Moral Development. New York: John Wiley &amp; Son.</i></p>	0%
3	Analyze the main components of morality	<p>· Explain the main components of morality</p> <p>· Explain the interpretation of situations and identify moral problems</p> <p>· Explain the estimates of what should be done</p> <p>· Explain the evaluation of various tools of action</p> <p>Analyze the 4 components of morality in action</p>	<p><b>Criteria:</b> 4 main components of morality</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>information through scientific collaboration (Lecture, Question and Answer, Discussion, Scientific) 2 X 50</p>		<p><b>Material:</b> (1) the main components of morality, (2) interpretation of situations and identifying moral problems, (3) estimates of what should be done, (4) evaluation of various tools of action; (5)</p> <p><b>References:</b> <i>Kurtines, William M., Gerwitz, Jacob L.. 1992. Morality, Moral Behavior, and Moral Development. New York: John Wiley &amp; Son.</i></p>	5%

4	Analyzing the urgency of Internal consistency in the moral consideration stages	<ul style="list-style-type: none"> <li>· Explain the stages of moral consideration</li> <li>· Explain the role of moral obligations in moral consideration</li> <li>· Explain the role of moral prohibitions in moral consideration</li> <li>· Explain the role of morally justified actions in moral consideration</li> <li>Analyze the urgency of Internal consistency in the stages of moral consideration</li> </ul>	<p><b>Criteria:</b> Moral considerations and the urgency of Internal consistency in the moral consideration stages</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Accentuation of collaborative, scientific and humanistic processing of information</p> <p>Accentuation of habituation of Attitudes with Objectification of actions collaboratively, scientifically and humanistically</p> <p>Accentuation of Skills</p> <p>Training by articulating actions collaboratively, scientifically and humanistically (Discussion, Presentation)</p> <p>2 X 50</p>		<p><b>Material:</b> • Internal consistency in the stages of moral consideration</p> <p><b>Reference:</b> K. Bertens. 1992. <i>Ethics</i>. Jakarta: PT. Gramedia Pustaka Utama.</p> <hr/> <p><b>Material:</b> • Moral obligations. • Moral prohibitions. • Morally justified actions</p> <p><b>Reference:</b></p>	10%
5	Analyzing the relationship between moral considerations and moral actions	<ul style="list-style-type: none"> <li>· Explain the importance of moral considerations</li> <li>· Explain the importance of moral considerations in carrying out moral actions</li> <li>Analyze the relationship between moral considerations and moral actions</li> </ul>	<p><b>Criteria:</b> Moral considerations, moral actions, the relationship between moral considerations and moral actions</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Accentuate information processing through scientific, humanistic collaboration (Inquiry and Discussion)</p> <p>2 X 50</p>		<p><b>Material:</b> • Moral considerations</p> <ul style="list-style-type: none"> <li>• Moral actions</li> </ul> <p><b>References:</b> Erikson, EH 1968. <i>Identity: Youth and Crisis</i>. (2nd edition). New York: W.W. Norton.</p> <hr/> <p><b>Material:</b> • The relationship between moral considerations and moral actions</p> <p><b>References:</b> Nucci, Larry P., Narvaez, Darcia. 100'8. <i>Handbook of Moral and Character Education</i>. New York: Taylor &amp; Francis. Support:</p>	5%

6	Analyzing the relationship between moral atmosphere and considerations of responsibility	<ul style="list-style-type: none"> <li>· Explaining Classic and Practical Moral Dilemmas</li> <li>· Explaining Moral Atmosphere: Scharf and Hickey Study</li> <li>· Explaining Various Dilemmas</li> <li>Analyzing the relationship between moral atmosphere and considerations of responsibility</li> </ul>	<b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Accentuate information processing with scientific collaboration (Question and answer, discussion, case study) 2 X 50		<b>Material:</b> • Classic and Practical Moral Dilemmas <b>Reference:</b> K. Bertens. 1992. <i>Ethics</i> . Jakarta: PT. Gramedia Pustaka Utama. <hr/> <b>Material:</b> • Moral Atmosphere <b>Bibliography:</b> Durkheim, Emile. 1973. <i>Moral Education: A Study in The Theory and Application of The Sociology of Education</i> . London: The Free Press. <hr/> <b>Material:</b> Moral dilemmas <b>References:</b> Kurtines, William M., Gerwitz, Jacob L.. 1992. <i>Morality, Moral Behavior, and Moral Development</i> . New York: John Wiley & Son. <hr/> <b>Material:</b> moral atmosphere regarding considerations of responsibility <b>Reference:</b> California. Stanford University Press. <i>Moral Epistemology</i> . . 2011. Stanford Encyclopedia of Philosophy	5%
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7	Analyzing the role of moral identity with moral function	<ul style="list-style-type: none"> <li>· Explaining moral cognition as moral identity</li> <li>· Explaining the ideal self according to psychoanalysis as moral identity</li> <li>· Explaining sentiments of self-esteem as moral identity</li> <li>· Explaining Primitive Instincts as moral identity</li> <li>· Analyzing the role of moral identity with moral function as moral identity</li> </ul>	<p><b>Criteria:</b> Analyzing Moral Identity</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Accentuate information processing by formulating and presenting analytical results regarding the role of moral identity with moral functions, collaboratively and scientifically (Discussion, Case study) 2 X 50		<p><b>Material:</b> • Moral Identity: Its role in moral functioning.</p> <p><b>References:</b> <i>Kurtines, William M., Gerwitz, Jacob L.. 1992. Morality, Moral Behavior, and Moral Development. New York: John Wiley &amp; Son.</i></p> <hr/> <p><b>Material:</b> Moral Cognition</p> <p><b>Bibliography:</b> <i>Kohlberg, L. 1976. Moral Stages and Moralization: The Cognitive-developmental Approach. Holt, NY: Rinehart and Winston.</i></p>	5%
8	Sub Summative Measuring Understanding ability at the end of meetings 1-7	Measuring Understanding meeting indicators 1-7	<p><b>Criteria:</b> Analyze cases of moral considerations, moral actions, and the main components of morality</p> <p><b>Form of Assessment :</b> Test</p>	Written test 2 X 50			5%
9	Analyzing behavioral characteristics in moral development presented by Eric Erikson, Garbarino	<ul style="list-style-type: none"> <li>· Mention the moral development presented</li> <li>· Explain the stages of moral development according to Eric Erikson, Garbarino</li> <li>· Analyze the characteristics of each moral development according to Eric Erikson, Garbarino</li> </ul>	<p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Accentuation of scientific collaborative information processing (Discussion, Question and Answer, PBL) 2 X 50		<p><b>Material:</b> Moral Development Theory 1 (Eric Erikson, Garbarino)</p> <p><b>References:</b> <i>Erikson, EH 1968. Identity: Youth and Crisis. (2nd edition). New York: W.W. Norton.</i></p>	5%
10	Analyzing behavioral characteristics in moral development presented by Piaget, Kohlberg	<ul style="list-style-type: none"> <li>· Mention the moral development presented by Piaget, Kohlberg</li> <li>· Explain the stages of moral development according to Piaget, Kohlberg</li> <li>· Analyze the characteristics of each moral development according to Piaget, Kohlberg</li> </ul>	<p><b>Criteria:</b> Analyzing the characteristics of Piaget and Kohlberg's moral development theory</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Accentuate information processing by providing arguments about the implementation of Moral Development Theory (Piaget, Kohlberg) - Questions and answers Discussion 2 X 50			10%

11	Analyzing the relationship between moral development and behavior	<ul style="list-style-type: none"> <li>· Explaining the moral behavior of children</li> <li>· Explaining the moral behavior of early adolescents</li> <li>· Explaining the moral behavior of late adolescents</li> <li>· Explaining the moral behavior of adults</li> <li>Analyzing the relationship between moral development and behavior</li> </ul>	<p><b>Criteria:</b> explain the characteristics of the moral behavior of early adolescents</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Accentuate information processing by providing arguments about the relationship between moral development and behavior · Discussion of case studies 2 X 50		<p><b>Material:</b> relationship between moral development and behavior · Children and moral behavior · Early adolescents with moral behavior · Late adolescents with moral behavior · Adults with moral behavior</p> <p><b>References:</b> <i>Nucci, Larry P., Narvaez, Darcia. 100'8. Handbook of Moral and Character Education. New York: Taylor &amp; Francis. Support:</i></p> <hr/> <p><b>Material:</b> · Moral actions · Self-interpretation · Moral actions as self-interpretation</p> <p><b>References:</b> <i>Kohlberg, L. 1976. Moral Stages and Moralization: The Cognitive-developmental Approach. Holt, NY: Rinehart and Winston.</i></p>	5%
12	Analyzing moral action as self-interpretation	<ul style="list-style-type: none"> <li>· Explain the meaning of moral action</li> <li>· Explain self-interpretation</li> <li>· Give an example that moral action is self-interpretation</li> <li>Analyze moral action as self-interpretation</li> </ul>	<p><b>Criteria:</b> proves that moral action is a self-interpretation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Accentuation of collaborative, scientific and humanistic processing of information Accentuation of Attitude habituation with Objectification of actions based on problems chosen collaboratively, scientifically and humanistically Accentuation of Skills Training by articulating actions based on problems chosen collaboratively, scientifically and humanistically (Discussion, Presentation) 2 X 50		<p><b>Material:</b> · Moral actions · Self-interpretation · Moral actions as self-interpretation</p> <p><b>References:</b> <i>Kurtines, William M., Gerwitz, Jacob L.. 1992. Morality, Moral Behavior, and Moral Development. New York: John Wiley &amp; Son.</i></p>	5%

13	Analyzing the relationship between knowledge and social action	· Describe the function of knowledge and moral action. Analyze the relationship between knowledge and social action	<b>Criteria:</b> analyze the importance of knowledge to moral action  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Accentuation of collaborative, scientific and humanistic information processing Accentuation of Attitude habituation with Objectification of actions based on problems chosen collaboratively, scientifically and humanistically Accentuation of Skills Training by articulating actions based on problems chosen collaboratively, scientifically and humanistically (Discussions, Project based learning, Presentations ) 2 X 50			5%
14	Analyze the relationship between morality, social meaning, rhetoric in a social context and moral reasoning	· Explaining the Model of Meaning and Rhetoric · Explaining Sociocultural and Interpersonal Relations · Explaining Interpersonal and Intrapersonal · Explaining Sociocultural and Interpersonal Analyzing the relationship between morality, social meaning, rhetoric in a social context and moral reasoning	<b>Criteria:</b> Analyzing Rhetoric in moral behavior  <b>Form of Assessment :</b> Participatory Activities	Collaborative, scientific and humanistic information processing accentuation Attitude habituation accentuation with action objectification based on the results of analysis of the relationship between knowledge and collaborative, scientific and humanistic social action Skills training accentuation by articulating action based on problems resulting from analysis of the relationship between knowledge and collaborative, scientific social action and humanistic (Discussion, Project based learning, Presentation) 2 X 50		<b>Material:</b> Morality, social meaning, and rhetoric: The social context of moral reasoning  <b>References:</b> Prinz, Jesse. 100'6. <i>The Emotional Basis of Moral Judgments.</i> <i>Philosophical Explorations.</i> Vol. 9, no.	5%

15	Analyzing proportional behavior in school and society	<ul style="list-style-type: none"> <li>· Explain the basic concept of proportional behavior</li> <li>· Explain the approach to proportional behavior</li> <li>· Explain Altruistic attitudes and behavior</li> <li>· Explain compensatory behavior</li> <li>· Analyze proportional behavior in school and society</li> </ul>	<b>Criteria:</b> Analyzing prosocial behavior  <b>Form of Assessment :</b> Participatory Activities	Collaborative, scientific and humanistic accentuation of information processing Accentuation of Attitude habituation with Objectification of actions based on the results of collaborative, scientific and humanistic analysis of proportional behavior in schools and communities Accentuation of Skills Training by articulating actions based on the results of collaborative, scientific analysis of proportional behavior in schools and communities and humanistic (Discussion, Presentation) 2 X 50	<b>Material:</b> Prosocial Behavior <b>Reference:</b> <i>Prinz, Jesse. 100'6. The Emotional Basis of Moral Judgments. Philosophical Explorations. Vol. 9, no.</i>	5%
16	UAS Measuring Understanding ability at the end of meeting 1-15	Measuring Understanding meeting indicators 1-15	<b>Criteria:</b> Value 10-100  <b>Form of Assessment :</b> Test	Written test 2 X 50	<b>Materials:</b> All materials <b>Library:</b> <i>California. Stanford University Press. Moral Epistemology. . 2011. Stanford Encyclopedia of Philosophy</i>	20%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Portfolio Assessment	20%
3.	Test	25%
		100%

**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.