



**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
Pancasila Character Education	8720502173	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	July 27, 2022
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	Dr. Rr Nanik Setyowati, M.Si		Prof. Dr. Muhammad Turhan Yani, M.A	Maya Mustika Kartika Sari, S.Sos., M.IP.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																						
	<b>PLO-6</b>	Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis																																																																																																																					
	<b>PLO-8</b>	Able to present alternative solutions in solving learning problems in the classroom and developing the educational sector based on studies of citizenship, politics, law, social, state and nation as well as Pancasila values, morals and culture.																																																																																																																					
	<b>PLO-11</b>	Able to master the basic and theoretical concepts of citizenship, politics, law, social, humanities, state and nation as well as Pancasila values, morals and culture.																																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																																						
	<b>PO - 1</b>	Students are able to utilize ICT-assisted learning resources and learning media to support the implementation of Pancasila Character Education.																																																																																																																					
	<b>PO - 2</b>	Students master the theoretical concept of Pancasila Character Education and are able to apply it in learning and cultivation in society.																																																																																																																					
	<b>PO - 3</b>	Make decisions analyzing various problems related to Pancasila Character Education																																																																																																																					
	<b>PO - 4</b>	Make decisions guided by the theoretical concept of Pancasila Character Education to solve relevant problems in society, nation and state.																																																																																																																					
	<b>PO - 5</b>	Students have a responsible attitude by applying character according to relevant theoretical concepts.																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																						
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-6</th> <th style="width: 15%;">PLO-8</th> <th style="width: 15%;">PLO-11</th> </tr> <tr><td>PO-1</td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td></tr> </table>	P.O	PLO-6	PLO-8	PLO-11	PO-1				PO-2				PO-3				PO-4				PO-5																																																																																																
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																							
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2" style="width: 15%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></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><td></td><td></td><td></td><td></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><td></td><td></td><td></td><td></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><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																
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<b>Short Course Description</b>	Understanding the theoretical concept of character education as a means of acculturation and humanization 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.
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<b>References</b>		<b>Main :</b>					
				1. Setyowati, Rr Nanik dan M.Turhan Yani. 2015. Pendidikan Karakter. Surabaya: Unipress.			
		<b>Supporters:</b>					
				1. [1.] Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung : Salamadani 2. [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. [3.] 2009. Habits of Mind Across the Curriculum, Practical and Creative Strategies Teachers. Virginia USA: ASCD Alexandria. 4. [4.] Husen, Achmad, dkk. 2010. Model Pendidikan Karakter Bangsa. Jakarta : UNJ. 5. [5.] Kemendiknas. 2011. Naskah Akademik Pendidikan Karakter di Perguruan Tinggi. Jakarta : Dirjen Dikti 6. [6.] Koesoema, A. Doni. 2007. Pendidikan Karakter :Strategi Mendidik Anak di Zaman Global.Jakarta: Grasindo. 7. [7.] Lickona, Thomas. 2012. Educating for Character. Jakarta: Bumi Aksara 8. [8.] Megawangi, Ratna. 2007. Semua Berakar pada Karakter"Isu-isu Permasalahan Bangsa". Jakarta: Lembaga Penerbit FE UI. 9. [9.] Prayitno dan Belferik Manullang. 2011. Pendidikan Karakter dalam Pembangunan Bangsa. Jakarta:Grasindo. 10.[10.] Samani, Muchlas & Hariyanto. 2011. Konsep dan Model Pendidikan Karakter. Bandung: PT Remaja Rosdakarya. 11.[11.] Warsono, dkk. 2010. Model Pendidikan Karakter di Universitas Negeri Surabaya. Surabaya : Unesa University Press. 12.[12.] Zubaedi. 2011. Desain Pendidikan Karakter, Konsep dan Aplikasinya dalam Lembaga Pendidikan. Jakarta: Kencana Predana Media Group. 13.[13.] Zuriah, Nurul. 2007. Pendidikan Moral & Budi Pekerti dalam Perspektif Perubahan.Jakarta: Bumi Aksara			
<b>Supporting lecturer</b>		Prof. Dr. Warsono, M.S. 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	Students can explain the background of the importance of character education using examples from those around them well	<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.  <b>Form of Assessment :</b> Participatory Activities	Case method, question and answer and discussion 2 X 50		<b>Material:</b> If children are raised without character education <b>Reference:</b> [6.] Koesoema, A. Doni. 2007. <i>Character Education: Strategies for Educating Children in the Global Age.</i> Jakarta: Grasindo.  <b>Material:</b> Building Islamic character and Pancasila for children <b>References:</b> [1.] Ausop, Asep Zaenal. 2014. <i>Islamic Character Building.</i> Bandung: Salamadani  <b>Material:</b> Concept of Pancasila Character Education <b>Reader:</b> Setyowati, Rr Nanik and M.Turhan Yani. 2015. <i>Character Education.</i> Surabaya: Unipress.  <b>Material:</b> Character Background References : [5.] Ministry of National Education. 2011. <i>Academic Manuscript on Character Education in Higher Education.</i> Jakarta: Director General of Higher Education	5%

2	Students are able to explain the grand design of character education	Outlining the grand design of character education	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS).</li> <li>3. Assessment Sheet 1. Consists of 4 essay questions.</li> <li>4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	- PBL, question and answer and discussion 4 X 50		<p><b>Material:</b> Grand design for Character Education <b>References:</b> [5.] Ministry of National Education. 2011. <i>Academic Manuscript on Character Education in Higher Education</i>. Jakarta: Director General of Higher Education</p> <hr/> <p><b>Material:</b> Grand design of Character Education <b>References:</b> [11.] Warsono, et al. 2010. <i>Character Education Model at Surabaya State University</i>. Surabaya: Unesa University Press.</p>	5%
3	Students are able to explain the grand design of character education	Outlining the grand design of character education	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS).</li> <li>3. Assessment Sheet 1. Consists of 4 essay questions.</li> <li>4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	PBL, question and answer and discussion 4 X 50		<p><b>Material:</b> Concept of Family Resilience <b>References:</b> [1.] Ausop, Asep Zaenal. 2014. <i>Islamic Character Building</i>. Bandung: Salamadani</p> <hr/> <p><b>Material:</b> Concept of Family Resilience <b>References:</b> [6.] Koesoema, A. Doni. 2007. <i>Character Education: Strategies for Educating Children in the Global Age</i>. Jakarta: Grasindo.</p>	5%

4	Students are able to explain the Implementation of Character Education in Higher Education	Describe the implementation of character education in higher education	<p><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.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<ul style="list-style-type: none"> <li>- Pulpit lecture</li> <li>- Demonstration</li> <li>- 2 X 50 Assignment</li> </ul>		<p><b>Material:</b> Implementation of character education at PT <b>Pustaka:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Implementation of character education at PT <b>Pustaka:</b> [5.] <i>Ministry of National Education. 2011. Academic Manuscript on Character Education in Higher Education. Jakarta: Director General of Higher Education</i></p> <hr/> <p><b>Material:</b> Implementation of character education at PT <b>Pustaka:</b> [8.] <i>Megawangi, Ratna. 2007. Everything is Rooted in Character "Issues of National Problems". Jakarta: FE UI Publishing Institute.</i></p> <hr/> <p><b>Material:</b> Implementation of character education at PT <b>Pustaka:</b> [9.] <i>Prayitno and Belferik Manullang. 2011. Character Education in Nation Building. Jakarta:Grasindo.</i></p>	5%
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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)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS).</li> <li>3. Assessment Sheet 1. Consists of 4 essay questions.</li> <li>4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case method, question and answer and discussion 2 X 50		<p><b>Material:</b> Violence in the World of Education (School Bullying) <b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <p><b>Material:</b> Violence in the World of Education (School Bullying) <b>References:</b> [6.] <i>Koesoema, A. Doni. 2007. Character Education: Strategies for Educating Children in the Global Age. Jakarta: Grasindo.</i></p> <p><b>Material:</b> Violence in the World of Education (School Bullying) <b>References:</b> [7.] <i>Lickona, Thomas. 2012. Educating for Character. Jakarta: Bumi Literacy</i></p> <p><b>Material:</b> Violence in the World of Education (School Bullying) <b>References:</b> [8.] <i>Megawangi, Ratna. 2007. Everything is Rooted in Character "Issues of National Problems". Jakarta: FE UI Publishing Institute.</i></p>	5%
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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	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UTS).</li> <li>3. Assessment Sheet 1. Consists of 4 essay questions.</li> <li>4. Weight of Questions No. 1-4 = 25 each so the maximum mark is 100.</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	- Pulpit lecture - Discussion - Questions and answers 2 X 50		<p><b>Material:</b> Principles of Effective Character Education in an effort to strengthen the nation's social capital.</p> <p><b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p>	5%
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7	Students are able to explain the Application of Motivation and Effective Communication	Analyzing the application of motivation and effective communication in character formation	<p><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.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	- Demonstration - Assignment - Discussion 2 X 50		<p><b>Material:</b> Understanding Motivation and effective communication in character formation <b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Understanding Motivation and effective communication in character formation <b>Reference:</b> [13.] <i>Zuriah, Nurul. 2007. Moral &amp; Character Education in the Perspective of Change. Jakarta: Bumi Aksara</i></p> <hr/> <p><b>Material:</b> Understanding Motivation and effective communication in character formation <b>References:</b> [2.] <i>Costa, Arthur L., Bena Kallick (ed.). 2008. Learning and Leading with Habits of Mind 16 Essential Characteristics for Success. Virginia USA: ASCD Alexandria.</i></p>	5%
8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	UTS 2 X 50		<p><b>Material:</b> Meeting material 1-7 <b>Reader:</b> <i>Setyowati, Rr Nanik and M. Turhan Yani. 2015. Character Education. Surabaya: Unipress.</i></p>	10%

9	a. Students are able to explain strategies for cultivating character education through several alternative strategies.	<p>1. Students can explain strategies for cultivating character education through several alternative strategies well</p> <p>2. Students can apply several alternative character education strategies appropriately</p>	<p><b>Criteria:</b> Individual students are asked to identify Pancasila character values (min 5 characters) to narrate based on their own life experiences</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecture pulpit, discussions, questions and answers, illustrations, assignments 2 X 50		<p><b>Material:</b> Character Education Cultivation Strategy <b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Character Education Cultivation Strategy <b>References:</b> [2.] <i>Costa, Arthur L., Bena Kallick (ed.). 2008. Learning and Leading with Habits of Mind 16 Essential Characteristics for Success. Virginia USA: ASCD Alexandria.</i></p> <hr/> <p><b>Material:</b> Character Education Cultivation Strategy <b>References:</b> [3.] <i>2009. Habits of Mind Across the Curriculum, Practical and Creative Strategies Teachers. Virginia USA: ASCD Alexandria.</i></p>	5%
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10	a. Students are able to explain the concept of Pancasila Character Education	a. Students can explain the concept of Pancasila Character Education well	<p><b>Criteria:</b> Scoring guidelines 1-4 relate to the concept of Pendidikan Pancasila</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lecture pulpit, discussions, questions and answers, illustrations, 4 X 50 assignments		<p><b>Material:</b> Pancasila Character Education Concept</p> <p><b>References: [1.]</b> <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Pancasila Character Education Concept</p> <p><b>Reference: [7.]</b> <i>Lickona, Thomas. 2012. Educating for Character. Jakarta: Bumi Literacy</i></p> <hr/> <p><b>Material:</b> Pancasila Character Education Concept</p> <p><b>Reference: [8.]</b> <i>Megawangi, Ratna. 2007. Everything is Rooted in Character "Issues of National Problems". Jakarta: FE UI Publishing Institute.</i></p> <hr/> <p><b>Material:</b> Pancasila Character Education Concept</p> <p><b>Reference: [9.]</b> <i>Prayitno and Belferik Manullang. 2011. Character Education in Nation Building. Jakarta:Grasindo.</i></p> <hr/> <p><b>Material:</b> Pancasila Character Education Concept</p> <p><b>Reference: [10.]</b> <i>Samani, Muchlas &amp; Hariyanto. 2011. Concepts and Models of Character Education. Bandung: PT Teen Rosdakarya.</i></p>	5%
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11	a. Students are able to explain Pancasila Character Education as capital for nation development	11.1 Students can explain Pancasila Character Education as an effort to create a generation with personality	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment contained in Assessment Sheet 1 is carried out during the Mid-Semester Examination (UAS).</li> <li>2.Assessment Sheet 1. Consists of 4 essay questions.</li> <li>3.Weight of Questions No. 1-4 = 25 each so the maximum mark is 100</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lecture pulpit, discussions, questions and answers, illustrations, 4 X 50 assignments		<p><b>Material:</b> Pancasila Character Education as an effort to create a generation with personality. <b>Reference:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Pancasila Character Education as an effort to create a generation with personality. <b>Reference:</b></p>	5%
12	a. Students are able to identify the characters and thoughts of world figures who are used as references	- Identifying the characters and thoughts of world figures as references - Understanding and emulating the characters of world figures in everyday life	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.- Explain the concept of a meaningful life</li> <li>2.- Observation rubric: main values in character: honest, responsible, caring</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lecture pulpit, discussion presentation, reflection 2 X 50		<p><b>Material:</b> Characters of world figures and their thoughts <b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Characters of world figures and their thoughts <b>References:</b> [2.] <i>Costa, Arthur L., Bena Kallick (ed.). 2008. Learning and Leading with Habits of Mind 16 Essential Characteristics for Success. Virginia USA: ASCD Alexandria.</i></p>	10%

13	<p>1.a. Students are able to explain the meaning of a meaningful life</p> <p>2.b. Students are able to implement a meaningful life through character education</p>	<p>13.1 Explain the meaning of a meaningful life.</p> <p>13.2 Implement character values to achieve a meaningful life</p>	<p><b>Criteria:</b> Scoring Guidelines 1-4</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecture pulpit, question and answer, discussion, reflection 2 X 50</p>		<p><b>Material:</b> Meaningful life through character education</p> <p><b>References: [1.]</b> <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Meaningful life through character education</p> <p><b>Reference: [12.]</b> <i>Zubaedi. 2011. Character Education Design, Concept and Application in Educational Institutions. Jakarta: Kencana Predana Media Group.</i></p> <hr/> <p><b>Material:</b> Meaningful life through character education</p> <p><b>References: [2.]</b> <i>Costa, Arthur L., Bena Kallick (ed.). 2008. Learning and Leading with Habits of Mind 16 Essential Characteristics for Success. Virginia USA: ASCD Alexandria.</i></p> <hr/> <p><b>Material:</b> Meaningful life through character education</p> <p><b>References: [6.]</b> <i>Koesoema, A. Doni. 2007. Character Education: Strategies for Educating Children in the Global Age. Jakarta: Grasindo.</i></p>	5%
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14	<p>1.a. Students are able to explain the potential for corrupt desires in humans</p> <p>2.b. Students are able to equip themselves in the future not to be corrupt</p>	<p>- Analyze the values in the Pancasila Principles that are violated by Corruption behavior.</p>	<p><b>Criteria:</b> Essay assessment criteria 0-100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Pj BL, presentations, discussions, case studies, questions and answers 2 X 50</p>		<p><b>Material:</b> Preventing corruption through character education <b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Preventing corruption through character education <b>References:</b> [2.] <i>Costa, Arthur L., Bena Kallick (ed.). 2008. Learning and Leading with Habits of Mind 16 Essential Characteristics for Success. Virginia USA: ASCD Alexandria.</i></p> <hr/> <p><b>Material:</b> Preventing corruption through character education <b>References:</b> [7.] <i>Lickona, Thomas. 2012. Educating for Character. Jakarta: Bumi Literacy</i></p>	5%
15	<p>a. Students are able to explain the use of ethical symbols in social life. Students are able to implement ethical symbols in social life</p>	<p>-Using ethical symbols in social life - Implementing ethical symbols in social life</p>	<p><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).</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>PjBL, presentations, illustrations and discussions 2 X 50</p>		<p><b>Material:</b> Questioning the misuse of symbols in society <b>References:</b> [1.] <i>Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani</i></p> <hr/> <p><b>Material:</b> Questioning the misuse of symbols in society <b>References:</b> [2.] <i>Costa, Arthur L., Bena Kallick (ed.). 2008. Learning and Leading with Habits of Mind 16 Essential Characteristics for Success. Virginia USA: ASCD Alexandria.</i></p> <hr/> <p><b>Material:</b> Questioning the misuse of symbols in society <b>References:</b> [3.] <i>2009. Habits of Mind Across the Curriculum, Practical and Creative Strategies Teachers. Virginia USA: ASCD Alexandria.</i></p>	5%

16	UAS	1.UAS 2.Students can answer clearly, completely and systematically for 5 questions, a maximum of 100	<b>Criteria:</b> 1.UAS 2.20  <b>Form of Assessment :</b> Test	UAS 2 X 50		<b>Material:</b> Meeting material 1-15 <b>Reader:</b> <i>Setyowati, Rr Nanik and M.Turhan Yani. 2015. Character Education. Surabaya: Unipress.</i>	15%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	28.34%
2.	Project Results Assessment / Product Assessment	40.84%
3.	Portfolio Assessment	15.84%
4.	Test	15%
		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.
- 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.