



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																																	
Anti-Corruption Education	8720500161	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																		
	Dr. Oksiana Jatningsih, M.Si.		Dr. Oksiana Jatningsih, M.Si			Maya Mustika Kartika Sari, S.Sos., M.I.P.																																		
Learning model	Project Based Learning																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		P.O																																						
Short Course Description	Anti-Corruption Lectures mean a conscious and planned effort to create a teaching and learning process that is critical of anti-corruption values. This lecture provides provisions for students to understand corruption, anti-corruption measures, causes of corruption, consequences of corruption, law, forms of corruption both in Indonesia and other countries, preventing corruption, and conducting investigations into corruption that occurs in society. (as a case study).																																							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>							P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Supporting lecturer	Dr. Oksiana Jatningsih, M.Si. Agus Satmoko Adi, S.S., M.Si. Iman Pasu Marganda Hadiarto Purba, S.H., M.H. Rahmanu Wijaya, S.H., M.H.																																							
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																	
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explains the concept of corruption, corrupt behavior, and forms of corrupt activities, as well as anti-corruption integrity.	Students can explain the characteristics and examples of corrupt behavior	Criteria: Presentation and Discussion Form of Assessment : Participatory Activities	lecture, discussion 2 X 50		Material: Corruption in Literature Introduction: Andi Hamzah. 2005. <i>Eradicating Corruption</i> . Jakarta: PT. Raja Grafindo Persada	0%
2	Students are able to explain the meaning of corruption and integrity, anti-corruption values and principles, the history of corruption and eradicating corruption in Indonesia	Accuracy and suitability in explaining the meaning of corruption and integrity, anti-corruption values and principles, history of corruption and eradicating corruption in Indonesia	Criteria: Participation and tasks Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lectures · Case studies TM= 2 x (2x50") Assignments via group BT=1x(2x60") Individual assignments via e-learning. BM=2x(2x60") 2 X 50		Material: History and Principles of Combating Corruption Literature: <i>Anti-Corruption Education Book Writing Team, 2011, Anti-Corruption Education for Higher Education, Jakarta: Indonesian Ministry of Education and Culture</i>	5%
3	Students are able to explain the factors that cause corruption and the impact of corruption	Accuracy and appropriateness in explaining the language that causes corruption, the massive impact of corruption, and case analysis in field investigations	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lecture · Case study · Role play 2 X 50		Material: Miscellaneous Prevention and Handling of Corruption in Indonesia Reference: <i>KPK. You can check books at ACLC: aclc.kpk.go.id</i>	5%
4	Students are able to explain the factors that cause corruption and the impact of corruption	Accuracy and appropriateness in explaining the language that causes corruption, the massive impact of corruption, and case analysis in field investigations	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lecture · Case study · Role play 2 X 50		Material: Miscellaneous Prevention and Handling of Corruption in Indonesia Reference: <i>KPK. You can check books at ACLC: aclc.kpk.go.id</i>	5%
5	Students are able to explain various forms of efforts to eradicate corruption.	Accuracy and suitability in explaining various forms of efforts to eradicate corruption	Criteria: Individual Form of Assessment : Participatory Activities	Contextual Instruction in the form of: - Lecture · 2 X 50 case studies		Material: Eradicating Corruption in Indonesia Reference: <i>Wijayanto, Ridwan Zachrie (ed), Corruption Corrupting Indonesia: Causes, Consequences and Prospects for Eradication, PT. Gramedia Pustaka Utama, 2009.</i>	5%
6	Students can explain various forms of criminal acts of corruption in legislation	Accuracy and suitability in explaining various forms of criminal acts of corruption in legislation	Criteria: Individual	Contextual Instruction in the form of: - Lecture · Case study · Public Lecture 2 X 50		Material: Corruption Law Reference: <i>Law no. 30 yrs. 2002</i>	0%
7	Students can explain various forms of criminal acts of corruption in legislation	Accuracy and suitability in explaining various forms of criminal acts of corruption in legislation	Criteria: Individual	Contextual Instruction in the form of: - Lecture · Case study · Public Lecture 2 X 50		Material: Corruption Law Reference: <i>Law no. 30 yrs. 2002</i>	0%

8	UTS	The accuracy of answering and the ability to demonstrate the aspects of soft skills that are assessed	Criteria: Individual Form of Assessment : Test	open questions to test knowledge, understanding, application and analysis of the concepts presented. 2 X 50			10%
9	Students can explain various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			0%
10	Students can explain various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			0%
11	Students can explain authority and professional secrets	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual	Contextual Instruction in the form of: - 2 X 50 case study lectures			0%
12	Students can explain about the assets of corruptors and their return to the state.	Accuracy and suitability in explaining various forms of cooperation movements and instruments for preventing corruption at the national and international levels	Criteria: Individual	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			0%
13	Students can explain judicial issues and lawsuits in criminal acts of corruption.	Accuracy and appropriateness in explaining corruption justice	Criteria: Individual	Appropriate methods, systematic analysis, correct, with appropriate applications/examples and good language 2 X 50		Material: Anti-Corruption Law Enforcement in Indonesia Reference: <i>Adami Chazawi, 2015, Corruption Criminal Law in Indonesia, Jakarta: Raja Grafindo Perkasa</i>	0%
14	Students can plan and carry out actions to prevent corruption in society	Students can carry out anti-corruption prevention actions according to the plans made	Criteria: group Form of Assessment : Project Results Assessment / Product Assessment	Citizenship Project 2 X 50		Material: Heaven for Corruptors Library: <i>Dharmawan (ed). 2004. Heaven for Corruptors. Jakarta: Kompas Publishers.</i>	50%
15	Students are able to explain ethics in public services and preventing corruption in public services	Accuracy and suitability in understanding corruption in public services	Criteria: Individual	Contextual Instruction in the form of: - Lecture - 2 X 50 case studies			0%
16	Students are able to explain and analyze corruption conceptually and practically		Form of Assessment : Test	UAS			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	30%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.