



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
Values and Moral Education Study	8720503070		T=3	P=0	ECTS=4.77	7	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Maya Mustika Kartika Sari, S.Sos., M.IP.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	The phenomenon of people's behavior that appears in aspects of life needs to be understood from the perspective of values and morals in connection with the analysis of the things that underlie this behavior, theoretical studies and presentation of empirical facts by exploring cases in important aspects of life carried out, both in the scope of educational institutions and in society, including in various fields of work, need to be studied regarding the value and moral aspects contained in them, to then explain the value and moral content in these fields. Lectures are carried out using a system of case study analysis, presentations and discussions, problem solving tasks, and reflection.						
	<p>References</p> <p>Main :</p> <ol style="list-style-type: none"> 1. Mudhor, Ahmad . 2014. <i>Etika dalam Islam</i> .Surabaya : Bina Ilmu 2. Samsuri, dkk . 2015. <i>Dasar-dasar Pendidikan Moral (Basis Pengembangan Pendidikan Karakter)</i> . Yogyakarta: UNY Press. 3. Lickona, Thomas . 2012. <i>Educating for Character</i>. Jakarta : Bumi Aksara 4. Zuriah, Nurul. 2007. <i>Pendidikan Moral & Budi Pekerti dalam Perspektif Perubahan</i>. Jakarta: Bumi Aksara. 5. Fakta-fakta empirik di lapangan melalui studi observasi dan analisis <p>Supporters:</p>						
Supporting lecturer	TOTOK SUYANTO 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 value and moral education study courses	- Describe the background to the importance of value and moral education study courses - Create a mapping of values and moral education studies	Criteria: Assessment sheet 1 is used to assess students' mastery of knowledge about the importance of value and moral education study courses	- College contract and - Questions and answers. 3 X 50			0%
2	Students are able to explain the concept of values and moral education	-Describe the concept of values and moral education -Explain the views of experts about values and morals	Criteria: Max 100 good and correct answers	- Pulpit lecture - Question and answer. - Discussion 3 X 50			0%
3	Students are able to explain the concept of values and moral education	-Describe the concept of values and moral education -Explain the views of experts about values and morals	Criteria: Max 100 good and correct answers	- Pulpit lecture - Question and answer. - Discussion 3 X 50			0%
4	Students are able to explain the source of values and morals	- Explain the source of values and morals - Identify the source of values and morals	Criteria: Answers well and correctly max 100	- Pulpit lecture - Discussion - Assignment 3 X 50			0%
5	Students are able to explain the factors of decreasing values and morals in society	- Describe the facts about the decline in values and morals in society - Analyze the causal factors	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Assignment Discussion			0%
6	Students are able to identify the values and morals found in ethnic groups in Indonesia	-Identify the values and morals found in ethnicities in Indonesia - Create a classification of the values and morals found in ethnicities in Indonesia	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Assignment Discussion			0%
7	Students are able to explain the application of values and moral education in society	- Analyzing the application of values and morals - Examining situations and conditions in the application of values and morals	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
8	UTS	Understand subjects 1-7	Criteria: Answers well and correctly max 100	Closed test 3 X 50			0%
9	Students are able to explain the obstacles to implementing values and moral education in society	- Analyzing obstacles to the application of values and morals in society. Examining solutions to obstacles to the application of values and morals in society	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
10	Students are able to study the values and morals found in aspects of life/work/public (education sector)	Identifying values and morals in areas of work - Mapping the values and morals found in the work in question	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
11	Students are able to study the values and morals found in aspects of life/work/public (education sector)	Identifying values and morals in areas of work - Mapping the values and morals found in the work in question	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
12	Students are able to study the values and morals found in aspects of life (in the field of law enforcement)	Identifying values and morals in the field of law enforcement - Mapping the values and morals found in the work in question	Criteria: Answers well and correctly max 100	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
13	Students are able to study the values and morals found in aspects of life (medical field)	Identifying values and morals in the medical field - Mapping the values and morals found in the job in question	Criteria: Max 100 good and correct answers	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
14	Students are able to study the values and morals found in aspects of life (transportation sector)	Identifying values and morals in the transportation sector - Mapping the values and morals contained in the work in question	Criteria: Max 100 good and correct answers	- Pulpit lecture - 3 X 50 Discussion Assignment			0%
15	Students are able to study the values and morals found in aspects of life (government/bureaucracy)	Identifying values and morals in the government/bureaucratic sector) - Creating a mapping of the values and morals found in the job in question	Criteria: Max 100 good and correct answers	- Pulpit lecture - 3 X 50 Discussion Assignment			0%

16							0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
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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.