



Learning model	Case Studies
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Short Course Description	The Values Education course focuses on the concept and philosophy of values education, values in philosophy and science, values education in the era of globalization, moral development theory, values education in the context of national education, integration of values education in learning, character education in a multicultural society, basic concepts of character education. at school. Citizenship education is focused on: This course examines: (1). The rights and obligations of citizens (2) Preliminary education to defend the country (3) Indonesian Democracy (4) Human Rights (5) Insights into the Archipelago as an Indonesian Geopolodot (6) National Resilience as Indonesian Geostrategy (7) National Politics and Strategy as Implementation of Indonesian Geostrategy						
References	Main :						
	1. Qiqi Yuliati Zakiyah dan A. Rusdiana (2014). Pendidikan Nilai: Kajian Teori dan Praktik di Sekolah. Bandung: Pustaka Setia 2. Muhammad Alfian. 2013. Pengantar Filsafat Nilai. Bandung: CV Pustaka Setia 3. Mulyana, R. (2004). Mengartikulasikan Pendidikan Nilai. Bandung: Alfabeta. 4. Arif, DB. 2012. Pendidikan Kewarganegaraan. Yogyakarta: Kaukab 5. Sunarso, dkk. 2003. Pendidikan Kewarganegaraan untuk Mahasiswa. Yogyakarta: UNY Press						
	Supporters:						
	1. Zaim Elmubarak. 2009. Membumikan Pendidikan Nilai Mengumpulkan yang Terserak, Menyambung yang Terputus, dan Menyatukan yang Tercerai. Edt. Dudung Rahmat Hidayat, Bandung: Alfabet 2. Suyadi. 2015. Strategi Pembelajaran Pendidikan Karakter. Bandung: PT Remaja Rosdakarya Offset 3. 3. Cholisin.2000. Ilmu Kewarganegaraan, Yogyakarta: FIS UNY						
Supporting lecturer	Prof. Dr. Warsono, M.S. Dr. Wisnu, 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	Able to explain the concept and philosophy of Values Education to internalize academic values, norms and ethics	1.Explain the definition of value and value classification 2.Explain the hierarchy of values 3.Explain the definition of value education 4.Explain the goals and philosophy of value education	Criteria: Benchmark assessment  Form of Assessment : Participatory Activities	Lecture 3x50'	Lecture 3x 50'	Material: Definition of values and classification of values Hierarchy of values Definition of values education Goals and philosophy of values education Reference: Qiqi Yuliati Zakiyah and A. Rusdiana (2014). Values Education: A Study of Theory and Practice in Schools. Bandung: Pustaka Setia	5%

2	Able to explain Values Education in the Era of Globalization in order to uphold human values	<ol style="list-style-type: none"> <li>1.Explain the nature of the development of value education in the era of globalization</li> <li>2.Explain the influence of globalization on nationalist values</li> <li>3.Explain the role of moral values education in the global era</li> <li>4.Explain the meaning of education and moral values</li> <li>5.Explaining the Position of Moral Education</li> <li>6.Explaining the Challenges of Moral Values Education</li> <li>7.Explaining the Moral Values Education Approach</li> </ol>	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> development of values education in the global era <b>Reader:</b> Muhammad Alfian. 2013. <i>Introduction to the Philosophy of Value</i> . Bandung: CV Pustaka Setia	5%
3	Able to explain Values Education in the Era of Globalization in order to uphold human values	<ol style="list-style-type: none"> <li>1.Explain the nature of the development of value education in the era of globalization</li> <li>2.Explain the influence of globalization on nationalist values</li> <li>3.Explain the role of moral values education in the global era</li> <li>4.Explain the meaning of education and moral values</li> <li>5.Explaining the Position of Moral Education</li> <li>6.Explaining the Challenges of Moral Values Education</li> <li>7.Explaining the Moral Values Education Approach</li> </ol>	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> development of values education in the global era <b>Reader:</b> Muhammad Alfian. 2013. <i>Introduction to the Philosophy of Value</i> . Bandung: CV Pustaka Setia	5%

4	Able to explain Values Education in the National Education Context in accordance with the principles and theories of education in schools	<ol style="list-style-type: none"> <li>1.Explain the aims and functions of national education</li> <li>2.Explaining the urgency of values education in the context of national education</li> <li>3.Describe the factors that support the application of values in national education</li> <li>4.Explain the opportunities and challenges of Indonesian education development</li> </ol>	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lectures 3x50	<b>Material:</b> Values education in schools <b>Reference:</b> <i>Qiqi Yulianti Zakiyah and A. Rusdiana (2014). Values Education: A Study of Theory and Practice in Schools. Bandung: Pustaka Setia</i>	5%
5	Able to explain Values Education in the National Education Context in accordance with the principles and theories of education in schools	<ol style="list-style-type: none"> <li>1.Explain the aims and functions of national education</li> <li>2.Explaining the urgency of values education in the context of national education</li> <li>3.Describe the factors that support the application of values in national education</li> <li>4.Explain the opportunities and challenges of Indonesian education development</li> </ol>	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lectures 3x50	<b>Material:</b> Values education in schools <b>Reference:</b> <i>Qiqi Yulianti Zakiyah and A. Rusdiana (2014). Values Education: A Study of Theory and Practice in Schools. Bandung: Pustaka Setia</i>	5%
6	Able to explain the basic concepts of character education in schools	<ol style="list-style-type: none"> <li>1.Explain the definition of character education</li> <li>2.Explain the aims of character education</li> <li>3.Explain the function of character education</li> </ol>	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Character education <b>Reader:</b> <i>Suyadi. 2015. Character Education Learning Strategy. Bandung: PT Teen Rosdakarya Offset</i>	5%

7	Designing the integration of Values Education in learning	Developing the implementation of the concept of integrating value education in learning at school	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Designing the integration of values education in learning at school. <b>Reference:</b> Zaim Elmubarok. 2009. <i>Grounding Education in the Value of Gathering the Scattered, Connecting the Disconnected, and Uniting the Scattered</i> . Edt. Dudung Rahmat Hidayat, Bandung: Alfabet	10%
8	Explaining character education in a multicultural society as a form of implementing humanities values	Explain the values in multicultural education and national character	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Character education <b>Reader:</b> Suyadi. 2015. <i>Character Education Learning Strategy</i> . Bandung: PT Teen Rosdakarya Offset	5%
9	Analyzing the urgency of Citizenship Education	1. Analyze the concept of Civics 2. Analyzing the objectives of PKN in schools 3. Analyzing the function of Civics in schools	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Civics Concepts <b>Reader:</b> Arif, DB. 2012. <i>Citizenship Education</i> . Yogyakarta: Kaukab	5%
10	Have attitudes and behavior in accordance with human rights that are fair, responsible and tolerant	1. Describe human rights concepts 2. Identify human rights violations in Indonesia. Be sensitive to human rights violations 3. Have a positive attitude towards upholding human rights 4. Be fair in evaluating various violations and settlements of human rights in Indonesia	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Human Rights <b>Reference:</b> 3. Cholisin. 2000. <i>Citizenship Science</i> , Yogyakarta: FIS UNY	5%

11	Have an awareness of the rights and obligations as a responsible citizen of the Republic of Indonesia	Analyze the rights and obligations of citizens	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Rights and obligations <b>Reference:</b> <i>Sunarso, et al. 2003. Citizenship Education for Students. Yogyakarta: UNY Press</i>	5%
12	Analyzing the meaning of democracy and its principles and highlighting the essence of Indonesian democracy (Pancasila democracy)	Analyzing democracy in Indonesia	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Democracy in Indonesia <b>Reference:</b> 3. <i>Cholisin.2000. Citizenship Science, Yogyakarta: FIS UNY</i>	5%
13	Analyzing National Resilience theory	Analyze the propositions of national resilience theory	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> National resilience theory <b>References:</b> 3. <i>Cholisin.2000. Citizenship Science, Yogyakarta: FIS UNY</i>	5%
14	Analyzing National Resilience theory	Analyze the propositions of national resilience theory	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> National resilience theory <b>References:</b> 3. <i>Cholisin.2000. Citizenship Science, Yogyakarta: FIS UNY</i>	5%
15	Explains the conception of the archipelago insight as a geopolitical view of the Indonesian nation and provides examples of the implementation of the archipelago insight	1.Understand the concept of insight into the archipelago as a geopopulation of Indonesia 2.Implementing Archipelago Insights in national and state life	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Archipelago Insights <b>References :</b> 3. <i>Cholisin.2000. Citizenship Science, Yogyakarta: FIS UNY</i>	15%
16	Analyzing Polstranas as Indonesia's vision	1.Analyzing the concept of Indonesian National Police 2.Implementing National Police in development	<b>Criteria:</b> Benchmark assessment  <b>Form of Assessment :</b> Participatory Activities	Lecture 3x50'	Lecture 3x50'	<b>Material:</b> Poltranas <b>Library:</b> <i>Sunarso, et al. 2003. Citizenship Education for Students. Yogyakarta: UNY Press</i>	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	100%
		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.