



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Pancasila and Citizenship Education Undergraduate Study**  
**Program**

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Study of Citizenship Education Problems	8720504069		T=4 P=0 ECTS=6.36	0	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Maya Mustika Kartika Sari, S.Sos., M.IP.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 30px; height: 30px;">P.O</td></tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">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
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<b>Short Course Description</b>	Theoretical and practical studies of civic education, citizenship education, and education for citizenship in the context of the family, school, community environment, comparison of Civics practices in several countries, contemporary Civics issues, as well as various theories of citizenship. Lectures are carried out with presentations and discussions, project assignments, and reflection.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Bronson, M. S. 1999. Belajar Civic Education dari Amerika. Terjemahan Syafrudin. Yogyakarta: LKiS.</li> <li>2. Budimansyah, Dasim dan Syaifullah Syam. 2006. Pendidikan Nilai Moral dalam Dimensi Pendidikan Kewarganegaraan . Bandung: Laboratorium PKn FPIPS UPI.</li> <li>3. Huntington, Samuel P. 2010. Benturan antar Peradaban dan Masa Depan Politik Dunia . Terjemahan Oleh: M. Sadat Ismail. Cetakan ke-11. Yogyakarta: Qalam.</li> <li>4. Isin, Engin F., Turner, Bryan S. 2002. Handbook of Citizenship Studies. London: SAGE Publication.</li> <li>5. Kalidjernih, Freddy Kirana, 2007. Kewarganegaraan: Refleksi Sosiologi Indonesia . Bogor: CV Regina.</li> <li>6. Koentjaraningrat. 1984. Kebudayaan Mentalitas dan Pembangunan . Jakarta: Gramedia.</li> <li>7. Kymlicka, Will, 2011. Kewargaan Multikultural. Diterjemahkan oleh: F. Budi Hardian. Cetakan kedua. Jakarta: LP3ES.</li> <li>8. Oommen, T.K. 2009. Kewarganegaraan, Kebangsaan, dan Etnisitas. Citizenship, Nationality, and Ethnicity. Reconciling Competing Identities. Terjemahan oleh Munasari Fahlesa. Yogyakarta: Kreasi Wacana.</li> <li>9. Soetjipto, Ani Widyani. 2005. Politik Perempuan Bukan Gerhana . Jakarta: Kompas. Tridiatno. 2000. Masalah-Masalah Moral . Yogyakarta: Andi Offset.</li> <li>10. Wahab, Abdul Aziz dan Sapriya, 2011. Teori dan Landasan Pendidikan Kewarganegaraan . Bandung: AlfaBeta.</li> <li>11. Winataputra. Udin. S. 2012. PKn dalam Perspektif Pendidikan untuk Mencerdaskan Kehidupan Bangsa . Bandung: Widya Aksara Press.</li> <li>12. Winataputra, Udin S. dan Budimansyah D. 2007. Civic Education: Konteks Landasan, Bahan Ajar, dan Kultur Kelas. Bandung: Sekolah Pascasarjana.</li> <li>13. Robert, Robertus dan Hendrik Boli Tobi. 2015. Pengantar Sosiologi Kewarganegaraan Dari Marx Sampai Agamben . Jakarta: Gudang Penerbit.</li> </ol>																																					
	<b>Supporters:</b>																																					

Supporting lecturer		Drs. I Made Suwanda, M.Si. TOTOK SUYANTO Dr. Oksiana Jatiningih, M.Si. 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	Explain the nature of Citizenship Education	Explain the scientific structure of Civics. Distinguish between several terms related to civics	<b>Criteria:</b> assessment rubric	lecture and question and answer 8 X 50			0%
2	Explain the nature of Citizenship Education	Explain the scientific structure of Civics. Distinguish between several terms related to civics	<b>Criteria:</b> assessment rubric	lecture and question and answer 8 X 50			0%
3	Explaining the nature of Citizenship Education Explaining the nature of citizenship and the progress of a nation's civilization	Showing the relationship between Civics components in building civic awareness. Explaining the meaning of civilization	<b>Criteria:</b> assessment rubric	textbook, ppt display 4 X 50			0%
4	Explain the nature of citizenship and the progress of a nation's civilization	Shows the relationship between several concepts related to the concept and role of citizens in living together in a country	<b>Criteria:</b> assessment rubric	presentation and discussion 4 X 50			0%
5	Using social theories to explain the position and problems of citizenship in living together as a nation	Explaining the position and problems of citizenship in living together as a nation from various social theories	<b>Criteria:</b> presentation rubric	lectures, presentations and discussions 6 X 50			0%
6	Using social theories to explain the position and problems of citizenship in living together as a nation	Explaining the position and problems of citizenship in living together as a nation from various social theories	<b>Criteria:</b> presentation rubric	lectures, presentations and discussions 6 X 50			0%
7	Using social theories to explain the position and problems of citizenship in living together as a nation	Explaining the position and problems of citizenship in living together as a nation from various social theories	<b>Criteria:</b> presentation rubric	lectures, presentations and discussions 6 X 50			0%
8	UTS	UTS	<b>Criteria:</b> assessment rubric	Written exam 4 X 50			0%
9	Criticizing the characteristics of Indonesian citizenship in global life. Criticizing moral issues in Citizenship Education	Evaluate the characteristics and cultural values of Indonesian society in global life. Identify various moral issues in citizenship education	<b>Criteria:</b> 1.paper rubric 2.presentation rubric	lecture assignments, presentations, discussions 4 X 50			0%
10							0%

11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**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.**