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| **1. Course Identity** |
| **Course Name/Block** | **Citizenship Education** |
| **Faculty** | 1. Islamic Religious Sciences (FIAI)
2. Mathematics and Natural Sciences (FMIPA)
3. Civil Engineering and Planning (FTSP)
 | **Courses** | 1. *Ahwal Shakhshiyah* (Islamic Family Law)
2. Islamic Religious Education
3. Islamic Economics
4. Statistics
5. Chemistry
6. Chemical Education
7. Pharmacy
8. Electrical Engineering
9. Chemical Engineering
10. Informatics
11. Mechanical Engineering
12. Textile Engineering
13. Architecture
14. Civil Engineering
15. Environmental Engineering
 |
| **Code** | DLA UNI604 | **Credit weight** | 2 credits |
| **Group** | Compulsory University Courses (MKWU) | **Type of Course** | Compulsory |
| **1st semester** | 2 | **Availability** | Open  |
| **Form of Learning** | Online | **Media** | 1. Google Classroom
2. Zoom
3. Panopto
4. Google Meet
5. WhatsApp
 |
| **Course Clusters/Blocks** | Public Courses | **Prerequisite** | None |
| **Lecturers/Supporting Coordinator** | 1. Alif Lukmanul Hakim, S.Fil., M.Phil
2. Siti Latifah Mubasiroh, S.Pd., M.Pd.
3. Fuadi Isnawan, S.H., M.H.
4. Dian Kus Pratiwi, S.H., M.H.
 | **Semester/Academic Year** | Even Semester 2020/2021 |

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| **2a. GRADUATE LEARNING OUTCOMES** |
| **CPL Code** | **CPL formula** |
| CPUA2 | Students are able to show an inclusive and social outlook on life in a global society while maintaining an Islamic and Indonesian identity. |

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| **2b. COURSE LEARNING OUTCOMES** |
| **CPL Code** | **CPMK Code** | **CPMK Formula and Indicators** | **Learning Experience** | **Assessment** | **Weight** |
| CPUA2 | CPMK1 | Students are able to show attitude as an intelligent and responsible citizen based on Islamic and Indonesian values. | Students study material from Power Point slides and videos or other media, study book references on the predetermined materials, discuss relevant topics in groups, and present the results of discussions in Power Point slides. | 1. Individual assignments
2. Midterm Exam (UTS)
3. Final Exam(UAS)
 | 30% |
| CPUA2 | CPMK2 | Students behave as a citizen with a moderate view *(ummatan wasathan)* in implementing national insights. | Students study material from Power Point slides and videos or other media, study book references on the predetermined materials, discuss relevant topics in groups, and present the results of discussions in Power Point slides | 1. Individual assignments
2. Midterm Exam (UTS)
3. Final Exam (UAS)
 | 40%  |
| CPUA2 | CPMK3 | Students are able to identify and reflect personal roles, and develop alternative solutions to current national problems. | Students study material from Power Point slides and videos or other media, study book references on the predetermined materials, discuss relevant topics in groups, and present the results of discussions in the form of videos or images. | 1. Individual assignments
2. Final Exam (UAS)
 | 30% |

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| **3. Map Analysis of Learning Outcomes** |
| Students study the nature of the nation and state in the framework of *nusantara* (archipelagic) insight. Students identify the current national phenomena.Students are able to analyze the equal position of citizens in the life of the nation and state based on Islamic and Indonesian values.Students are able to show attitude as an intelligent and responsible citizen based on Islamic and Indonesian values.Students understand the rights and obligations of a citizen and tolerance in the global arena.Students behave as a citizen with a moderate view (*wasathan ummah*) in implementing national insightsStudents have the ability to apply Islamic and Indonesian values in the life of the nation and state.Students understand the meaning of democracy and its implementation in Indonesia (Pancasila democracy)Students are able to identify and reflect personal roles, and develop alternative solutions to current national problems.Students have the ability to integrate the provided materials with their self-potential to overcome the current national problems democratically.Students understand citizenship education as a process of national integration.*OUTPUT**Students are able to understand and practice the principles of civic intelligence and civilized (civic culture), based on civic knowledge, civic skills, and civic dispositions*INPUT Students have not been able to understand and to practice the principles of civic intelligence and civic culture based on civic knowledge, civic skills and civic dispositionsCPMK 03CPMK 02CPMK 01 |

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| 4. References |
| [1] Dirjen Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi RI (2016), *Pendidikan Kewarganegaraan untuk Perguruan Tinggi*, Buku Bahan Ajar wajib Umum, cetakan I.[2] Dharmaputera, Eka (1982), *Pancasila: Identitas & Modernitas*, BPK Gunung Mulia, Jkt. [3] Driyarkara (1978), *Pancasila & Religi*, Tanpa Penerbit.[4] Kaelan (2016), *Pendidikan Kewarganegaraan,* Yogyakarta: Penerbit Paradigma.[5] Kaelan (2016). *Pendidikan Pancasila*. Paradigma. Yogyakarta.[6] Kementerian Koordinator Bidang Politik, Hukum, dan Keamanan RI (2005), *Memelihara dan Menjaga Kemajemukan dalam NKRI*, Tanpa Penerbit, Jakarta.[7] LEMHANNAS (2002), *Pendidikan Kewarganegaraan*, Jakarta: LEMHANNAS.[8] Lye, John (1997), *Ideology*: A Brief Guide, (<http://www.brocku.ca/english/jlye/ideology.htm1>). [9] LPPKB (2005), *Pedoman Umum Implementasi Pancasila dalam Kehidupan Bernegara*, Cipta Prima Budaya, Jakarta. [10] Musthafa Kamal (2002)*, Pendidikan Kewarganegaraan (Civic Education)*, Citra Karsa Mandiri.[11] Sabirin, Mailan dan Suparman (Penyunting) (2003), *Pendidikan Kewarganegaraan dan Hak asasi Manusia*, UII Press.[12] Sumarsono, *et.al.,* (2005), *Pendidikan Kewarganegaraan*, Jakarta: PT. Gramedia Pustaka.[13] Tim Dosen IAIN Syarif Hidayatullah (2000), *Pendidikan Kewargaan (Civic Education), Demokrasi, HAM dan Masyarakat Madani*, Jakarta: IAIN Syarif Hidayatullah Press.[14] Tim Penyusun (2016), *Pendidikan Kewarganegaraan untuk Perguruan Tinggi*, Dirjen Pembelajaran dan Kemahasiswaan Kemenristekdikti RI[15] Tim Sosialisasi Wawasan Kebangsaan (2005), *Himpunan Modul Sosialisasi Wawasan Kebangsaan*, Jakarta: Kantor Sekretariat Wakil Presiden RI.[16] Winarno, Dwi (2006), *Paradigma Baru Pendidikan Kewarganegaraan,* PT. Bumi Aksara. |

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| **5. Details of Learning Activities** |
| **Session** | **CPMK** | **Study Materials** | **Activity Plan and Duration**  | **Metode**  | **Learning Media/Reference** |
| 1 | CPMK1 | Explanation on the learning contract, concept of learning mechanism, learning objective,explanation of learning materials, references, learning strategies, and assessment systems | * Explanation of study contract and RPS (Semester Learning Plan) by lecturer (20 minutes)
* Q&A about RPS (20 minutes)
* General explanation of the course (20 minutes)
* Students explore references to support the course teaching materials (40 minutes)
 | TMDASM | * Zoom
* Video Overview of Civic Education
* Youtube Video Created by a Team of Lecturers
* Google Classroom

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| 2 | CPMK1 | Students can understand thebackground of citizenship education, the urgency of citizenship education, as well as the expected competencies.  | ASM –The lecturer present the learning materials through Power Point slides or video (20 minutes)TMD - Discussions and Q&A about the presented materials via video conference platform (30 minutes)ASM - Students summarize the concept of Citizenship Education based on the previously obtained references(50 minutes) | TMDASK | * Zoom
* Google Slides
* Google classroom
* Youtube Video Created by a Team of Lecturers
* Lecturer Team of IAIN Syarif Hidayatullah, *Pendidikan Kewargaan (Civic Education), Demokrasi, HAM dan Masyarakat Madani* (2000), Jakarta: IAIN Syarif Hidayatullah Press.
* Kaelan (2016), *Pendidikan Kewarganegaraan,* Yogyakarta: Penerbit Paradigma.
* Asroni, Ahmad dan Alif Lukmanul Hakim (2021), Buku Ajar *Pendidikan Kewarganegaraan*, Yogyakarta: UII Press..
 |
| **3** | CPMK1 | Students are able to understand the definition and essence of the nation, state, as well as the State and Constitution.* The session aims to discuss the followings:
1. The definition and essence of the state
2. The process of nationhood and statehood
3. The concept of state law and its implementation.

  | TMD - General explanation of CPMK02 materials in the form of study materials, learning activities, and evaluation. (10 minutes)ASM - Explanation of learning materials by lecturers through video or other media(20 minutes)ASM - Students summarize the lecturer's explanation and submit it into the Google Classroom (20 minutes)ASM - Students are assigned to find books or journal articles as references for self-study materials and study them independently (50 minutes) | TMDASK | * Zoom
* Kahoot, Quizizz, etc.
* Google Classroom
* Sobirin and Suparman (Editor) (2003), *Pendidikan Kewarganegaraan dan Hak asasi Manusia*, Yogyakarta: UII Press.
* Asroni, Ahmad, and Alif Lukmanul Hakim (2021), *Buku Ajar* *Pendidikan Kewarganegaraan*, Yogyakarta: UII Press.
* Youtube video created by a Team of Lecturers
 |
| **4** | CPMK2 | Students are able to understand and analyze the relation between the state, religion, and the citizens, and understand the equal position of citizens (rights and obligations) in the life of the nation and state.   | ASM-Lecturer explained the essence of articles 27 and 28 of the 1945 Constitution related to equal rights and obligations and human rights.Lecturers assign the students to have a small group discussions with peers on the relevant topic and assign them to write a paper (20 minutes)ASK - Students search for reference materials and have a study group on the predetermined topics. The results of the discussion are written and uploaded to the Google Classroom (80 minutes) | ASMASK | * Zoom
* Google Classroom
* Youtube video created by a Team of Lecturers

 Asroni, Ahmad and Alif Lukmanul Hakim (2021), Buku Ajar *Pendidikan Kewarganegaraan*, Yogyakarta: UII Press..    |
| 5 | CPMK2 |  Students are able to understand and gain an insight on the right to national identity.* The session aims to discuss the followings:
1. Definition of National Identity
2. Types of national identity
3. The significance of National Identity in the current global flow
4. The Future of National Identity

  | TMD – Students’ Perception on the previous learning materials and submission of summary assignment (20 minutes)ASM - Presentation of learning materials by lecturers (20 minutes)ASM - Students give examples on the definition, variety, and rights of national identity and its significance and implications on everyday life in society (30 minutes)ASM - Evaluation of CPMK01: students answer the questions (quiz) provided by lecturers on the previously learned materials (30 minutes) | TMDASK | * Zoom

Youtube Video Introducing Citizenship Education from The Lecturer Team * Google Classroom, and many others
 |
| 6 | CPMK2 | Students are able to understand, gain an insight, and analyze Democracy, its types, essence, and the application of Pancasila Democracy in Indonesia.  | ASM – Lecturers explain the materials through video or other media (20 minutes).ASM - Students answer questions from other students to confirm their understanding(80 minutes). | ASM | * Zoom
* Video
* Kahoot, Quizizz, etc.
* Google Classroom
* Yotube video from the Faculty Team

Kaelan (2016), *Pendidikan Kewarganegaraan,* Yogyakarta: Penerbit Paradigma.LEMHANNAS (2002), *Pendidikan Kewarganegaraan*, Jakarta: LEMHANNAS.Sumarsono, *et.al.,* (2005), *Pendidikan Kewarganegaraan*, Jakarta: PT. Gramedia Pustaka. |
| 7 | CPMK2 | Students understand, gain an insight, and have the ability to analyze some issues on human rights including: its history, its kind and type, its application in Indonesia, and its problems.  | TMD - Lecturers explain about the meaning, definition, and principles of human rights.Lecturers explain about history, types, and kinds of human rights.Lecturer explained about the form of human rights application and its problems in Indonesia (30 minutes).ASM - Students study videos on the given topics(20 minutes).ASM - Students respond to the content of the video (50 minutes).  | TMDASM | * Zoom
* Video
* Google Classroom
* Youtube video from The Lecturer Team

 Asroni, Ahmad and Alif Lukmanul Hakim (2021), Book of *Civic Education*Teaching, Yogyakarta: UII Press. Kaelan (2016), *Citizenship Education,* Yogyakarta: Paradigm Publisher.   |
| 8 | CPMK2 | Students understand and understand about the Concept of Law Enforcement in Indonesia  | TMD – Lecturer explain the predetermined learning topic through video or other media (20 minutes).ASM - Students work in groups to explore the relevant reading references on the given learning topics and discuss the related topics as previously presented (80 minutes). | TMDASM | * Zoom
* Video
* Kahoot, Quizizz, etc.
* Google Classroom
* Youtube video from The Team of Lecturers

 Asroni, Ahmad dan Alif Lukmanul Hakim (2021), Buku Ajar Pendidikan Kewarganegaraan, Yogyakarta: UII Press.Musthafa Kamal (2002), Pendidikan Kewarganegaraan (Civic Education), Citra Karsa Mandiri  |
| 9 | CPMK2 | Students understand and gain an insight on the issues related to Regional Autonomy, including: the Background, legal basis, application and problems of regional autonomy in Indonesia, e-Gov case study in Indonesia and Clean and Good Governance. | ASM – Lecturers explain the predetermined topics via video or other media (30 minutes)ASM - Evaluation of CPMK02: Students answer questions (quiz) about the previously studied material (70 minutes). | ASM | * Zoom

Youtube video from The Lecturer Team:* Video Example
* Google Classroom

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| 10 | CPMK3 | Students understand about the concept of Civil Society (Historical Study of the concept of the Charter of Medina and Civil Society by the Prophet SAW). | ASM – Lecturers explain the materials via video or other media(20 minutes).ASK – Students work in groups to search and review journals/books I pursuant to the given topic (80 minutes). | ASMASK | * Zoom
* Video
* Google Classroom
* Youtube video from The Lecturer Team

 Asroni, Ahmad dan Alif Lukmanul Hakim (2021), Buku Ajar *Pendidikan Kewarganegaraan*, Yogyakarta: UII Press.Dwi Winarno (2006), *Paradigma Baru Pendidikan Kewarganegaraan,* PT. Bumi Aksara. |
| 11 | CPMK3 | Students understand the Geopolitical Conception of Indonesia. | ASM – Lecturers explain the materials via video or other media(20 minutes).ASK – Students work in groups to discuss the provided topics based on the summary of the previously discussed journals on relevant topics (80 minutes). | ASMASK | * Zoom
* Video
* Kahoot, Quizizz, etc.
* Google Classroom
* Youtube video from Team of Lecturers

 Dirjen Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi RI (2016), *Pendidikan Kewarganegaraan untuk Perguruan Tinggi*, Buku Bahan Ajar wajib Umum, Cetakan I.Kaelan (2016), *Pendidikan Kewarganegaraan,* Yogyakarta: Penerbit Paradigma. |
| 12 | CPMK3 | Students understand about the conception of Indonesian Geostrategy. | TMD – Students present their resume and the results of group discussions (80 minutes)ASK – Lecturers introduce the lecture materials on the given topic.Lecturer explains about the conception of Indonesian Geostrategy(20 minutes). | TMDASK | * Zoom
* Google Classroom
* Youtube video from The Lecturer Team

 Asroni, Ahmad dan Alif Lukmanul Hakim (2021), Handbook on *Pendidikan Kewarganegaraan*, Yogyakarta: UII Press.   |
| 13 | CPMK2 | Students understand about Nusantara (Archipelagic) Insight and Resilience and National Independence. | ASM - Lectures begin by presenting a video about the predetermined material retrieved fromLecturer's Youtube channel (20 minutes)TMD – Group Discussion of the provided material.Understanding the insight of the archipelago, its significance, and its implementation.Lecturers provide explanations of national, regional and global contexts (80 minutes). | TMDASK | * Zoom
* Video about UII History
* Kahoot, Quizizz, etc..
* Google Classroom
* Youtube video from The Lecturer Team

 Asroni, Ahmad and Alif Lukmanul Hakim (2021), Book of *Civic Education*Teaching, Yogyakarta: UII Press.  |
| 14 | CPMK3 | Students understand and gain an insight about the State and Pancasila and the importance of Citizenship Education as a Process of National Integration. | ASM - Lecturer explained about the relationship between the State and Pancasila and the importance of the Citizenship Education materials that have been provided for one semester as a way to build a national integration process(20 minutes).- Class Discussion(30 minutes)-Assignment at the end of the lecture (30 minutes)-Reflection of overall learning materials for one semester by students (20 minutes). | TMDASK | * Zoom
* Google Classroom
* Youtube video from The Team of Lecturers
* Google Form

 Kementerian Koordinator Bidang Politik, Hukum, dan Keamanan RI (2005), *Memelihara dan Menjaga Kemajemukan Dalam NKRI*, Tanpa Penerbit, Jakarta.Tim Sosialisasi Wawasan Kebangsaan (2005), *Himpunan Modul Sosialisasi Wawasan Kebangsaan*, Jakarta: Kantor Sekretariat Wakil Presiden.    |

Description:

● TM = activities that require face-to-face learning in the classroom;

• TMD = activities that require virtual face-to-face session;

• ASM = independent asynchronous online activity;

• ASK = collaborative asynchronous online activity;

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| **6. Assessment and Evaluation System** |
| **Grading System** | The assessment system is based on PAP (Benchmark Reference Assessment) with the following assessment range:A : 80.00 - 100A- : 77.50 – 79.99A/B : 75.00 – 77.49B+ : 72.50 – 74.99B : 70.00 – 72.49B- : 67.50 – 69.99B/C : 65.00 – 67.49C+ : 62.50 – 64.99C : 60.00 – 62.49C- : 55.00 - 59.99C/D : 50.00 – 54.49D+ : 45.00 – 49.99D : 40.00 – 44.99E : 00.00 – 39.99  |
| **Evaluation System** | Each student must achieve a minimum grade/predicate of C for each CPMK. Otherwise, they must have a retake examination or revise their assignments for the relevant CPMK. |

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| Date: | Date: | Date: |
| Approved by the Director of DLA | Examined by the Coordinator of the Cluster of Field of Science/Division Head of MKWU | Prepared by Lecturer/Team Coordinator |
|     |   |   |
|   |   | Alif Lukmanul Hakim, S. Fil., M. Phil. |

August 19, 2021

TRANSLATOR STATEMENT

The information appearing herein has been translated

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