Module designation	**Civics Education** **Indonesian title:** *Kewarganegaraan* **Course code:** 1000002033
Semester(s) in which the module is taught	Semester 2 (First year)
Person responsible for the module	**Coordinator:** Prof. Dr. Sarmini, M.Hum. **Teaching staff:** Prof. Dr. Sarmini, M.Hum.
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures, tutorial assignments, and individual study **Media and tools:** PowerPoint presentations, textbooks, learning modules, videos, digital learning resources, and the Learning Management System (LMS).
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-1: Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties.
Content	This course aims to develop students into “smart and good citizens.” Citizenship Education is fundamentally about understanding Indonesia, developing an Indonesian identity, fostering a sense of national belonging, loving the Indonesian homeland, and maintaining a strong and consistent commitment to safeguarding and preserving the Unitary State of the Republic of Indonesia (NKRI). The course provides an understanding of Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika (Unity in Diversity), as well as their implementation in developing students into citizens with a strong sense of national identity and love for their country. At the university level, the course introduces students to and explores the nature of Civics Education, national identity, national integration, the constitution, the rights and obligations of the state and citizens, law enforcement and human rights, democracy, the archipelagic outlook (Wawasan Nusantara), national resilience, gender, and anti-corruption education. Learning activities are conducted through problem and case analysis, Problem-

<table>
<tr><td></td><td>Based Learning (PBL), presentations and discussions, Project-Based Learning (PjBL) assignments, and reflection. This course integrates and supports the achievement of the following Sustainable Development Goals (SDGs): (1) No Poverty; (4) Quality Education; (5) Gender Equality; (16) Peace, Justice and Strong Institutions; and (17) Partnerships for the Goals.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>2</td><td>CLO-2</td><td>PLO-1</td><td>2</td></tr>
<tr><td>3</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>4</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>5</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>6</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>7</td><td>CLO-2</td><td>PLO-1</td><td>2</td></tr>
<tr><td>8</td><td>CLO-1</td><td>PLO-1</td><td>10</td></tr>
<tr><td>9</td><td>CLO-4</td><td>PLO-1</td><td>20</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>11</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>12</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>13</td><td>CLO-3</td><td>PLO-1</td><td>2</td></tr>
<tr><td>14</td><td>CLO-2</td><td>PLO-1</td><td>2</td></tr>
<tr><td>15</td><td>CLO-4</td><td>PLO-1</td><td>30</td></tr>
<tr><td>16</td><td>CLO-1</td><td>PLO-1</td><td>16</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
<tr><td>Reading list</td><td>1. Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.
2. UU RI No. 3 Tahun 2002 tentang Pertahanan Negara. Bandung: Penerbit & ldquo Citra Umbara & rdquo.
3. UU RI No 12 Tahun 2006 tentang Kewarganegaraan RI. Jakarta: Penerbit &ldquo Cemerlang&rdquo.</td></tr>
</table>

	4. Tim Edukasi Perpajakan Direktorat Jenderal Pajak. 2016. Kesadaran Pajak untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pajak Kementerian Keuangan Republik Indonesia. 5. Winarno. (2020). Paradigma Baru PKn: Panduan Kuliah di PT. Jakarta Timur: Bumi Aksara 6. Supanji, Tratama Helmy. 2021. Partisipasi Politik Perempuan di Indonesia Penting bagi Kemajuan Bangsa. Kemenkopmk.go.id. 7. Mertokusumo, Sudikno. 2018. Mengenal Hukum. Yogyakarta: Universitas Atmajaya Yogyakarta. 8. Nurwardani, Paristiyanti, dkk. (2016). Pendidikan Kewarganegaraan Untuk Perguruan Tinggi. Jakarta: Dirjen Pembelajaran dan Kemahasiswaan Kemristekdikti RI. 9. Subagyo, A. 2020. Implementasi Pancasila Dalam Menangkal Intoleransi, Radikalisme Dan Terorisme. Jurnal Rontal Keilmuan Pancasila Dan Kewarganegaraan, 6(1), 10–24. 10. Mulyono, H. 2017. Geostrategi Indonesia dalam Dinamika Politik Global dan Regional. Jurnal Kajian Lemhannas RI, 5(1), 19–30. 11. Mac Phee, D and S. Prendergast. 2019. “Room for Improvement: Girls’ and Boys’ Home Environments are Still Gendered” dalam Sex Roles. 80(5-6), 332-346. 12. Kaelan. (2016). PKn untuk Perguruan Tinggi. Yogyakarta: Paradigma 13. Bakry, Noor Ms. (2020). Pendidikan Kewarganegaraan. Yogyakarta: Pustaka Pelajar 14. Tim Penyusun Modul. (2021). Bela Negara 5.0. Jakarta: Watannas RI. 15. Handoyo. (2015). Pendidikan Antikorupsi. Yogyakarta: Ombak 16. Cogan, J. J., Morris, P., & Print, M. (Eds.). (2002). Civic education in the Asia-Pacific region: Case studies across six societies. RoutledgeFalmer. 17. UNODC. (2021). Knowledge tools for academics and professionals; Module Series on Anti-corruption. Vienna: UNODC, diakses dari: https://grace.unodc.org/grace/uploads/documents/academics/Anti Corrupti on_Module_2_Corruption_and_Good_Governance.pdf