



MINISTRY OF HIGHER EDUCATION, SCIENCE, AND
TECHNOLOGY

UNIVERSITAS NEGERI SURABAYA

FACULTY OF MATHEMATICS AND NATURAL SCIENCES
UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION

Ketintang Campus, Jalan Ketintang, C8 C9 Building, Surabaya 60231

Phone: +62 895335466373, email: s1-pmat@unesa.ac.id

Website: <https://pendidikan-matematika.fmipa.unesa.ac.id/>

Undergraduate Program of Mathematics

Module Handbook

Module Name:	Citizenship Education/ Kewarganegaraan
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	1000002033
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	2 nd / First year
Module Coordinator(s):	Prof. Dr. Sarmini, M.Hum.
Lecturer(s):	Prof. Dr. Sarmini, M.Hum.
Language:	Indonesia
Classification within the curriculum:	Compulsory course/ elective studies
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual Study/ $2 \times 170 \text{ minutes} = 340 \text{ minutes} = 5.7 \text{ hours lectures}$
Workload:	16 weeks per semester consisting of: <ul style="list-style-type: none">• 2 hours lectures (2 x 50 minutes) per week,• 2 hours assignments (2 x 60 minutes) per week,• 2 hours individual study (2 x 60 minutes) per week, Total workload: $16 \times 2 \times 170 \text{ minutes} = 5,440 \text{ minutes} = 90,67 \text{ hours} = 3.1 \text{ ECTS}^*$
Credit Point:	2
Requirements:	N/A
Learning Goals:	PLO-1: Demonstrate religious, national, and cultural values, as well as academic ethics, in carrying out assigned duties.



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	<p>PLO-2: Demonstrate resilience, collaboration, adaptability, innovation, inclusivity, lifelong learning, and an entrepreneurial spirit.</p> <p>PLO-3: Develop logical, critical, systematic, and creative thinking in carrying out specific work in their area of expertise and in accordance with the work competency standards of the relevant field.</p> <p>PLO-4: Pursue continuous self-development and collaborate with others.</p>																
Content:	<p>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).</p> <p>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 Citizenship 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-Based Learning (PBL), presentations and discussions, Project-Based Learning (PjBL) assignments, and reflection.</p> <p>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.</p>																
Study/exam achievements	<ul style="list-style-type: none">Students are considered competent and pass if the final score is at least 55 or C.Final score is calculated as follows: <table><tr><th>Week</th><th>Course Learning Outcomes (CLO)</th><th>Programme Learning Outcomes (PLO)</th><th>Evaluation (%)</th></tr><tr><td>1</td><td>CLO-3</td><td>PLO-3</td><td>2</td></tr><tr><td>2</td><td>CLO-2</td><td>PLO-2</td><td>2</td></tr><tr><td>3</td><td>CLO-3</td><td>PLO-3</td><td>2</td></tr></table>	Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)	1	CLO-3	PLO-3	2	2	CLO-2	PLO-2	2	3	CLO-3	PLO-3	2
Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)														
1	CLO-3	PLO-3	2														
2	CLO-2	PLO-2	2														
3	CLO-3	PLO-3	2														



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4	CLO-3	PLO-3	2
5	CLO-3	PLO-3	2
6	CLO-3	PLO-3	2
7	CLO-2	PLO-2	2
8	CLO-1	PLO-1	10
9	CLO-4	PLO-4	20
10	CLO-3	PLO-3	2
11	CLO-3	PLO-3	2
12	CLO-3	PLO-3	2
13	CLO-3	PLO-3	2
14	CLO-2	PLO-2	2
15	CLO-4	PLO-4	30
16	CLO-1	PLO-1	16

- Final index is defined as follows:

Index	Converted Score	Score Range
A	4.00	$85 \leq A \leq 100$
A-	3.75	$80 \leq A- < 85$
B+	3.50	$75 \leq B+ < 80$
B	3.00	$70 \leq B < 75$
B-	2.75	$65 \leq B- < 70$
C+	2.50	$60 \leq C+ < 65$
C	2.00	$55 \leq C < 60$
D	1.00	$40 \leq D < 55$
E	0.00	$0 \leq E < 40$

Forms of Media PowerPoint presentations, textbooks, learning modules, videos, digital learning resources, and the Learning Management System (LMS).

Literature

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.
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



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	<ol style="list-style-type: none">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: Paradigma13. Bakry, Noor Ms. (2020). Pendidikan Kewarganegaraan. Yogyakarta: Pustaka Pelajar14. Tim Penyusun Modul. (2021). Bela Negara 5.0. Jakarta: Watannas RI.15. Handoyo. (2015). Pendidikan Antikorupsi. Yogyakarta: Ombak16. 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/AntiCorruptionModule2CorruptionandGoodGovernance.pdf
Note	Based on the regulation of the minister of education and culture of Indonesia number 3 of 2020 concerning national higher education standards, it is state 1 CU equals to 170 minutes per week. Therefore, in one semester (16 weeks, including midterm a final exam) $1 \text{ CU} = 170 \times 16 = 2.720 \text{ minutes}$ or 45.3 hours. Therefore, workhours in 144 CU $\times 45.3 \text{ hours} = 6.523,2 \text{ hours}$. Unesa decided that 1 ECTS with 144 CU, $6.523,2/229 \text{ ECTS} = 28.48 \text{ hours}$, so that $1 \text{ CU} = 1.59 \text{ ECTS}$