



F BAA

## **DESCRIPTION OF COURSE UNIT**

according to the ECTS User's Guide 2015

Course unit title	Civic Education
Course unit code	22000011A02
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	1 <sup>st</sup> year
Semester/trimester when the course unit is delivered	First Semester
Number of ECTS credits allocated	2.88 ECTS. 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Misbah Munir, M.Pd
Learning outcomes of the course unit	CLO-1: Able to analyze the basic concepts of education and citizenship education as well as various theories. CLO-2: Able to Assume the foundation/basis/sources, objectives, basic components, and dimensions of citizenship education. CLO-3: Able to compare citizenship education curriculum/materials, namely national identity, Indonesian geopolitics, democracy and autonomy, supremacy of law, Geostrategic and National Resilience and the formation of civil society. CLO-4: Able to analyze development methodology, organizers/institutions, responsibilities, and evaluation of Civics
Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co- requisites (if applicable)	
Course content	<ol style="list-style-type: none"><li>1. Basic Concepts of Citizenship, Historical, Juridical and Sociological Foundations.</li><li>2. National Identity and Indonesian Nationalism (the history of the birth of the ideology and character of nationalism, the process of nationhood and statehood).</li><li>3. Indonesian Geopolitical Insights (Concept, essence and application of Indonesian geopolitics).</li><li>4. Rights and Obligations of citizens (the concept of nation, state and citizen).</li></ol>

	<ol style="list-style-type: none"> <li>5. Awareness of National Defense (juridical basis, rights and obligations of citizens).</li> <li>6. Morals, Values and Norms (concept, characteristics and implementation).</li> <li>7. Rule of Law (The essence and characteristics of the rule of law, Indonesia as a rule of law, the relationship between the rule of law and democracy).</li> <li>8. Human Rights and Democracy in Indonesia (the essence of human rights, history and implementation).</li> <li>9. Democratic Education (The meaning of democracy, democratic education, the essence of democracy in government in Indonesia)</li> <li>10. Archipelago Insight and Regional Autonomy.</li> <li>11. Geostrategic and National Resilience (the concept of geostrategy, the nature and nature of national resilience, the Asta Gatra concept in realizing national resilience).</li> <li>12. Civil Society (concept, characteristics and implementation)</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Gaffar, Affan. (2001). <i>Etika Birokrasi dan Good Governance</i>, Makalah, Jakarta</li> <li>2. Hikam, M. A. S. (1996). <i>Demokrasi dan civil society</i>. Yogyakarta: Pustaka LP3ES.</li> <li>3. Ubaidillah dan Abdul Rozak. (2008). <i>Pendidikan Kewargaan; Demokrasi, Hak Asasi Manusia dan Masyarakat Madani</i>. Penerbit : ICCE UIN Syarif Hidayatullah Jakarta Cetakan Ketiga</li> <li>4. Ahmad Muthohar. (2000). <i>Pendidikan dan Demokrasi Dalam Arus Reformasi</i>, Pustaka Pelajar, Yogyakarta</li> <li>5. AS. Hikam,dkk, (2000). <i>Fiqh Kewarganegaraan</i>. Yogyakarta: PB PMII-CV Adipura.</li> <li>6. Effendi, Bahtiar. (1998). <i>Islam dan Negara</i>, Jakarta: Mizan.</li> <li>7. Yudhoyono, Bambang. (2001). <i>Otonomi Daerah</i>. Jakarta: Sinar Harapan.</li> <li>8. BP 7 pusat. (2003). <i>Idiologi Pancasila</i>. Jakarta: BP 7 Pusat.</li> <li>9. David Little, John Kelsay, Abdul Azis. A., (1997), <i>Kebebasan Agama dan Hak-Hak Asasi Manusia</i>. Yogyakarta: Pustaka Pelajar.</li> <li>10. Elly M. Setiardi. (2007). <i>Pendidikan Pancasila untuk Perguruan Tinggi</i>. Penerbit : PT. Gramedia</li> <li>11. F. Budi Hardiman. (2009). <i>Demokrasi Deliberatif</i>. Yogyakarta: Kanisius.</li> <li>12. Fadillah Putra, Syaiful Arif, (2001). <i>Kapitalisme Birokrasi</i>, Yogyakarta: Averroes-LKiS.</li> <li>13. Fatah, Eep Saepulloh. (1994). <i>Masalah dan Prospek Demokrasi di Indonesia</i>. Ghalia. Indonesia.</li> <li>14. Inu Kencana Syafii. (1994). <i>Sistem Pemerintahan Di Indonesia</i>, Jakarta: Rineka Cipta.</li> <li>15. Jajat Burhanudin. (2012). <i>Ulama dan Kekuasaan: Pergumulan Elit Muslim dalam Sejarah Indonesia</i>, Jakarta: Mizan.</li> <li>16. Jimly Asshiddiqie. (2001). <i>Rancangan UUD NKRI: Pengantar Perubahan</i>, Makalah Penataran CE bagi Dosen IAIN/STAIN Se-Indonesia.Bogor</li> </ol>
Planned learning activities and teaching methods	Lecture, Group discussions, and Problem Based Learning
Language of instruction	Indonesian

Assessment methods and criteria	Observations and written test
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## DISCUSSION ASSESSMENT GUIDELINES

**Course Name** : \_\_\_\_\_

**Name of Lecturer** : \_\_\_\_\_

**Departement** : **Islamic Religious Education**

### **A. Assessment Rubric**

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	<b>Active Participation</b> (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	<b>Material Understanding</b> (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	<b>Argumentative Ability</b> (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	<b>Listening Skills</b> (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	<b>Teamwork</b> (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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## B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- $s_i$  score is the score obtained by the student on the  $i$ -th task
- $Substances_i$  is the weight (in fractional form) of the  $i$ -th task
- The sum is done for all indicators, from indicators 1 to 5.

## C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

#### D. Assessment Sheet

#### DISCUSSION ASSESSMENT SHEET

**Student Name** : \_\_\_\_\_

**NIM** : \_\_\_\_\_

**Group Name** : \_\_\_\_\_

**Class** : \_\_\_\_\_

**Course Content** : \_\_\_\_\_

**Lecturer** : \_\_\_\_\_

**Assessment Date** : \_\_\_\_\_

**Ninth Meeting** : \_\_\_\_\_

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	<b>Active Participation (25%)</b>						
2	<b>Material Understanding (25%)</b>						
3	<b>Argumentative Ability (20%)</b>						
4	<b>Listening Skills (15%)</b>						
5	<b>Teamwork (15%)</b>						
<b>Total Final Score</b>							
<b>Grade to Letter Conversion</b>							
<b>Value Category</b>							

Malang, \_\_\_\_\_

Lecturer

**MATRIX CALCULATION  
FINAL COURSE SCORE  
DEPARTMENT OF ISLAMIC EDUCATION**

**A. Assessment Aspects**

<b>Assessment Aspect</b>					
Cognitive (Substance 60%)			Affective (Substance 20%)	Psychomotor (Substance 20%)	
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/Cas e Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

**B. Final Course Score Calculation**

$Na = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$Na = CA \left( \left( \text{Midterm Exam Score} \times \frac{30}{100} \right) + \left( \text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left( \sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left( \sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1<sup>st</sup> score

**C. Guidelines for Score Conversion**

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25