

Description of Course Unit

Course unit title	Pendidikan Kewarganegaraan
Course unit code	PP000206
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	First year
Semester/trimester when the course unit is delivered	Second semester
Number of ECTS credits allocated	
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Mahasiswa mampu menjelaskan tentang konsep Pendidikan Kewarganegaraan secara umum maupun implementasi dalam berbagai aspek kehidupan Nasional 2. Mampu memahami dan mengimplementasikan rasa cinta tanah air, nasionalisme yang tinggi serta rasa tanggung jawab dalam kehidupan bermasyarakat, berbangsa dan bernegara
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> 1. Konsep dan Urgensi Pendidikan Kewarganegaraan dalam Pencerdasan Kehidupan bangsa 2. Pendidikan Kewarganegaraan dalam mengembangkan kemampuan utuh sarjana atau professional. 3. Identitas nasional sebagai salah satu determinan pembangunan bangsa dan karakter 4. Historis, Sosiologis, Politik tentang Integritas Nasional 5. Integrasi nasional sebagai salah satu parameter persatuan dan kesatuan bangsa. 6. UUD 1945 dan ketentuan perundang-undangan di bawah UUD. 7. Kewajiban dan hak Negara dan warganegara dalam demokrasi yang bersumbu pada kedaulatan rakyat dan musyawarah untuk mufakat 8. Demokrasi Indonesia berlandaskan Pancasila dan UUD 1945

	<p>9. Penegakan hukum yang berkeadilan</p> <p>10. Konsep Urgensi Wawasan Nusantara</p> <p>11. Wawasan nusantara sebagai konsepsi dan pandangan kolektif kebangsaan Indonesia dalam konteks pergaulan dunia</p> <p>12. . Dinamika Historis dan Wawasan Nusantara</p> <p>13. Ketahanan nasional dan bela Negara bagi Indonesia dalam membangun komitmen kolektif kebangsaan.</p> <p>14. Esensi dan Urgensi Ketahanan Nasional dan Bela Negara</p>
Recommended or required reading and other learning resources/tools	<p>1. Pendidikan Kewarganegaraan Untuk Perguruan Tinggi, Ditjen Belmawa Ristekdikti, cetakan I, 2016.</p> <p>2. UUD 1945 Hasil Amandemen Agustus 2002, Jakarta.</p> <p>3. Universitas Gunadarma, Diktat Kuliah Pendidikan Pendidikan Kewarganegaraan, Edisi 2006</p> <p>4. Pendidikan Kewarganegaraan di Perguruan Tinggi, Prof. Dr. H. Kaelan, M.S. Drs. H. Achmad Zubaidi, M.Si, 2007</p> <p>5. Hukum dasar Geopolitik dan Geostrategi dalam kerangka keutuhan NKRI oleh Prof. DR Ermaya Suradinata, SH.MS,MH, 2005</p> <p>6. Materi Terbuka Kesadaran Pajak untuk PT, Tim Edukasi DJP, Cetakan I 2016</p> <p>7. Buku-buku Pendidikan Kewarganegaraan dan sumber lainnya.</p> <p>8. Buku Materi Terbuka Kesadaran Pajak Untuk Perguruan Tinggi, Dirjen Pajak, 2016</p>
Planned learning activities and teaching methods	Presentasi kelompok, diskusi kelompok, pembelajaran pembelajaran berbasis kasus, meringkas, kerja kelompok dan diskusi
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	AKtif partisipatif, kuis, ujian tengah semester dan akhir semester

Pendidikan Kewarganegaraan

Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Explain the concept and urgency of Civic Education in Life Intelligence. The content is printed and presented
2. Explain just law enforcement. The content is presented.
3. Explain the concept of archipelago insight. The content is printed and presented.
4. Explain the archipelago's insight as a conception and collective view of Indonesian nationality in world affairs. The content is printed and presented.

Mid-term test for English creative writing course.

Direction: write 1000 words of written content. Choose one of the following topics as theme.

1. Write down the history, sociology, politics of National Integrity
2. Write down phenomena related to equitable law enforcement

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.

