

# **BASIC FORMAT OF RPS AND STUDENT ASSIGNMENT**

## **PLAN FOR CITIZENSHIP COURSE**

Compiled by:

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**STUDENT PERSONALITY DEVELOPMENT UPT, BRAWIJAYA  
UNIVERSITY  
2023**

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UNIVERSITY OF BRAWIJAYA  
FACULTY.....

MAJOR...../ STUDY PROGRAM.....

### SEMESTER LEARNING PLAN

SUBJECT		CODE	COURSE CLUBS	WEIGHT (credits)	SEMESTER	Date of Compilation
Citizenship		MPK60006		2	1	December 18, 2023
AUTHORIZATION		RPS Developer Lecturer		RMK Coordinator		Head of UPT. PKM UB
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Learning Outcomes	CPL PROGRAM					
	CPL-1	Attitude				
	CPL-2	Knowledge				
	CPL-3	General-Specific Skills				
	CP – MK					Support CP
	CPMK-1	Students are able to interpret the concept of the Unitary State of the Republic of Indonesia, identify, and recognize the uniqueness of the Indonesian Legal State which is based on the values of Pancasila.				CPL-1
	CPMK-2	Students are able to understand the supremacy of the constitution and the uniqueness of the 1945 Constitution of the Republic of Indonesia which is based on the values of Pancasila and distinguish constitutional behavior and unconstitutional in national and state life.				CPL-2 and CPL-3

	CPMK-3	Students are able to understand, identify, and maintain national identity from popular culture in the current of globalization.	CPL-2
	CMPK-4	Students are able to build awareness and believe in the importance of involvement or participation in the practice of Pancasila democracy.	CPL 2 and CPL-3
	CPMK-5	Students are able to examine Pancasila as the philosophical basis for Human Rights in Indonesia, and compromise between basic rights and obligations in national and state life.	CPL-1 and CPL-2
	CPMK-6	Students are able to understand Indonesia's geopolitics and geostrategy and classify the potential diversity of natural resources and human resources in the concept of regional autonomy.	CPL-2
<b>MK Brief Description</b>	Citizenship Course is a national compulsory course included in the Compulsory Curriculum Courses (MKWK) group with a weight of 2 credits. This course plays a role in strengthening student orientation related to national insight and spirit, love of the homeland, democracy, legal awareness, appreciation for diversity and participation in building the nation and state based on Pancasila.		
<b>Material Learning / Topics</b>	<ol style="list-style-type: none"> <li>1. State and Citizens</li> <li>2. The Constitution and UUD NRI 1945</li> <li>3. National Identity</li> <li>4. Democracy</li> <li>5. Human rights</li> <li>6. Geopolitics</li> <li>7. Geostrategy</li> <li>8. Project</li> </ol>		
<b>Library</b>	<b>Main</b>	<ol style="list-style-type: none"> <li>1. Citizenship Lecturer Team of MPK UB, 2019, Citizenship Education Textbook.</li> <li>2. Ministry of Research, Technology and Higher Education, 2016, Citizenship Education for Higher Education.</li> <li>3. Legislation (1945 Constitution of the Republic of Indonesia; Citizenship Law; Human Rights Law; etc.)</li> </ol>	



	<b>Supporters</b>	<ol style="list-style-type: none"> <li>1. Jimly Assiddiqie, 2010. The Constitution and Constitutionalism of Indonesia. Jakarta: Sinar Grafika.</li> <li>2. Jimly Assiddiqie, 2014. Introduction to Constitutional Law. Jakarta: PT Raja Grafindo Persada.</li> <li>3. Mahfud MD, 2010. Indonesian Legal Politics, Jakarta: Rajawali Press.</li> <li>4. Muhammad Erwin, 2010. Citizenship Education of the Republic of Indonesia. Bandung: Refika Aditama.</li> <li>5. Kaelan, 2013. The Indonesian Nation State, Yogyakarta: Paradigma.</li> <li>6. Yudi Latief, 2011. The Perfect State: Historicity, Rationality, and Actuality of Pancasila. Jakarta: Gramedia.</li> <li>7. Yudo Latief, 2014. The Spring of Exemplary Role Models: Pancasila in Action, Bandung: Mizan.</li> <li>8. Suseno, Magnis, 2003. Political Ethics, Basic Moral Principles of Modern State, Jakarta: Gramedia.</li> </ol>	
<b>Instructional Media</b>	<b>Software:</b>		<b>Hardware:</b>
	<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Zoom Meeting</li> <li>3. Google Meet</li> <li>4. Teaching Video</li> </ol>		LCD/ Projector/HDMI-to-VGA cable/Laptop, Mandatory References (Main Library-Supplementary Library)
<b>Team Teaching</b>	-		
<b>Course Requirements</b>	There isn't any		

<b>CP – MK</b>		Support CP
CPMK-1	Students are able to interpret the concept of the Unitary State of the Republic of Indonesia, identify, and recognize the uniqueness of the Indonesian Legal State which is based on the values of Pancasila.	CPL-1 and CPL-2
CPMK-2	Students are able to understand the supremacy of the constitution and the uniqueness of the 1945 Constitution of the Republic of Indonesia which is based on the values of Pancasila and distinguish constitutional and unconstitutional behavior in national and state life.	CPL-2 and CPL-3
CPMK-3	Students are able to understand, identify, and maintain national identity from popular culture in the current of globalization.	CPL-1 and CPL-2
CPMK-4	Students are able to build awareness and believe in the importance of involvement or participation in the practice of Pancasila democracy.	CPL 2 and CPL-3
CPMK-5	Students are able to examine Pancasila as the philosophical basis for Human Rights in the Republic of Indonesia and compromise between basic rights and obligations in national life. and state.	CPL-1 and CPL-2
CPMK-6	Students are able to understand Indonesia's geopolitics and geostrategy and classify the potential diversity of natural resources and human resources in the concept of regional autonomy.	CPL-2

TM	Sub CPMK (as the final expected capability)	Evaluation		Learning Form; Learning Method; Student Assignment; [Estimated Time]		Learning Materials/MaterialsL iterature review)
		Indicator	Criteria & Assessm ent Form	Face to face	Duration	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Sub CPMK 1 1. Students are able to explain about the nature of the Unitary State and the uniqueness of the Indonesian Legal State which is based on the values of Pancasila. 2. Students are able to demonstrate the behavior of citizens according to their roles, rights and obligations. 3. Student able to produce analytical results related to the role of the state and citizens, the rights and obligations of citizens in the container of the Unitary State of the Republic of Indonesia.	a. Accuracy in explaining and applying the concept of State and Citizen into case studies; b. Criticality in identifying, analyzing, and demonstrating related behavior/attitude the roles, rights and obligations of citizens.	Student practice identifying, analyzing, and demonstrating behavior or attitudes as a citizen.	✓ Lecture ✓ Discussion ✓ Case study	[TM: 1x(2x50')]	<b>State and Citizens</b> a. Urgency of State Discussion and Citizens b. Definition of State c. State Objectives d. Republic of Indonesia.





2	<p>Sub CPMK-2</p> <ol style="list-style-type: none"> <li>Students are able to construct the importance constitution for the Republic of Indonesia and explains the position of the 1945 Constitution of the Republic of Indonesia as the basic law in the Indonesian legal system.</li> <li>Studentable to distinguish between constitutional and unconstitutional behavior in national and state life.</li> <li>Studentable to make an analysis of the consistency of the application of values and norms contained in the 1945 Constitution of the Republic of Indonesia</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining the meaning, nature, purpose and importance of the constitution for the Republic of Indonesia;</li> <li>Criticality in identifying, analyzing, and sorting constitutional and unconstitutional behavior in national and state life.</li> </ol>	Students practice identifying behavior constitutional and unconstitutional through the case studies discussed.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Discussion</li> <li>✓ Case study</li> </ul>	[TM: 1x(2x50')]	<p><b>The Constitution and the 1945 Constitution of the Republic of Indonesia</b></p> <ol style="list-style-type: none"> <li>The urgency of discussing the constitution and the 1945 Constitution of the Republic of Indonesia;</li> <li>Constitution and constitutionalism;</li> <li>Definition, Characteristics, Purpose and Essence of the Constitution;</li> <li>Supremacy of the Constitution;</li> <li>History of the Formation and Dynamics of the 1945 Constitution of the Republic of Indonesia;</li> <li>Amendment to the 1945 Constitution of the Republic of Indonesia;</li> <li>The 1945 Constitution of the Republic of Indonesia as the Basic Law.</li> </ol>
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3	Sub CPMK-3 1. Students are able to construct the role of local culture in national integration. 2. Students are able to maintain national identity from popular culture in the current of globalization.	a. Accuracy in understanding the meaning and elements that form national identity and solutions to counter popular culture; b. Clarity in formulating the factors that form national identity and the factors that support the birth of identity. national	Students practice mapping factors that support the formation of national identity, as well as discussing problems and solutions in countering popular culture.	✓ Lecture ✓ Discussion ✓ Case study	[TM: 2x(2x50')]	<b>National Identity</b> a. The Urgency of Discussing National Identity; b. Definition and Elements Forming National Identity; c. Indonesian National Identity; d. Local Wisdom of the Archipelago as Capital for Forming National Identity; e. National Identity in the Current of Globalization and the Threat of Identity Crisis and National Integration.
4	Sub CPMK 4 1. Students are able to understand the meaning, essence, and practice of Indonesian democracy which is derived from Pancasila and the 1945 Constitution of the Republic of Indonesia. 2. Students are able to believe	a. Accuracy in understanding Pancasila democracy and its implementation; b. Activeness in the simulation/role playing process.	Students practice democracy in a forum  to take decision in deliberation for consensus.	✓ Lecture ✓ Discussion ✓ Case study ✓ Role Playing	[TM: 2x(2x50')]	<b>Democracy</b> a. The Urgency of Discussing Pancasila Democracy; b. Exploring the Ideas and History of Democracy; c. History and Implementation of Democracy in Indonesia. d. The Concept of Pancasila/Deliberative Democracy and Its Relevance.

	<p>importance involvement or participation in the practice of Pancasila democracy.</p> <p>3. Students are able to demonstrate deliberative decision making consensus.</p>					
5	<p>Sub CPMK 5</p> <ol style="list-style-type: none"> <li>Students are able to examine Pancasila as the philosophical foundation of Human Rights in the Republic of Indonesia.</li> <li>Students are able to compromise between human rights and obligations in national and state life.</li> <li>Students are able to identify cases of violations</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining human rights values based on Pancasila;</li> <li>Criticality in compromising between human rights and obligations;</li> <li>Criticality in identifying-report and analyze cases of human rights violations.</li> </ol>	<p>Students practice compromising-human rights and basic obligations in everyday life, and practice discussing the results of analysis related to human rights violation cases that occur.</p>	<p>✓ Lecture</p> <p>✓ Discussion</p> <p>✓ Case study</p>	<p>[TM: 2x(2x50')]</p>	<p><b>Human rights</b></p> <ol style="list-style-type: none"> <li>Urgency of Discussion of Human Rights;</li> <li>Meaning, Basic Values and Forms of Human Rights;</li> <li>History of Human Rights;</li> <li>Universality and Relativity of Human Rights;</li> <li>Pancasila as the Philosophical Foundation of Human Rights;</li> <li>Explanation of Human Rights in the 1945 Constitution of the Republic of Indonesia;</li> <li>Enforcement Challenges Human Rights in Indonesia.</li> </ol>

	HAM					
6	<p>Sub CPMK 6</p> <p>1. Students are able to understand the concept geopolitics and Indonesian geopolitics (Indonesian Archipelago Insight)</p> <p>2. Students are able to classify diversity potentials Natural resources and human resources in the concept of regional autonomy based on the Indonesian Archipelago Outlook.</p>	<p>a. Accuracy in explaining concepts geopolitics and the Indonesian archipelago within the framework of regional autonomy;</p> <p>b. Ability presenting a case study analysis of the potential diversity of natural resources and human resources in the concept of regional autonomy based on the Indonesian Archipelago.</p>	Students practice identifying and analyze the potential diversity of natural resources and human resources based on the Indonesian Archipelago Insight	<p>✓ Lecture</p> <p>✓ Discussion</p> <p>✓ Case study</p>	[TM: 2x(2x50')]	<p><b>Geopolitics</b></p> <p>a. Urgency of Geopolitical Discussion;</p> <p>b. Understanding Geopolitics and Geopolitical Theories.</p> <p>c. Geopolitics of Indonesia (Archipelago Insight).</p> <p>d. The Basis of Indonesian Geopolitical Thought.</p> <p>e. Regional Development Indonesia and its Legal Basis.</p> <p>f. Implementation of the Archipelago Insight in the Concept of Regional Autonomy.</p>
7	<p>1. Students are able to explain the concept of national resilience.</p> <p>2. Students are able to identify challenge</p>	<p>a. Understanding the essence geostrategy and national resilience;</p> <p>b. Critical in analyzing steps realizing resilience</p>	Students practice identifying and analyze ATHG, and demonstrate responsiveness as a citizen	<p>✓ Lecture</p> <p>✓ Discussion</p> <p>✓ Case study</p>	[TM: 2x(2x50')]	<p><b>Geostrategy</b></p> <p>a. The Urgency of Being Aware of ATHG in Strengthening National Resilience.</p> <p>b. The Nature of Geostrategy and National Resilience.</p> <p>c. Elements of National Resilience.</p> <p>d. Implementation of Resilience National in</p>

	national resilience. 3. Students are able to analyze operational steps to answer national resilience challenges.	national (astagatra) in dealing with ATHG in oral and written form; c. Ability to demonstrate responsiveness as a citizen in preparing national resilience in accordance with ATHG.				facing ATHG.
<b>8</b>	<b>UTS</b>					
<b>9</b>	1. Students are able to explain the importance of project assignments in learning Citizenship courses. 2. Students are able to understand forms and criteria for project assessment.	a. Clarity in mapping project forms; b. Accuracy in understanding project assessment criteria.	Project	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Discussion</li> <li>✓ Question and answer</li> </ul>	[TM: 2x(2x50')]	Students are familiar with the forms and criteria for project assessment.
<b>10</b>	1. Students are able to identify problems and create project concepts according to the chosen form.for later	a. Criticality in identifying the problems that are the main issues in making projects and	Project	<ul style="list-style-type: none"> <li>✓ Presentation</li> <li>✓ Participation</li> <li>✓ Discussion</li> </ul>	[TM: 1x(2x50')]	Students practice identifying and selecting relevant issues/problems to be developed into a project.



	<p>compiled into a concept draft or proposal.</p> <p>2. Students are able to finalize the project concept according to the notes or revisions suggested by the lecturer.</p>	<p>arrange it in a draft or proposal</p> <p>b. Activity indoconsult on drafts or proposals with lecturers and finalize them accordingly lecturer's direction and input.</p>				
<b>11-13</b>	Students are able to finalize the project concept according to notes or revisions suggested by the lecturer.	<p>a. Actively going directly to the project target location and empirically studying the problem;</p> <p>b. Criticality in identifying and producing concrete solution offers for problems that occur.</p>	Project	<p>✓ Presentation</p> <p>✓ Participation</p> <p>✓ Interactive discussion</p>	[TM: 3x(2x50')]	<p>a. Students encounter, observe, and analyze real problems in real life;</p> <p>b. Student apply the theories and concepts learned to produce concrete solutions to problems in society.</p>
<b>14-15</b>	<p>1. Students are able to complete the project and prepare the output.</p> <p>2. Students are able to evaluate the group work process. have been done.</p>	a. Accuracy in completing projects and presenting outputs	Project	Final Presentation	[TM: 2x(2x50')]	<p>a. Student practice organizing the results of observations and experiences in a predetermined form of output;</p> <p>b. Students practice conveying ideas in the form of project results that have been compiled.</p>





	3. Students are able to present project results in front of the class to be evaluated by the lecturer.					class.
16	UAS					

#### CPMK-CPL WEIGHT MAPPING

	CPL-1	CPL-2	CPL-3
CPMK 1	0.5	0.5	-
CPMK 2	-	0.5	0.5
CPMK 3	0.5	0.5	-
CPMK 4	-	0.5	0.5
CPMK 5	0.5	0.5	-
CPMK 6	-	1	-

#### ASSESSMENT MATRIX

Types of Assessment	Weight (%)
Quiz	10
UTS	20
UAS	20
Project	50

**ASSESSMENT MATRIX ON CPMK**

Assessment	CPMK1 (%)	CPMK2 (%)	CPMK3 (%)	CPMK4 (%)	CPMK5 (%)	CPMK6 (%)
Quiz	0.25	0.25	0.5	-	-	-
UTS	0.17	0.17	0.15	0.17	0.17	0.17
UAS	0.20	0.20	0.10	0.10	0.20	0.20
Project	0.20	0.20	0.10	0.10	0.20	0.20