

# Pkn Sps Upi Edu

**Civic Education for Civil Society** Abdul Razak Abdullah Baginda.1999

**Citizenship for the 21st Century** John J. Cogan,Ray Derricott,R. Derricott.2000 Civic and citizenship education have emerged as major areas of discussion, debate and action regarding their place in the school curriculum in many nations. This text sets out to show the importance of citizenship education with examples and contributions from around the world.

Digital Citizenship in Schools, Second Edition Mike Ribble.2011-09-21 Digital Citizenship in Schools, Second Edition is an essential introduction to digital citizenship. Starting with a basic definition of the concept and an explanation of its relevance and importance, author Mike Ribble goes on to explore the nine elements of digital citizenship. He provides a useful audit and professional development activities to help educators determine how to go about integrating digital citizenship concepts into the classroom. Activity ideas and lesson plans round out this timely book.

Educating for Character Thomas Lickona.2009-09-02 Calls for renewed moral education in America's schools, offering dozens of programs schools can adopt to teach students respect, responsibility, hard work, and other values that should not be left to parents to teach.

**Schools, Curriculum and Civic Education for Building Democratic Citizens** Murray Print,Dirk Lange.2013-02-12 How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators, and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The publication Civic Education and Competences for Engaging Citizens in Democracies addressed the first issue and this volume addresses the second issue. Through discussion in the invited symposium, previously prepared papers, and participation in a modified Delphi Technique the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

The Palgrave Handbook of Global Citizenship and Education Ian Davies,Li-Ching Ho,Dina Kiwan,Carla L. Peck,Andrew Peterson,Edda Sant,Yusef Waghid.2018-01-11 This Handbook is a much needed international reference work, written by leading writers in the field of global citizenship and education. It is based on the most recent research and practice from across the world, with the 'Geographically-Based Overviews' section providing summaries of global citizenship and education provided for Southern Africa, Australasia, Europe, the Middle East, North America, Latin America, and East and South East Asia. The Handbook discusses, in the 'Key Ideologies' section, the philosophies that influence the meaning of global citizenship and education, including neo-liberalism and global capitalism; nationalism and internationalism; and issues of post-colonialism, indigeneity, and transnationalism. Next, the 'Key Concepts' section explores the ideas that underpin debates

about global citizenship and education, with particular attention paid to issues of justice, equity, diversity, identity, and sustainable development. With these key concepts in place, the 'Principal Perspectives and Contexts' section turns to exploring global citizenship and education from a wide variety of viewpoints, including economic, political, cultural, moral, environmental, spiritual and religious, as well as taking into consideration issues of ethnicity, gender and sexuality, and social class. Finally, the 'Key Issues in the Teaching of Global Citizenship' section discusses how education can be provided through school subjects and study abroad programmes, as well as through other means including social media and online assessment, and political activism. This Handbook will be vital reading for academics, postgraduates and advanced undergraduates in the fields of sociology and education, particularly those with an interest in comparative studies.

**Democratic Social Education** David W. Hursh, E. Wayne Ross. 2014-03-05 In 1932 George Counts, in his speech *Dare the School Build a New Social Order?* explicitly challenged teachers to develop a democratic, socialistic society. In *Democratic Social Education: Social Studies for Social Change* Drs. Hursh and Ross take seriously the question of what social studies educators can do to help build a democratic society in the face of current antidemocratic impulses of greed, individualism and intolerance. The essays in this book respond to Counts' question in theoretical analyses of education and society, historical analyses of efforts since Counts' challenge, and practical analyses of classroom pedagogy and school organization. This volume provides researchers and teacher educators with ideas and descriptions of practice that challenge the taken-for-granted meanings of democracy, citizenship, culture, work, indoctrination, evaluation, standards and curriculum within the purposes of social education.

**Character Matters** Thomas Lickona. 2004-03-10 Award-winning psychologist and educator Thomas Lickona offers more than one hundred practical strategies that parents and schools have used to help kids build strong personal character as the foundation for a purposeful, productive, and fulfilling life. Succeeding in life takes character, and Lickona shows how irresponsible and destructive behavior can invariably be traced to the absence of good character and its ten essential qualities: wisdom, justice, fortitude, self-control, love, a positive attitude, hard work, integrity, gratitude, and humility. The culmination of a lifetime's work in character education from one of the preeminent psychologists of our time, this landmark book gives us the tools we need to raise respectful and responsible children, create safe and effective schools, and build the caring and decent society in which we all want to live.

**Valuing the Future** G. M. Heal. 1998 Heal presents a coherent framework for understanding the Earth's future from an economic perspective and offers a dynamic new blueprint for comprehending sustainability.

**A Brief History of Citizenship** Derek Heater. 2004-07-07 From Plato to Rorty, *A Brief History of Citizenship* provides a concise survey of the idea of citizenship. All major periods are covered, beginning with Greece and Rome, continuing on to the Middle Ages, the American and French Revolutions, and finally to the modern era. Heater effectively argues that we cannot begin to understand our current conditions until we have an understanding of the initial idea of the citizen and how that idea has evolved over the centuries. Important topics covered include how citizenship differs from other forms of sociopolitical identity, the differences between nationality and citizenship, and how multiculturalism has changed our ideas of citizenship in the twenty-first century. This concise and readable book is an ideal introduction to the history of citizenship.

**New Paradigms and Recurring Paradoxes in Education for Citizenship** G. Steiner-Khamsi, J. Torney-Purta, J. Schwille. 2002-08-14 Scholars in international comparative education are calling for a new paradigm - a multi-level qualitative analysis of cross-national data. In response, this volume demonstrates the application of a multi-level analysis to qualitative data, based on case studies on civic education in 24 countries.

**ICONS 2020** Arif Zainudin, Yoga Prihatin, Suyono, Purwo Susongko, Taufiqullah. 2021-01-26 Proceedings of the First International Conference on Social Science, Humanities, Education and Society Development (ICONS) 2020, 30 November 2020, Tegal, Central Java, Indonesia. ICONS is an

International Conference hosted by Universitas Pancasakti Tegal. This Conference is arranged to become an annual conference making room for scholars and practitioners in the area of economic, socio-cultural, legal, educational, environmental aspects as well as a combination of all these aspects.

**Teaching Controversial Issues** Robert Stradling, Michael Noctor, Bridget Baines. 1984

**Ugaritic Textbook** Cyrus Herzl Gordon. 1998 Since 1929 the French expeditions directed by Cl. Schaeffer at the north Syrian port of Ugarit, have produced an intermittent stream of alphabetic tablets, most of which are written in a Semitic language not known as Ugaritic. In 1930, H. Bauer, E. Dhorme and Ch. Virolleaud deciphered enough of the alphabet independently, laying the foundations for the complete decipherment. The purpose of this Textbook is to provide a complete linguistic tool for the study of the Ugaritic tablets. The reader will find ample reference to the specific Ugaritic passages bearing on any point made.

**Textbook of Israeli Hebrew** Haiim B. Rosén. 1962 The aim of this book is to enable the student to read, write, and speak acceptable Israeli Hebrew and to understand less complex biblical Hebrew. A unique feature is the author's use of the principles of structural analysis. For students who are not acquainted with a language other than English, he elucidates those features of the language that are unfamiliar in the structure of English. The student is trained, from the first, to read unvocalized script as the native reader does, and reading clues (word and phrase patterns) are provided for this purpose. The work is organized into sections that can be worked through in an academic year—presentation of features, text samples, exercises, grammatical synopses, and individual and comprehensive glossaries. This text may be used by teachers without specialized training in linguistics. It can be used by self-teaching students as well as by those at college level, and it will be valuable for immigrants to Israel.

**Pembelajaran Pendidikan Kewarganegaraan** Winarno. 2022-05-18 Berdasarkan Standar Isi 2006, pendidikan kewarganegaraan di Indonesia pada tingkat sekolah memperkenalkan diri dengan mata pelajaran Pendidikan Kewarganegaraan (PKn). Mata pelajaran PKn mengembangkan misinya sebagai pendidikan kebangsaan dan demokrasi juga penambah misi lainnya yakni sebagai pendidikan bela negara, pendidikan HAM, pendidikan multikultural, pendidikan lingkungan hidup, pendidikan hukum, dan pendidikan anti korupsi. Hal demikian sejalan dengan sifat dari pendidikan yang multidimensional atau multifacet. Buku ini berupaya menyajikan karakteristik pendidikan kewarganegaraan di Indonesia, khususnya dalam dimensi kurikulum sebagai mata pelajar di sekolah. Sajiannya mencakup 3 (tiga) dimensi penting dalam pembelajaran di kelas, yakni bagaimana isi, strategi, dan penilaian pembelajaran dalam bidang PKn. Semoga dapat digunakan para guru dan pendidik bidang kewarganegaraan.

**Project Administration Manual: 1994** Montana Treasure State Endowment Program, Montana Local Government Assistance DIV. 2018-03-03 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

**What Business Wants from Higher Education** Diana Oblinger, Anne-Lee Verville. 1998 It often seems that neither organizations nor people move fast enough to stay ahead of the changes brought about by globalization and technology. Yet both business and higher education are continually challenged to adapt to these changes. This book is intended to stimulate a dialog between the business and

academic communities to determine what higher education can do to better prepare students for their future careers.

Nationality in History and Politics Friedrich Otto Hertz.1951

*Jurnal PTK-PTS Benteng Lebong* Leni Firdawati, S.Pd. ,Desma Wardhani, M.Pd. ,Chairani, S.Pd.,Nefianti, S.Pd. ,Damayanti, S.Pd.I.,Mitlanadi, S.Pd.2021-12-15 Guru dituntut untuk selalu berinovatif, kreatif, dan produktif dalam mengajar, untuk itu guru harus selalu berinovasi, mencari dan menemukan hal-hal baru dan mutakhir untuk kepentingan kualitas sekolah maupun pembelajaran di kelas. Sebagai guru/kepala sekolah tentu ingin mengatasi masalah-masalah yang ditemukan, yang kemudian dapat terlaksana dengan melakukan Penelitian Tindakan Kelas/ Sekolah (PTK-PTS). Kehadiran Buku ini dapat menjadi salah satu literatur bagi para guru- guru atau peneliti untuk melakukan Penelitian Tindakan Kelas maupun Sekolah. Di dalam buku ini dibahas secara praktis bagaimana Penelitian Tindakan Kelas maupun Sekolah itu dapat terlaksana, dimulai dari perencanaan, dengan menguasai konsep PTK maupun PTS; merumuskan dan menentukan tujuan PTK maupun PTS; menentukan tindakan yang tepat; bagaimana cara mengobservasi; menganalisis hasil tindakan; sampai kepada pembuatan dan penyusunan laporan PTK maupun PTS. Tujuan yang hendak dicapai oleh guru/kepala sekolah dalam melakukan PTK maupun PTS adalah untuk memperbaiki kualitas sekolah maupun proses dan hasil pembelajaran. Pada gilirannya nanti guru akan menjadi pemecah masalah pembelajaran yang handal sehingga layak bergelar guru profesional dan dapat memperbaiki kualitas proses maupun hasil pembelajaran.

KURIKULUM PENDIDIKAN KARAKTER .2022-08-30 Penyelenggara pendidikan berbasis karakter tidak sebatas mengandalkan menjadi tanggung jawab pemerintah melalui lembaga pendidikan sekolah formal. Tapi ini menjadi tanggung jawab semua pihak, terutama institusi pendidikan informal yang berlangsung dalam kehidupan keluarga, dan pendidikan nonformal di masyarakat. peran dan Fungsi ketiga lembaga pendidikan tersebut tidak hanya menghasilkan peserta siswa yang cerdas dan terampil, tetapi juga mencerminkan proses pendidikan sebagai pewarisan nilai-nilai luhur, agama dan budaya bangsa yang mengakar dalam dalam kehidupan masyarakat. Dalam hal ini, secara teknis perlu memperkuat manajemen pendidikan dengan mengembangkan program berbasis pendidikan karakter Sebab Kedudukan orang tua sebagai seorang pendidik, pembimbing, dan juga sebagai seorang pembina anak pertama kali, tentunya akan sangat memberikan warna karakter serta kesiapan anak dalam menjalankan kehidupannya kelak. Maka, kesempatan yang pertama kali di dalam mengisi memori anak dengan hal-hal yang baik adalah orang tua. Selain keluarga, lingkungan sesama teman, teman sebaya juga turut berpengaruh pada perkembangan anak. Teman yang sehari-hari berinteraksi dapat memberikan pengaruh positif maupun negatif.

**Research on Business** Hasan Arslan,Rasim Yilmaz,Mehmet Ali İçbay,Günther Löschnigg.2016 This book presents a collection of papers written by educators and researchers. The topics include the analysis of social science textbooks to the teacher image in newspapers, the relationship between self-efficacy and cognitive level and the role of organizational silence on the loneliness of academics in work life.

*Model Pengelolaan Pondok Pesantren* Qiyadah Rabbaniyah, M.Pd.I.,Roidah Lina, M.M.. Buku ini berisi tentang model pengelolaan pondok pesantren dimana membahas mengenai pengelolaan dan potensi problematika pengelolaan pesantren, manajemen perencanaan, pesantren manajemen pengasuhan dan tenaga pendidik, manajemen kesantrian, manajemen keasramaan, manajemen konflik, manajemen keuangan, manajemen sarana dan prasarana, manajemen perubahan, manajemen komunikasi, manajemen kemitraan, manajemen pengabdian dan manajemen pondok pesantren salafiyah di Indonesia, agar pengelolaan pondok pesantren dapat optimal dan efisien.

MERAWAT NILAI-NILAI KEBANGSAAN DALAM KEBHINNEKAAN DI TENGAH COVID-19

Sedarnawati Yasni,Andik Matulesy,Embung Megasari Zam,Yosi Darmawan Arifianto,Abdul Rahmat,Rr Johana Nunik Widiati,Nany Suryawati,Rossa Ilma Silfiah,Moch. Ali Hindarto,Abraham Ferry Rosando,Arif Ainur Rofiq,Chandra Hendriyani,Samsul Hidayat,Ike Wanusmawatie,Moh. Zainol Rachman,Zeta Rina Pujiastuti,I Gusti Putu Diva Awatara,Indah Epriliati,Nurul Aini,Sumarwoto,Rina Susiantri,Nina Triolita,Elfi Sukaisih,Dheny Wiratmoko,Fawait Syaiful Rahman,Yatno

Isworo, Prayitno, Sutrisno, Rustam Hadi, Wirawan ED Radianto, Sulistyani Eka Lestari, Sri Rahaju Djatimurti Rita Hanafie, Sudjipto, Muhammad Mashuri, Arif Subekti, Zainul Arifin, Iwan Aflanie. Untuk merawat keutuhan persatuan dan kesatuan bangsa, diperlukan upaya yang konkret dan sistemik untuk melakukan revitalisasi nilai-nilai dan spirit Wawasan Kebangsaan. Wawasan Kebangsaan adalah cara pandang bangsa Indonesia yang dijiwai nilai-nilai Pancasila Merawat Nilai-Nilai Kebangsaan Dalam Kebhinnekaan di Tengah Covid-19 dan berdasarkan Undang-Undang Dasar 1945 serta memperhatikan sejarah dan budaya tentang diri dan lingkungan keberadaannya yang sarwanusantara dalam memanfaatkan kondisi dan konstelasi geografi, dengan menciptakan tanggung jawab, motivasi, dan rangsangan bagi seluruh bangsa Indonesia, yang mengutamakan Persatuan dan Kesatuan bangsa serta Kesatuan Wilayah pada penyelenggaraan kehidupan bermasyarakat, berbangsa, dan bernegara untuk mencapai Tujuan Nasional.

### **Upaya Meningkatkan Kualitas Pembelajaran PKn Melalui Metode Team Game Tournament (TGT) pada Siswa Kelas VII SMP Negeri 06 Lebong T.A. 2021/ 2022** Chairani, S.Pd.2021-12-06

Penggunaan model pembelajaran kooperatif metode team game tournament (TGT) pada pembelajaran PKn secara optimal dapat meningkatkan kualitas pembelajaran PKn siswa kelas VII SMP Negeri 05 Lebong. Hal ini terlihat dari tingkat keberhasilan setiap aspek kualitas proses dan hasil pembelajaran yang mengalami peningkatan pada siklus II dan telah memenuhi bahkan melebihi masing-masing target yang diharapkan. Keberanian siswa dalam bertanya dan mengemukakan pendapat pada siklus I mencapai 60,5%, sedangkan pada siklus II telah mencapai 76,3%. Tingginya motivasi dan kegairahan dalam mengikuti pembelajaran (menyelesaikan tugas mandiri atau tugas kelompok) pada siklus I hanya mencapai 57,9%, sedangkan pada siklus II mencapai 84,2%. Keseriusan siswa dalam mengikuti turnamen pada siklus I baru mencapai 50%, namun pada siklus II mencapai 83,3%. Partisipasi siswa dalam pembelajaran pada siklus I hanya mencapai 55,3%, sedangkan pada siklus II mencapai 81,6%. Interaksi siswa dalam mengikuti diskusi kelompok pada siklus I hanya mencapai 57,9%, pada siklus II mencapai 76,3%. Hubungan siswa dengan siswa lain selama pembelajaran pada siklus I mencapai 60,5% dan pada siklus II mencapai 76,3%. Interaksi yang terjadi antara guru dengan siswa pada siklus I telah mencapai 63,3% dan pada siklus II mencapai 84%. Tanggungjawab siswa dalam kelompok pada siklus I sudah mencapai 76,3% sedangkan pada siklus II mencapai 84,2%. Peningkatan kualitas hasil belajar ditunjukkan dengan nilai rata-rata kelas yang semula pada tes kemampuan awal hanya diperoleh nilai rata-rata sebesar 58,42 pada siklus I meningkat menjadi 63,85 dan pada siklus II meningkat lagi menjadi 70,42. Pada tes kemampuan awal siswa yang dapat mencapai batas tuntas hanya 55,3%, sedangkan pada siklus I meningkat menjadi 62,2% dan pada siklus II mencapai 80,6% yang berarti sudah mencapai kriteria ketuntasan minimal sekolah dan nasional sebesar 75%.

*The Construction of Knowledge* Ernst von Glasersfeld.1987

**Annual Report** New York Stock Exchange.1971

*Bullying in Schools* Ken Rigby.2007 Bullying is now widely recognised as a serious problem that affects many children in schools. It can take many forms, including direct verbal and physical harassment and indirect forms such as deliberate exclusion and the targeting of individuals using cyber technology. Continual and severe bullying can cause both short term and long term damage, making it difficult for victims to form intimate relationships with others and for habitual bullies to avoid following a delinquent lifestyle and becoming perpetrators of domestic violence. Even though this type of abuse affects many of our school children, Ken Rigby believes there are grounds for optimism. This passionate and motivating book shows that there are ways of reducing the likelihood of bullying occurring in a school and effective ways of tackling cases when they do occur. Using up-to-date studies, *Bullying in Schools* helps us to understand the nature of bullying and why it so often takes place in schools. Importantly, it examines and evaluates what schools can do to promote more positive peer relationships within the school community and take effective and sustainable action to deal with problems that may arise. Teachers, parents, school leaders, policy makers, and health professionals will find it invaluable and empowering.

**Pancasila** Hairul Amren Samosir. Pancasila adalah pilar ideologis negara Indonesia. Nama ini

terdiri dari dua kata dari bahasa Sanskerta: पाँच pañca berarti lima dan शिลา śīla berarti prinsip atau asas. Pancasila merupakan rumusan dan pedoman kehidupan berbangsa dan bernegara bagi seluruh rakyat Indonesia. Lima ideologi utama penyusun Pancasila merupakan lima sila Pancasila.

**ICEL 2019** Sony Sukmawan, Ive Emaliana, Kundharu Saddhono, Muhammad Rohmadi, Chafit Ulya, Memet Sudaryanto. We are delighted to introduce the proceedings of the first edition of the 2019 International Conference on Advances in Education, Humanities, and Language (ICEL). The aim of ICEL (International Conference on Advances in Humanities, Education and Language) is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and development activities in Education, humanities, and Language. The theme of ICEL 2019 was “Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0”. The technical program of ICEL 2019 consisted of 77 full papers, including invited papers in oral presentation sessions at the main conference tracks. Aside from the high quality technical paper presentations, the technical program also featured six keynote speeches, Hamamah, Ph.D (Univeritas Brawijaya, Indonesia), Prof. Dr. Nuraihan binti Mat Daud (UIIM, Malaysia), Dr. Edith Dunn (Conservator/Cultural Specialist, USA), Prof. Yoshihiko -Sugimura (university of Mizaki, Japan), Prof. Park Yoonho (Sunchon National University, Korea) and Prof. Su Keh Bow (Soochow University, Taiwan). We strongly believe that ICEL conference provides a good forum for all researchers, developers and practitioners to discuss various advances that are relevant to education, humanities, and language. We also expect that the future ICEL conference will be as successful and stimulating, as indicated by the contributions presented in this volume

**APA MENGAPA BAGAIMANA PEMBELAJARAN PENDIDIKAN MORAL PANCASILA DAN PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN (PPKn)** Hamid Darmadi .2020-09-25 Pembelajaran Pendidikan Pancasila dan Kewarganegaraan yang notabene bermeteraikan Pendidikan Moral Pancasila merupakan salah satu pelajaran yang “sangat Urgen” dipelajari oleh segenap warga negara Indonesia umumnya dan oleh generasi muda bangsa khususnya di samping “Pendidikan Agama” guna mengeliminasi riak-riak negatif yang berkontribusi mengusik “Persatuan dan Kesatuan Bangsa” yang sudah lama terbina. Kehadiran buku ini menawarkan alternative untuk menyembuhkan penyakit intoleransi dan inkonsistensi yang mengusik persatuan dan kesatuan bangsadan dengan memahami dan memaknai nilai-nilai Pancasila. Pancasila yang termuat dalam Alenia ke IV Pembukaan UUD 1945 merupakan pelajaran yang berfungsi menanamkan Ideology Negara dan nilai-nilai Karakter Bangsa. Pendidikan Pancasila dan UUD 1945 mengemban misi membentuk warganegara Indonesia yang berakhlak mulia, cinta tanah air dan bangsa, menjadi warga negara yang baik serta bertanggung jawab. Pancasila merupakan jiwa seluruh rakyat Indonesia, yang memberi kekuatan hidup kepada bangsa Indonesia serta warta pembimbing dalam mengejar kehidupan yang lebih baik, demi menuju masyarakat Indonesia yang adil dan makmur. Salah satu fungsi Pancasila sebagai dasar negara adalah sebagai sumber dari segala sumber hukum atau sumber tertib hukum. Pancasila digunakan sebagai petunjuk arah bagi semua kegiatan atau aktivitas hidup dan kehidupan dalam berbangsa dan bernegara

**ICOPE 2020** Ryzal Perdana, Gede Eka Putrawan, Sunyono. 2021-03-24 We are delighted to introduce the Proceedings of the Second International Conference on Progressive Education (ICOPE) 2020 hosted by the Faculty of Teacher Training and Education, Universitas Lampung, Indonesia, in the heart of the city Bandar Lampung on 16 and 17 October 2020. Due to the COVID-19 pandemic, we took a model of an online organised event via Zoom. The theme of the 2nd ICOPE 2020 was “Exploring the New Era of Education”, with various related topics including Science Education, Technology and Learning Innovation, Social and Humanities Education, Education Management, Early Childhood Education, Primary Education, Teacher Professional Development, Curriculum and Instructions, Assessment and Evaluation, and Environmental Education. This conference has invited academics, researchers, teachers, practitioners, and students worldwide to participate and exchange ideas, experiences, and research findings in the field of education to make a better, more efficient, and impactful teaching and learning. This conference was attended by 190 participants and 160

presenters. Four keynote papers were delivered at the conference; the first two papers were delivered by Prof Emeritus Stephen D. Krashen from the University of Southern California, the USA and Prof Dr Bujang Rahman, M.Si. from Universitas Lampung, Indonesia. The second two papers were presented by Prof Dr Habil Andrea Bencsik from the University of Pannonia, Hungary and Dr Hisham bin Dzakiria from Universiti Utara Malaysia, Malaysia. In addition, a total of 160 papers were also presented by registered presenters in the parallel sessions of the conference. The conference represents the efforts of many individuals. Coordination with the steering chairs was essential for the success of the conference. We sincerely appreciate their constant support and guidance. We would also like to express our gratitude to the organising committee members for putting much effort into ensuring the success of the day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their insights. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 2nd ICOPE 2020. We strongly believe that the 2nd ICOPE 2020 has provided a good forum for academics, researchers, teachers, practitioners, and students to address all aspects of education-related issues in the current educational situation. We feel honoured to serve the best recent scientific knowledge and development in education and hope that these proceedings will furnish scholars from all over the world with an excellent reference book. We also expect that the future ICOPE conference will be more successful and stimulating. Finally, it was with great pleasure that we had the opportunity to host such a conference.

Konsep Dasar dan Pengembangan Pembelajaran PPKn untuk MI/SD Galih Puji Mulyoto, M.Pd, Mohammad Miftahusyai'an, M.Sos, Nur Hidayah Hanifah, M.Pd. 2020-12-23 Buku ini berisi tentang konsep dan pengembangan Pendidikan Pancasila dan Kewarganegaraan pada jenjang MI/SD. Konsep yang dikembangkan telah sesuai dengan Kurikulum 2013 revisi terbaru. Terdapat muatan materi mencakup hakekat PPKn untuk jenjang MI/SD, sejarah PPKn, perkembangan PPKn di berbagai negara, Paradigma baru PPKn, serta kajian pedagogis PPKn pada jenjang MI/SD. Buku ini juga menguraikan pembahasan materi pokok PPKn pada kurikulum 2013 jenjang MI/SD. Buku ini terdapat pula metode, model dan media pembelajaran yang tepat dan mudah digunakan untuk mengajarkan muatan PPKn pada siswa jenjang MI/SD. Buku ini juga telah memuat tentang perkembangan PPKn pada jenjang MI/SD dalam kesiapan kita membentuk warga negara muda/siswa pada jenjang sekolah dasar sesuai dengan kecakapan warganegara pada abad 21. Kemampuan dalam berfikir tingkat tinggi yang dipadukan dengan penguatan pendidikan karakter serta budaya literasi yang telah mengembangkan konsep 4 C (komunikasi, berfikir kritis, kreatif dan kolaborasi). Buku ini juga telah mengembangkan perpaduan integrasi nilai-nilai Islam setiap pengembangan materi sehingga sesuai untuk pengajaran pada jenjang Madrasah Ibtidaiyyah. Selain itu, materi yang dikembangkan juga diberikan cara dalam mengembangkan evaluasi untuk mengukur ketercapaian dalam pembelajaran PPKn pada jenjang MI/SD. Terdapat pula latihan dan disertai dengan contoh-contoh dalam setiap praktiknya dalam pembelajaran.

**Arus Balik Kekuasaan Pusat Ke Daerah** S. H. Sarundajang. 2011 Autonomous local government and decentralization system in Indonesia.

Pendidikan Kewarganegaraan Global Iyep Candra Hermawan. Buku disajikan dengan focus bahasan tentang kewarganegaraan (citizenship), pendidikan kewarganegaraan (civic education, citizenship education) dan dipadukan dengan persoalan kekinian yang berkaitan dengan pendidikan global (global education). Pada era globalisasi telah memberikan pengaruh terhadap semua aspek kehidupan, termasuk dalam bidang pendidikan dan secara spesifik terhadap pendidikan kewarganegaraan. Buku ini tidak hanya mengupas persoalan kewarganegaraan dan Pendidikan kewarganegaraan tetapi memasukan bahan-bahan yang bersifat kontekstual, kewarganegaraan global (global citizens, global citizenship) yang dihadapi dengan perkembangan zaman, karena itu diangkat dengan judul Pendidikan Kewarganegaraan Global (Global Citizenship Education).

**Secondary Education** David G. Armstrong, Tom V. Savage. 1994 The Fourth Edition of Secondary Education: An Introduction provides a clear explanation of issues and methodologies that are

relevant to the evolving world of secondary education. It includes information related to contemporary dilemmas and issues, historical foundations of secondary education, changing student populations, instructional design and planning methodology, teaching approaches, and measurement and assessment approaches.

*Lesson Study for Learning Community* Eisuke Saito, Masatsugu Murase, Atsushi Tsukui, John Yeo. 2014-09-25 Lesson Study has been actively introduced from Japan to various parts of the world, starting with the US. Such introduction is heavily connected with a focus on mathematics education and there is a strong misconception that Lesson Study is only for mathematics or science. The introduction is usually done at the departmental or form level and there has been a strong question about its sustainability in schools. This book comprehensively explores the idea of Lesson Study for Learning Community (LSLC) and suggests that reform for the culture of the school is needed in order to change learning levels among the children, teachers and even parents. In order for this to happen, the ways of management and leadership are also included as objectives of LSLC, as are practices at the classroom level. It argues that LSLC is a comprehensive vision and framework of school reform and needs to be taken up in a holistic way across disciplines. Chapters include: How to Create Time How to Build the Team How to Promote Reform How to Reform Daily Lessons How to Conduct a Research Lesson How to Discuss Observed Lessons How to Sustain School Reform based on LSLC Strong interest in LSLC is already prevalent in Asian countries, such as Japan, China, Korea, Taiwan, Indonesia, Vietnam and Singapore and is now being introduced more in the west. This book will be of great interest to those involved in education policy and reform, and for practitioners of education at all levels.

**International Perspectives on Education** Chau Meng Huat, Trevor Kerry. 2008-01-01 International Perspectives on Education is intended for those with an interest in education as an academic area, including students of Education Studies and MA Education. It is also suitable for those who have an interest in applied theory, including those involved in or training for the teaching profession; and to those who are concerned with the management and governance of education: those who formulate policy, those charged with inspecting or advising the profession, and those (such as head teachers or school governors) whose task is to guide others.

Civic Engagement in Higher Education Barbara Jacoby and Associates. 2009-01-27 Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

Paradigma Baru Pendidikan Kewarganegaraan Winarno. 2019-09-01 Urutan penyajian dalam buku "Paradigma Baru Pendidikan Kewarganegaraan Panduan Kuliah untuk Mahasiswa di Perguruan Tinggi, Edisi Keempat," ini, tersusun dalam bab-bab sebagai berikut; Bab 1 Hakikat Pendidikan Kewarganegaraan Bab 2 Identitas dan Integrasi Nasional Bab 3 UUD NRI Tahun 1945 sebagai Konstitusi Indonesia Bab 4 Kewajiban dan Hak Warga negara Bab 5 Demokrasi dan Pendidikan Demokrasi Bab 6 Negara Hukum dan Penegakan Hukum Bab 7 Wawasan Nusantara Bab 8 Ketahanan Nasional Pada Edisi Keempat ini, terdapat perubahan materi PKn di perguruan tinggi terkait dengan keluarnya Surat Edaran (SE) Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Ristekdikti, No 435/B/SE/2016 tentang Bahan Ajar Mata Kuliah Wajib Umum. Semoga buku ini bermanfaat bagi mahasiswa selaku pembelajar serta pihak-pihak yang berkepentingan untuk mengembangkan pendidikan kewarganegaraan di Indonesia.

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