


41. RELIGION

| | | | | | | | |
|---|--|--|---|---|--|--|--|
|  | | Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya Program Studi S1 Manajemen Bachelor Degree of Management Study Program | | | | Kode Dokumen Document Code | |
| RENCANA PEMBELAJARAN SEMESTER Semester Lesson Plan | | | | | | | |
| MATA KULIAH (MK) COURSE | | KODE CODE | Rumpun MK CLUSTER | BOBOT (sks) WEIGHT (credits) | | SEMESTER | Tgl Penyusunan Compilation Date |
| Pendidikan Agama Islam Religion | | | Mata Kuliah Umum General Course | T=3 P=0 | | 1 | |
| OTORISASI AUTHORIZATION | | Pengembang RPS Developer | | Koordinator RMK Coordinator | | Ketua PRODI Head of the Study Program | |
| | | | | Miftahul Jannah S,SHI.,MEI.,MM Waloyo, S.ThI.,MM | | Ira Ningrum Resmawa,SE.,MM.,CMA | |
| Capaian Pembelajaran (CP) Program Learning Outcome (PLO) | | CPL-PRODI yang dibebankan pada MK PLO charged in this course | | | | | |
| | | CPL4 PLO4 | Lulusan mampu beradaptasi terhadap konteks permasalahan bisnis yang dihadapi dengan baik. Graduates are able to adapt to dealing with business problems. | | | | |
| | | CPL5 PLO5 | Lulusan mampu mengaplikasikan teknologi informasi dalam pengelolaan data keuangan, pemasaran, dan SDM dengan tepat. Graduates are able to apply information technology in managing financial, marketing, and human resource data properly. | | | | |
| | | CPL8 PLO8 | Lulusan mampu mengelola organisasi secara etis Graduates are able to manage organizations ethically | | | | |
| | | Capaian Pembelajaran Mata Kuliah (CPMK) Course Learning Outcome (CLO) | | | | | |
| | | CPMK1 CLO1 | P3. Mahasiswa mampu memanfaatkan sumber belajar dan TIK untuk mendukung desain dan pelaksanaan pembelajaran Pendidikan Agama Islam, termasuk wawasan/pengetahuan | | | | |

| | |
|--|---|
| | <p>tentang Islam (ilmu keislaman), watak keagamaan (sikap), keterampilan dalam menjalankan Ajaran Islam (Islamic skills), komitmen terhadap Islam (Islamic commitment), rasa percaya diri sebagai muslim (Muslim confidence), dan kecakapan dalam mengimplementasikan ajaran agama (kompetensi keislaman). Dalam konstelasi psiko-sosial, baik sebagai perseorangan, anggota keluarga, anggota masyarakat, atau warga negara Indonesia.</p> <p>P3. Students are able to utilize learning resources and ICT to support the design and implementation of Islamic Religious Education learning, including insight/knowledge about Islam (Islamic knowledge), religious dispositions (attitude), skills in carrying out Islamic teachings (Islamic skills), commitment to Islam (Islamic commitment), selfconfidence as a Muslim (Muslim confidence), and proficiency in implementing religious teachings (Islamic competence). In the psycho-social constellation, either as individuals, family members, community members, or Indonesian citizens.</p> |
| CPMK2 CLO2 | <p>C2. Mahasiswa memiliki pengetahuan dan berpikir kritis tentang knowledge terkait agama sesuai dengan sumber referensi.</p> <p>C2. Students are able to have the knowledge and think critically about (Islamic knowledge according to reference sources.</p> |
| CPMK3 CLO3 | <p>C4. Mahasiswa memiliki kemampuan untuk analisis studi kasus, presentasi dan diskusi, tugas proyek/penyelesaian masalah (problem solving), dan refleksi pada pembelajaran agama.</p> <p>C4. Students are able to analyze case studies, presentations and discussions, project assignments/problem solving (problem-solving), and reflect on Islamic Islamic education learning.</p> |
| CPMK4 CLO4 | <p>A5. Mahasiswa memiliki karakter Iman, cerdas, mandiri, jujur, peduli, tanggungjawab, tangguh dan menghiasi diri dengan nilai-nilai ketuhanan, kemanusiaan, persatuan, musyawarah, dan keadilan dalam bingkai Pancasila dan NKRI, berkarakter luhur, anti radikalisme, tanggap terhadap bencana dan memiliki kecerdasan literasi.</p> <p>A5. Students are able to have religious, smart, independent, honest, caring, responsible, and resilient characters, and adorn themselves with spiritual values, humanity, unity, deliberation and justice within the framework of Pancasila and NKRI, noble character, anti-radicalism, responsive to disasters, and have literacy intelligence</p> |
| <p>Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)</p> | |
| Sub-CPMK1 Sub-CLO1 | <p>Memahami tujuan dan fungsi pendidikan agama Islam sebagai komponen mata kuliah wajib umum pada program diploma dan sarjana, memahami argumen akademik dan / atau profesional tujuan dan fungsi pendidikan agama Islam sebagai komponen mata kuliah wajib umum pada program diploma dan sarjana, menunjukkan sikap positif terhadap pendidikan agama Islam sebagai komponen mata kuliah wajib umum pada program diploma dan sarjana</p> <p>Understand the purpose and function of Islamic religious education as a component of general compulsory subjects in diploma and undergraduate programs, understand academic and/or professional arguments for the purpose and function of Islamic religious education as a component of general compulsory subjects in diploma and</p> |

| | | |
|-----------------------|--|--|
| | | undergraduate programs, demonstrate a positive attitude towards religious education Islam as a component of general compulsory subjects in diploma and undergraduate programs |
| Sub-CPMK2 Sub-CLO2 | | Memiliki sikap peduli terhadap nilai-nilai moral dan norma-norma agama sebagai salah satu determinan dalam membangun karakter bangsa, menyajikan hasil penelaahan konseptual dan/atau empiris terkait esensi dan urgensi nilai-nilai spiritualitas Islam sebagai salah satu determinan dalam pembangunan bangsa yang berkarakter Having a caring attitude towards moral values and religious norms as one of the determinants in building the nation's character, presenting the results of conceptual and/or empirical studies related to the essence and urgency of Islamic spirituality values as one of the determinants in the development of a nation of character |
| Sub-CPMK3 Sub-CLO3 | | Menjunjung tinggi kejujuran, kebenaran, dan keadilan dalam menjalani kehidupan pribadi, sosial, dan profesional Uphold honesty, truth, and justice in living your personal, social, and professional life |
| Sub-CPMK4 Sub-CLO4 | | Menunjukkan sikap tobat (selalu introspeksi dan koreksi diri) untuk selalu berpegang pada nilai-nilai kebenaran Ilahiah, memiliki sikap wara 19 (selalu berhati-hati dalam bersikap dan berperilaku) dengan selalu mengacu kepada prinsip-prinsip halal dan baik; zuhud (sederhana dan berorientasi akhirat); mensyukuri nikmat Allah Demonstrate an attitude of repentance (always introspection and self-correction) to always hold on to the values of divine truth, have a wara attitude (always be careful in attitude and behavior) by always referring to the principles of lawful and good; zuhud (simple and hereafter oriented); grateful for Allah's blessings |
| Sub-CPMK5 Sub-CLO5 | | Memiliki sikap sabar dan tawakkal (menyikapi semua problematika kehidupan secara positif dan menerimanya sebagai kebaikan dari Tuhan); mensyukuri karunia Allah berupa nikmat iman, Islam, dan kehidupan; menunjukkan sikap ikhlas (melakukan segala aktivitas tanpa pamrih dan hanya karena Allah: Ridlo terhadap keputusan Allah dan sigap mengahdapi musibah dan bencana. Have a patient and trusting attitude (responding to all the problems of life positively and accepting it as a goodness from God); be grateful for God's gifts in the form of the favors of faith, Islam, and life; showing a sincere attitude (doing all activities selflessly and only because of Allah: Ridlo to Allah's decisions and ready to face calamities and disasters. |
| Sub-CPMK6 Sub-CLO6 | | Memahami esensi dan urgensi integrasi iman, Islam, dan Ihsan dalam pembentukan insan kamil, mengkreasi pemetaan konsistensi dan koherensi pokok-pokok ajaran Islam sebagai implementasi iman, Islam, dan Ihsan Understanding the essence and urgency of the integration of faith, Islam, and Ihsan in the formation of human beings, creating a mapping of consistency and coherence of the main points of Islamic teachings as the implementation of faith, Islam, and Ihsan |
| Sub-CPMK7 Sub-CLO7 | | Memiliki komitmen untuk membangun dunia yang damai, aman, sejahtera, antiradikalisme sebagai implementasi ajaran Islam, menganalisis sumber ajaran Islam dan kontekstualisasinya dalam membangun dunia yang damai dan nilai tasamuh, tawasut, dan tawazun, menyajikan hasil penelaahan konseptual tentang sumber ajaran Islam dalam membangun dunia yang damai. |

| | | |
|-------------------------|--|--|
| | | Have a commitment to build a world of peace, security, prosperity, anti-radicalism as the implementation of Islamic teachings, analyze the sources of Islamic teachings and their contextualization in building a peaceful world and the values of tasamuh, tawasut, and tawazun, present the results of a conceptual study of the sources of Islamic teachings in building a world that is peace. |
| Sub-CPMK8 Sub-CLO8 | | Memahami ajaran Islam dalam konteks kemodernan dan keindonesiaan Understanding Islamic teachings in the context of modernity and Indonesianness |
| Sub-CPMK9 Sub-CLO9 | | Memahami ajaran Islam tentang literasi digital dan menyajikan hasil studi kasus tentang perkembangan IT dan dampaknya bagi perilaku keagamaan masyarakat modern Understanding Islamic teachings on digital literacy and presenting the results of case studies on the development of IT and its impact on the religious behavior of modern society |
| Sub-CPMK10 Sub-CLO10 | | Menganalisis agama sebagai salah satu parameter persatuan dan kesatuan bangsa dalam wadah Negara Kesatuan Republik Indonesia, memiliki kesadaran dan sikap turut bertanggung jawab dalam menciptakan kerukunan di antara umat dan antar-umat beragama sebagai salah satu parameter persatuan dan kesatuan bangsa Analyzing religion as one of the parameters of the unity and integrity of the nation in the unitary state of the Republic of Indonesia, having the awareness and attitude of being responsible in creating harmony among the people and among religious people as one of the parameters of the unity and integrity of the nation |
| Sub-CPMK11 Sub-CLO11 | | Memahami konsep iptek, politik, sosial-budaya, ekonomi, dan pendidikan dalam perspektif Islam, memahami sumber ajaran Islam dan kontekstualisasinya dalam kehidupan modern Understanding the concepts of science and technology, politics, socio-culture, economics, and education in an Islamic perspective, understanding the sources of Islamic teachings and their contextualization in modern life |
| Sub-CPMK12 Sub-CLO12 | | Memiliki sikap terbuka dan tanggap terhadap dinamika kehidupan modern dengan mengaktualisasikan prinsip al-muafazhah al1 al-qadBm al-sh1lih wa al-akhdzu bi al-jadBd al-ashlah), menyajikan mozaik kasus dan solusi terkait konsep iptek, politik, sosialbudaya, ekonomi, dan pendidikan dalam perspektif Islam Have an open and responsive attitude to the dynamics of modern life by actualizing the principles of al-muafazhah al1 al-qadBm al-sh1lih wa al-akhdzu bi al-jadBD al-ashlah), presenting a mosaic of cases and solutions related to the concepts of science and technology, politics, socio-culture, economics, and education in an Islamic perspective |
| Sub-CPMK13 Sub-CLO13 | | Memahami kontribusi Islam dalam perkembangan sejarah peradaban dunia, memiliki sikap tawadlu 19 (rendah hati) sebagai pribadi, ilmuwan, dan professional, menyajikan hasil kajian perseorangan atau kelompok mengenai suatu kasus terkait kontribusi Islam dalam perkembangan sejarah peradaban dunia Understanding the contribution of Islam in the historical development of world civilization, having a humble attitude as a person, scientist, and professional, presenting the results of individual or group studies regarding a case related to the contribution of Islam in the historical development of world civilization |
| Sub-CPMK14 Sub-CLO14 | | Memahami peran dan fungsi masjid kampus sebagai pusat pengembangan budaya Islam Membuat desain program masjid kampus sebagai pusat pengembangan budaya Islam |

| | | | | | | | | | | | | | | |
|---|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | Understanding the role and function of the campus mosque as a center for developing Islamic culture. Designing a campus mosque program as a center for developing Islamic culture | | | | | | | | | | | | | |
| | Korelasi CPMK terhadap Sub-CPMK | | | | | | | | | | | | | |
| | Correlation of CLO to Sub-CLO | | | | | | | | | | | | | |
| | Sub-CPMK 1 Sub-CLO1 | Sub-CPMK 1 Sub-CLO1 | Sub-CPMK 3 Sub-CLO3 | Sub-CPMK 4 Sub-CLO4 | Sub-CPMK 5 Sub-CLO5 | Sub-CPMK 6 Sub-CLO6 | Sub-CPMK 7 Sub-CLO7 | Sub-CPMK 8 Sub-CLO8 | Sub-CPMK 9 Sub-CLO9 | Sub-CPMK 10 Sub-CLO10 | Sub-CPMK 11 Sub-CLO11 | Sub-CPMK 12 Sub-CLO12 | Sub-CPMK 13 Sub-CLO13 | Sub-CPMK 14 Sub-CLO14 |
| CPMK1 CLO1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| CPMK2 CLO2 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| CPMK3 CLO3 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| CPMK4 CLO4 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Deskripsi Singkat MK Brief description of the course | <p>Mata kuliah Pendidikan Agama Islam memberikan bekal terbentuknya kepribadian mahasiswa secara utuh (kaffah) dengan menjadikan ajaran Islam sebagai landasan berpikir, bersikap, dan berperilaku dalam pengembangan keilmuan dan profesinya. Kepribadian yang utuh hanya dapat diwujudkan apabila pada diri setiap mahasiswa tertanam iman dan takwa kepada Allah Swt. Keimanan dan ketakwaan, hanya akan terwujud apabila ditopang dengan pengembangan elemen-elemennya, yakni: wawasan/pengetahuan tentang Islam (Islamic knowledge), sikap keberagamaan (religion dispositions /attitude), keterampilan menjalankan ajaran Islam (Islamic skills), komitmen terhadap Islam (Islamic committment), kepercayaan diri sebagai seorang muslim (moslem confidence), dan kecakapan dalam melaksanakan ajaran agama (Islamic competence). Dalam konstelasi psiko-sosial, baik sebagai pribadi, anggota keluarga, anggota masyarakat, maupun sebagai warga negara Indonesia, mata kuliah ini menjunjung tinggi nilai-nilai ketuhanan, kemanusiaan, persatuan,musyawahar, dan keadilan dalam bingkai Pancasila dan NKRI. Perkuliahan ini juga mengintegrasikan materi tanggap bencana, literasi digital, penanaman karakter luhur dan anti radikalisme. Perkuliahan dilaksanakan dengan sistem analisis studi kasus, presentasi dan diskusi, tugas proyek/penyelesaian masalah (problem solving), dan refleksi.</p> <p>The Islamic Religious Education course provides provisions for the formation of the student's personality as a whole (kaffah) by making Islamic teachings the basis for thinking, acting, and behaving in scientific and professional development. A complete personality can only be realized if every student is embedded in faith and piety to Allah SWT. Faith and piety will only be realized if it is supported by the development of its elements, namely: insight/knowledge about Islam (Islamic knowledge), religious dispositions/attitudes, skills in carrying out Islamic teachings (Islamic skills), commitment to Islam (Islamic commitment), self-confidence as a Muslim (moslem</p> | | | | | | | | | | | | | |

| | | |
|--|---|--|
| | <p>confidence), and skills in carrying out religious teachings (Islamic competence). In the psycho-social constellation, both as individuals, family members, community members, and as Indonesian citizens, this course upholds the values of divinity, humanity, unity, deliberation, and justice within the framework of Pancasila and the Unitary State of the Republic of Indonesia. This course also integrates disaster response materials, digital literacy, cultivation of noble character and anti-radicalism. Lectures are carried out using a case study analysis system, presentations and discussions, project assignments/problem solving, and reflection.</p> | |
| <p>Bahan Kajian: Materi Pembelajaran Learning Materials</p> | <ol style="list-style-type: none"> 1. Purpose and function of Islamic Religious Education 2. Care for moral values and religious norms 3. Character education (value of honesty, truth, and justice) 4. Repentance (religion ensures happiness) 5. Spiritual approach in dealing with disasters and disasters 6. The essence and urgency of integration of faith, Islam, and Ihsan in forming Human Kamil 7. Anti-radicalism and building a peaceful world with the Quranic paradigm 8. Contextualization of Islamic teachings in modern and Indonesian context 9. Islam and digital literacy 10. Islam as a religion has a mission to build unity in diversity 11. The concept of science and technology in Islam 12. Open attitude in religion 13. Contribution of Islam in the development of world civilization 14. The role and function of campus mosques in the development of Islamic culture | |
| <p>Pustaka References</p> | <p>Utama: Primary:</p> | <ol style="list-style-type: none"> 1. Alquran dan Terjemahannya. 2014. Jakarta: Kementerian Agama Republik Indonesia. 2. Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani. 3. Achmad Sauqi. 2010. Meraih Kedamaian Hidup ; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset. 4. Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia. Jakarta: Teraju. 5. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin 6. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah . Bandung: ADPISI Press 7. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS. 8. Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka. 9. Sukidi. 2002. Kecerdasan Spiritual. Jakarta: Gramedia. 10. Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta 11. Tim Penulis Kemendikbud, 2014, Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 12. Tim Dosen PAI-Unesa. 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum , Surabaya : Unesa University Press. |

| | |
|--|---|
| | <p>13. Toshihiko, Izutsu. 2003. Konsep-konsep Etika Religius dalam Al-Quran. (Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya.</p> <p>Pendukung:</p> <p>Supplement:</p> |
| Dosen Pengampu Lecturers | <p>Miftahul Jannah S,SHI.,MEI.,MM Waloyo, S.Thl.,MM Hepiyanto, SHI.,MHI.,MM Dr. Hafidulloh.,SE.,MM</p> |
| Matakuliah syarat Requirements course | - |

| Mg Ke-Week | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO) | Penilaian Assessment | | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time] | | Materi Pembelajaran [Pustaka] Learning materials [References] | Bobot Penilaian (%) rating weight |
|------------|--|---|---|--|---|--|--------------------------------------|
| | | Indikator Indicators | Kriteria & Teknik Criteria & Technic | Luring (offline) | Daring (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Memahami tujuan dan fungsi pendidikan agama Islam sebagai komponen mata kuliah wajib umum pada program diploma dan sarjana, memahami argumen akademik dan / atau profesional tujuan dan fungsi pendidikan agama Islam sebagai komponen mata kuliah wajib umum pada program diploma dan sarjana, menunjukkan sikap positif terhadap pendidikan agama Islam sebagai komponen mata kuliah wajib umum pada program diploma dan sarjana | 1.1. Menjelaskan tujuan dan fungsi PAI di PTU 1.2. Menjelaskan argumentasi filosofis dan teologis PAI diajarkan di PTU 1.3. Menunjukkan sikap/perilaku positif dalam mengikuti perkuliahan pendidikan agama Islam 1.1. Explain the purpose and function of PAI at PTU 1.2. Explaining the philosophical and theological arguments of PAI taught at PTU 1.3. Demonstrate positive attitudes/behaviors in attending Islamic religious education lectures | Kriteria: Holistik Criteria: Holistic Teknik: Powerpoint Technique: Powerpoint | | Lectures, discussions, questions and answers, assignments, Zoom Meetings Penugasan 1: Mendiskusikan tujuan PAI di PTU; Mendiskusikan metodologi pembelajaran PAI di PTU Assignment 1: Discuss the goals of PAI at PTU; Discussing PAI learning methodology at PTU [PB: 1x(2x50")] [PT+KM: | Reference 4,7, 12 | |

| | | | | | | | |
|---|--|--|--|--|---|----------------------|--|
| | Understand the purpose and function of Islamic religious education as a component of general compulsory subjects in diploma and undergraduate programs, understand academic and/or professional arguments for the purpose and function of Islamic religious education as a component of general compulsory subjects in diploma and undergraduate programs, demonstrate a positive attitude towards religious education Islam as a component of general compulsory subjects in diploma and undergraduate programs | | | | (1+1)x(2x60") | | |
| 2 | Memiliki sikap peduli terhadap nilai-nilai moral dan norma-norma agama sebagai salah satu determinan dalam membangun karakter bangsa, menyajikan hasil penelaahan konseptual dan/atau empiris terkait | <p>2.1. Menjelaskan konsep nilai-nilai moral dan norma-norma agama sebagai salah satu determinan dalam membangun karakter bangsa</p> <p>2.2. Menjelaskan urgensi nilai-nilai spiritualitas Islam sebagai salah satu determinan dalam pembangunan bangsa yang berkarakter</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> | | Lectures, discussions, questions and answers, identifications, assignments, Zoom Meetings | Reference 4,7, 12 | |

| | | | | | | |
|--|--|--|---|---|--|--|
| | <p>esensi dan urgensi nilai-nilai spiritualitas Islam sebagai salah satu determinan dalam pembangunan bangsa yang berkarakter</p> <p>Having a caring attitude towards moral values and religious norms as one of the determinants in building the nation's character, presenting the results of conceptual and/or empirical studies related to the essence and urgency of Islamic spirituality values as one of the determinants in the development of a nation of character</p> | <p>2.3. Menggali sumber sosiologis, filosofis, teologis, dan historis konsep ketuhanan</p> <p>2.1. Explaining the concept of moral values and religious norms as one of the determinants in building the nation's character</p> <p>2.2. Explaining the urgency of Islamic spirituality values as one of the determinants in the development of a nation with character</p> <p>2.3. Exploring sociological, philosophical, theological, and historical sources of the concept of divinity</p> | <p>Technique: Powerpoint</p> | <p>agama dalam membangun karakter bangsa berdasarkan referensi 1,2,3,10; Mengidentifikasi nilai-nilai spiritualitas Islam berdasarkan referensi 2,10; Mendiskusikan konsep ketuhanan dari berbagai sumber (sosiologis, filosofis, teologis, dan historis) berdasarkan referensi 10,12,13</p> <p>Assignment 2: Explaining the concept of moral values and religious norms in building national character based on references 1,2,3,10; Identify Islamic spirituality values based on reference 2.10; Discuss the concept of divinity from various sources (sociological, philosophical, theological, and historical) based on references 10,12,13</p> | | |
|--|--|--|---|---|--|--|

| | | | | | | |
|---|---|--|--|--|--|-----------------------------------|
| | | | | | [PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")] | |
| 3 | <p>Menjunjung tinggi kejujuran, kebenaran, dan keadilan dalam menjalani kehidupan pribadi, sosial, dan profesional</p> <p>Uphold honesty, truth, and justice in living your personal, social, and professional life</p> | <p>3.1. Mengidentifikasi nilai kejujuran, kebenaran, dan keadilan</p> <p>3.2. Mengembangkan perilaku jujur, adil, dan benar</p> <p>3.3. Mengimplementasikan tauhid dalam beragama</p> <p>3.1. Identify the values of honesty, truth, and justice</p> <p>3.2. Develop behavioral honest, fair, and true</p> <p>3.3. Implementing monotheism in religion</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique: Powerpoint</p> | | <p>Lectures, discussions, questions and answers, identifications, reflections, assignments, Zoom Meetings</p> <p>Penugasan 3: Menjelaskan nilai kejujuran, kebenaran, dan keadilan berdasarkan referensi 1,10,12; Mendiskusikan perbuatan yang menjunjung tinggi nilai kejujuran, kebenaran, dan keadilan; Mengidentifikasi perbuatan yang termasuk tauhidullah</p> <p>Assignment 3: Explaining the concept of moral values and religious norms in building national</p> | Reference 1, 10, 12, 13, 14 |

| | | | | | | | |
|----------|---|---|--|--|---|-------------------------|--|
| | | | | | <p>character based on references 1,2,3,10; Identify Islamic spirituality values based on reference 2.10; Discuss the concept of divinity from various sources (sociological, philosophical, theological, and historical) based on references 10,12,13</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
| 4 | <p>Menunjukkan sikap tobat (selalu introspeksi dan koreksi diri) untuk selalu berpegang pada nilai-nilai kebenaran Ilahiah, memiliki sikap wara 19 (selalu berhati-hati dalam bersikap dan berperilaku) dengan selalu mengacu kepada prinsip-prinsip halal dan baik; zuhud (sederhana dan berorientasi akhirat); mensyukuri nikmat Allah</p> <p>Demonstrate an attitude of repentance (always</p> | <p>4.1. Menjelaskan sikap tobat dalam beragama 4.2. Menjelaskan sikap wara dan zuhud (sederhana dan berorientasi akhirat) 4.3. Menjelaskan kebahagiaan hakiki dalam agama Melakukan introspeksi dalam kehidupan</p> <p>4.1. Explain the attitude of repentance in religion 4.2. Explaining the attitude of wara and zuhud (simple and oriented to the hereafter) 4.3. Explaining true happiness in religion Doing introspection in life</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique: Powerpoint</p> | | <p>Lectures, discussions, presentations, questions and answers, identifications, assignments, Zoom Meetings</p> <p>Penugasan 4: Menjelaskan cara memperoleh kebahagiaan menurut agama; Mengidentifikasi nilai-nilai spiritualitas untuk memperoleh kebahagiaan;</p> | Reference 1,2,3, 12, 13 | |

| | | | | | | | |
|---|--|---|--|--|---|-----------------------|--|
| | introspection and self-correction) to always hold on to the values of divine truth, have a wara attitude (always be careful in attitude and behavior) by always referring to the principles of lawful and good; zuhud (simple and hereafter oriented); grateful for Allah's blessings | | | | Mendiskusikan cara-cara manusia memperoleh kebahagiaan Assignment 4: Explain how to get happiness according to religion; Identify spiritual values to obtain happiness; Discuss the ways humans get happiness [PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")] | | |
| 5 | Memiliki sikap sabar dan tawakkal (menyikapi semua problematika kehidupan secara positif dan menerimanya sebagai kebaikan dari Tuhan); mensyukuri karunia Allah berupa nikmat iman, Islam, dan kehidupan; menunjukkan sikap ikhlas (melakukan segala aktivitas tanpa pamrih dan hanya karena Allah: Ridlo terhadap keputusan Allah dan | <p>5.1. Menjelaskan sikap sabar, tawakkal, ridlo dan syukur</p> <p>5.2. Mengidentifikasi sikap dan perilaku sabar, tawakkal, ridlo dan syukur</p> <p>5.3. Memberi contoh sikap sigap dalam menghadapi musibah dan bencana</p> <p>5.1. Explain the attitude of patience, trust, ridlo and gratitude</p> <p>5.2. Identify the attitudes and behaviors of patience, tawakkal, ridlo and gratitude</p> <p>5.3. Give an example of alertness in the face of disasters and calamities</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique: Powerpoint</p> | | Lectures, discussions, presentations, questions and answers, reflections, assignments, Zoom Meetings Penugasan 5: Menjelaskan sikap sabar, tawakkal, ridlo dan syukur; Mendiskusikan sikap sabar, tawakkal dalam menjalani kehidupan, ridlo dalam menghadapi musibah dan bencana; | Reference 1, 6, 12 | |

| | | | | | | | |
|----------|--|---|--|--|---|---------------------|--|
| | <p>sigap menghadapi musibah dan bencana.</p> <p>Have a patient and trusting attitude (responding to all the problems of life positively and accepting it as a goodness from God); be grateful for God's gifts in the form of the favors of faith, Islam, and life; showing a sincere attitude (doing all activities selflessly and only because of Allah: Ridlo to Allah's decisions and ready to face calamities and disasters.</p> | | | | <p>Menganalisis kejadian bencana atau musibah dan memberikan solusi mensikapinya dengan pendekatan spritual</p> <p>Assignment 5: Explain the attitude of patience, tawakkal, ridlo and gratitude; Discuss the attitude of patience, tawakkal in living life, ridlo in the face of calamities and disasters; Analyzing disaster or disaster events and providing solutions to respond to them with a spiritual approach</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
| 6 | <p>Memahami esensi dan urgensi integrasi iman, Islam, dan Ihsan dalam pembentukan insan kamil, mengkreasi pemetaan konsistensi dan koherensi pokok-pokok ajaran Islam</p> | <p>6.1. Menjelaskan esensi ajaran Islam 6.2. Menjelaskan urgensi integrasi iman, Islam, dan ihsan 6.3. Membangun argumen tentang karakteristik insan kamil 6.4. Mewujudkan pribadi Insan Kamil dalam kehidupan</p> <p>6.1. Explain the essence of Islamic teachings</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> | | <p>Lectures, discussions, presentations, questions and answers, illustrations, assignments, Zoom Meetings</p> <p>Penugasan 6:</p> | Reference 1,7,12 | |

| | | | | | | |
|---|--|---|---|---|---------------------|--|
| | <p>sebagai implementasi iman, Islam, dan ihsan</p> <p>Understanding the essence and urgency of the integration of faith, Islam, and Ihsan in the formation of human beings, creating a mapping of consistency and coherence of the main points of Islamic teachings as the implementation of faith, Islam, and Ihsan</p> | <p>6.2. Explaining the urgency of integrating faith, Islam, and ihsan</p> <p>6.3. Building arguments about the characteristics of our human beings</p> <p>6.4. Realizing the personal of Insan Kamil in life</p> | <p>Technique: Powerpoint</p> | <p>Menjelaskan esensi ajaran Islam berdasarkan referensi 1, 6, 12; Mendiskusikan urgensi iman, Islam, dan ihsan; Menganalisis karakteristik Insan Kamil</p> <p>Assignment 6: Explaining the essence of Islamic teachings based on references 1, 6, 12; Discuss the urgency of faith, Islam, and ihsan; Analyzing the characteristics of Kamil People</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
| 7 | <p>Memiliki komitmen untuk membangun dunia yang damai, aman, sejahtera, antiradikalisme sebagai implementasi ajaran Islam, menganalisis sumber ajaran Islam dan kontekstualisasinya dalam membangun dunia</p> | <p>7.1. Menunjukkan sikap komitmen untuk membangun dunia yang damai</p> <p>7.2. Mengidentifikasi paham-paham radikal yang mengancam kedamaian dunia</p> <p>7.3. Menjelaskan pentingnya paradigma qurani dalam mewujudkan tatanan dunia yang damai</p> <p>7.4. Menjelaskan ajaran Islam tentang toleransi (tasamuh), moderasi (tawasuth), adil (tawazun) dan</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique:</p> | <p>Lectures, discussions, presentations, questions and answers, illustrations, assignments, Zoom Meetings</p> <p>Penugasan 7: Menjelaskan maksud membangun dunia yang</p> | Reference 1,7,12 | |

| | | | | | | |
|--|---|--|-------------------|--|--|--|
| | <p>yang damai dan nilai tasamuh, tawasut, dan tawazun, menyajikan hasil penelaahan konseptual tentang sumber ajaran Islam dalam membangun dunia yang damai.</p> <p>Have a commitment to build a world of peace, security, prosperity, anti-radicalism as the implementation of Islamic teachings, analyze the sources of Islamic teachings and their contextualization in building a peaceful world and the values of tasamuh, tawasut, and tawazun, present the results of a conceptual study of the sources of Islamic teachings in building a world that is peace.</p> | <p>implementasinya dalam membangun dunia yang damai</p> <p>7.1. Shows the attitude of commitment to build a world of peace</p> <p>7.2. Identify radical ideas that threaten world peace</p> <p>7.3. Explain the importance of the Qur'anic paradigm in realizing a peaceful world order</p> <p>7.4. Explaining Islamic teachings about tolerance (tasamuh), moderation (tawasuth), justice (tawazun) and their implementation in building a peaceful world</p> | <p>Powerpoint</p> | <p>damai dengan paradigma qurani berdasarkan referensi 1,7,12;</p> <p>Mendiskusikan paradigma qurani dalam menghadapi kehidupan modern;</p> <p>Menugaskan mahasiswa membuat laporan telaah tentang sumber ajaran Islam dan kontekstualnya dalam kehidupan modern</p> <p>Assignment 7: Explaining the purpose of building a peaceful world with the Qur'anic paradigm based on references 1,7,12; Discuss the Qur'anic paradigm in dealing with modern life; Assigning students to make research reports on the sources of Islamic teachings and their contextual context in modern life</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
|--|---|--|-------------------|--|--|--|

| | | | | | | | |
|----------|---|---|--|--|--|--------------------------|--|
| | | | | | | | |
| 8 | Evaluasi Tengah Semester / Ujian Tengah Semester Midterm Exam | | | | | | |
| 9 | <p>Memahami ajaran Islam dalam konteks kemodernan dan keindonesiaan</p> <p>Understanding Islamic teachings in the context of modernity and Indonesianness</p> | <p>9.1. Menjelaskan kontekstualisasi ajaran Islam dalam komodernan dan keindonesia</p> <p>9.2. Menelusuri variasi pemahaman dan pengamalan agama</p> <p>9.3. Mengembangkan sikap moderat dalam beragama</p> <p>9.1. Explain the contextualization of Islamic teachings in modernity and Indonesia</p> <p>9.2. Exploring variations in understanding and practicing religion</p> <p>9.3. Developing moderation in religion</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique: Powerpoint</p> | | <p>Lectures, discussions, presentations, questions and answers, illustrations, assignments, Zoom Meetings</p> <p>Penugasan 8: Mendiskusikan ajaran Islam dalam kemodernan dan keindonesiaan berdasarkan referensi 1,8,9,12; Menjelaskan varian pemahaman dan pengamalan agama di kalangan umat Islam; Memberikan contoh sikap moderat dalam beragama</p> <p>Assignment 8: Discussing Islamic teachings in modernity and Indonesianness based on references 1,8,9,12; Explain the variants of understanding and</p> | Reference 1, 8, 9, 12 | |

| | | | | | | | |
|----|---|--|---|--|--|--------------------------|--|
| | | | | | practice of religion among Muslims; Give an example of moderate attitude in religion [PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")] | | |
| 10 | Memahami ajaran Islam tentang literasi digital dan menyajikan hasil studi kasus tentang perkembangan IT dan dampaknya bagi perilaku keagamaan masyarakat modern Understanding Islamic teachings on digital literacy and presenting the results of case studies on the development of IT and its impact on the religious behavior of modern society | 10.1. Menjelaskan ajaran Islam tentang tabayyun informasi, larangan menyebarkan Hoax, hate speech, cyber sex, dll. 10.2. Menganalisis fakta perkembangan sosial media, game online dan kesiapan masyarakat dalam menghadapinya 10.3. Membuat laporan studi kasus perkembangan IT dan dampaknya bagi perilaku keagamaan masyarakat modern. 10.4. Mempresentasikan hasil studi lapangan 10.1. Menjelaskan ajaran Islam tentang tabayyun informasi, larangan menyebarkan Hoax, hate speech, cyber sex, dll. 10.2. Menganalisis fakta perkembangan sosial media, game online dan kesiapan masyarakat dalam menghadapinya 10.3. Membuat laporan studi kasus perkembangan IT dan dampaknya bagi perilaku keagamaan masyarakat modern. 10.4. Mempresentasikan hasil studi lapangan | Kriteria: Holistik Criteria: Holistic Teknik: Powerpoint Technique: Powerpoint | | Discussion, question and answer, identification, assignment Penugasan 9: Menjelaskan ajaran Islam tentang tabayyun informasi, larangan menyebarkan Hoax, hate speech, cyber sex, dll; Menganalisis fakta perkembangan sosial media, game online dan kesiapan masyarakat dalam menghadapinya; Membuat laporan studi kasus perkembangan IT dan dampaknya bagi perilaku keagamaan masyarakat modern; | Reference 1, 8, 9, 12 | |

| | | | | | | | |
|----|---|--|--|--|---|------------------------|--|
| | | | | | <p>Mempresentasikan hasil studi lapangan</p> <p>Assignment 9: Explaining Islamic teachings about tabayyun of information, prohibition of spreading hoaxes, hate speech, cyber sex, etc.; Analyzing the facts of the development of social media, online games and the community's readiness to deal with them; Making case study reports of IT developments and their impact on the religious behavior of modern society; Presenting the results of field studies</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
| 11 | Menganalisis agama sebagai salah satu parameter persatuan dan kesatuan bangsa dalam | 11.1.Menjelaskan keberagaman dalam hal agama, suku bangsa, dan budaya dalam bingkai NKRI | <p>Kriteria: Holistik</p> <p>Criteria:</p> | | Lecture, question and answer, discussion, collaborative, case study, presentation | Reference 1, 9, 12, 13 | |

| | | | | | | |
|--|---|--|--|---|--|--|
| | <p>wadah Negara Kesatuan Republik Indonesia, memiliki kesadaran dan sikap turut bertanggung jawab dalam menciptakan kerukunan di antara umat dan antar-umat beragama sebagai salah satu parameter persatuan dan kesatuan bangsa</p> <p>Analyzing religion as one of the parameters of the unity and integrity of the nation in the unitary state of the Republic of Indonesia, having the awareness and attitude of being responsible in creating harmony among the people and among religious people as one of the parameters of the unity and integrity of the nation</p> | <p>11.2.Mengidentifikasi keberagaman dalam berbagai aspek, khususnya dalam hal agama, suku bangsa, dan budaya Mengembangkan sikap toleran/menghormati</p> <p>11.1. Explaining diversity in terms of religion, ethnicity, and culture within the framework of the Unitary State of the Republic of Indonesia</p> <p>11.2. Identify diversity in various aspects, especially in terms of religion, ethnicity, and culture Develop a tolerant/respectful attitude</p> | <p>Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique: Powerpoint</p> | <p>Zoom Meeting</p> <p>Penugasan 10: Mendiskusikan ajaran Islam tentang pentingnya tabayyun informasi dan larangan menyebar berita bohong, cyber sex, hate speech, dll; Menugaskan mahasiswa membuat laporan studi kasus tentang kemajuan teknologi informasi dan dampaknya bagi perilaku keagamaan masyarakat modern berdasarkan referensi 1,8,9,12</p> <p>Assignment 10: Discussing Islamic teachings about the importance of tabayyun of information and the prohibition of spreading false news, cyber sex, hate speech, etc.; Assigning students to make case study reports about advances in information technology and its impact on the religious behavior of</p> | | |
|--|---|--|--|---|--|--|

| | | | | | | | |
|----|--|--|---|--|---|--------------------------|--|
| | | | | | modern society based on references 1,8,9,12 [PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")] | | |
| 12 | Memahami konsep lptek, politik, sosial-budaya, ekonomi, dan pendidikan dalam perspektif Islam, memahami sumber ajaran Islam dan kontekstualisasinya dalam kehidupan modern Understanding the concepts of science and technology, politics, socio-culture, economics, and education in an Islamic perspective, understanding the sources of Islamic teachings and their contextualization in modern life | 12.1. Menjelaskan konsep lptek dalam perspektif Islam 12.2. Menjelaskan konsep politik dalam perspektif Islam 12.3. Menjelaskan konsep sosial-budaya dalam perspektif Islam 12.4. Menjelaskan konsep ekonomi dalam perspektif Islam 12.5. Menjelaskan konsep pendidikan dalam perspektif Islam 12.6. Menjelaskan kontekstualisasi ajaran Islam dalam kehidupan modern 12.7. Mempresentasikan hasil analisis tentang kontekstualisasi ajaran Islam 12.1. Explaining the concept of science and technology in an Islamic perspective 12.2. Explaining the concept of politics in an Islamic perspective 12.3. Explaining socio-cultural concepts from an Islamic perspective 12.4. Explaining the concept of economics in an Islamic perspective 12.5. Explaining the concept of education in an Islamic perspective 12.6. Explain the contextualization of Islamic teachings in modern life | Kriteria: Holistik Criteria: Holistic Teknik: Powerpoint Technique: Powerpoint | | Lecture, question and answer, discussion, collaborative, presentation Zoom Meeting Penugasan 11: Mendiskusikan pluralitas dalam hal agama, suku bangsa, dan budaya dalam bingkai NKRI berdasarkan referensi 1, 9, 12, 13; Mendiskusikan strategi membangun persatuan di tengah perbedaan; Mengidentifikasi pluralitas dalam konteks Indonesia; Melakukan studi kasus pluralitas dalam konteks Indonesia; Memberikan ilustrasi sikap toleran di tengah pluralitas dalam berbagai aspek | Reference 1, 5, 9, 12 | |

| | | | | | | | |
|-----------|--|--|--|--|--|-----------------------|--|
| | | 12.7. Presenting the results of the analysis on the contextualization of Islamic teachings | | | <p>Assignment 11: Discussing plurality in terms of religion, ethnicity, and culture within the framework of the Unitary State of the Republic of Indonesia based on references 1, 9, 12, 13; Discuss strategies to build unity in the midst of differences; Identifying plurality in the Indonesian context; Conduct case studies of plurality in the Indonesian context; Illustrate a tolerant attitude in the midst of plurality in various aspects</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
| 13 | Memiliki sikap terbuka dan tanggap terhadap dinamika kehidupan modern dengan mengaktualisasikan prinsip al-muafazah al-1 al-qadBm al-sh1lih wa al- | 13.1. Menerima dengan sikap terbuka tentang modernisasi dengan tetap berpegang teguh pada ajaran Islam 13.2. Mengidentifikasi mozaik kasus dan solusi atas problema modern (Iptek, politik, sosial-budaya, ekonomi, dan pendidikan) | Kriteria: Holistik Criteria: Holistic Teknik: | | Lecture, question and answer, discussion, collaborative, presentation Zoom Meeting Penugasan 12: | Reference 1, 5, 9, 12 | |

| | | | | | | | |
|----|---|--|--|--|--|--------------------------|--|
| | <p>akhdzu bi al-jadBd al-ashlah), menyajikan mozaik kasus dan solusi terkait konsep Iptek, politik, sosialbudaya, ekonomi, dan pendidikan dalam perspektif Islam</p> <p>Have an open and responsive attitude to the dynamics of modern life by actualizing the principles of al-muafazhah al1 al-qadBm al-sh1lih wa al-akhdzu bi al-jadBD al-ashlah), presenting a mosaic of cases and solutions related to the concepts of science and technology, politics, socio-culture, economics, and education in an Islamic perspective</p> | <p>13.3.Menyajikan kasus dan solusi Islam atas problema kekinian</p> <ol style="list-style-type: none"> Accept with an open attitude about modernization by sticking to the teachings of Islam Identify case mosaics and solutions to modern problems (science and technology, politics, socio-culture, economy, and education) Presenting cases and Islamic solutions to contemporary problems | <p>Powerpoint</p> <p>Technique: Powerpoint</p> | | <p>Menjelaskan konsep Iptek dalam Islam; Mendiskusikan kontekstualisasi ajaran Islam dalam kehidupan modern</p> <p>Assignment 12: Explain the concept of science and technology in Islam; Discuss the contextualization of Islamic teachings in modern life</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
| 14 | <p>Memahami kontribusi Islam dalam perkembangan sejarah peradaban dunia, memiliki sikap tawadlu 19 (rendah hati) sebagai pribadi, ilmuwan, dan professional, menyajikan</p> | <ol style="list-style-type: none"> Menelusuri pertumbuhan dan perkembangan peradaban Islam Menjelaskan faktor penyebab kemajuan dan kemunduran peradaban Islam Menjelaskan kontribusi Islam dalam Peradaban Dunia Menunjukkan sikap tawadlu 19 sebagai insan akademis (mahasiswa) | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> | | <p>Lecture, question and answer, discussion, collaborative, presentation Zoom Meeting</p> <p>Penugasan 13:</p> | Reference 1,9, 12, 13 | |

| | | | | | | |
|--|--|---|---|--|--|--|
| | <p>hasil kajian perseorangan atau kelompok mengenai suatu kasus terkait kontribusi Islam dalam perkembangan sejarah peradaban dunia</p> <p>Understanding the contribution of Islam in the historical development of world civilization, having a humble attitude as a person, scientist, and professional, presenting the results of individual or group studies regarding a case related to the contribution of Islam in the historical development of world civilization</p> | <p>14.1. Tracing the growth and development of Islamic civilization</p> <p>14.2. Explain the factors that cause the progress and decline of Islamic civilization</p> <p>14.3. Explaining the contribution of Islam in the Civilization of the World</p> <p>14.4. Showing the attitude of tawadlu 19 as an academic person (student)</p> | <p>Technique: Powerpoint</p> | <p>Mendiskusikan sikap terbuka dalam beragama (studi kasus) berdasarkan referensi 1, 5, 9, 12; Mendiskusikan cara umat Islam menyikapi modernisasi; Mengidentifikasi mozaik kasus dan solusi atas problema modern; Melakukan studi kasus kontekstualisasi ajaran Islam di Indonesia</p> <p>Assignment 13: Discussing openness in religion (case studies) based on references 1, 5, 9, 12; Discuss how Muslims respond to modernization; Identify case mosaics and solutions to modern problems; Conduct a case study of the contextualization of Islamic teachings in Indonesia</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | | |
|--|--|---|---|--|--|--|

| | | | | | | | | |
|----|--|--|--|--|--|------------------------|--|--|
| 15 | <p>Memahami peran dan fungsi masjid kampus sebagai pusat pengembangan budaya Islam Membuat desain program masjid kampus sebagai pusat pengembangan budaya Islam</p> <p>Understanding the role and function of the campus mosque as a center for developing Islamic culture. Designing a campus mosque program as a center for developing Islamic culture</p> | <p>15.1. Menjelaskan peran dan fungsi masjid 15.2. Menelusuri konsep dan fungsi masjid dalam membangun budaya Islam 15.3. Menjadikan masjid kampus sebagai pusat kegiatan 15.4. Membuat hasil kerja kelompok tentang program kegiatan masjid kampus di Surabaya</p> <p>15.1. Explain the role and function of the mosque 15.2. Exploring the concept and function of mosques in building Islamic culture 15.3. Making the campus mosque a center of activities 15.4. Making the results of group work about the campus mosque activity program in Surabaya</p> | <p>Kriteria: Holistik</p> <p>Criteria: Holistic</p> <p>Teknik: Powerpoint</p> <p>Technique: Powerpoint</p> | | <p>lectures, religious tours, collaborative, discussions, presentations Zoom Meeting</p> <p>Penugasan 14: Menjelaskan pertumbuhan dan perkembangan peradaban Islam berdasarkan referensi 1,9,12,13; Mendiskusikan faktor penyebab kemajuan dan kemunduran peradaban Islam</p> <p>Assignment 14: Explaining the growth and development of Islamic civilization based on references 1,9,12,13; Discuss the factors that cause the progress and decline of Islamic civilization</p> <p>[PB: 1x(2x50")] [PT+KM: (1+1)x(2x60")]</p> | Reference 1, 11, 12 | | |
| 16 | Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination | | | | | | | |

Catatan:

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan, dan keterampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/ pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, keterampilan umum, keterampilan khusus, dan pengetahuan.
3. CP Mata Kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif dan kualitatif.
7. Teknik penilaian: tes dan non-tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian kepada Masyarakat, dan/atau bentuk pembelajaran lain yang setara.
9. Metode pembelajaran: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot penilaian adalah prosentase penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tersebut dan totalnya 100%.
12. PB=Proses Belajar, PT=Penugasan Terstruktur, KM=Kegiatan Mandiri.

Notes:

1. Learning Outcomes of Study Programs (CPL-PRODI) are abilities possessed by each graduate of the Study Program which are the internalization of attitudes, assignment of knowledge, and skills according to the level of study programs obtained through the learning process.
2. The CPL that is charged to the course is a number of learning outcomes for graduates of the study program (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitudes, general skills, special skills, and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. Subject Sub-CP (Sub-CPMK) is the ability that is described specifically for the learning material of the course.
5. Indicators of the assessment of ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.

6. Assessment Criteria are benchmarks used as measures or benchmarks for learning achievement in assessment based on predetermined indicators. The assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be both quantitative and qualitative.
7. Assessment techniques: test and non-test.
8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service, and/or other equivalent forms of learning.
9. Learning methods: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, and other equivalent methods.
10. Learning materials are details or descriptions of study materials that can be presented in the form of several main points and sub-topics.
11. The weight of the assessment is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK and the total is 100%.
12. PB=Learning Process, PT=Structured Assignments, KM=Independent Activities.