



<b>Deskripsi Singkat MK</b>	The Religious course aims to form the student's personality (kaffah) by making Islamic teachings the basis for thinking, behaving, and behaving in scientific and professional development. A complete personality can only be realized if every student is instilled in faith and piety to Allah SWT. Faith and piety will only materialize if supported by the development of its elements: insight/knowledge about Islam, religious attitudes, skills in carrying out Islamic teachings, commitment to Islam, self-confidence as a Muslim, and skills in carrying out religious teachings. In the psycho-social constellation, both as individuals, family members, community members, and 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 lecture also integrates Anti-Corruption Education material and religious moderation. Lectures include case study analysis, presentations and discussions, project assignments/problem-solving, and reflection.						
<b>Pustaka</b>	<b>Utama :</b>	<ol style="list-style-type: none"> <li>1. Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani.</li> <li>2. Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset.</li> <li>3. Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia. Jakarta: Teraju.</li> <li>4. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin</li> <li>5. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah. Bandung: ADPISI Press</li> <li>6. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS.</li> <li>7. Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka. -----, 2008. Islam Agama Peradaban. Jakarta: Paramadina</li> <li>8. Sukidi. 2002. Kecerdasan Spiritual. Jakarta: Gramedia</li> <li>9. Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta</li> <li>10. Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</li> <li>11. Tim Dosen PAI-Unesa. 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum. Surabaya: Unesa University Press.</li> <li>12. Toshihiko, Izutsu. 2003. Konsep-konsep Etika Religius dalam Al-Quran. (Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya</li> </ol>					
	<b>Pendukung :</b>						
<b>Dosen Pengampu</b>							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]		Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students coverage and scientific development of the basic foundations of religious education	<ol style="list-style-type: none"> <li>1. Demonstrate a deep understanding of the fundamentals of religious education, such as the principles of theology, ethics and spirituality.</li> <li>2. Able to explain the relationship between religion and education scientifically.</li> </ol>	<b>Kriteria:</b> Able to explain comprehensively and critically.  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	- -	lecture, question and answer, and discussion via online, zoom, google meet. 2x50	<b>Materi:</b> basic concepts of religious education <b>Pustaka:</b> Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani.	3%

2	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Able to identify the main sources of Islamic knowledge, and Can explain basic concepts accurately.	<b>Kriteria:</b> 1. Understanding is in-depth and in line with authoritative references. 2. Relevant and in-depth analysis with strong reference support.  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	- -	lecture, question and answer, and discussion via online, zoom, google meet. 2x50	<b>Materi:</b> konsep tentang pendidikan agama <b>Pustaka:</b> Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset.  <b>Materi:</b> Concept of Religious Education <b>Pustaka:</b> Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset.	3%
3	students are able to understand more about religious material	students have understood the concept and basis of religious education.	<b>Kriteria:</b> students can provide feedback from the material explanation  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	-	lecture, question and answer, and discussion via zoom, gmeet 2x50	<b>Materi:</b> added to the explanation of the previous meeting <b>Pustaka:</b> Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset.	5%
4	Students are able to understand universal values in religious teachings, such as justice, compassion, and humanity.	Students are able to explain the definition of religion clearly, the function of religion in life, and provide examples of applications of religious concepts with strong and structured arguments.	<b>Kriteria:</b> Students are able to mention the universal values of religion, explain their relevance, and provide concrete applicative examples.  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	- -	lecture, question and answer, and discussion via gmeet, zoom 2x50	<b>Materi:</b> universal values of religion <b>Pustaka:</b> Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia. Jakarta: Teraju.	4%
5	Students are able to explain the role of Islamic science in building civilization and solving social problems.	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<b>Kriteria:</b> Student explanations are clear, structured, and in line with references.  <b>Bentuk Penilaian :</b> Tes	- -	lectures and discussions via gmeet and zoom 2x50	<b>Materi:</b> explanation of the role of Islamic science <b>Pustaka:</b> Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia. Jakarta: Teraju.	2%

6	Students are able to explain the role of Islamic science in building civilization and solving social problems.	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<b>Kriteria:</b> Student explanations are clear, structured, and in line with references.  <b>Bentuk Penilaian :</b> Tes	- -	lectures and discussions via gmeet and zoom 2x50	<b>Materi:</b> explanation of the role of Islamic science <b>Pustaka:</b> <i>Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerpannya di Indonesia. Jakarta: Teraju.</i>	4%
7	Students are able to explain the role of Islamic science in building civilization and solving social problems.	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<b>Kriteria:</b> Student explanations are clear, structured, and in line with references.  <b>Bentuk Penilaian :</b> Tes	- -	lectures and discussions via gmeet and zoom 2x50	<b>Materi:</b> explanation of the role of Islamic science <b>Pustaka:</b> <i>Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerpannya di Indonesia. Jakarta: Teraju.</i>	4%
8	Students are able to explain the role of Islamic science in building civilization and solving social problems.	Sesame midterm exam (UTS)	<b>Kriteria:</b> Sesame midterm exam (UTS)  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes	- -	Written test 2x50	<b>Materi:</b> All Materials <b>Pustaka:</b> <i>Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka. -----  -----  2008. Islam Agama Peradaban. Jakarta: Paramadina</i>	20%
9	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<b>Kriteria:</b> Student explanations are clear, structured, and in line with references.  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	- -	lectures and discussions via gmeet and zoom 2 x 50	<b>Materi:</b> Explanation of the role of Islamic science <b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i>	4%

10	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<p><b>Kriteria:</b> Student explanations are clear, structured, and in line with references.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	- -	lectures and discussions via gmeet and zoom 2 x 50	<p><b>Materi:</b> Explanation of the role of Islamic science</p> <p><b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i></p>	5%
11	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<p><b>Kriteria:</b> Student explanations are clear, structured, and in line with references.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	- -	lectures and discussions via gmeet and zoom 2 x 50	<p><b>Materi:</b> Explanation of the role of Islamic science</p> <p><b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i></p>	5%
12	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<p><b>Kriteria:</b> Student explanations are clear, structured, and in line with references.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	- -	lectures and discussions via gmeet and zoom 2 x 50	<p><b>Materi:</b> Explanation of the role of Islamic science</p> <p><b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i></p>	5%
13	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<p><b>Kriteria:</b> Student explanations are clear, structured, and in line with references.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	- -	lectures and discussions via gmeet and zoom 2 x 50	<p><b>Materi:</b> Explanation of the role of Islamic science</p> <p><b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i></p>	6%

14	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<b>Kriteria:</b> Student explanations are clear, structured, and in line with references.  <b>Bentuk Penilaian :</b> Tes	- -	lectures and discussions via gmeet and zoom 2 x 50	<b>Materi:</b> Explanation of the role of Islamic science <b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i>	4%
15	Understand the basic concepts of Islamic science and be able to identify the main sources (Qur'an, Hadith, and classical Islamic literature).	Students are able to explain the role of Islamic science in building civilization and solving social problems.	<b>Kriteria:</b> Student explanations are clear, structured, and in line with references.  <b>Bentuk Penilaian :</b> Tes	- -	lectures and discussions via gmeet and zoom 2 x 50	<b>Materi:</b> Explanation of the role of Islamic science <b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i>	6%
16	Final Semester Exams (UAS)	Final Semester Exams (UAS)	<b>Kriteria:</b> Final Semester Exams (UAS)  <b>Bentuk Penilaian :</b> Tes	- -	Written Test 2 x 50	<b>Materi:</b> Explanation of the role of Islamic science <b>Pustaka:</b> <i>Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</i>	20%

#### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Tes	50%
		100%

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya 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, ketrampilan umum, ketrampilan 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-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat 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. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk 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 yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.