



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate
Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																										
Religious Education (MKWU)	8620702184		T=2 P=0 ECTS=3.18	1	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																										
		Kartika Rinakit Adhe, S.Pd., M.Pd.																																										
Learning model	Case Studies																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																														

This Islamic Religious Education course provides provisions for the formation of students' complete personality (kaffah) by making Islamic teachings the basis for thinking, acting and behaving in their scientific and professional development. This means that a complete personality can only be realized if every student has faith and piety in Allah SWT. Faith and piety will only be realized if supported by the development of its elements, namely: insight/knowledge about Islam (Islamic knowledge), religious dispositions (attitude), skills in carrying out Islamic teachings (Islamic skills), commitment to Islam (Islamic commitment), self-confidence as a Muslim (moslem confidence), and skills in implementing religious teachings (Islamic competence). In the psycho-social constellation, whether as a person, family member, community member, or as an Indonesian citizen, this course upholds the values of divinity, humanity, unity, deliberation and justice within the framework of Pancasila and the Republic of Indonesia. Learning is carried out by applying a constructivist approach. The learning methods used are discussions, lectures, group presentations and project work by conducting interviews, observing and preparing reports.

- Alquran dan Terjemahannya, 2014. Jakarta : Kementerian Agama Republik Indonesia.
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Juhaya S. Praja. 2002. *Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia* . Jakarta: Teraju.
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Maman. 2012 . *Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam*. Bogor: QMM Publishin
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Mustaqim, Abdul. 2012. *Epistemologi Tafsir Kontemporer*. Yogyakarta: LKIS.
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Tim Dosen PAI-Unesa, 2010. *Pendidikan Agama Islam pada Perguruan Tinggi Umum*. Surabaya : Unesa University Press.
Tim Dosen PAI-Unesa. 2002, *Islam Rahmatan Lil 'Alamin. (2002)* , Surabaya : Unesa University Press.
Toshihiko, Izutsu, 2003. *Konsep-konsep Etika Religius dalam Al-Quran.*(Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya.
Zakiah Daradjat, 2000. *Pendidikan Agama Islam pada Perguruan Tinggi Umum*. Jakarta : Depag RI.

Supporters:

Supporting lecturer
Dr. Anung Priambodo, S.Pd., M.Psi.T.
Prof.Dr. Mutimmatul Faidah, S.Ag., M.Ag.
Nurul Hikmah, Lc., M.HI.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand the concept of learning Islamic Religious Education in Higher Education	a. Implementing a lecture contract b. Explain the objectives and functions of PAI at PTU c. Conveying PAI philosophical and theological arguments taught at PTU d. Demonstrate a positive attitude/behavior in attending Islamic religious education lectures	Criteria: 1.Assessment rubric 2.A: Very Good 3.B: OK 4.C: Enough 5.D : Kuran	Expository, question and answer, discussion, assignment 2 X 50			0%
2	Students understand the concept of God and have a caring attitude towards moral values and religious norms as one of the determinants in building national character	aa Arrange arguments for human needs for God bb Explain the various religions and beliefs that humans believe in. cc Identify examples of individual and social monotheism dd Explain moral values and religious norms as one of the determinants of national life	Criteria: 1.A: Very Good 2.B: OK 3.C: Enough 4.D: Kuran	Expository, question and answer, discussion, assignment 4 X 50			0%

3	Students understand the concept of God and have a caring attitude towards moral values and religious norms as one of the determinants in building national character	aa Arrange arguments for human needs for God bb Explain the various religions and beliefs that humans believe in. cc Identify examples of individual and social monotheism dd Explain moral values and religious norms as one of the determinants of national life	Criteria: 1.A: Very Good 2.B: OK 3.C: Enough 4.D: Kuran	Expository, question and answer, discussion, assignment 4 X 50			0%
4	Students understand the concept of tolerance between and within religious communities	a. Explain the concept of tolerance between and within religious communities b. Create an example of tolerance between religious communities in everyday life c. Give examples of differences in understanding between Islamic groups and how to respond to them	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, discussions, searching for library sources and assignments. 4 X 50			0%
5	Students understand the concept of tolerance between and within religious communities	a. Explain the concept of tolerance between and within religious communities b. Create an example of tolerance between religious communities in everyday life c. Give examples of differences in understanding between Islamic groups and how to respond to them	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, discussions, searching for library sources and assignments. 4 X 50			0%
6	Students understand the dynamics of contemporary religious groups in Islam	a. Explain the phenomenon of the emergence of religious groups b. Explain the factors causing the emergence of groups in Islam c. Name several religious groups that have developed in Indonesia and identify the basic concepts of their teachings.	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, discussions, searching for library sources and assignments. 2 X 50			0%
7	Students understand the dynamics of contemporary religious groups in Islam	a. Explain the phenomenon of the emergence of religious groups b. Explain the factors causing the emergence of groups in Islam c. Name several religious groups that have developed in Indonesia and identify the basic concepts of their teachings.	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, discussions, searching for library sources and assignments. 2 X 50			0%
8	UTS			2 X 50			0%

9	Having a commitment to building a world that is safe, peaceful and anti-radicalism	a. Demonstrate an attitude of commitment to building a peaceful world. Identifying forms of radicalism. Explaining the importance of the Koranic paradigm in building a world based on the principles of "Tawazun", "Tawasuth"	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative 2 X 50			0%
10	Having a commitment to building a world that is safe, peaceful and anti-radicalism	a. Demonstrate an attitude of commitment to building a peaceful world. Identifying forms of radicalism. Explaining the importance of the Koranic paradigm in building a world based on the principles of "Tawazun", "Tawasuth"	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative 2 X 50			0%
11	Having a commitment to building a world that is safe, peaceful and anti-radicalism	a. Demonstrate an attitude of commitment to building a peaceful world. Identifying forms of radicalism. Explaining the importance of the Koranic paradigm in building a world based on the principles of "Tawazun", "Tawasuth"	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative 2 X 50			0%
12	Students understand the procedures for carrying out marriage and its laws in Islam and the concept of children's education	a. Explain the terms, pillars and laws of marriage b. Grouping the facts of marriage in society into categories of valid and false marriages c. Explain the rights and obligations of husband and wife in domestic life d. Identify the factors that cause divorce e. Formulate a strategy to form a sakinah, mawaddah, warahmah family. Explain the concept of children's education in Islam	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, case studies, and presentation of study results 2 X 50			0%
13	Students understand the concept of gender in Islam	a. Identify the similarities and differences between men and women b. Differentiate between sex and gender c. Explain the rights and obligations of men and women in Islam d. Explain the equal position of men and women in Islam	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, discussion, and searching for library sources and other references 6 X 50			0%
14							0%

15	Students understand the concept of gender in Islam	a. Identify the similarities and differences between men and women b. Differentiate between sex and gender c. Explain the rights and obligations of men and women in Islam d. Explain the equal position of men and women in Islam	Criteria: 1.A: Very Good 2.B: OK 3.C: EnoughP 4.D: Kuran	Cooperative learning, discussion, and searching for library sources and other references 6 X 50			0%
16	UAS			2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** 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 a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** 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 which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**