	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**	**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Capita Selecta Religion		8620602029		**T=2**	**P=0**	**ECTS=3.18**		7	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**				**Study Program Coordinator**	
		....		....				Putri Rachmadyanti, 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
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	students understand the problems of contemporary Islamic society in terms of various aspects (natural sciences, social sciences and humanities
References	**Main :**

1. Arifin, Kajian Selekta Pendidika Islam dan Umum
2. Djamaluddin dan Abdullah Aly, Kap[ita Selekta pendidikan islam
3. Hasbullah, Kapita selekta pendidikan Islam
4. Ali Hasan dan Mukti Ali, Kapita selekta pendidikan Islam
5. Hasbullah, Sejarah Pendidikan Islam di Indonesia, Lintasan Sejarah pertumbuhan dan perkembangan
6. Undang-Undang no. 20 Tahun 2003 tentang SISDIKNAS
7. Azumardi Azra, Esei-esei Intelektual Muslim dan Pendidikan Islam
8. Azumardi Azra, Pendidikan Islam Tradisi dan Modernisasi Menuju millenium Baru

Supporters:
Supporting lecturer	MOHAMMAD HUSNI ABDULLAH

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	Introduction to RPS	Students are able to briefly explain material related to the discussion of Capita Selecta for Islamic Education		10 X 50			0%
2	Educational problems as a social problem	1. students are able to explain the meaning of education and human needs for education 2. students are able to map the reciprocal influence between educational problems and other social problems		Describe the meaning of education and human needs for education and map the mutual influence between educational problems and other social problems 10 X 50			0%
3	Islamic education in the era of globalization	1. students are able to re-express the meaning of Islamic education and an overview of the era of globalization 2. students are able to identify opportunities and challenges for Islamic education in the era of globalization		Revealing the meaning of Islamic education and an overview of the era of globalization and identifying opportunities and challenges for Islamic education in the era of globalization 10 X 50			0%
4	The role of Islamic education in creating quality human resources	1. students can explain the meaning of quality human resources according to the concept of Islamic education 2. students are able to explain the ideal systems and methods for creating quality human resources		Detailing the meaning of quality human resources according to the concept of Islamic education and explaining the ideal systems and methods for creating 10 X 50 quality human resources			0%
5	Strategy for developing Islamic education in the face of advances in science and technology	1. Students mention the impact of advances in science and technology on human life. 2. Students are able to explain the strategy of Islamic education in dealing with the impact of advances in science and technology.		Students are able to state the impact of progress in science and technology on human life and explain the strategy of Islamic education in dealing with the impact of progress in science and technology 10 X 50			0%

6	Islamic Education within the framework of the National Education System (SISDIKNAS)	1. Students can explain the reciprocal relationship between Islamic education and national education. 2. Students can identify the role of Islamic education in improving the quality of national education		Students are able to explain the reciprocal relationship between Islamic education and national education and identify the role of Islamic education in improving the quality of national education 10 X 50			0%
7	The existence of Islamic boarding school educational institutions in the era of advances in science and technology	1. students can explain the nature of Islamic education 2. students are able to explain the goals of education		Students are able to explain the nature and objectives of Islamic education 10 X 50			0%
8	Midterm exam			10 X 50			0%
9	Higher education institutions in the midst of the rapid development of general education institutions	1. Students can explain briefly about madrasa educational institutions in Indonesia 2. Students can map efforts to improve the quality of Islamic education in madrasas		Students are able to explain briefly about madrasa educational institutions in Indonesia and map efforts to improve the quality of Islamic education in madrasas 10 X 50			0%
10	The role of the Ta'lim Council in the era of rapid growth of formal Islamic educational institutions	1. Students can explain a brief history of Majlis Ta'limn in Indonesia 2. Students can describe Majlis Ta'lim as an alternative Islamic educational institution		Explains a brief history of the ta'limn assembly in Indonesia and describes the ta'lim assembly as an alternative Islamic educational institution 10 X 50			0%
11	Islamic education in public education institutions	1. Students can explain the problems faced by Islamic education in general education institutions 2. Students can explain efforts to improve the quality of Islamic education in general education institutions		Students can explain the problems faced by Islamic education in general education institutions and explain efforts to improve the quality of Islamic education in general education institutions 10 X 50			0%

12	Guidance and Counseling in formal Islamic education institutions	1. Students can explain the purpose of providing BK in formal Islamic education institutions. 2. Students are able to explain the problems of BK in formal Islamic education institutions and their solutions.		Students can explain the purpose of organizing BK in formal Islamic education institutions and explain the problems of BK in formal Islamic education institutions and their solutions 10 X 50			0%
13	Islamic Education in the National Education System	1 Explaining the Problems of Islamic Education 2. Explaining the Principles of Islamic Education as a Scientific Discipline 3. Explaining the Islamic Education Model and its Orientation 4. Explaining the Strategy for the Development of Islamic Education in an Effort to Anticipate the Development of Science and Technology		10 X 50			0%
14	Islamic Boarding School as an Islamic Education System	Explaining Educators and Students Perspective of Islamic Education Explaining Facilities, Infrastructure, Facilities and Environment of Islamic Education Explaining Professionalism in Madrasa Management Explaining Islamic Education Systems and Methods		10 X 50			0%
15	Final exams			10 X 50			0%
16							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.