

# **SEMESTER LEARNING PLAN**

## **ISLAMIC EDUCATION COURSES (23U01110102)**



### **TEACHING TEAM**

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FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025

**STUDY PROGRAM OF MATEMATIKA - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY**

**Vision**

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

**Vision Strategy**

**Mission**

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

**Graduate Profiles**

Gagal diterjemahkan

**PLO charged to courses**

CPL-8 (S1) - The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

**Course Learning Outcomes (CLO)**

CPMK-1: Able to internalize the values of Islamic teachings contained in the basic framework of Islamic teachings (CPL8)

CPMK-2: Able to analyze religious values and diversity to achieve independent individuals with character with a spirit of social sensitivity (CPL8)

CPMK-3: Able to integrate Islamic teaching values with science and technology based on scientific disciplines both independently and in teams (CPL9)

**Sub-CLO**

Sub CPMK-1: Able to show the value of Islamic teachings contained in the basic framework of Islamic teachings (CPMK-1)

Sub CPMK-2: Able to analyze the existence of God based on the phenomena of God's creation (CPMK-1)

Sub CPMK-3: Able to internalize moral values in life (CPMK-1)

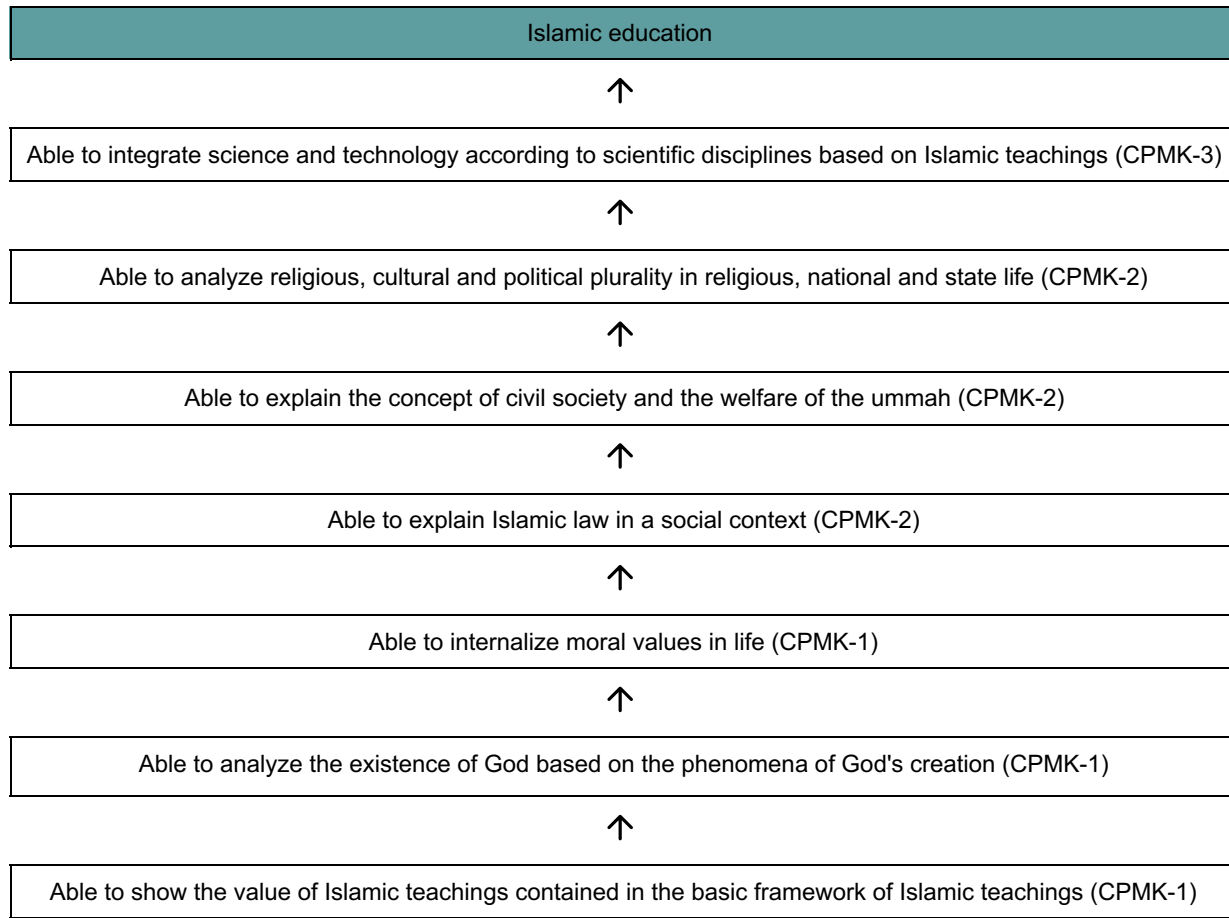
Sub CPMK-4: Able to explain Islamic law in a social context (CPMK-2)

Sub CPMK-5: Able to explain the concept of civil society and the welfare of the ummah (CPMK-2)

Sub CPMK-6: Able to analyze religious, cultural and political plurality in religious, national and state life (CPMK-2)

Sub CPMK-7: Able to integrate science and technology according to scientific disciplines based on Islamic teachings (CPMK-3)

## Learning Analytics





# HASANUDDIN UNIVERSITY

## FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

### STUDY PROGRAM OF MATHEMATICS - S1

## SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Islamic education		23U01110102	MKWU	2	1	1 Agustus 2024
AUTHORITY		SLP Developer Lecturer		Coordinator		Head of Study Program
		Haeriyyah, S.Ag.,M.Pd.I.		Haeriyyah, S.Ag.,M.Pd.I.		Dr. Firman, S.Si.,M.Si.
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-8:	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional				
	SLO-9:	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-8	CLO-1: Able to internalize the values of Islamic teachings contained in the basic framework of Islamic teachings				
		CLO-2: Able to analyze religious values and diversity to achieve independent individuals with character with a spirit of social sensitivity				
	SLO-9	CLO-3: Able to integrate Islamic teaching values with science and technology based on scientific disciplines both independently and in teams				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Able to show the value of Islamic teachings contained in the basic framework of Islamic teachings				
		Sub-CLO-2:Able to analyze the existence of God based on the phenomena of God's creation				
		Sub-CLO-3:Able to internalize moral values in life				
	CLO-2	Sub-CLO-4:Able to explain Islamic law in a social context				
		Sub-CLO-5:Able to explain the concept of civil society and the welfare of the ummah				
		Sub-CLO-6:Able to analyze religious, cultural and political plurality in religious, national and state life				
	CLO-3	Sub-CLO-7:Able to integrate science and technology according to scientific disciplines based on Islamic teachings				

			Correlation between SLOs/CLOs to Sub-CLOs						
SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*				Weight	Value	Student Score
			Formative	Sumative					
				<span style="color:red">Gagal diterjemahkan</span>	<span style="color:red">Gagal diterjemahkan</span>	<span style="color:red">Gagal diterjemahkan</span>			
SLO-8	CLO-1	SUB-CLO-1		10	0	0	10		
SLO-8	CLO-1	SUB-CLO-2		15	0	0	15		
SLO-8	CLO-1	SUB-CLO-3		0	10	0	10		
SLO-8	CLO-2	SUB-CLO-4		0	0	15	15		
SLO-8	CLO-2	SUB-CLO-5		0	0	10	10		
SLO-8	CLO-2	SUB-CLO-6		0	0	20	20		
SLO-9	CLO-3	SUB-CLO-7		0	0	20	20		
				25	10	65	100		
Course Description		This course is a National General Compulsory Course given to program students undergraduate (S1) who is in his first year. The focus of this course is internalization the values of Islamic teachings both in the aspects of aqidah, sharia and morals. This course will also guide students in analyzing various things phenomena in religious, national and state life, especially in terms of diversity religion, culture and politics. In the end, students have the ability integrating science and technology according to scientific disciplines based on teaching values Islam.							



<b>Learning Materials/Subjects</b>	<ol style="list-style-type: none"> <li>1. Internalization the value of Islamic religious teachings</li> <li>2. Proof the existence of Allah and Monotheism</li> <li>3. Actualization moral values in life</li> <li>4. Law and Human Rights in Islam</li> <li>5. Concept civil society and welfare of the ummah</li> <li>6. Diversity religion, culture and politics in religious, national and state life</li> <li>7. Integration Science and Technology corresponds to scientific disciplines with the values of Islamic teachings</li> </ol>
<b>Reference</b>	<b>Main References</b>
	<ol style="list-style-type: none"> <li>1. Education Religion Islam. 2014. Team Teacher University Hasanuddin. UPT MKU Hasanuddin University</li> <li>2. Directorate General Higher education. 2016. Education Religion Islam for College High. Director General Learning and Student Affairs Kemenristek Higher Education</li> </ol>
<b>Teaching Team</b>	<b>Additional References</b>
	<ol style="list-style-type: none"> <li>1. Mukti Ali. 2020. <i>Methods of Understanding Islamic Religion</i>. Jakarta: Bulan Bintang.</li> <li>2. M. Amin Abdullah. 2006. <i>Islamic studies in Higher Education: Approach Integrative-Interconnective</i>. Yogyakarta: Student Library.</li> <li>3. Maman. 2012. <i>Scientific Thinking Patterns: Reviving the Islamic Scientific Tradition</i>. Bogor: QMM Publishing.</li> <li>4. Ismail R. Al-Faruqi &amp; Lois Lamya Al-Faruqi. 1986. <i>The Cultural Atlas of Islam</i>. New York: Macmillan Publishing Company.</li> <li>5. Seyyed Hossein Nasr. 1994. <i>Exploring the Modern World: Guidance for the Younger Generation Muslims</i>. Bandung: Mizan.</li> <li>6. Saifudin Safe. 2013. <i>Third Millennium Spirituality Trends</i>. Jakarta: Ruhama.</li> <li>7. Nurcholish Madjid. 2008. <i>Islam: Modernity and Indonesianness</i>. Bandung: Mizan.</li> <li>8. Judge, L. (2012). Islam, Religious Plurality, and the Formation of Civil Society in Indonesia. <i>Harmony</i>, 11(1), 26-33.</li> <li>9. Budhy Munawar-Rachman; Sukidi. (2001). <i>Islamic pluralism: a discourse of equality believers</i>. Jakarta: Paramadina.</li> <li>10. Hisham Thalbah Syarif Hade Masyah. (2008.). <i>Encyclopedia of Al-Qur'an miracles and Hadiths</i>. Jakarta: Sapta Sentosa.</li> <li>11. Agus Pramono. 2021. <i>Development of Science &amp; Technology in Perspective Islam</i>. Sleman: Deepublish.</li> </ol>
<b>Course requirement</b>	Prof. Dr. Ir. Musbir, M.Sc., Dr. Muhammad Bahar Akase Teng, LCP, M.Hum., Drs. Muhtadin S., M.Si., Dra. Rahmah Alwi, M.Ag., Dr. Sitti Wahidah Masnani, M.Hum., Prof. Dr. Nurdin, S.Si., M.Si., Dr. Yusran, ST.,MT., Drs. Sulaiman Gosalam, M.Si., Dr. Syahrudin Kasim, S.Si., M.Si., Drs. Abd. Rasyid R., M.Ag., Prof. Dr. Nurtiti Sunusi, S.Si., M.Si., Dr. Zuhriah, SS., M.Hum., Haeruddin, SS., MA., Haeriyah, S.Ag.,M.Pd.I., Benny A.J. Gosari, S.Kel., M.Si., Adnan Nasution, S.Sos., M.Si., Dr. H. Ahmad Mujahid, M.Ag., Dr.H.Andi Abdul Hamzah, Lc.M.Ag., Hj.Nur Asiah, M.Ag., Dr. Andi Agussalim, M. Hum, Dr. Syamsul Bahri Abd. Hamid, L.C, M.A, Akbar, S.Pdi., M.E.Sy, Aeni Nahdiyati, S.Th.I., M.A., Dr. Irfan Yahya, S.T., M.Si.

Week	Sub CPMK (End-of-stage learning ability)	Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1-3	Able to show the value of Islamic teachings contained in the basic framework of Islamic teachings (CPMK-1)	<b>Formative:</b>  <b>Sumative:</b> Completeness in showing: <ol style="list-style-type: none"> <li>1. Function religion in life</li> <li>2. Characteristics Islamic teachings</li> <li>3. Framework Islamic teachings</li> </ol>	<b>Formative Criteria:</b> <b>Sumative Criteria:</b> Task (10) dinilai dengan rubrik 23U0110102 <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Self-Directed Learning, Case Study KBT: [3 x 2 x 50"]	<b>Other Forms:</b> Other methods <ul style="list-style-type: none"> <li>· Present at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>· Reading Week 1 learning materials, 2nd and 3rd in sikola-v2.unhas.ac.id</li> <li>· Accessing youtube page</li> </ul> KM [3 x 2 x 60"] <b>Other Forms:</b> Self-Directed Learning KPT [3 x 2 x 60"]	<b>Learning Materials:</b> <ul style="list-style-type: none"> <li>• Contract Lectures</li> <li>• Presentation RPS</li> <li>• Learning PAI in Higher Education</li> <li>• Islamic Religion</li> <li>• Religion guarantees happiness</li> <li>• Grounding Islam in Indonesia</li> </ul> <b>Bibliography:</b> <ul style="list-style-type: none"> <li>• PU 2, p. 1-29</li> <li>• PU 1, p. 40-54</li> <li>• PU 2, p. 58-125</li> <li>• PU 2, p. 150-179</li> <li>• PP 1 PP 2</li> </ul>	10

4-6	Able to analyze the existence of God based on the phenomena of God's creation (CPMK-1)	<p><b>Formative:</b></p> <p><b>Sumative:</b></p> <p>Completeness in showing:</p> <ol style="list-style-type: none"> <li>1. Proving the existence of God through natural creation</li> <li>2. Proof God's existence through creation of man</li> </ol>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Task (15) dinilai dengan rubrik 23U0110102</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>KBT: [3x 2 x 50"]</p>	<p><b>Other Forms:</b></p> <p>Other methods</p> <ul style="list-style-type: none"> <li>· Present at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>· Reading Week 4, 5 learning materials and 6th in sikola-v2.unhas.ac.id</li> <li>· Accessing youtube pages</li> </ul> <p>KM [3 x 2 x 60"]</p> <p><b>Other Forms:</b></p> <p>Self-Directed Learning</p> <ul style="list-style-type: none"> <li>· Lecture participants make observations of God's creation around us, both in nature and humans</li> <li>· Create a description that expresses proof of the existence and greatness of Allah through His creation both in nature and in humans</li> </ul> <p>KPT [3 x 2 x 60"]</p>	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Godliness in Islam</li> <li>• Man of God</li> <li>• Tauhidullah</li> <li>• Human Existence in Islam</li> </ul> <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• PU 1, p. 1-39</li> <li>• PU 2, p. 30-55</li> <li>• PU 2, p. 79-87</li> </ul> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=5L2SnDzsC_U">https://www.youtube.com/watch?v=5L2SnDzsC_U</a></li> <li>• <a href="https://www.youtube.com/watch?v=ustUnWUfJHg">https://www.youtube.com/watch?v=ustUnWUfJHg</a></li> <li>• <a href="https://www.youtube.com/watch?v=OB5_ceT24sk">https://www.youtube.com/watch?v=OB5_ceT24sk</a></li> </ul>	15
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7	Able to internalize moral values in life (CPMK-1)	<p><b>Formative:</b></p> <p><b>Sumative:</b></p> <p>Completeness in internalizing morals in life:</p> <ol style="list-style-type: none"> <li>1. Morals towards Allah</li> <li>2. Morals towards humans</li> <li>3. Morals to the environment</li> </ol>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Pjbl (Project Base Learning) (10) dinilai dengan rubrik 23U0110102</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Case Study, Collaborative Learning, Project-based Learning</p> <p>KBT: [1x 2 x 50"]</p>	<p><b>Other Forms:</b></p> <p>Other methods</p> <ul style="list-style-type: none"> <li>· Present at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>· Reading Week 7 learning materials at sikola-v2.unhas.ac.id</li> <li>· Accessing youtube pages</li> </ul> <p>KM [1 x 2 x 60"]</p> <p><b>Other Forms:</b></p> <p>Case Study, Collaborative Learning, Project-based Learning</p> <ul style="list-style-type: none"> <li>· Each group makes a video contains activities that reflect morals towards God, humans and the environment.</li> </ul> <p>KPT [1 x 2 x 60"]</p>	<ul style="list-style-type: none"> <li>· Ethics, Morals and Morals</li> </ul> <p>Library:</p> <ul style="list-style-type: none"> <li>· PU 1, p. 73-78</li> <li>· <a href="https://www.youtube.com/watch?v=Dz1Pggo_F6A">https://www.youtube.com/watch?v=Dz1Pggo_F6A</a></li> </ul>	10
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8-9	Able to explain Islamic law in a social context (CPMK-2)	<p><b>Formative:</b></p> <p><b>Sumative:</b></p> <p>Completeness in outlining:</p> <ol style="list-style-type: none"> <li>1. The purpose of establishing Islamic law</li> <li>2. Sources of Islamic law</li> <li>3. Human Rights in Western and Islamic Perspectivesm</li> </ol>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Case Study (CS) (15) dinilai dengan rubrik 23U0110102</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Self-Directed Learning, Case Study</p> <p>KBT: [2x 2 x 50"]</p>	<p><b>Other Forms:</b></p> <p>Case Study (Case Study)</p> <ul style="list-style-type: none"> <li>· Present at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>· Reading Week 8 and 9 learning materials di sikola-v2.unhas.ac.id</li> <li>· Accessing the youtube page</li> </ul> <p>KM [2 x 2 x 60"]</p> <p><b>Other Forms:</b></p> <p>Case Study (Case Study)</p> <p>Lecture participants wrote arguments on the SIKOLA forum menu regarding the topic of Human Rights Enforcement from an Islamic perspective</p> <p>KPT: [2x 2 x 60"]</p>	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Concepts of Law and Human Rights in Islam</li> <li>• Building a Paradigm Qurani</li> </ul> <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• PU 1, h. 55-7</li> <li>• PU 2, p. 128-149</li> <li>• PP 5 &amp; 6</li> <li>• <a href="https://www.youtube.com/watch?v=FmeLw7A8jNQ">https://www.youtube.com/watch?v=FmeLw7A8jNQ</a></li> </ul>	15
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10	Able to explain the concept of civil society and the welfare of the ummah (CPMK-2)	<p><b>Formative:</b></p> <p><b>Sumative:</b></p> <p>Ketuinner line outline:</p> <ol style="list-style-type: none"> <li>1. The concept of civil society</li> <li>2. Characteristics of civil society</li> <li>3. The role of Muslims in realizing civil society</li> </ol>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Case Study (CS) (10) dinilai dengan rubrik 23U0110102</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Case Study, Cooperative learning</p> <p>KBT: [1x 2 x 50"]</p>	<p><b>Other Forms:</b></p> <p>Other methods</p> <ul style="list-style-type: none"> <li>· Present at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>· 0cm 0.1pt 0.45pt; color: rgb(105, 122, 141); font-family: "Public Sans", -apple-system, BlinkMacSystemFont, "Segoe UI", Oxygen, Ubuntu, Cantarell, "Fira Sans", "Droid Sans", "Helvetica Neue", sans-serif; font-size: 12.75px;"&gt;</li> <li>· Accessing youtube pages</li> </ul> <p>KM [1 x 1 x 60"]</p> <p><b>Studying:</b></p> <p>Case Study (Case Study)</p> <p>Lecture participants write essays containing an analysis of Indonesia's opportunities and challenges in achieving civil society</p> <p>PT [1 x 2 x 60"]</p>	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Civil Society and the Welfare of the Ummah</li> <li>• Islamic Views on Zakat and Taxes</li> </ul> <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• PU 1, p. 92-100</li> <li>• PU 2, pp. 307-317</li> <li>• PP 7</li> </ul> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=jOIKhEXxQwU">https://www.youtube.com/watch?v=jOIKhEXxQwU</a></li> <li>• <a href="https://www.youtube.com/watch?v=GZv3eXTxF-8">https://www.youtube.com/watch?v=GZv3eXTxF-8</a></li> </ul>	10
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11-13	Able to analyze religious, cultural and political plurality in religious, national and state life (CPMK-2)	<p><b>Formative:</b></p> <p><b>Sumative:</b></p> <p>Completeness in analyzing and collecting data and information from cases related to the theme:</p> <ol style="list-style-type: none"> <li>1. Religious diversity in social life</li> <li>2. Cultural diversity and cultural values Islam</li> <li>3. Principles of politics in Islam</li> </ol>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Case Study (CS) (20) dinilai dengan rubrik 23U0110102</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Seminar:</b></p> <p>Group discussion (Small Group Discussion), Case Study (Case Study)</p> <p>KBT: [3x 2 x 50"]</p>	<p><b>Other Forms:</b></p> <p>Other methods</p> <ul style="list-style-type: none"> <li>• Participants will attend at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>• Reading week 11, 12, 13 learning materials at sikola-v2.unhas.ac.id.</li> </ul> <p>KM [3 x 2x 60"]</p> <p><b>Other Forms:</b></p> <p>Case Study, Collaborative Learning</p> <p>Lecture participants make papers, PPTs and video presentations (group assignments)</p> <p>KPT [3 x 2 x 60"]</p>	<ul style="list-style-type: none"> <li>• Islam and Plurality</li> <li>• Islam builds Unity in Diversity</li> <li>• Study of Inter-Religious Harmony</li> <li>• Culture Islam</li> <li>• The Role and Function of Campus Mosques in the Development of Islamic Culture</li> <li>• Islamic Political System and Democracy</li> </ul>	20
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14-16	Able to integrate science and technology according to scientific disciplines based on Islamic teachings (CPMK-3)	<p><b>Formative:</b></p> <p>Gagal diterjemahkan</p> <p><b>Sumative:</b></p> <p>Completeness in associate:</p> <p>1. Integration of Faith, knowledge and charity</p> <p>2. Responsibility scientists towards nature and environment</p> <p>3. Scientific disciplines with the value of Islamic teachings</p>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Case Study (CS) (20) dinilai dengan rubrik 23U0110102</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Group discussion (Small Group Discussion), Case Study (Case Study), Collaborative Learning (Collaborative Learning)</p> <p>KBT: (3 x 2 x 50")</p>	<p><b>Other Forms:</b></p> <p>Other methods</p> <ul style="list-style-type: none"> <li>• Participants will attend at <a href="https://sikola-v2.unhas.ac.id/">https://sikola-v2.unhas.ac.id/</a></li> <li>• Participants access and read learning materials for weeks 14, 15, and 16 at sikola-v2.unhas.ac.id</li> </ul> <p>KM [3 x 2 x 60"]</p> <p><b>Seminar:</b></p> <p>Group discussion (Small Group Discussion), Case Study (Case Study), Collaborative Learning (Collaborative Learning)</p> <p>Participants form small groups based on their respective scientific disciplines, then analyze and look for solutions related to cases that arise around them according to the theme of their scientific discipline. Integrate knowledge (science and technology), faith and charity.</p> <p>KPT: (3 x 2 x 60")</p>	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Science and Technology in Islam</li> <li>• Contribution of Islam in the Development of World Civilization</li> <li>• Scientific Discipline Studies</li> <li>• Islam Faces the Challenge of Modernization</li> </ul> <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• PU 1, p. 79-83</li> <li>• PU 1, p. 116-128</li> <li>• PU 2, p. 212-265</li> <li>• PU 2, h. 235-265</li> <li>• PP 3, 5, 10 &amp; 11</li> <li>• <a href="https://www.youtube.com/watch?v=nfMkh_B5S20">https://www.youtube.com/watch?v=nfMkh_B5S20</a></li> </ul>	20	
								100



**Matrix of SLO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	data not found (Weight 10%) data not found (Weight 15%) data not found (Weight 10%)	data not found (Weight 15%) data not found (Weight 10%) data not found (Weight 20%)	
CPL-9 (S2)			data not found (Weight 20%)

### Evaluation Type and Assessment Weight

Type	Assessment Weight
Task	25
Pjbl (Project Base Learning)	10
Case Study (CS)	65
Total	100

### Assessment and Evaluation of Student Achievement of CLOs

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*				Weight	Value	Student Score
			Formative	Sumative					
				<span style="color:red">Gagal diterjemahkan</span>	<span style="color:red">Gagal diterjemahkan</span>	<span style="color:red">Gagal diterjemahkan</span>			
SLO-8	CLO-1	SUB-CLO-1		10	0	0	10		
SLO-8	CLO-1	SUB-CLO-2		15	0	0	15		
SLO-8	CLO-1	SUB-CLO-3		0	10	0	10		
SLO-8	CLO-2	SUB-CLO-4		0	0	15	15		
SLO-8	CLO-2	SUB-CLO-5		0	0	10	10		
SLO-8	CLO-2	SUB-CLO-6		0	0	20	20		
SLO-9	CLO-3	SUB-CLO-7		0	0	20	20		
				25	10	65	100		



**Lampiran Rubrik 23U0110102 | Lampiran 1 PAI**

**Lampiran 1. Rubrik Penilaian Sub-CPMK 1**

**Rubrik Penilaian Tugas Refleksi**

Aspek yang Dinilai	Indikator Penilaian	Bobot	Skor 5	Skor 4	Skor 3	Skor 2	Skor 1
<b>Pemahaman Konsep</b>	Ketepatan menjelaskan fungsi agama dan kerangka dasar ajaran Islam (aqidah, syariah, akhlak)	30%	Sangat tepat, lengkap, mendalam, dan disertai analisis	Tepat, cukup lengkap, dengan sedikit analisis	Tepat tetapi kurang lengkap, analisis minim	Kurang tepat, banyak kekurangan penjelasan	Tidak tepat dan tidak sesuai konsep
<b>Aplikasi dalam Kehidupan</b>	Keterkaitan uraian dengan pengalaman pribadi nyata	25%	Sangat relevan, jelas, bervariasi, dan inspiratif	Relevan, jelas, bervariasi	Relevan tetapi contoh minim	Kurang relevan atau umum	Tidak ada contoh nyata
<b>Penggunaan Dalil</b>	Relevansi, ketepatan, dan penjelasan ayat/hadis	20%	Sangat tepat, relevan, disertai penjelasan makna mendalam	Tepat, relevan, ada penjelasan makna	Tepat tetapi penjelasan minim	Kurang tepat dan tanpa penjelasan memadai	Tidak mencantumkan dalil
<b>Keterampilan Menulis</b>	Kerapian, bahasa, dan sistematika penulisan	15%	Bahasa baku, sangat runtut, minim kesalahan	Bahasa baku, cukup runtut, sedikit kesalahan	Bahasa cukup baku, alur kurang rapi	Banyak kesalahan bahasa atau alur tidak runtut	Tidak runtut, bahasa tidak sesuai
<b>Orisinalitas</b>	Tingkat plagiasi	10%	<5% similarity	5–10% similarity	10–15% similarity	15–20% similarity	>20% similarity

**Lampiran Rubrik 23U0110102 | Lampiran 2 PAI**

**Lampiran 2. Rubrik Penilaian Sub-CPMK 2**

**Deskripsi Tugas**

Mahasiswa diminta melakukan observasi terhadap fenomena ciptaan Allah, baik yang terdapat di alam semesta (misalnya langit, bumi, laut, tumbuhan, hewan) maupun pada diri manusia (struktur tubuh, akal, perasaan, dan potensi ruhani).

Hasil observasi dituangkan dalam bentuk uraian reflektif yang menjelaskan:

1. Fenomena yang diamati secara rinci dan ilmiah.
2. Analisis keteraturan, keindahan, dan keterhubungan fenomena tersebut sebagai bukti keberadaan dan kebesaran Allah.
3. Argumentasi teologis yang didukung dalil Al-Qur'an dan/atau hadis.
4. Ekspresi kekaguman dan kesadaran spiritual yang muncul dari pengamatan.

#### Ketentuan Penulisan:

- Panjang tulisan: 500–750 kata.
- Memuat minimal dua fenomena dari alam semesta dan satu fenomena dari diri manusia.
- Mengacu pada minimal 3 ayat Al-Qur'an atau hadis yang relevan.
- Menggunakan bahasa ilmiah-populer yang runtut, jelas, dan komunikatif.
- Plagiasi maksimal 15% (similarity check).

#### Rubrik Penilaian Tugas

Aspek yang Dinilai	Indikator Penilaian	Bobot	Skor 5	Skor 4	Skor 3	Skor 2	Skor 1
<b>Pemahaman Konsep</b>	Ketepatan menjelaskan fenomena ciptaan Allah dan mengaitkannya dengan eksistensi-Nya	30%	Sangat tepat, lengkap, mendalam, dengan analisis teologis kuat	Tepat, lengkap, analisis cukup kuat	Tepat tetapi kurang lengkap, analisis minim	Kurang tepat, banyak kekurangan penjelasan	Tidak tepat dan tidak sesuai konsep
<b>Observasi &amp; Analisis</b>	Kedalaman pengamatan dan relevansi contoh	25%	Sangat mendalam, contoh beragam dan relevan	Cukup mendalam, contoh relevan	Cukup relevan tetapi kurang bervariasi	Kurang relevan atau dangkal	Tidak ada observasi nyata
<b>Penggunaan Dalil</b>	Ketepatan dan relevansi ayat/hadis beserta penjelasannya	20%	Sangat tepat, relevan, penjelasan makna mendalam	Tepat, relevan, penjelasan memadai	Tepat tetapi penjelasan minim	Kurang tepat, tanpa penjelasan memadai	Tidak mencantumkan dalil
<b>Keterampilan Menulis</b>	Kerapian, bahasa, dan sistematika	15%	Bahasa baku, sangat runtut, minim kesalahan	Bahasa baku, cukup runtut, sedikit kesalahan	Bahasa cukup baku, alur kurang rapi	Banyak kesalahan bahasa atau alur tidak runtut	Tidak runtut, bahasa tidak sesuai
<b>Orisinalitas</b>	Tingkat plagiasi	10%	<5% similarity	5–10% similarity	10–15% similarity	15–20% similarity	>20% similarity

**Lampiran Rubrik 23U0110102 | Lampiran 3 PAI****Lampiran 3. Rubrik Penilaian Sub-CPMK 3**

Indikator: Ketuntasan dalam menguraikan aktualisasi akhlak dalam kehidupan

Grade Capaian	Skor	Uraian
Sangat Baik	≥ 85	Memperlihatkan pemahaman yang lengkap tentang permasalahan. Semua persyaratan tentang tugas terdapat dalam jawaban
Baik	71 - 84	Memperlihatkan cukup pemahaman tentang permasalahan. Semua persyaratan tentang tugas terdapat dalam jawaban
Cukup Baik	61 - 70	Memperlihatkan hanya sebagian pemahaman tentang permasalahan. Kebanyakan persyaratan tentang tugas terdapat dalam jawaban
Kurang	51 - 60	Memperlihatkan sedikit pemahaman tentang permasalahan. Banyak persyaratan tugas yang tidak ada
Sangat kurang	< 51	Memperlihatkan tidak ada pemahaman tentang permasalahan

5: Sangat baik, 4: Baik, 3: Cukup, 2: Kurang, 1: Sangat kurang

No.	Kriteria Penilaian	Skor				
		(a)	(b)	(c)	(d)	(e)
1	Aktualisasi akhlak dalam kehidupan (akhlak kepada Allah, manusia dan lingkungan)	5	4	3	2	1
2	Kualitas video	5	4	3	2	1
3	Kerjasama tim	5	4	3	2	1
<b>Total</b>						
<b>Nilai Keseluruhan</b> = (total kolom (a) + total kolom (b) + total kolom (c) + total kolom (d) + total kolom (e))						
<b>Nilai Mahasiswa</b> = (Nilai keseluruhan X 100)/15						

**Lampiran Rubrik 23U0110102 | Lampiran 4 PAI****Lampiran 4. Rubrik Penilaian Sub-CPMK 4**

Indikator: Ketuntasan dalam menguraikan hukum Islam dan Hak Asasi Manusia

Grade Capaian	Skor	Uraian
Sangat Baik	≥ 85	Memperlihatkan pemahaman yang lengkap tentang permasalahan. Semua persyaratan tentang tugas terdapat dalam jawaban

Baik	71 - 84	Memperlihatkan cukup pemahaman tentang permasalahan. Semua persyaratan tentang tugas terdapat dalam jawaban
Cukup Baik	61 - 70	Memperlihatkan hanya sebagian pemahaman tentang permasalahan. Kebanyakan persyaratan tentang tugas terdapat dalam jawaban
Kurang	51 - 60	Memperlihatkan sedikit pemahaman tentang permasalahan. Banyak persyaratan tugas yang tidak ada
Sangat kurang	< 51	Memperlihatkan tidak ada pemahaman tentang permasalahan

5: Sangat baik, 4: Baik, 3: Cukup, 2: Kurang, 1: Sangat kurang

No.	Kriteria Penilaian	Skor				
		(a)	(b)	(c)	(d)	(e)
1	Ketuntasan uraian	5	4	3	2	1
2	Ketepatan argumen	5	4	3	2	1
3	Kesesuaian dalil dan contoh	5	4	3	2	1
Total						
Nilai Keseluruhan = (total kolom (a) + total kolom (b) + total kolom (c) + total kolom (d) + total kolom (e))						
Nilai Mahasiswa = (Nilai keseluruhan X 100)/15						

#### Lampiran Rubrik 23U0110102 | Lampiran 5 PAI

#### Lampiran 5. Rubrik Penilaian Sub-CPMK 5

Indikator: Ketepatan uraian; kejelasan konsep; kesesuaian alasan dan contoh; kerjasama tim saat presentasi

Kriteria/ Dimensi	PENILAIAN MAKALAH				
	Sangat baik	Baik	Cukup	Kurang	Sangat kurang
	Skor ≥ 85	Skor 71 - 84	Skor 61 - 70	Skor 51 - 60	Skor 41 - 50
Kebenaran konsep ide yang dipaparkan	konsep/ide yang dipaparkan tepat, benar, dan sesuai dengan teori	konsep/ide yang dipaparkan sesuai dengan teori tetapi kurang jelas	konsep/ide yang dipaparkan cukup	konsep/ide yang dipaparkan kurang tepat	konsep/ide yang dipaparkan tidak tepat
Sistematika dan format penulisan	Sistematika penulisan sangat sesuai dengan format	Sistematika penulisan sesuai dengan format	Sistematika penulisan cukup sesuai dengan format	Sistematika penulisan kurang sesuai dengan format	Sistematika penulisan tidak sesuai dengan format



	<b>PRESENTASI</b>					
Penguasaan Materi	Isi mampu menggugah pendengar untuk mengembangkan pikiran.	Isi akurat dan lengkap. Para pendengar menambah wawasan baru tentang topik tersebut.	Isi secara umum akurat, tetapi tidak lengkap. Para pendengar dapat mempelajari beberapa fakta yang tersirat, tetapi mereka tidak menambah wawasan baru tentang topik tersebut.	Isinya kurang akurat, karena tidak ada data faktual, tidak menambah pemahaman pendengar	Isinya tidak akurat atau terlalu umum. Pendengar tidak belajar apapun atau kadang menyesatkan.	
Sistematika	terorganisasi dengan menyajikan fakta yang didukung oleh contoh yang telah dianalisis sesuai konsep	terorganisasi dengan baik dan menyajikan fakta yang meyakinkan untuk mendukung kesimpulan.	Presentasi mempunyai fokus dan menyajikan beberapa bukti yang mendukung kesimpulan.	dengan benar. Kebanyakan penonton	Tidak ada organisasi yang jelas. Fakta tidak digunakan untuk mendukung pernyataan.	
Suara & Ekspresi	Siswa menggunakan suara yang jelas dan volume yang sesuai, pengucapan istilah tepat. Semua penonton bisa mendengar presentasi.	Suara siswa jelas. Kadang terlalu cepat/lambat. Siswa mengucapkan istilah-istilah yang ada dengan benar. Kebanyakan penonton bisa mendengar presentasi.	Suara siswa cukup jelas, tapi ada beberapa yang kurang jelas. Sering cepat/lambat. Siswa mengucapkan istilah-istilah yang ada kadang kurang tepat. Kebanyakan penonton bisa mendengar presentasi.	Suara siswa pelan, kadang salah mengucapkan istilah. Penonton masih mengalami kesulitan mendengar presentasi.	Siswa bicara seperti bergumam, sering salah mengucapkan istilah, dan suaranya terlalu pelan sehingga penonton yang duduk di belakang tidak dapat mendengar dengan jelas.	

Kepercayaan Diri	Berbicara dengan semangat, menularkan semangat dan antusiasme pada pendengar	Pembicara tenang dan menggunakan intonasi yang tepat, berbicara tanpa bergantung pada catatan. dan berinteraksi secara intensif dengan pendengar. Pembicara selalu kontak mata dengan pendengar.	Secara umum pembicara tenang, tetapi dengan nada yang datar dan cukup sering bergantung pada catatan. Kadang - kadang kontak mata dengan pendengar diabaikan.	Berpatokan pada catatan, tidak ada ide yang dikembangkan di luar catatan, suara monoton	Pembicara cemas dan tidak nyaman, dan membaca berbagaicatatn daripada berbicara. Pendengar sering diabaikan. Tidak terjadi kontak mata karena pembicara lebih banyak melihat ke papan tulis atau layar.	
Efektifitas alat bantu presentasi	menggunakan alat bantu visual untuk menjelaskan dengan tepat dan memperkuat presentasi	Alat bantu visual siswa mendukung presentasi.	Siswa menggunakan alat bantu visual tapi kurang tepat karena isi yang kurang sistematis atau kurang sesuai kaidah presentasi	Siswa menggunakan alat bantu visual namun kurang mendukung presentasi	Siswa tidak menggunakan alat peraga ATAU menggunakan alat peraga secara berlebihan dan tidak tepat.	
Kerjasama	Kerjasama grup terlihat solid. Presentasi dilatih dan dipersiapkan dengan baik. Ada pembagian porsi yang jelas dengan pembagian waktu yang baik.	Cukup solid. Presentasi dilatih dengan baik. Ada pembagian porsi yang jelas meski kadang tumpang tindih dengan bagian anggota lain. Manajemen waktu cukup baik.	Cukup solid. Presentasi kurang dilatih, pembagian porsi ada yang tidak seimbang. Manajemen waktu ada yang dominan memakai waktu, sehingga berikutnya tergesa gesa.	Kurang solid. Presentasi kurang dilatih. Ada pembagian porsi presentasi namun masih disertai sedikit miskomunikasi dengan anggota grup. Manajemen waktu kurang diperhatikan.	Tidak solid. Persiapan presentasi kurang. Tidak ada pembagian porsi presentasi yang jelas. Beberapa miskomunikasi dengan anggota grup. Manajemen waktu sangat buruk.	

5: Sangat baik, 4: Baik, 3: Cukup, 2: Kurang, 1: Sangat kurang

No.	Aspek Penilaian Makalah	Skor				
		(a)	(b)	(c)	(d)	(e)
1	Ketepatan dan kejelasan uraian	5	4	3	2	1
2	Kesesuaian argument dan contoh	5	4	3	2	1
3	Format dan sistematika penulisan	5	4	3	2	1
4	Kerjasama tim saat presentasi	5	4	3	2	1
Total						

<b>Nilai Keseluruhan</b> = (total kolom (a) + total kolom (b) + total kolom (c) + total kolom (d) + total kolom (e))	
<b>Nilai Mahasiswa</b> = (Nilai keseluruhan X 100)/20	

**Lampiran Rubrik 23U0110102 | Lampiran 6 PAI**

**Lampiran 6. Rubrik Penilaian Sub-CPMK 6**

Indikator: Ketepatan uraian; kejelasan konsep; kesesuaian alasan dan contoh; kerjasama tim saat presentasi

Kriteria/  Dimensi	PENILAIAN MAKALAH				
	Sangat baik	Baik	Cukup	Kurang	Sangat kurang
	Skor ≥ 85	Skor 71 - 84	Skor 61 - 70	Skor 51 – 60	Skor 41 - 50
Kebenaran konsep ide yang dipaparkan	konsep/ide yang dipaparkan tepat, benar, dan sesuai dengan teori	konsep/ide yang dipaparkan sesuai dengan teori tetapi kurang jelas	konsep/ide yang dipaparkan cukup	konsep/ide yang dipaparkan kurang tepat	konsep/ide yang dipaparkan tidak tepat
Sistematika dan format penulisan	Sistematika penulisan sangat sesuai dengan format	Sistematika penulisan sesuai dengan format	Sistematika penulisan cukup sesuai dengan format	Sistematika penulisan kurang sesuai dengan format	Sistematika penulisan tidak sesuai dengan format
PRESENTASI					
Penguasaan Materi	Isi mampu menggugah pendengar untuk mengembangkan pikiran.	Isi akurat dan lengkap. Para pendengar menambah wawasan baru tentang topik tersebut.	Isi secara umum akurat, tetapi tidak lengkap. Para pendengar dapat mempelajari beberapa fakta yang tersirat, tetapi mereka tidak menambah wawasan baru tentang topik tersebut.	Isinya kurang akurat, karena tidak ada data faktual, tidak menambah pemahaman pendengar	Isinya tidak akurat atau terlalu umum. Pendengar tidak belajar apapun atau kadang menyesatkan.
Sistematika	terorganisasi dengan menyajikan fakta yang	terorganisasi dengan baik dan menyajikan fakta yang meyakinkan untuk mendukung	Presentasi mempunyai fokus dan menyajikan beberapa bukti yang mendukung kesimpulan.	dengan benar. Kebanyakan penonton	Tidak ada organisasi yang jelas. Fakta tidak digunakan untuk mendukung pernyataan.

	didukung oleh contoh yang telah dianalisis sesuai konsep	kesimpulan.				
Suara & Ekspresi	Siswa menggunakan suara yang jelas dan volume yang sesuai, pengucapan istilah tepat. Semua penonton bisa mendengar presentasi.	Suara siswa jelas. Kadang terlalu cepat/lambat. Siswa mengucapkan istilah-istilah yang ada dengan benar. Kebanyakan penonton bisa mendengar presentasi.	Suara siswa cukup jelas, tapi ada beberapa yang kurang jelas. Sering cepat/lambat. Siswa mengucapkan istilah-istilah yang ada kadang kurang tepat. Kebanyakan penonton bisa mendengar presentasi.	Suara siswa pelan, kadang salah mengucapkan istilah. Penonton masih mengalami kesulitan mendengar presentasi.	Siswa bicara seperti bergumam, sering salah mengucapkan istilah, dan suaranya terlalu pelan sehingga penonton yang duduk di belakang tidak dapat mendengar dengan jelas.	
Kepercayaan Diri	Berbicara dengan semangat, menularkan semangat dan antusiasme pada pendengar	Pembicara tenang dan menggunakan intonasi yang tepat, berbicara tanpa bergantung pada catatan. dan berinteraksi secara intensif dengan pendengar. Pembicara selalu kontak mata dengan pendengar.	Secara umum pembicara tenang, tetapi dengan nada yang datar dan cukup sering bergantung pada catatan. Kadang - kadang kontak mata dengan pendengar diabaikan.	Berpatokan pada catatan, tidak ada ide yang dikembangkan di luar catatan, suara monoton	Pembicara cemas dan tidak nyaman, dan membaca beragacatatan daripada berbicara. Pendengar sering diabaikan. Tidak terjadi kontak mata karena pembicara lebih banyak melihat ke papan tulis atau layar.	
Efektifitas alat bantu presentasi	menggunakan alat bantu visual untuk menjelaskan dengan tepat dan memperkuat presentasi	Alat bantu visual siswa mendukung presentasi.	Siswa menggunakan alat bantu visual tapi kurang tepat karena isi yang kurang sistematis atau kurang sesuai kaidah presentasi	Siswa menggunakan alat bantu visual namun kurang mendukung presentasi	Siswa tidak menggunakan alat peraga ATAU menggunakan alat peraga secara berlebihan dan tidak tepat.	

Kerjasama	Kerjasama grup terlihat solid. Presentasi dilatih dan dipersiapkan dengan baik. Ada pembagian porsi yang jelas dengan pembagian waktu yang baik.	Cukup solid. Presentasi dilatih dengan baik. Ada pembagian porsi yang jelas meski kadang tumpang tindih dengan bagian anggota lain. Manajemen waktu cukup baik.	Cukup solid. Presentasi kurang dilatih, pembagian porsi ada yang tidak seimbang. Manajemen waktu ada yang dominan memakai waktu, sehingga yang berikutnya tergesa gesa.	Kurang solid. Presentasi kurang dilatih. Ada pembagian porsi presentasi namun masih disertai sedikit miskomunikasi dengan anggota grup. Manajemen waktu kurang diperhatikan.	Tidak solid. Persiapan presentasi kurang. Tidak ada pembagian porsi presentasi yang jelas. Beberapa miskomunikasi dengan anggota grup. Manajemen waktu sangat buruk.	
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5: Sangat baik, 4: Baik, 3: Cukup, 2: Kurang, 1: Sangat kurang

No.	Aspek Penilaian Makalah	Skor				
		(a)	(b)	(c)	(d)	(e)
1	Ketepatan dan kejelasan uraian	5	4	3	2	1
2	Kesesuaian argument dan contoh	5	4	3	2	1
3	Format dan sistematika penulisan	5	4	3	2	1
4	Kerjasama tim saat presentasi	5	4	3	2	1
Total						
Nilai Keseluruhan = (total kolom (a) + total kolom (b) + total kolom (c) + total kolom (d) + total kolom (e))						
Nilai Mahasiswa = (Nilai keseluruhan X 100)/20						

#### Lampiran Rubrik 23U0110102 | Lampiran 7 PAI

#### Lampiran 7. Rubrik Penilaian Sub-CPMK 7

Indikator: Ketepatan uraian; kejelasan konsep; kesesuaian alasan dan contoh; kerjasama tim saat presentasi

Kriteria/  Dimensi	PENILAIAN MAKALAH				
	Sangat baik	Baik	Cukup	Kurang	Sangat kurang
	Skor ≥ 85	Skor 71 - 84	Skor 61 - 70	Skor 51 – 60	Skor 41 - 50
Kebenaran konsep ide yang dipaparkan	konsep/ide yang dipaparkan tepat, benar, dan sesuai dengan teori	konsep/ide yang dipaparkan sesuai dengan teori tetapi kurang jelas	konsep/ide yang dipaparkan cukup	konsep/ide yang dipaparkan kurang tepat	konsep/ide yang dipaparkan tidak tepat

Sistematika dan format penulisan	Sistematika penulisan sangat sesuai dengan format	Sistematika penulisan sesuai dengan format	Sistematika penulisan cukup sesuai dengan format	Sistematika penulisan kurang sesuai dengan format	Sistematika penulisan tidak sesuai dengan format	
	<b>PRESENTASI</b>					
Penguasaan Materi	Isi mampu menggugah pendengar untuk mengembangkan pikiran.	Isi akurat dan lengkap. Para pendengar menambah wawasan baru tentang topik tersebut.	Isi secara umum akurat, tetapi tidak lengkap. Para pendengar dapat mempelajari beberapa fakta yang tersirat, tetapi mereka tidak menambah wawasan baru tentang topik tersebut.	Isinya kurang akurat, karena tidak ada data faktual, tidak menambah pemahaman pendengar	Isinya tidak akurat atau terlalu umum. Pendengar tidak belajar apapun atau kadang menyesatkan.	
Sistematika	terorganisasi dengan menyajikan fakta yang didukung oleh contoh yang telah dianalisis sesuai konsep	terorganisasi dengan baik dan menyajikan fakta yang meyakinkan untuk mendukung kesimpulan.	Presentasi mempunyai fokus dan menyajikan beberapa bukti yang mendukung kesimpulan.	dengan benar. Kebanyakan penonton	Tidak ada organisasi yang jelas. Fakta tidak digunakan untuk mendukung pernyataan.	
Suara & Ekspresi	Siswa menggunakan suara yang jelas dan volume yang sesuai, pengucapan istilah tepat. Semua penonton bisa mendengar presentasi.	Suara siswa jelas. Kadang terlalu cepat/lambat. Siswa mengucapkan istilah-istilah yang ada dengan benar. Kebanyakan penonton bisa mendengar presentasi.	Suara siswa cukup jelas, tapi ada beberapa yang kurang jelas. Sering cepat/lambat. Siswa mengucapkan istilah-istilah yang ada kadang kurang tepat. Kebanyakan penonton bisa mendengar presentasi.	Suara siswa pelan, kadang salah mengucapkan istilah. Penonton masih mengalami kesulitan mendengar presentasi.	Siswa bicara seperti bergumam, sering salah mengucapkan istilah, dan suaranya terlalu pelan sehingga penonton yang duduk di belakang tidak dapat mendengar dengan jelas.	

Kepercayaan Diri	Berbicara dengan semangat, menularkan semangat dan antusiasme pada pendengar	Pembicara tenang dan menggunakan intonasi yang tepat, berbicara tanpa bergantung pada catatan. dan berinteraksi secara intensif dengan pendengar. Pembicara selalu kontak mata dengan pendengar.	Secara umum pembicara tenang, tetapi dengan nada yang datar dan cukup sering bergantung pada catatan. Kadang - kadang kontak mata dengan pendengar diabaikan.	Berpatokan pada catatan, tidak ada ide yang dikembangkan di luar catatan, suara monoton	Pembicara cemas dan tidak nyaman, dan membaca berbagaicatatn daripada berbicara. Pendengar sering diabaikan. Tidak terjadi kontak mata karena pembicara lebih banyak melihat ke papan tulis atau layar.	
Efektifitas alat bantu presentasi	menggunakan alat bantu visual untuk menjelaskan dengan tepat dan memperkuat presentasi	Alat bantu visual siswa mendukung presentasi.	Siswa menggunakan alat bantu visual tapi kurang tepat karena isi yang kurang sistematis atau kurang sesuai kaidah presentasi	Siswa menggunakan alat bantu visual namun kurang mendukung presentasi	Siswa tidak menggunakan alat peraga ATAU menggunakan alat peraga secara berlebihan dan tidak tepat.	
Kerjasama	Kerjasama grup terlihat solid. Presentasi dilatih dan dipersiapkan dengan baik. Ada pembagian porsi yang jelas dengan pembagian waktu yang baik.	Cukup solid. Presentasi dilatih dengan baik. Ada pembagian porsi yang jelas meski kadang tumpang tindih dengan bagian anggota lain. Manajemen waktu cukup baik.	Cukup solid. Presentasi kurang dilatih, pembagian porsi ada yang tidak seimbang. Manajemen waktu ada yang dominan memakai waktu, sehingga berikutnya tergesa gesa.	Kurang solid. Presentasi kurang dilatih. Ada pembagian porsi presentasi namun masih disertai sedikit miskomunikasi dengan anggota grup. Manajemen waktu kurang diperhatikan.	Tidak solid. Persiapan presentasi kurang. Tidak ada pembagian porsi presentasi yang jelas. Beberapa miskomunikasi dengan anggota grup. Manajemen waktu sangat buruk.	

5: Sangat baik, 4: Baik, 3: Cukup, 2: Kurang, 1: Sangat kurang

No.	Aspek Penilaian Makalah	Skor				
		(a)	(b)	(c)	(d)	(e)
1	Ketepatan dan kejelasan uraian	5	4	3	2	1
2	Kesesuaian argument dan contoh	5	4	3	2	1
3	Format dan sistematika penulisan	5	4	3	2	1
4	Kerjasama tim saat presentasi	5	4	3	2	1
Total						

<b>Nilai Keseluruhan</b> = (total kolom (a) + total kolom (b) + total kolom (c) + total kolom (d) + total kolom (e))	
<b>Nilai Mahasiswa</b> = (Nilai keseluruhan X 100)/20	



# **SEMESTER LEARNING PLAN**

**BUDDHISM EDUCATION COURSES  
(23U01110502)**



## **TEACHING TEAM**

Hasdy, S.Si, M.Si  
196903092006041001

STUDI PROGRAM OF MATHEMATICS - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025

**STUDY PROGRAM OF MATEMATIKA - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY**

### **Vision**

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

### **Vision Strategy**

### **Mission**

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

### **Graduate Profiles**

Gagal diterjemahkan

### **PLO charged to courses**

CPL-8 (S1) - The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

### **Course Learning Outcomes (CLO)**

CPMK-1: Able to master the ability to think, be rational, and dynamic (CPL9)

CPMK-2: Able to hold broad view as a Buddhist and Intellectual Man (CPL8)

CPMK-3: Able to deliver students as a Buddhist intellectual model to become a scientist, personality that upholds humanity (CPL8)

### **Sub-CLO**

Sub CPMK-1: Students are able to identify that the concept of God Almighty in Buddhism is unique (CPMK-1)

Sub CPMK-2: Students are able to identify the philosophy of divinity of Buddhism (CPMK-1)

Sub CPMK-3: Students are able to describe the nature, martahat, responsibility, in the process of human occurrence in accordance with Buddhist teachings. (CPMK-2)

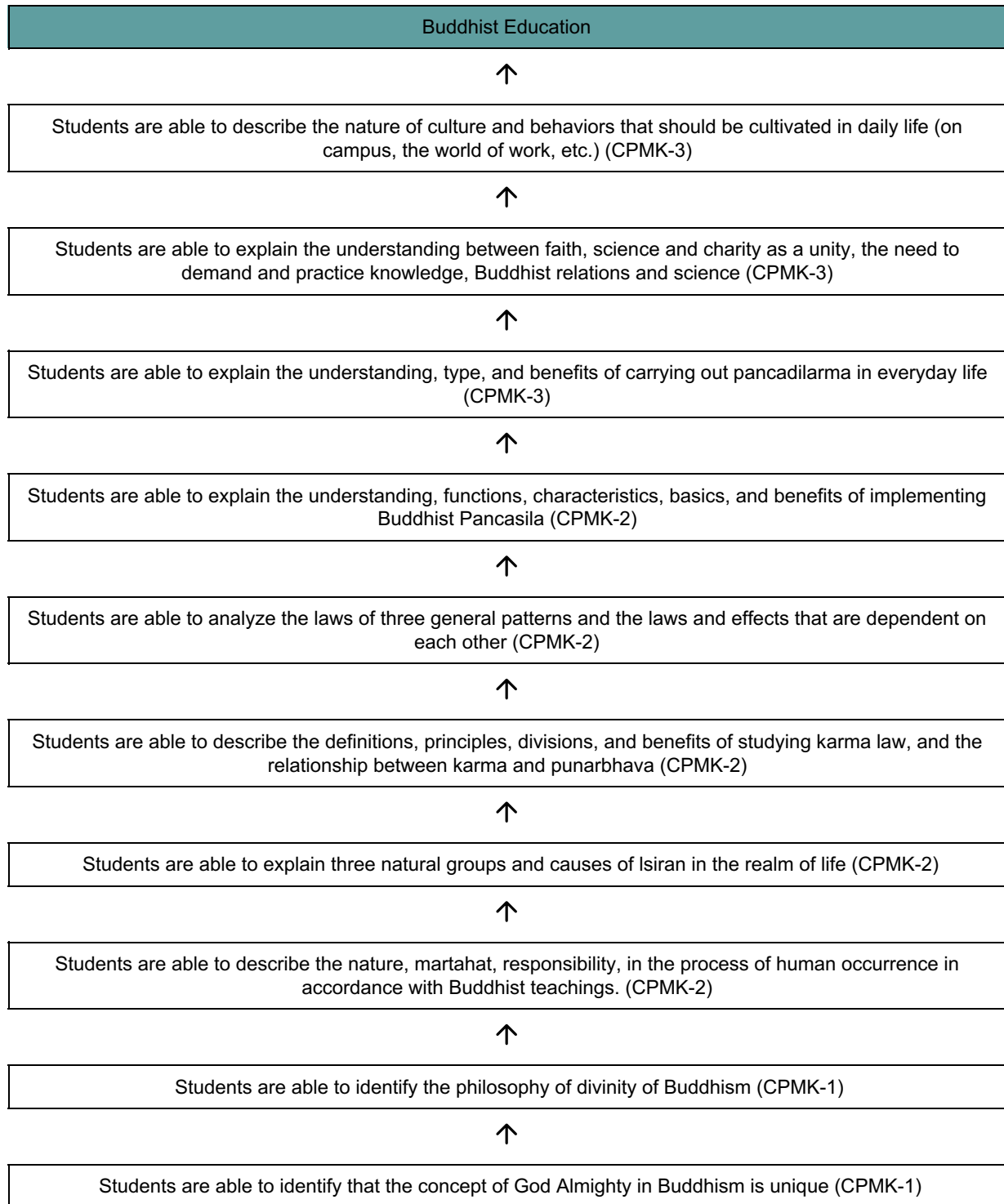
Sub CPMK-4: Students are able to explain three natural groups and causes of Isiran in the realm of life (CPMK-2)

Sub CPMK-5: Students are able to describe the definitions, principles, divisions, and benefits of studying karma law, and the relationship between karma and punarbhava (CPMK-2)

Sub CPMK-6: Students are able to analyze the laws of three general patterns and the laws and effects that are dependent on each other (CPMK-2)

- Sub CPMK-7: Students are able to explain the understanding, functions, characteristics, basics, and benefits of implementing Buddhist Pancasila (CPMK-2)
- Sub CPMK-8: Students are able to explain the understanding, type, and benefits of carrying out pancadharma in everyday life (CPMK-3)
- Sub CPMK-9: Students are able to explain the understanding between faith, science and charity as a unity, the need to demand and practice knowledge, Buddhist relations and science (CPMK-3)
- Sub CPMK-10: Students are able to describe the nature of culture and behaviors that should be cultivated in daily life (on campus, the world of work, etc.) (CPMK-3)

# Learning Analytics





# HASANUDDIN UNIVERSITY

## FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

### STUDY PROGRAM OF MATHEMATICS - S1

## SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Buddhist Education		23U01110502	MKWU	2	1	1 Agustus 2023
AUTHORITY		SLP Developer Lecturer		Coordinator		Head of Study Program
						Dr. Firman, S.Si.,M.Si.
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-8:	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional				
	SLO-9:	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-9	CLO-1: Able to master the ability to think, be rational, and dynamic				
	SLO-8	CLO-2: Able to hold broad view as a Buddhist and Intellectual Man				
		CLO-3: Able to deliver students as a Buddhist intellectual model to become a scientist, personality that upholds humanity				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Students are able to identify that the concept of God Almighty in Buddhism is unique				
		Sub-CLO-2:Students are able to identify the philosophy of divinity of Buddhism				
	CLO-2	Sub-CLO-3:Students are able to describe the nature, martahat, responsibility, in the process of human occurrence in accordance with Buddhist teachings.				
		Sub-CLO-4:Students are able to explain three natural groups and causes of Isiran in the realm of life				
		Sub-CLO-5:Students are able to describe the definitions, principles, divisions, and benefits of studying karma law, and the relationship between karma and punarbhava				
		Sub-CLO-6:Students are able to analyze the laws of three general patterns and the laws and effects that are dependent on each other				
		Sub-CLO-7:Students are able to explain the understanding, functions, characteristics, basics, and benefits of implementing Buddhist Pancasila				
		Sub-CLO-8:Students are able to explain the understanding, type, and benefits of carrying out pancadilarma in everyday life				

		CLO-3	Sub-CLO-9:Students are able to explain the understanding between faith, science and charity as a unity, the need to demand and practice knowledge, Buddhist relations and science							
		Sub-CLO-10:Students are able to describe the nature of culture and behaviors that should be cultivated in daily life (on campus, the world of work, etc.)								
		Correlation between SLOs/CLOs to Sub-CLOs								
SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Group Discussion	Case Studies	Written Exam	Written Exam			
SLO-9	CLO-1	SUB-CLO-1	Student Participation	5	0	0	0	5		
SLO-9	CLO-1	SUB-CLO-2	Observation	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-3	Student Participation	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-4	Student Participation	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-5	Student Participation	0	10	0	0	10		
SLO-8	CLO-2	SUB-CLO-6	Suitability and Clarity and Performance (Paper Assessment)	5	0	20	0	25		
SLO-8	CLO-2	SUB-CLO-7	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-3	SUB-CLO-9	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-3	SUB-CLO-10	Paper assessment and suitability and clarity of answers	10	0	0	25	35		
				45	10	20	25	100		
Course Description		In this course the basic concepts of Buddhism are introduced which include the substance of the study of Divinity, Humans, Law, Morality, Religion and Science-Technology, Harmony, Society, Culture and Politics in order to enable students to develop their personalities as Buddhists.								
Learning Materials/Subjects		Buddhist religious education courses in their main language are related to the study of Divinity, Humans, Law, Morality, Religion and Science-Technology, Harmony, Society, Culture and Politics.								
		Main References								
		Gagal diterjemahkan								
		Additional References								

<b>Reference</b>		a. P.A. Payutto. 2005. Buddhist Economics: The Middle Way for the Business World. Translated by R. Surya Widya. Jakarta: PP Nagabudhi b. Piyadassi, Mahathera. 2003. The Spectrum of Buddhism. Translated by Hatih Rusli, VIVI, and Titin Negsi. Jakarta: Tri Ratna Buddhist Education Foundation c. Rashid, Teja. 1997. Sila and Jiraya. Jakarta: Bodhi Buddhist Publishers. d. Sri Dhammananda. 2002. Buddhist Beliefs. Karaniya library. e. Wow, Cornejes. 1996. Belief in the One God in Buddhism, Jakarta f. Nalanda Buddhist Academy. et al. 2006. Learning Reference for Buddhist Education Courses in Public Universities. Jakarta: Department of National Education Directorate General of Higher Education					
<b>Teaching Team</b>		Hasdy,S.Si,M.Si					
<b>Course requirement</b>							
Week	Sub CPMK (End-of-stage learning ability)	Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1-2	Students are able to identify that the concept of God Almighty in Buddhism is unique (CPMK-1)	<b>Formative:</b>  Able to describe:  The understanding of the concept of the Supreme Godhead in Buddhism is unique  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  Student Participation  <b>Sumative Criteria:</b>  Group Discussion (5)  <b>Assessment Technique:</b>  Non Test	<b>Studying:</b>  Cooperative learning (Cooperative learning)  2x 2 x 50	<b>Studying:</b>  Cooperative learning (Cooperative learning)  <b>Material in SIKOLA Week 1 and 2</b>  2x 2 x 50	<b>Buddha Dhamma and Science</b>	5
3	Students are able to identify the philosophy of divinity of Buddhism (CPMK-1)	<b>Formative:</b>  Able to expose:  1. Understanding philosophy 2. Religious God concept Buddha  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  Observation  <b>Sumative Criteria:</b>  Group Discussion (5)  <b>Assessment Technique:</b>  Non Test	<b>Seminar:</b>  Group discussion (Small Group Discussion)  1x 2 x 50	<b>Seminar:</b>  Group discussion (Small Group Discussion)  <b>Material at SIKOLA Week 3</b>  1x 2 x 50	<b>Good question Good Answers (Translated)</b>	5

4	Students are able to describe the nature, martahat, responsibility, in the process of human occurrence in accordance with Buddhist teachings. (CPMK-2)	<b>Formative:</b>  Able to describe:  Essence, dignity, responsibility, in the process of human existence according to Buddhist teachings  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  Student Participation  <b>Sumative Criteria:</b>  Group Discussion (5)  <b>Assessment Technique:</b>  Non Test	<b>Seminar:</b>  Group discussion (Small Group Discussion)  1x 2 x 50	<b>Seminar:</b>  Group discussion (Small Group Discussion)  <b>Material at SIKOLA Week 4</b>  1x 2 x 50	<b>Buddhist Education for Student</b>	5
5	Students are able to explain three natural groups and causes of Isiran in the realm of life (CPMK-2)	<b>Formative:</b>  Able to describe:  1. three groups nature 2. causes of birth in the natural worlds life  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  Student Participation  <b>Sumative Criteria:</b>  Group Discussion (5)  <b>Assessment Technique:</b>  Gagal diterjemahkan	<b>Seminar:</b>  Group discussion (Small Group Discussion)  1x 2 x 50	<b>Seminar:</b>  Group discussion (Small Group Discussion)  <b>Material in SIKOLA Week 5</b>  1x 2 x 50	<b>Buddhist Education for Student</b>	5
6-7	Students are able to describe the definitions, principles, divisions, and benefits of studying karma law, and the relationship between karma and punarbhava (CPMK-2)	<b>Formative:</b>  Able to parse:  1. definition, principles, division and benefits of studying law karma 2. relationship between karma and punarbhava  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  Student Participation  <b>Sumative Criteria:</b>  Case Studies (10)  <b>Assessment Technique:</b>  Non Test	<b>Studying:</b>  Group discussion (Small Group Discussion), Case Study (Case Study)  2x 2 x 50	<b>Studying:</b>  Group discussion (Small Group Discussion), Case Study (Case Study)  <b>Material in SIKOLA Week 6 and 7</b>  2x 2 x 50	<b>Buddhism and science Knowledge</b>	10



8	Students are able to analyze the laws of three general patterns and the laws and effects that are dependent on each other (CPMK-2)	<b>Formative:</b> Conformity and clarity  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Conformity and Clarity  <b>Sumative Criteria:</b> Written Exam (20)  <b>Assessment Technique:</b> Test	<b>Studying:</b> Case Study (Case Study)  1x 2 x 50	<b>Studying:</b> Case Study (Case Study)  <b>TEST Menu in SIKOLA</b>  1x 2 x 50	<b>Week 1-7 Material</b>	20
9-10	Students are able to analyze the laws of three general patterns and the laws and effects that are dependent on each other (CPMK-2)	<b>Formative:</b> Able to describe: 1. law of three shades general 2. law of mutual cause and effect dependent  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Seminar:</b> Group discussion (Small Group Discussion), Case Study (Case Study)  2x 2 x 50	<b>Seminar:</b> Group discussion (Small Group Discussion), Case Study (Case Study)  <b>Material in SIKOLA Week 9 and 10</b>  2x 2 x 50	<b>Buddhist discourse Dharma</b>	5
11	Students are able to explain the understanding, functions, characteristics, basics, and benefits of implementing Buddhist Pancasila (CPMK-2)	<b>Formative:</b> Able to explain: 1. Understanding Pancadilarma 2. Type Pancadilarma 3. benefits of implementing Pancadillarma in life everyday  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Seminar:</b> Group discussion (Small Group Discussion)  1x 2 x 50	<b>Seminar:</b> Group discussion (Small Group Discussion)  <b>Material at SIKOLA Week 11</b>  1x 2 x 50	<b>Buddhist discourse Dharma</b>	5

12-13	Students are able to explain the understanding between faith, science and charity as a unity, the need to demand and practice knowledge, Buddhist relations and science (CPMK-3)	<b>Formative:</b> Able to explain: 1. Understanding of faith, science and charity as one unity 2. The need to demand and practice science 3. The relationship between Buddhism and science knowledge  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Seminar:</b> Group discussion (Small Group Discussion), Case Study (Case Study)  2x 2 x 50	<b>Seminar:</b> Group discussion (Small Group Discussion), Case Study (Case Study)  <b>Material at SIKOLA Pekan 12-13</b>  2x 2 x 50	<b>Fang Buddha and His Teachings</b>	5
14-15	Students are able to describe the nature of culture and behaviors that should be cultivated in daily life (on campus, the world of work, etc.) (CPMK-3)	<b>Formative:</b> Able to describe: 1. Understanding the essence culture 2. Behaviors that should be cultivated in everyday life  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Paper Assessment  <b>Sumative Criteria:</b> Group Discussion (10)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Group discussion (Small Group Discussion), Problem-Based Learning (Problem-based Learning)  2x 2 x 50	<b>Studying:</b> Group discussion (Small Group Discussion), Problem-Based Learning (Problem-based Learning)  <b>Material at SIKOLA Pekan 14-15</b>  2x 2 x 50	<b>Fang Buddha and His Teachings</b>	10
16	Students are able to describe the nature of culture and behaviors that should be cultivated in daily life (on campus, the world of work, etc.) (CPMK-3)	<b>Formative:</b> Conformity and clarity of answers  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Suitability and clarity of answers  <b>Sumative Criteria:</b> Written Exam (25)  <b>Assessment Technique:</b> Test	<b>Studying:</b> Case Study (Case Study)  1x 2 x 50	<b>Studying:</b> Case Study (Case Study)  <b>TEST Menu in SIKOLA</b>  1x 2 x 50	<b>Week 1-15 Material</b>	25

	100
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**Matrix of SLO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)		Group Discussion (Weight 5%) Group Discussion (Weight 5%) Case Studies (Weight 10%) Written Exam (Weight 20%) Group Discussion (Weight 5%) Group Discussion (Weight 5%)	Group Discussion (Weight 5%) Group Discussion (Weight 10%) Written Exam (Weight 25%)
CPL-9 (S2)	Group Discussion (Weight 5%) Group Discussion (Weight 5%)		

### Evaluation Type and Assessment Weight

Type	Assessment Weight
Group Discussion	45
Case Studies	10
Written Exam	20
Written Exam	25
Total	100

### Assessment and Evaluation of Student Achievement of CLOs

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Group Discussion	Case Studies	Written Exam	Written Exam			
SLO-9	CLO-1	SUB-CLO-1	Student Participation	5	0	0	0	5		
SLO-9	CLO-1	SUB-CLO-2	Observation	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-3	Student Participation	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-4	Student Participation	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-5	Student Participation	0	10	0	0	10		
SLO-8	CLO-2	SUB-CLO-6	Suitability and Clarity and Performance (Paper Assessment)	5	0	20	0	25		
SLO-8	CLO-2	SUB-CLO-7	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-3	SUB-CLO-9	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-3	SUB-CLO-10	Paper assessment and suitability and clarity of answers	10	0	0	25	35		
				45	10	20	25	100		







# **SEMESTER LEARNING PLAN**

**HINDU RELIGIOUS EDUCATION COURSES  
(23U01110402)**



## **TEACHING TEAM**

I Ketut Mundra, S.Ag  
150372256

STUDI PROGRAM OF MATHEMATICS - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025

**STUDY PROGRAM OF MATEMATIKA - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY**

## **Vision**

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

## **Vision Strategy**

## **Mission**

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

## **Graduate Profiles**

Gagal diterjemahkan

## **PLO charged to courses**

CPL-8 (S1) - The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

## **Course Learning Outcomes (CLO)**

CPMK-1: Able to internalize the values of the teachings of the Vedas contained in the basic framework of Hinduism (CPL8)

CPMK-2: Able to analyze religious values and diversity to build a prosperous life (CPL8)

CPMK-3: Able to integrate the values of Hindu teachings with critical thinking, transparency, work hard and justice (CPL9)

## **Sub-CLO**

Sub CPMK-1: Students are able to understand the history of the development of the Hind religion (CPMK-1)

Sub CPMK-2: Students are able to the virtues of the Vedic Scriptures (CPMK-1)

Sub CPMK-3: Students are able to understand the basis of Hindu faith (Panca Sraddha) (CPMK-1)

Sub CPMK-4: Students are able to understand the concept of divinity Hinduism (Brahmavidya) (CPMK-1)

Sub CPMK-5: Students are able to understand and practice the teachings of Catur Marga as the purpose of Hindu human life (CPMK-2)

Sub CPMK-6: Students are able to actualize the teachings of Catur Marga Holistically (CPMK-2)

Sub CPMK-7: Students are able to understand the concept of a prosperous society in the Hindu perspective

(CPMK-2)

Sub CPMK-8: Students are able to unite the values of Haindu's morality in everyday life (CPMK-2)

Sub CPMK-9: Students are able to understand the theological foundation of religious moderation as a guide for building harmony (CPMK-2)

Sub CPMK-10: Students are able to understand the culture of critical thinking, transparency, working hard and justice in Hindu views (CPMK-3)

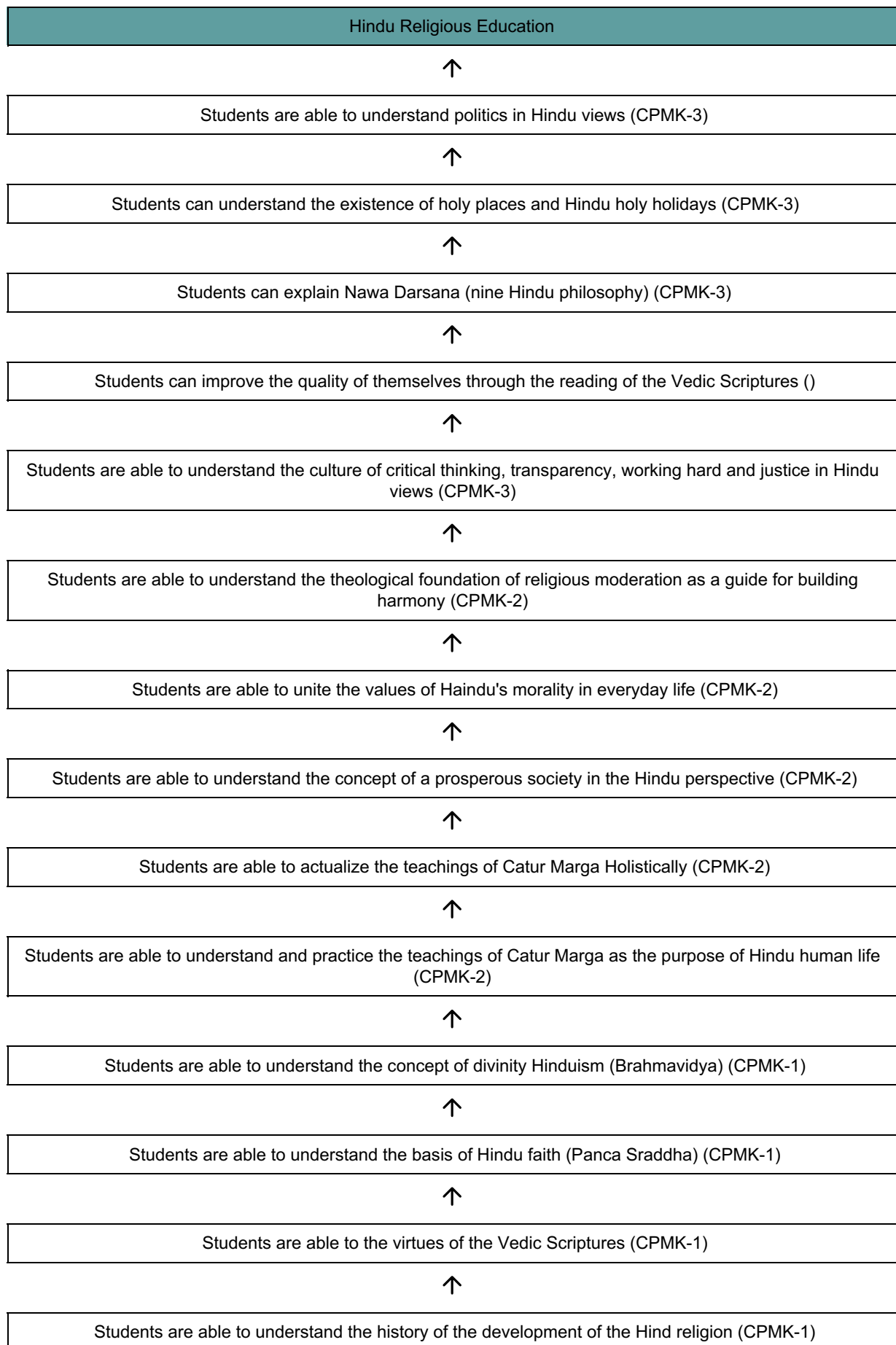
Sub CPMK-11: Students can improve the quality of themselves through the reading of the Vedic Scriptures  
( )

Sub CPMK-12: Students can explain Nawa Darsana (nine Hindu philosophy) (CPMK-3)

Sub CPMK-13: Students can understand the existence of holy places and Hindu holy holidays (CPMK-3)

Sub CPMK-14: Students are able to understand politics in Hindu views (CPMK-3)

## Learning Analytics



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# HASANUDDIN UNIVERSITY

## FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

### STUDY PROGRAM OF MATHEMATICS - S1

## SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Hindu Religious Education		23U01110402	MKWU	2	1	24 Mei 2023
AUTHORITY		SLP Developer Lecturer		Coordinator		Head of Study Program
		I Ketut Mundra,S.Ag				Dr. Firman, S.Si.,M.Si.
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-8:	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional				
	SLO-9:	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-8	CLO-1: Able to internalize the values of the teachings of the Vedas contained in the basic framework of Hinduism				
		CLO-2: Able to analyze religious values and diversity to build a prosperous life				
	SLO-9	CLO-3: Able to integrate the values of Hindu teachings with critical thinking, transparency, work hard and justice				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Students are able to understand the history of the development of the Hind religion				
		Sub-CLO-2:Students are able to the virtues of the Vedic Scriptures				
		Sub-CLO-3:Students are able to understand the basis of Hindu faith (Panca Sraddha)				
		Sub-CLO-4:Students are able to understand the concept of divinity Hinduism (Brahmavidya)				
	CLO-2	Sub-CLO-5:Students are able to understand and practice the teachings of Catur Marga as the purpose of Hindu human life				
		Sub-CLO-6:Students are able to actualize the teachings of Catur Marga Holistically				
		Sub-CLO-7:Students are able to understand the concept of a prosperous society in the Hindu perspective				
		Sub-CLO-8:Students are able to unite the values of Haindu's morality in everyday life				
		Sub-CLO-9:Students are able to understand the theological foundation of religious moderation as a guide for building harmony				

	<b>CLO-3</b>	<b>Sub-CLO-10:</b> Students are able to understand the culture of critical thinking, transparency, working hard and justice in Hindu views						
		<b>Sub-CLO-12:</b> Students can explain Nawa Darsana (nine Hindu philosophy)						
		<b>Sub-CLO-13:</b> Students can understand the existence of holy places and Hindu holy holidays						
		<b>Sub-CLO-14:</b> Students are able to understand politics in Hindu views						
	<b>Correlation between SLOs/CLOs to Sub-CLOs</b>							
<b>SLOs that are charged on the Course</b>	<b>CPMK</b>	<b>SUB CPMK</b>	<b>Form of Assessment<sup>*</sup></b>			<b>Weight</b>	<b>Value</b>	<b>Student Score</b>
			<b>Formative</b>	<b>Sumative</b>				
				<b>Group Discussion</b>	<b>Case Studies</b>			
SLO-8	CLO-1	SUB-CLO-1	Participation	5	0	5		
SLO-8	CLO-1	SUB-CLO-2	Observation	0	5	5		
SLO-8	CLO-1	SUB-CLO-3	Participation	5	0	5		
SLO-8	CLO-1	SUB-CLO-4	Participation	5	0	5		
SLO-8	CLO-2	SUB-CLO-5	Participation	5	0	5		
SLO-8	CLO-2	SUB-CLO-6	Participation	5	0	5		
SLO-8	CLO-2	SUB-CLO-7	Performance (Paper Assessment)	0	10	10		
SLO-8	CLO-2	SUB-CLO-8	Performance (Paper Assessment)	0	15	15		
SLO-8	CLO-2	SUB-CLO-9	Performance (Paper Assessment)	0	10	10		
SLO-9	CLO-3	SUB-CLO-10	Performance (Paper Assessment)	0	15	15		
				25	55	80		
<b>Course Description</b>	Hindu religion courses are general compulsory courses studied by Hindu students to increase Sradhdha and Bhakti in Ida Sanghyang Widhi Wasa and His manifestations, as well as making Hindu students have ethics and morals, moderate faith and have strong moral responsibility so that they are able to build and practice the teachings of Tri Hita Karana in society.							
<b>Learning Materials/Subjects</b>	Hindu religious education courses in their main language are related to the sources of Hindu religious teachings, the basics of Hindu faith, Brahmayidya, Catur Marga, Hindu morals, Humans, Critical thinking culture, open attitude, working hard and fairly, Religious moderation, holy places, holy holidays, Nawa Darsana and a prosperous society from the Hindu perspective							
	<b>Main References</b>							

Reference	Hindu Religious Education for Higher Education						
	Additional References						
	Gagal diterjemahkan						
Teaching Team	I Ketut Mundra,S.Ag						
Course requirement							
Week	Sub CPMK (End-of-stage learning ability)	Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1	Students are able to understand the history of the development of the Hind religion (CPMK-1)	<b>Formative:</b> 1. Understanding history 2. Religious Periodization Hindu 3. Evidence of the spread of Hinduism in world 4. Development of Hinduism in Indonesia  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Participation  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Cooperative learning (Cooperative learning)  (1x 2 x 50")		History of the Development of Hinduism	5
2	Students are able to the virtues of the Vedic Scriptures (CPMK-1)	<b>Formative:</b> 1. Vedic Understanding 2. Teaching Principles Veda 3. Vedas as a source of teachings Hindu 4. The importance of studying Vedas  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Observation  <b>Sumative Criteria:</b> Case Studies (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Cooperative learning (Cooperative learning)  (1x 2 x 50")		Vedic Essence Manawa Dharmasastra	5



3	Students are able to understand the basis of Hindu faith (Panca Sraddha) (CPMK-1)	<b>Formative:</b> 1. Understanding Sraddha and Bhakti 2. Panca Sraddha and division 3. Efforts to improve Sraddha and Bhakti  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Participation  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Self-Directed Learning  (1x 2 x 50")		Panca Sraddha	5
4	Students are able to understand the concept of divinity Hinduism (Brahmavidya) (CPMK-1)	<b>Formative:</b> 1. Philosophical Views on God 2. Divine Concept Hindu 3. Efforts to increase Bhakti in God  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Participation  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Self-Directed Learning  (1x 2 x 50")		Panca Sraddha	5
5	Students are able to understand and practice the teachings of Catur Marga as the purpose of Hindu human life (CPMK-2)	<b>Formative:</b> 1. Understanding and Division of Chess Genus 2. Understanding, Form and Type Bhakti 3. Appearance Bhakt  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Participation  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Collaborative learning (Collaborative Learning)  (1x 2 x 50")		Hindu Religious Education in Higher Education  Vedas The sacred words of Hinduism	5

6	Students are able to actualize the teachings of Catur Marga Holistically (CPMK-2)	<b>Formative:</b> 1. Implementation foundation Bhakti 2. Basis, Source and terms Yajna 3. Efforts to improve quality bhakti  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Participation  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Group discussion (Small Group Discussion)  (1x 2 x 50")		Hindu Religious Education in Higher Education  Vedas The sacred words of Hinduism	5
7-8	Students are able to understand the concept of a prosperous society in the Hindu perspective (CPMK-2)	<b>Formative:</b> 1. Understanding Paper Jagaddhita 2. Terms of Paper Jagadhita 3. Understanding Marriage 4. Understanding family 5. Family responsibilities 6. Duties Obligations of a father, mother and child 7. The spiritual foundation of the family sukhinah  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Case Studies (10)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Case Study (Case Study)  (2x 2 x 50")		Hindu Religious Education for Higher Education Grhasta Dormitory	10
9-10	Students are able to unite the values of Haindu's morality in everyday life (CPMK-2)	<b>Formative:</b> 1. Understanding Ethics and Governance Susila 2. Source Susila hindu 3. Function and purpose of the Code of Ethics Hindu 4. Values of Ethics Hindu  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Case Studies (15)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Case Study (Case Study)  (2x 2 x 50")		Slokantara Hindu Morals  Sarasamuccaya	15

11	Students are able to understand the theological foundation of religious moderation as a guide for building harmony (CPMK-2)	<b>Formative:</b> 1. Understanding Moderation 2. Moderate Principle 3. Theological Foundations of Religious Moderation in Vedas  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Case Studies (10)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Case Study (Case Study)  (1x 2 x 50")		Guidelines for Hindu Religious Harmony	10
12-13	Students are able to understand the culture of critical thinking, transparency, working hard and justice in Hindu views (CPMK-3)	<b>Formative:</b> 1. Culture of Critical thinking, working hard, Open attitude and fair 2. Hindu religious views about critical thinking, hard work, an open attitude and fair  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Case Studies (15)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Case Study (Case Study)  (2x 2 x 50")		Hindu Religious Education for Higher Education Manawa Dharmasastra  Bhagavad Gita	15
14	Students can improve the quality of themselves through the reading of the Vedic Scriptures ( )	<b>Formative:</b> 1. Understanding of place holy/Pura 2. Place foundation holy 3. Place building requirements holy 4. Understanding of religious holidays hindu 5. Basics for calculating holidays Hindu 6. Spiritual values of holidays Hindu  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Paper Assessment  <b>Sumative Criteria:</b> <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Group discussion (Small Group Discussion)  (1x 2 x 50")		The meaning of Hindu holy days	0



**Matrix of SLO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	Group Discussion (Weight 5%) Case Studies (Weight 5%) Group Discussion (Weight 5%) Group Discussion (Weight 5%)	Group Discussion (Weight 5%) Group Discussion (Weight 5%) Case Studies (Weight 10%) Case Studies (Weight 15%) Case Studies (Weight 10%)	
CPL-9 (S2)			Case Studies (Weight 15%)

### Evaluation Type and Assessment Weight

Type	Assessment Weight
Group Discussion	25
Case Studies	55
Total	80

### Assessment and Evaluation of Student Achievement of CLOs

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*			Weight	Value	Student Score
			Formative	Sumative				
				Group Discussion	Case Studies			
SLO-8	CLO-1	SUB-CLO-1	Participation	5	0	5		
SLO-8	CLO-1	SUB-CLO-2	Observation	0	5	5		
SLO-8	CLO-1	SUB-CLO-3	Participation	5	0	5		
SLO-8	CLO-1	SUB-CLO-4	Participation	5	0	5		
SLO-8	CLO-2	SUB-CLO-5	Participation	5	0	5		
SLO-8	CLO-2	SUB-CLO-6	Participation	5	0	5		
SLO-8	CLO-2	SUB-CLO-7	Performance (Paper Assessment)	0	10	10		
SLO-8	CLO-2	SUB-CLO-8	Performance (Paper Assessment)	0	15	15		
SLO-8	CLO-2	SUB-CLO-9	Performance (Paper Assessment)	0	10	10		
SLO-9	CLO-3	SUB-CLO-10	Performance (Paper Assessment)	0	15	15		
				25	55	80		







# **SEMESTER LEARNING PLAN**

**CATHOLIC RELIGIOUS EDUCATION COURSES  
(23U01110202)**



**TEACHING TEAM**

**STUDI PROGRAM OF MATHEMATICS - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025**

**STUDY PROGRAM OF MATEMATIKA - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY**

## **Vision**

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

## **Vision Strategy**

## **Mission**

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

## **Graduate Profiles**

Gagal diterjemahkan

## **PLO charged to courses**

CPL-8 (S1) - The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

## **Course Learning Outcomes (CLO)**

CPMK-1: Able to consistently integrated the unity between his Catholic faith and actions in everyday life (CPL8)

CPMK-2: Able to implement concepts, values, teachings, and traditions of Catholic faith in everyday life (CPL8)

CPMK-3: Able to integrate the values, teachings, and traditions of Catholic faith in an effort to help solve strategic problems in social and national life (CPL9)

## **Sub-CLO**

Sub CPMK-1: Students are able to link knowledge about the nature, basis, and objectives of Catholic religious education consistently in daily life both on and off campus (CPMK-1)

Sub CPMK-2: Students are able to elaborate on religious and faith elements in full and coherent (CPMK-2)

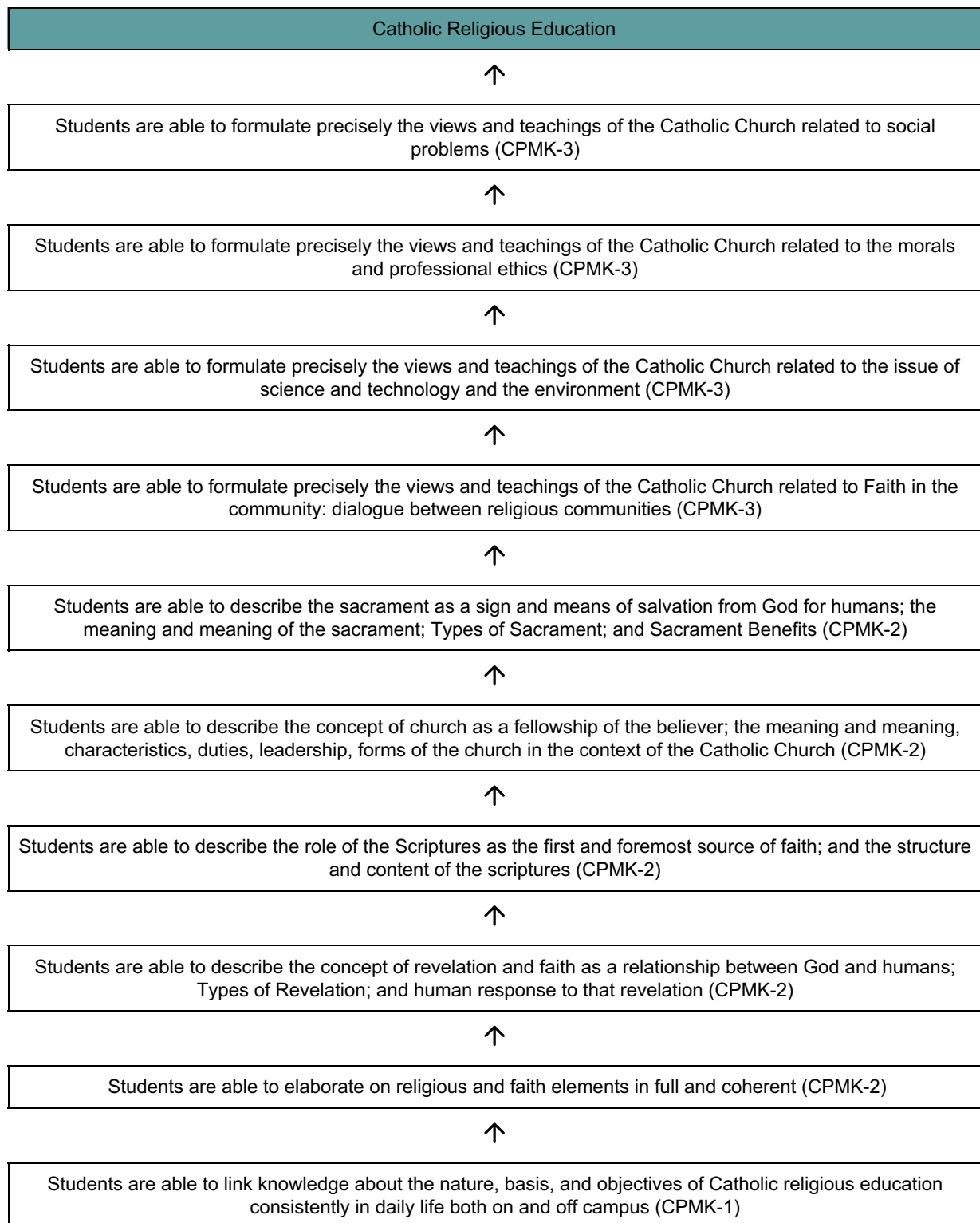
Sub CPMK-3: Students are able to describe the concept of revelation and faith as a relationship between God and humans; Types of Revelation; and human response to that revelation (CPMK-2)

Sub CPMK-4: Students are able to describe the role of the Scriptures as the first and foremost source of faith; and the structure and content of the scriptures (CPMK-2)

Sub CPMK-5: Students are able to describe the concept of church as a fellowship of the believer; the meaning and meaning, characteristics, duties, leadership, forms of the church in the context of the Catholic Church (CPMK-2)

- Sub CPMK-6: Students are able to describe the sacrament as a sign and means of salvation from God for humans; the meaning and meaning of the sacrament; Types of Sacrament; and Sacrament Benefits (CPMK-2)
- Sub CPMK-7: Students are able to formulate precisely the views and teachings of the Catholic Church related to Faith in the community: dialogue between religious communities (CPMK-3)
- Sub CPMK-8: Students are able to formulate precisely the views and teachings of the Catholic Church related to the issue of science and technology and the environment (CPMK-3)
- Sub CPMK-9: Students are able to formulate precisely the views and teachings of the Catholic Church related to the morals and professional ethics (CPMK-3)
- Sub CPMK-10: Students are able to formulate precisely the views and teachings of the Catholic Church related to social problems (CPMK-3)

## Learning Analytics





# HASANUDDIN UNIVERSITY

## FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

### STUDY PROGRAM OF MATHEMATICS - S1

## SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Catholic Religious Education		23U01110202	MKWU	2	1	13 Mei 2023
AUTHORITY		SLP Developer Lecturer		Coordinator		Head of Study Program
		Drs. Fredryk Welliam Mandey, M.Sc.		Haeriyah, S.Ag.,M.Pd.I.		Rahmatullah, SIP., M.Si.
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-8:	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional				
	SLO-9:	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-8	CLO-1: Able to consistently integrated the unity between his Catholic faith and actions in everyday life				
		CLO-2: Able to implement concepts, values, teachings, and traditions of Catholic faith in everyday life				
	SLO-9	CLO-3: Able to integrate the values, teachings, and traditions of Catholic faith in an effort to help solve strategic problems in social and national life				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Students are able to link knowledge about the nature, basis, and objectives of Catholic religious education consistently in daily life both on and off campus				
	CLO-2	Sub-CLO-2:Students are able to elaborate on religious and faith elements in full and coherent				
		Sub-CLO-3:Students are able to describe the concept of revelation and faith as a relationship between God and humans; Types of Revelation; and human response to that revelation				
		Sub-CLO-4:Students are able to describe the role of the Scriptures as the first and foremost source of faith; and the structure and content of the scriptures				
		Sub-CLO-5:Students are able to describe the concept of church as a fellowship of the believer; the meaning and meaning, characteristics, duties, leadership, forms of the church in the context of the Catholic Church				
		Sub-CLO-6:Students are able to describe the sacrament as a sign and means of salvation from God for humans; the meaning and meaning of the sacrament; Types of Sacrament; and Sacrament Benefits				

		CLO-3	Sub-CLO-7:Students are able to formulate precisely the views and teachings of the Catholic Church related to Faith in the community: dialogue between religious communities								
			Sub-CLO-8:Students are able to formulate precisely the views and teachings of the Catholic Church related to the issue of science and technology and the environment								
			Sub-CLO-9:Students are able to formulate precisely the views and teachings of the Catholic Church related to the morals and professional ethics								
			Sub-CLO-10:Students are able to formulate precisely the views and teachings of the Catholic Church related to social problems								
		Correlation between SLOs/CLOs to Sub-CLOs									
SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*				Weight	Value	Student Score		
			Formative	Sumative							
				Group Discussion	Presentation						
SLO-8	CLO-1	SUB-CLO-1	Students demonstrate conformity between the Catholic values they believe in and their daily attitudes and behavior both inside and outside the classroom/campus				5	0	5		
SLO-8	CLO-2	SUB-CLO-2	Students can fully describe the 6 elements of faith and religion				10	0	10		
SLO-8	CLO-2	SUB-CLO-3	Students can fully describe the types of revelation based on their nature, scope, method and place of delivery, and human responses to these revelations				10	0	10		
SLO-8	CLO-2	SUB-CLO-4	Students are able to correctly detail the 4 parts of the Old Testament Scriptures and the 5 parts of the New Testament Scriptures				0	10	10		
SLO-8	CLO-2	SUB-CLO-5	Students are able to correctly attribute the concept of the Church as a community of believers; meaning and significance, characteristics, duties, leadership, forms of the Church in the context of the Catholic Church				10	0	10		
SLO-8	CLO-2	SUB-CLO-6	Students are able to conclude that the Sacrament is a Sign and Means of Salvation from God for humans; the meaning and significance of the Sacrament; types of Sacraments; and the benefits of the Sacrament				10	0	10		
SLO-9	CLO-3	SUB-CLO-7	Students are able to present the results of evaluations of cases in the Inter-Religious Dialogue according to the views and teachings of the Catholic Church				5	5	10		
SLO-9	CLO-3	SUB-CLO-8	Students are able to present reports containing alternative solutions to problems related to science and technology and the environment				5	5	10		
SLO-9	CLO-3	SUB-CLO-9	Students are able to present reports containing alternative solutions to problems related to professional morals and ethics in accordance with the principles and teachings of the Catholic Church				5	5	10		
SLO-9	CLO-3	SUB-CLO-10	Students are able to present reports containing alternative solutions to problems related to social problems in accordance with the principles and teachings of the Catholic Church				5	10	15		

SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*				Weight	Value	Student Score
			Formative	Sumative					
				Group Discussion	Presentation				
				65	35	100			
Course Description		Catholic Religious Education courses are mandatory university courses and are the basis for developing Catholic students' attitudes of faith and devotion to God Almighty Power. In this lecture students will learn: Basic concepts of religion and faith; Revelation-Faith Relationship between God and Man; Scripture and God's work of salvation which began in the people of Israel (Old Testament) and culminated in Jesus Christ and His work (New Testament); Catholic Church; Sacraments in the Church; Community Faith - Inter-Religious Dialogue; Science and Technology and environmental issues from the perspective of the Catholic faith; Morals, Professional Ethics, and related social issues. This course is expected to provide a basis for forming the character of faith in students and become a guide in building personal integrity as someone who is intelligent and has noble character.							
Learning Materials/Subjects		Gagal diterjemahkan							
Reference		Main References							
		Kotan, D.B. 2021. Becoming a Witness of Salvation – PTU Catholic Religious Education MK Textbook, KWI Catechetical Commission, OBOR Jakarta Publishers							
		Additional References							
		Kahya, KB. 2007. Basic Materials for Catholic Religious Education, Makassar Archdiocese Catechetical Commission  --1995. Catechism of the Catholic Church, Nusa Indah Publishers, Ende  Hardawiryana, R (translator). 2017 (13th printing). Documents of the Second Vatican Council, Publisher OBOR Jakarta Hardawiryana, R (translator). 2014 (print.3). Catechism of the Catholic Church, Nusa Indah Publishers, Ende --. Compendium of Church Social Teachings, Kanisius Publishers, Yogyakarta							
Teaching Team									
Course requirement									
Week	Sub CPMK (End-of-stage learning ability)		Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)	
			Indicator	Techniques & Criteria	Offline	Online			
1	2		3	4	5	6	7	8	



1	Students are able to link knowledge about the nature, basis, and objectives of Catholic religious education consistently in daily life both on and off campus (CPMK-1)	<p><b>Formative:</b></p> <p>Able show disciplined attitude, obeying rules, caring, cooperation, respect, and consistency in daily life in accordance with faith His Catholicism</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students demonstrate conformity between the Catholic values they believe in and their daily attitudes and behavior both inside and outside the classroom/campus</p> <p><b>Sumative Criteria:</b></p> <p>Group Discussion (5)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>[2x50 minutes]</p>	<p><b>Studying:</b></p> <p>Self-Directed Learning</p> <p>Structured Assignment (PT): Filling and insert Biodata in the Task Menu SIKOLA</p> <p>Independent Activity (KM): Students Read Lecture 1 Material in SIKOLA Learning Flow</p> <p>[2x60 minutes]</p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Introduction</li> <li>3. Explanation of Syllabus and Contract Lecture</li> <li>4. The Nature, Basis and Learning Objectives of Religious Education Catholic</li> </ol>	5
2	Students are able to elaborate on religious and faith elements in full and coherent (CPMK-2)	<p><b>Formative:</b></p> <p>Able associate elements of religion and faith, namely: (1) Holy Scripture, (2) Teachings, (3) Rules, (4) Deeds of devotion, (5) Stratification/roles of followers, and (6) Rites/Rituals of Worship</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students can fully describe the 6 elements of faith and religion</p> <p><b>Sumative Criteria:</b></p> <p>Group Discussion (10)</p> <p><b>Assessment Technique:</b></p> <p>Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>[2x50 minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Collaborative Learning: Students discuss in groups and make executive conclusions about the concept of faith and religion as well as its elaboration and inclusion in the SIKOLA Task Menu (4)</p> <p>KM : Students read lecture 2 material in the SIKOLA learning flow</p> <p>[2x60 minutes]</p>	Basic Concepts of Religion and Faith	10

3	Students are able to describe the concept of revelation and faith as a relationship between God and humans; Types of Revelation; and human response to that revelation (CPMK-2)	<p><b>Formative:</b></p> <p>Able review types of Revelation based on nature, scope, method and place of delivery, as well as human responses to this form of revelation</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students can fully describe the types of revelation based on their nature, scope, method and place of delivery, and human responses to these revelations</p> <p><b>Sumative Criteria:</b></p> <p>Group Discussion (10)</p> <p><b>Assessment Technique:</b></p> <p>Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>[2x50 minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Collaborative Learning Students in groups make executive conclusions about the concept of Revelation and Faith as well as human responses to that revelation, and enter them in the SIKOLA Task Menu (2)</p> <p>KM : Students read lecture 3 in the SIKOLA learning flow</p> <p>[2x60 minutes]</p>	Revelation-Faith Relationship between God and Man	10
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4-5	Students are able to describe the role of the Scriptures as the first and foremost source of faith; and the structure and content of the scriptures (CPMK-2)	<p><b>Formative:</b></p> <p>Able organize The Catholic Church's faith in God's plan of saving work which begins with God's chosen people and continues to all believers, through the Holy Scriptures of the Old and New Testaments</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students are able to correctly detail the 4 parts of the Old Testament Scriptures and the 5 parts of the New Testament Scriptures</p> <p><b>Sumative Criteria:</b></p> <p>Presentation (10)</p> <p><b>Assessment Technique:</b></p> <p>Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>[2(2x50) minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Collaborative Learning Students in groups Make an executive conclusion (executive summary) about the contents of the first and main source of faith, namely the holy book, and enter it in the SIKOLA Task Menu (2)</p> <p>KM : Students read lecture 4 in the SIKOLA learning flow</p> <p>[2(2x60) minutes]</p>	Holy Scriptures of the Old Testament and New Testament	10
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6	Students are able to describe the concept of church as a fellowship of the believer; the meaning and meaning, characteristics, duties, leadership, forms of the church in the context of the Catholic Church (CPMK-2)	<p><b>Formative:</b></p> <p>Able differentiate precisely the meaning of the Catholic Church as a community of believers; characterized by One, Holy, Catholic and Apostolic; having a hierarchy as a form of leadership in the church; and the role and participation of the people in the leadership of the church</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students are able to correctly attribute the concept of the Church as a community of believers; meaning and significance, characteristics, duties, leadership, forms of the Church in the context of the Catholic Church</p> <p><b>Sumative Criteria:</b></p> <p>Group Discussion (10)</p> <p><b>Assessment Technique:</b></p> <p>Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>[2x50 minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Collaborative Learning Students in groups Make executive conclusions (executive summary) about the church as a fellowship of believers along with the characteristics, duties, leadership, and participation of believers in the church.(2) KM : Students read lecture 5 material in the SIKOLA learning flow</p> <p>[2x60 minutes]</p>	Catholic Church	10
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7-8	Students are able to describe the sacrament as a sign and means of salvation from God for humans; the meaning and meaning of the sacrament; Types of Sacrament; and Sacrament Benefits (CPMK-2)	<p><b>Formative:</b></p> <p>Able differentiate the meaning and significance of the sacrament as a sign of God's presence and a means of salvation; the sacrament of initiation as the beginning of participation in God's saving work, the sacrament of life's call as a form of real participation in God's saving work, and the sacrament of healing as a real sign of God's presence who loves and saves</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students are able to conclude that the Sacrament is a Sign and Means of Salvation from God for humans; the meaning and significance of the Sacrament; types of Sacraments; and the benefits of the Sacrament</p> <p><b>Sumative Criteria:</b></p> <p>Group Discussion (10)</p> <p><b>Assessment Technique:</b></p> <p>Test</p>	<p><b>Studying:</b></p> <p>Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning)</p> <p>[2(2x50) minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Collaborative Learning Students in groups Make executive conclusions (executive summary) about sacraments as signs and means of salvation from God as well as the meaning, types and benefits of sacraments (2)</p> <p>KM : Students read lecture 6 material in the SIKOLA learning flow</p> <p>[2(2x60) minutes]</p>	<b>Sacraments in the Church Catholic</b>	10
10-11	Students are able to formulate precisely the views and teachings of the Catholic Church related to Faith in the community: dialogue between religious communities (CPMK-3)	<p><b>Formative:</b></p> <p>Able troubleshooting related Dialogue between religious communities according to the principles and teachings of the Catholic Church</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students are able to present the results of evaluations of cases in the Inter-Religious Dialogue according to the views and teachings of the Catholic Church</p> <p><b>Sumative Criteria:</b></p> <p>Presentation (5)</p> <p>Group Discussion (5)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Seminar:</b></p> <p>Problem-Based Learning (Problem-based Learning)</p> <p>[2(2x50) minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Students in groups make a report containing a Critical Review of problems and solutions in Inter-Religious Dialogue</p> <p>KM : Students read lecture materials in the form of Catholic Church Documents related to Inter-Religious Dialogue</p> <p>[2(2x60) minutes]</p>	<b>Faith in the Community: Dialogue Between People Religious</b>	10

12	Students are able to formulate precisely the views and teachings of the Catholic Church related to the issue of science and technology and the environment (CPMK-3)	<p><b>Formative:</b></p> <p>Able workaround related to science and technology and the environment in accordance with the principles and teachings of the Catholic Church</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students are able to present reports containing alternative solutions to problems related to science and technology and the environment</p> <p><b>Sumative Criteria:</b></p> <p>Presentation (5)</p> <p>Group Discussion (5)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Seminar:</b></p> <p>Problem-Based Learning (Problem-based Learning)</p> <p>[2x50 minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Students in groups make a report containing a critical review of problems related to science and technology and the environment and their solutions based on the teachings of the Catholic Church on science and technology and the environment</p> <p>KM : Students read lecture materials and Catholic Church documents related to science and technology and environmental issues</p> <p>[2x60 minutes]</p>	<p><b>Science and Technology and Environmental Issues Life</b></p>	10
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13	Students are able to formulate precisely the views and teachings of the Catholic Church related to the morals and professional ethics (CPMK-3)	<p><b>Formative:</b></p> <p>Able troubleshooting related to professional morals and ethics in accordance with the principles and teachings of the Catholic Church</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p>Students are able to present reports containing alternative solutions to problems related to professional morals and ethics in accordance with the principles and teachings of the Catholic Church</p> <p><b>Sumative Criteria:</b></p> <p>Presentation (5)</p> <p>Group Discussion (5)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Seminar:</b></p> <p>Problem-Based Learning (Problem-based Learning)</p> <p>[2x50 minutes]</p>	<p><b>Studying:</b></p> <p>Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)</p> <p>PT : Students in groups make reports containing critical reviews of cases related to Professional Morals and Ethics and their solutions based on the Catholic Church's Teachings on Morals and Ethics</p> <p>KM : Students read lecture materials and Catholic Church Documents related to Ethics and Morals</p> <p>[2x60 minutes]</p>	<b>Professional Morals and Ethics</b>	10
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14-15	Students are able to formulate precisely the views and teachings of the Catholic Church related to social problems (CPMK-3)	<b>Formative:</b> Able troubleshooting related to social, political and community issues in accordance with the principles and teachings of the Church Catholic  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Students are able to present reports containing alternative solutions to problems related to social problems in accordance with the principles and teachings of the Catholic Church  <b>Sumative Criteria:</b> Presentation (10) Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Seminar:</b> Problem-Based Learning (Problem-based Learning)  [2(2x50) minutes]	<b>Studying:</b> Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning)  PT : Students in groups make reports containing critical reviews of problems related to the social, political and societal fields and their solutions based on the Catholic Church's Teachings on Social, Political and Social Affairs  KM : Students read lecture materials and related Catholic Church Documents Social, Political and Community Life Issues  [2(2x60) minutes]	<b>Economic, Social, Political and Community Issues: Social Teachings Church</b>	15
							100



**Matrix of SLO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	Group Discussion (Weight 5%)	Group Discussion (Weight 10%) Group Discussion (Weight 10%) Presentation (Weight 10%) Group Discussion (Weight 10%) Group Discussion (Weight 10%)	
CPL-9 (S2)			Presentation (Weight 5%) Group Discussion (Weight 5%) Presentation (Weight 5%) Group Discussion (Weight 5%) Presentation (Weight 5%) Group Discussion (Weight 5%) Presentation (Weight 10%) Group Discussion (Weight 5%)

### Evaluation Type and Assessment Weight

Type	Assessment Weight
Group Discussion	65
Presentation	35
Total	100

### Assessment and Evaluation of Student Achievement of CLOs

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*			Weight	Value	Student Score
			Formative	Sumative				
				Group Discussion	Presentation			
SLO-8	CLO-1	SUB-CLO-1	Students demonstrate conformity between the Catholic values they believe in and their daily attitudes and behavior both inside and outside the classroom/campus	5	0	5		
SLO-8	CLO-2	SUB-CLO-2	Students can fully describe the 6 elements of faith and religion	10	0	10		
SLO-8	CLO-2	SUB-CLO-3	Students can fully describe the types of revelation based on their nature, scope, method and place of delivery, and human responses to these revelations	10	0	10		
SLO-8	CLO-2	SUB-CLO-4	Students are able to correctly detail the 4 parts of the Old Testament Scriptures and the 5 parts of the New Testament Scriptures	0	10	10		
SLO-8	CLO-2	SUB-CLO-5	Students are able to correctly attribute the concept of the Church as a community of believers; meaning and significance, characteristics, duties, leadership, forms of the Church in the context of the Catholic Church	10	0	10		
SLO-8	CLO-2	SUB-CLO-6	Students are able to conclude that the Sacrament is a Sign and Means of Salvation from God for humans; the meaning and significance of the Sacrament; types of Sacraments; and the benefits of the Sacrament	10	0	10		
SLO-9	CLO-3	SUB-CLO-7	Students are able to present the results of evaluations of cases in the Inter-Religious Dialogue according to the views and teachings of the Catholic Church	5	5	10		
SLO-9	CLO-3	SUB-CLO-8	Students are able to present reports containing alternative solutions to problems related to science and technology and the environment	5	5	10		
SLO-9	CLO-3	SUB-CLO-9	Students are able to present reports containing alternative solutions to problems related to professional morals and ethics in accordance with the principles and teachings of the Catholic Church	5	5	10		

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*			Weight	Value	Student Score
			Formative	Sumative				
				Group Discussion	Presentation			
SLO-9	CLO-3	SUB-CLO-10	Students are able to present reports containing alternative solutions to problems related to social problems in accordance with the principles and teachings of the Catholic Church	5	10	15		
				65	35	100		





# **SEMESTER LEARNING PLAN**

**Confucian RELIGIOUS EDUCATION COURSES  
(23U01110602)**



**TEACHING TEAM**

**STUDI PROGRAM OF MATHEMATICS - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025**

**STUDY PROGRAM OF MATEMATIKA - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY**

## **Vision**

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

## **Vision Strategy**

## **Mission**

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

## **Graduate Profiles**

Gagal diterjemahkan

## **PLO charged to courses**

CPL-8 (S1) - The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

## **Course Learning Outcomes (CLO)**

CPMK-1: Able to internalize religious values as independent people with character (CPL8)

CPMK-2: Able to describe religious values to achieve independent people with character (CPL8)

CPMK-3: Able to think critically, systematically, innovatively, with integrity, and be able to communicate effectively, and can work independently or in teams (CPL9)

## **Sub-CLO**

Sub CPMK-1: Students are able to internalize the basic framework of Confucian Religious Lectures (CPMK-1)

Sub CPMK-2: Students are able to internalize the Principles of Ru-Khonghucu Religion Faith (CPMK-1)

Sub CPMK-3: Students are able to describe the physical goals of-life, life and after life that can be achieved by a human who lives in the path, running virtue based on religious guidance (CPMK-1)

Sub CPMK-4: Students are able to explain the Scriptures and three basic activities in learning and believing in Ru-Khonghucu (CPMK-2)

Sub CPMK-5: Students are able to analyze the creation of the universe and humans, the nature of life and attitudes of life in the face of suffering, trials and disasters (CPMK-2)

Sub CPMK-6: Students are able to describe the concepts of divinity and faith in God Almighty, understand and uphold the Prophet and Prophet and Shenming in Ru-Khonghucu religion (CPMK-2)



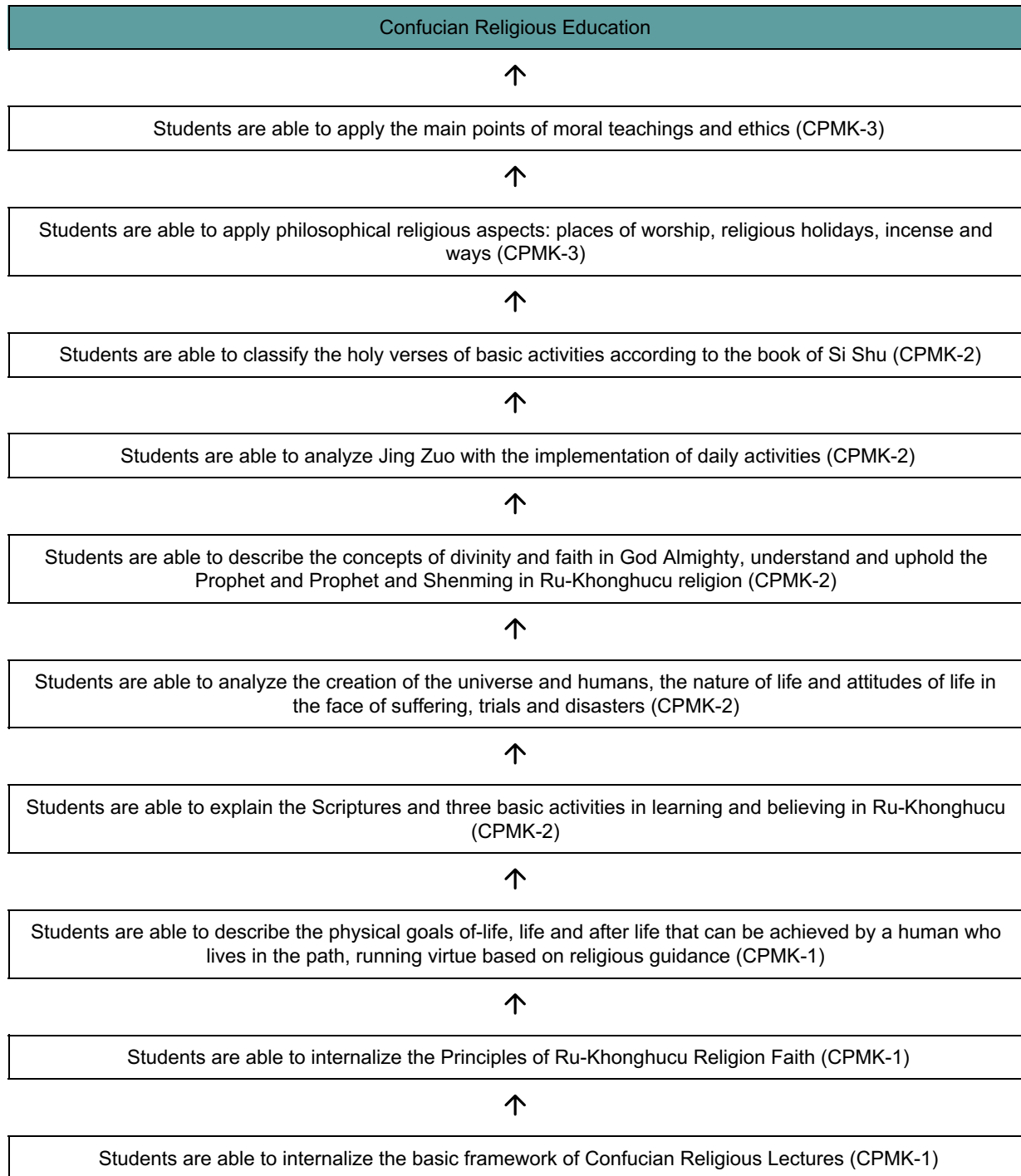
Sub CPMK-7: Students are able to analyze Jing Zuo with the implementation of daily activities (CPMK-2)

Sub CPMK-8: Students are able to classify the holy verses of basic activities according to the book of Si Shu (CPMK-2)

Sub CPMK-9: Students are able to apply philosophical religious aspects: places of worship, religious holidays, incense and ways (CPMK-3)

Sub CPMK-10: Students are able to apply the main points of moral teachings and ethics (CPMK-3)

# Learning Analytics





# HASANUDDIN UNIVERSITY

## FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

### STUDY PROGRAM OF MATHEMATICS - S1

## SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Confucian Religious Education		23U01110602	MKWU	2	1	20 Maret 2024
AUTHORITY		SLP Developer Lecturer		Coordinator		Head of Study Program
						Dr. Firman, S.Si.,M.Si.
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-8:	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional				
	SLO-9:	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-8	CLO-1: Able to internalize religious values as independent people with character				
		CLO-2: Able to describe religious values to achieve independent people with character				
	SLO-9	CLO-3: Able to think critically, systematically, innovatively, with integrity, and be able to communicate effectively, and can work independently or in teams				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Students are able to internalize the basic framework of Confucian Religious Lectures				
		Sub-CLO-2:Students are able to internalize the Principles of Ru-Khonghucu Religion Faith				
		Sub-CLO-3:Students are able to describe the physical goals of-life, life and after life that can be achieved by a human who lives in the path, running virtue based on religious guidance				
	CLO-2	Sub-CLO-4:Students are able to explain the Scriptures and three basic activities in learning and believing in Ru-Khonghucu				
		Sub-CLO-5:Students are able to analyze the creation of the universe and humans, the nature of life and attitudes of life in the face of suffering, trials and disasters				
		Sub-CLO-6:Students are able to describe the concepts of divinity and faith in God Almighty, understand and uphold the Prophet and Prophet and Shenming in Ru-Khonghucu religion				
		Sub-CLO-7:Students are able to analyze Jing Zuo with the implementation of daily activities				

		Sub-CLO-8:Students are able to classify the holy verses of basic activities according to the book of Si Shu								
	CLO-3	Sub-CLO-9:Students are able to apply philosophical religious aspects: places of worship, religious holidays, incense and ways								
		Sub-CLO-10:Students are able to apply the main points of moral teachings and ethics								
	Correlation between SLOs/CLOs to Sub-CLOs									

SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Group Discussion	Independent Assignment	Quiz	Written Exam			
SLO-8	CLO-1	SUB-CLO-1	Student Participation	5	0	0	0	5		
SLO-8	CLO-1	SUB-CLO-2	Observation	10	0	0	0	10		
SLO-8	CLO-1	SUB-CLO-3	Student Participation	0	5	0	0	5		
SLO-8	CLO-2	SUB-CLO-4	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-5	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-6	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-7	Essays and Multiple Choice	0	0	15	0	15		
SLO-8	CLO-2	SUB-CLO-8	Performance (Paper Assessment)	10	0	0	0	10		
SLO-9	CLO-3	SUB-CLO-9	Performance (Paper Assessment)	20	0	0	0	20		
SLO-9	CLO-3	SUB-CLO-10	Performance (Paper Assessment)	0	0	0	20	20		
				60	5	15	20	100		

Course Description	Confucian religion courses are general compulsory courses studied by Confucian students to internalize the main points of the Ru-Confucian religious faith and its manifestations, as well as to make Confucian students have ethics and morals, moderate faith and have strong moral responsibility so that they are able to apply the main moral and ethical teachings Ru-Confucianism in society.
Learning Materials/Subjects	Confucian religious education courses in their main language are related to: the Holy Bible and the three basic activities in studying and believing in the Ru-Confucian religion; Creation of the Universe and Humans, the Nature of Life and Attitudes in facing suffering, trials and disasters; Divinity and faith in God Almighty, understand and uphold the Prophet and Prophethood as well as Shenming in the Ru-Confucian religion; Philosophical religious aspects: Places of Worship, Religious Holidays, Incense and ways of respecting and greeting; Ru-Confucian Religious Faith; and the Principles of Ru-Confucian Moral and Ethical Teachings
	Main References

<b>Reference</b>	Confucian Religious Education for Higher Education						
	<b>Additional References</b>						
	MKWU4107 – Confucian Religious Education: library.ut.ac.id/lib/mkwu4107-pendidikan-agama-confucius/						
<b>Teaching Team</b>							
<b>Course requirement</b>							
Week	Sub CPMK (End-of-stage learning ability)	Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1	Students are able to internalize the basic framework of Confucian Religious Lectures (CPMK-1)	<b>Formative:</b> <ol style="list-style-type: none"> <li>1. Understanding and History of religion Confucian</li> <li>2. Religious Periodization Confucian</li> <li>3. Evidence of the spread of Confucianism in world</li> <li>4. Development of the Confucian religion in Indonesia</li> </ol> <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Student Participation  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Cooperative learning (Cooperative learning)  1x2x50	<b>Studying:</b> Cooperative learning (Cooperative learning)  <b>Material at SIKOLA Week 1</b>  1x2x50	Basic framework for Confucianism lectures and review at the end of the lesson	5

2-3	Students are able to internalize the Principles of Ru-Khonghucu Religion Faith (CPMK-1)	<b>Formative:</b> 1. Purpose spiritual-physical 2. Life and after life that can be achieved by a human being who lives on the path holy 3. Exercise virtue based on guidance religion  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Observation  <b>Sumative Criteria:</b> Group Discussion (10)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Cooperative learning (Cooperative learning)  2x 2 x 50	<b>Studying:</b> Cooperative learning (Cooperative learning)  <b>Material at SIKOLA Pekan 2-3</b>  2x 2 x 50	The physical-spiritual, life and after-life goals that can be achieved by a human being who lives in a holy way, carrying out virtues based on religious guidance	10
4	Students are able to describe the physical goals of-life, life and after life that can be achieved by a human who lives in the path, running virtue based on religious guidance (CPMK-1)	<b>Formative:</b> 1. Understanding the Book holy 2. Three basic activities in learn 3. Faith in religion Ru-Confucian  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Student Participation  <b>Sumative Criteria:</b> Independent Assignment (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Self-Directed Learning  1x 2 x 50	<b>Studying:</b> Self-Directed Learning  <b>Material at SIKOLA Week 4</b>  1x 2 x 50	Gagal diterjemahkan	5
5	Students are able to explain the Scriptures and three basic activities in learning and believing in Ru-Khonghucu (CPMK-2)	<b>Formative:</b> 1. Understanding the creation of the Universe and Human 2. The essence Life 3. Attitude to life in the face of suffering, trials and disaster  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Seminar:</b> Group discussion (Small Group Discussion)  1x 2 x 50	<b>Studying:</b> Group discussion (Small Group Discussion)  <b>Material at SIKOLA Week 5</b>  1x 2 x 50	Creation of the universe and humans, the nature of life and attitudes towards suffering, trials and disaster	5

6	Students are able to analyze the creation of the universe and humans, the nature of life and attitudes of life in the face of suffering, trials and disasters (CPMK-2)	<b>Formative:</b> <ol style="list-style-type: none"> <li>1. Understanding Godhead and belief in God Almighty Esa</li> <li>2. Understanding and upholding the Prophet and Prophethood and Shenming in religion Ru-Confucian</li> </ol> <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Test	<b>Seminar:</b> Group discussion (Small Group Discussion)  1x 2 x 50	<b>Studying:</b> Group discussion (Small Group Discussion)  <b>Material in SCHOOL Week 6</b>  1x 2 x 50	Divinity and belief in the Almighty God, understanding and upholding the Prophet and Prophethood as well as Shenming in the Ru-Confucian religion	5
7	Students are able to describe the concepts of divinity and faith in God Almighty, understand and uphold the Prophet and Prophet and Shenming in Ru-Khonghucu religion (CPMK-2)	<b>Formative:</b> <ol style="list-style-type: none"> <li>1. Explain religious aspects philosophical</li> <li>2. Mention and explain places of worship, religious holidays, incense and how to salute and greet</li> </ol> <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Test	<b>Seminar:</b> Group discussion (Small Group Discussion)  1x 2 x 50	<b>Studying:</b> Group discussion (Small Group Discussion)  <b>Material in SCHOOL Week 7</b>  1x 2 x 50	Religious-philosophical aspects: Places of Worship, Religious Holidays, Incense and ways of respecting and greeting	5
8	Students are able to analyze Jing Zuo with the implementation of daily activities (CPMK-2)	<b>Formative:</b> Conceptual clarity and precision  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Essays and Multiple Choice  <b>Sumative Criteria:</b> Quiz (15)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Case Study (Case Study)  1x 2 x 50	<b>Studying:</b> Case Study (Case Study)  <b>SCHOOL Week 8 in the Menu TEST/QUIZ</b>  1x 2 x 50	Week 1-7 Material	15

9-10	Students are able to classify the holy verses of basic activities according to the book of Si Shu (CPMK-2)	<b>Formative:</b> 1. Understanding concept 2. Basics of religious belief Ru-Confucian  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (10)  <b>Assessment Technique:</b> Non Test	<b>Seminar:</b> Group discussion (Small Group Discussion)  2x 2 x 50	<b>Seminar:</b> Group discussion (Small Group Discussion)  <b>Material at SIKOLA Pekan 9-10</b>  2x 2 x 50	The basic concepts of the Ru-Confucian religious faith	10
11-15	Students are able to apply philosophical religious aspects: places of worship, religious holidays, incense and ways (CPMK-3)	<b>Formative:</b> 1. Understanding of teaching principles moral 2. Ethical description Ru-Confucian  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Group Discussion (20)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Group discussion (Small Group Discussion)  5x 2 x 50	<b>Studying:</b> Group discussion (Small Group Discussion)  <b>Material at SIKOLA Week 11</b>  5x 2 x 50	Basics of Ru-Confucian moral and ethical teachings	20
16	Students are able to apply the main points of moral teachings and ethics (CPMK-3)	<b>Formative:</b> Conclusion and Review of the main points of the lecture  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> Performance (Paper Assessment)  <b>Sumative Criteria:</b> Written Exam (20)  <b>Assessment Technique:</b> Gagal diterjemahkan	<b>Studying:</b> Case Study (Case Study) Oral exam  1x 2 x 50	<b>Studying:</b> Case Study (Case Study)  <b>UAS Exam in Week 16</b>  1x 2 x 50	Conclusion and Review of the main points of the lecture	20
							100



**Matrix of SLO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	Group Discussion (Weight 5%) Group Discussion (Weight 10%) Independent Assignment (Weight 5%)	Group Discussion (Weight 5%) Group Discussion (Weight 5%) Group Discussion (Weight 5%) Quiz (Weight 15%) Group Discussion (Weight 10%)	
CPL-9 (S2)			Group Discussion (Weight 20%) Written Exam (Weight 20%)

### Evaluation Type and Assessment Weight

Type	Assessment Weight
Group Discussion	60
Independent Assignment	5
Quiz	15
Written Exam	20
Total	100

**Assessment and Evaluation of Student Achievement of CLOs**

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Group Discussion	Independent Assignment	Quiz	Written Exam			
SLO-8	CLO-1	SUB-CLO-1	Student Participation	5	0	0	0	5		
SLO-8	CLO-1	SUB-CLO-2	Observation	10	0	0	0	10		
SLO-8	CLO-1	SUB-CLO-3	Student Participation	0	5	0	0	5		
SLO-8	CLO-2	SUB-CLO-4	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-5	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-6	Performance (Paper Assessment)	5	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-7	Essays and Multiple Choice	0	0	15	0	15		
SLO-8	CLO-2	SUB-CLO-8	Performance (Paper Assessment)	10	0	0	0	10		
SLO-9	CLO-3	SUB-CLO-9	Performance (Paper Assessment)	20	0	0	0	20		
SLO-9	CLO-3	SUB-CLO-10	Performance (Paper Assessment)	0	0	0	20	20		
				60	5	15	20	100		





# **SEMESTER LEARNING PLAN**

**PROTESTANT RELIGIOUS EDUCATION COURSES  
(23U01110302)**



**TEACHING TEAM**

**STUDI PROGRAM OF MATHEMATICS - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025**

**STUDY PROGRAM OF MATEMATIKA - S1  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
HASANUDDIN UNIVERSITY**

### **Vision**

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

### **Vision Strategy**

### **Mission**

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

### **Graduate Profiles**

Gagal diterjemahkan

### **PLO charged to courses**

CPL-8 (S1) - The students have integrity that highly values the supreme divinity, social responsibility, and professional ethics

CPL-9 (S2) - The students are able to adapt and develop self-abilities, both in mathematics and other relevant areas of science in their professional lives

### **Course Learning Outcomes (CLO)**

CPMK-1: Students are able to internalize religious values (Protestant) as independent people with character. (CPL8)

CPMK-2: Students are able to describe religious values (Protestant) to achieve independent people with character. (CPL8)

CPMK-3: Able to think critically, systematically, innovatively, with integrity and be able to communicate effectively, and can work independently in the team. (CPL9)

### **Sub-CLO**

Sub CPMK-1: Able to internalize the basic framework of Protestant Christian Religion Lectures (CPMK-1)

Sub CPMK-2: Able to show a person who is based based on the moral values and ethics of Christianity, performs independently, quality and measurable according to the field of care (CPMK-1)

Sub CPMK-1: Able to describe the concept of divinity, humans and the universe according to the Bible (CPMK-2)

Sub CPMK-2: Able to describe the concepts of value, morals and Christian ethics (CPMK-2)

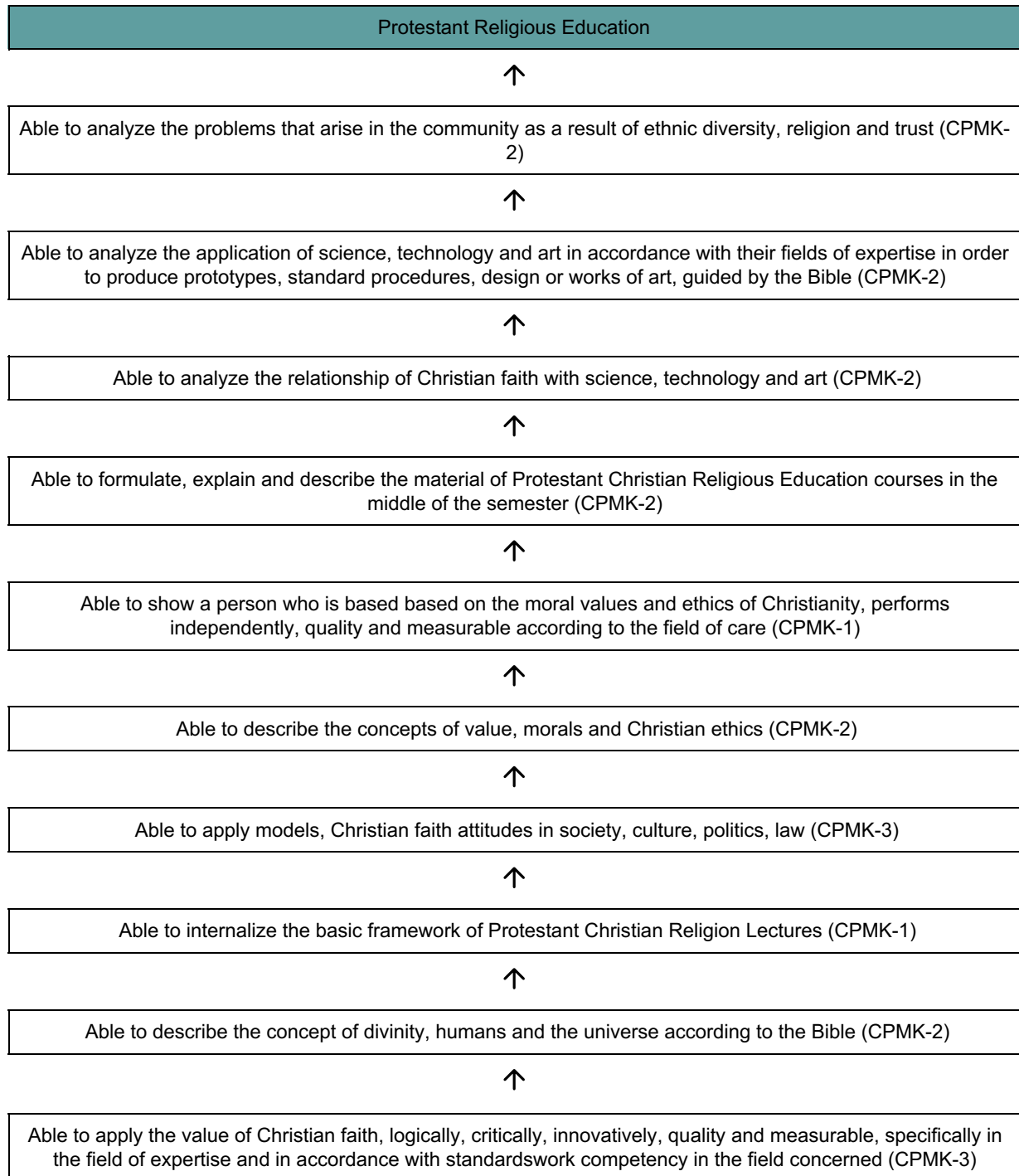
Sub CPMK-4: Able to analyze the relationship of Christian faith with science, technology and art (CPMK-2)

Sub CPMK-5: Able to analyze the problems that arise in the community as a result of ethnic diversity, religion and trust (CPMK-2)

- Sub CPMK-5: Able to analyze the application of science, technology and art in accordance with their fields of expertise in order to produce prototypes, standard procedures, design or works of art, guided by the Bible (CPMK-2)
- Sub CPMK-1: Able to apply the value of Christian faith, logically, critically, innovatively, quality and measurable, specifically in the field of expertise and in accordance with standardswork competency in the field concerned (CPMK-3)
- Sub CPMK-2: Able to apply models, Christian faith attitudes in society, culture, politics, law (CPMK-3)
- Sub CPMK-3: Able to formulate, explain and describe the material of Protestant Christian Religious Education courses in the middle of the semester (CPMK-2)



## Learning Analytics





# HASANUDDIN UNIVERSITY

## FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

### STUDY PROGRAM OF MATHEMATICS - S1

## SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Protestant Religious Education		23U01110302	MKWU	2	1	24 Juni 2023
AUTHORITY		SLP Developer Lecturer	Coordinator		Head of Study Program	
		Ir. Insan Sosiawan Lepongbulan, M. Th, MM., M.Min	Haeriyah, S.Ag.,M.Pd.I.		Rahmatullah, SIP., M.Si.	
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-8:	Mahasiswa memiliki integritas yang sangat menghargai keilahian tertinggi, tanggung jawab sosial, dan etika profesional				
	SLO-9:	Mahasiswa dapat beradaptasi dan mengembangkan kemampuan diri, baik dalam matematika dan bidang ilmu lain yang relevan dalam kehidupan profesional mereka, dengan budaya belajar sepanjang hayat				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-8	CLO-1: Students are able to internalize religious values (Protestant) as independent people with character.				
		CLO-2: Students are able to describe religious values (Protestant) to achieve independent people with character.				
	SLO-9	CLO-3: Able to think critically, systematically, innovatively, with integrity and be able to communicate effectively, and can work independently in the team.				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Able to internalize the basic framework of Protestant Christian Religion Lectures				
		Sub-CLO-2:Able to show a person who is based based on the moral values and ethics of Christianity, performs independently, quality and measurable according to the field of care				
	CLO-2	Sub-CLO-1:Able to describe the concept of divinity, humans and the universe according to the Bible				
		Sub-CLO-2:Able to describe the concepts of value, morals and Christian ethics				
		Sub-CLO-4:Able to analyze the relationship of Christian faith with science, technology and art				
		Sub-CLO-5:Able to analyze the problems that arise in the community as a result of ethnic diversity, religion and trust				
		Sub-CLO-5:Able to analyze the application of science, technology and art in accordance with their fields of expertise in order to produce prototypes, standard procedures, design or works of art, guided by the Bible				

		Sub-CLO-3:Able to formulate, explain and describe the material of Protestant Christian Religious Education courses in the middle of the semester									
	CLO-3	Sub-CLO-1:Able to apply the value of Christian faith, logically, critically, innovatively, quality and measurable, specifically in the field of expertise and in accordance with standardswork competency in the field concerned									
		Sub-CLO-2:Able to apply models, Christian faith attitudes in society, culture, politics, law									
	Correlation between SLOs/CLOs to Sub-CLOs										
SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*						Weight	Value	Student Score
			Formative	Sumative							
				Independent Assignment	Group Discussion	Presentation	Written Exam	Written Exam			
SLO-8	CLO-1	SUB-CLO-1		5	0	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-1		0	5	0	0	0	5		
SLO-9	CLO-3	SUB-CLO-1		0	0	5	0	0	5		
SLO-8	CLO-1	SUB-CLO-2		5	0	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-2		15	0	0	0	0	15		
SLO-9	CLO-3	SUB-CLO-2		0	0	0	20	0	20		
SLO-8	CLO-2	SUB-CLO-3		0	0	0	0	20	20		
SLO-8	CLO-2	SUB-CLO-4		10	0	0	0	0	10		
SLO-8	CLO-2	SUB-CLO-5		10	0	0	0	0	10		
SLO-8	CLO-2	SUB-CLO-5		5	0	0	0	0	5		
				50	5	5	20	20	100		
Course Description		<p><b>General:</b> Eyes Protestant Religious Education Lectures are designed to encourage student interest and at the same time prepare students to become scientists and professionals who have faith and devotion to God Almighty, have noble character, integrity and a work ethic, and uphold human and life values.</p> <p><b>Special:</b> Eyes Protestant Religious Education Lectures aim to help students strengthen their personalities so that they are consistently able to realize basic religious and cultural values, a sense of nationality and lifelong love of their country in mastering, applyand develop science, technology and art with a sense of responsibility in accordance with Christian faith.</p>									
Learning Materials/Subjects		Gagal diterjemahkan									

Reference	<b>Main References</b>						
	1. Indonesian Bible Institute, 2008. BIBLE. Jakarta: LAI. 2. Ministry of Research, Technology and Higher Education of the Republic of Indonesia. 2016. Christian Religious Education for Higher Education. Printsl.Jakarta: Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education of the Republic of Indonesia. 3. Harun Hadiwijono, 2001. Christian Faith. Jakarta: PT. BPK GUNUNG MULIA. 4. Magnis Suseno, Frans., Basic Ethics, Kanisius, Yogyakarta 1987 5. Open University, 2019., Christian Religion Education						
	<b>Additional References</b>						
	1. Niyoko, 2017. Christian Religious Education for Higher Education. Print 1. Yogyakarta: Indonesian Christian Library Park. 2. Niftrik,G.C.Van& Boland, B. J., 1987. Masakini Dogmatics, Jakarta:BPK.Gunung Mulia. 3. Eriyani Mendrofa., "Science and Technology and Theology". Paper 4. Khaza Savitra "How to Get Along", Paper						
Teaching Team							
Course requirement							
Week	Sub CPMK (End-of-stage learning ability)	Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1-2	Able to internalize the basic framework of Protestant Christian Religion Lectures (CPMK-1)	<b>Formative:</b>  Able understand and explain learning plans that guarantee the achievement of graduate learning outcomes (CPL) entrusted to the Course (CP-MK, SUBCPMK)  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  <b>Sumative Criteria:</b>  Independent Assignment (5)  <b>Assessment Technique:</b>  Test	<b>Studying:</b>  Self-Directed Learning, Case Study  LECTURE Learning Process (PB) = (1x2x50 Minutes) Learner Form PB, KM, PT Learning Method (MP) = Interactive Lectures  Learning Contract (50 Minutes) Lecturer Explanation (50 Minutes)		1. Learning Contract 2. Bible (ESV) 3. Religious Education Books Protestant Ristek Dikti 2016.\n 4. Modules 1-9 Pend. Protestant Religion, Open University, Edition 2 2019 5. Christian Faith, Harun Hadiwijono, 2001	5

3-4	<p>Able to show a person who is based based on the moral values and ethics of Christianity, performs independently, quality and measurable according to the field of care (CPMK-1)</p>	<p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>1. Able to define the origins of humans</li> <li>2. Able to explain God's purpose in creating humans</li> <li>3. Able to differentiate between humans and other creations.</li> <li>4. Able to carry out human life goals.</li> <li>5. Able to define the meaning of sin according to the Bible.</li> <li>6. Able to explain the nature and consequences of sin.</li> </ol> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Independent Assignment (5)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Self-Directed Learning, Collaborative Learning</p> <p>LECTURE</p> <p>Learning Process (PB) (1x2x50 Minutes)</p> <p>Learning Method (MP) = Interactive Lecture</p> <p>Learning Time: Lecturer Explanation (50 Minutes)</p> <p>Student Explanation/Interactive/feedback (50 Minutes)</p> <p>MP: Interactive lecture, Collaborative Learning, Forum.</p> <p>Learning Time:</p> <p>Lecturer's Explanation</p> <p>Student/Interactive/Feedback Explanation</p> <p>KM [1 x 2 x 60"]</p> <p>Reading Material 2 and Week 3 Learning Flow at Sikola</p> <p>PT [1 x 2 x 60"]</p> <p>Lecture participants make a short summary of Humans and Religion. The length of one page of A4 paper. Lecture participants pay attention to indicators and assessment criteria</p> <p>Lecturer Explanation (50 Minutes) Student Explanation/feedback (50 Minutes)</p>	<ul style="list-style-type: none"> <li>• Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>• Christian Faith., Harun Hadi Wijono</li> </ul>	5
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5-6	Able to describe the concept of divinity, humans and the universe according to the Bible (CPMK-2)	<b>Formative:</b> 1. Being able to experience for yourself the promise of safety. 2. Able to explain the reasons and basis for safety. 3. Able to express confession and repentance. 4. Able to entrust oneself to Jesus Christ. Experience the safety process yourself.  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> <b>Sumative Criteria:</b> Group Discussion (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Group discussion (Small Group Discussion)  <b>KM and PT [1 x 2 x 60"] Lecture</b> <b>Participants Read Material 4, Group Discussion and Interactive/Feedback</b>  Learning Method (MP)= GROUP DISCUSSION/ Collaborative Learning Time : Presentation (60 Minutes Discussion/Feedback (30 Minutes) Lecturer's Explanation (10 Minute)  100 Minutes		<ul style="list-style-type: none"> <li>Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>Christian Faith., Harun Hadi Wijono</li> </ul>	5
7	Able to describe the concepts of value, morals and Christian ethics (CPMK-2)	<b>Formative:</b> 1. Able to build good friendships with other people from various religious, ethnic, religious and cultural backgrounds. 2. Able to build good friendships and steadfast (true), namely selfless, willing sacrificing and being purifying/holy  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> <b>Sumative Criteria:</b> Independent Assignment (15)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Discovery Learning  Learning Method (MP)= Interactive Lecture  MP: Interactive lecture,  KM [1 x 2 x 60"] Reading Material 7 and Week 7 Learning Flow at Sikola  PT [1 x 2 x 60"] Lecture participants make assignments/papers "How to socialize well". Maximum length of two pages of A4 size paper, uploaded to Sikola Assignments Students are expected to pay attention to indicators and assessment criteria  2 x 50 Minutes		<ul style="list-style-type: none"> <li>Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>Christian Faith., Harun Hadi Wijono</li> </ul>	15

8	Able to formulate, explain and describe the material of Protestant Christian Religious Education courses in the middle of the semester (CPMK-2)	<p><b>Formative:</b></p> <p>Aims and objectives of holding UTS include: Measuring student learning progress after attending lectures during the middle of the semester. Measuring student competency achievement after the mid-semester learning process. Determine the value of student learning outcomes after the mid-semester learning process or semester learning achievements/graduate competency achievements (CPL) based on CPMK and SUB-CPMK</p> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Written Exam (20)</p> <p><b>Assessment Technique:</b></p> <p>Test</p>			Gagal diterjemahkan	20
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9-10	Able to analyze the relationship of Christian faith with science, technology and art (CPMK-2)	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Humans are given the task of using nature and ruling it top nature.</li> <li>- The second task is to preserve nature.</li> <li>- Human tasks in the world given to him by Allah, and he is responsible to Allah for the implementation of that task</li> <li>- In the Bible humans are part of nature. It is bound in unity with other parts of nature. Humans are different from other creatures. It has a special position above nature</li> </ul> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Independent Assignment (10)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Discovery Learning, Collaborative Learning (Collaborative Learning)</p> <p>Learning Method (MP) = Interactive Lecture</p> <p>MP: Interactive lectures, Collaborative Learning, Forums. Learning Time: Lecturer's Explanation (50 Minutes) Student/Interactive Explanation (50 Minutes) KM [1 x 2 x 60"] Reading Material 9 and Learning Flow for Week 9 at Sikola PT [1 x 2 x 60"] Lecture participants make a summary/or short reflection on Guardians of God's Creation. One page of A4 paper Course participants are expected to pay attention to indicators and assessment criteria</p> <p>2 x 50 Minutes</p>		<ul style="list-style-type: none"> <li>• Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>• Christian Faith., Harun Hadi Wijono</li> </ul>	10
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11-12	Able to analyze the problems that arise in the community as a result of ethnic diversity, religion and trust (CPMK-2)	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Exploring how the relationship between Faith and Science and Art is in a historical perspective.</li> <li>Students are challenged to investigate how a meaningful relationship is built between Faith and Science, Technology and Art, which in turn is for the glory of God</li> </ul> <p><b>Sumative:</b> Gagal diterjemahkan</p>	<p><b>Formative Criteria:</b></p> <p><b>Sumative Criteria:</b></p> <p>Independent Assignment (10)</p> <p><b>Assessment Technique:</b></p> <p>Non Test</p>	<p><b>Studying:</b></p> <p>Discovery Learning, Collaborative Learning (Collaborative Learning)</p> <p>Learning Method (MP) = Interactive Lecture</p> <p>MP: Interactive lectures, Collaborative Learning, Forums. Learning Time: Lecturer's Explanation (50 Minutes) Student/Interactive Explanation (50 Minutes) KM [1 x 2 x 60"] Reading Material 9 and Learning Flow for Week 9 at Sikola PT [1 x 2 x 60"] Lecture participants make a summary/or short reflection on Guardians of God's Creation. One page of A4 paper Course participants are expected to pay attention to indicators and assessment criteria</p> <p>2 x 50 Minutes</p>		<ul style="list-style-type: none"> <li>Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>Christian Faith., Harun Hadi Wijono</li> </ul>	10
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13-14	Able to analyze the application of science, technology and art in accordance with their fields of expertise in order to produce prototypes, standard procedures, design or works of art, guided by the Bible (CPMK-2)	<b>Formative:</b> Students can explain well about: -Meaning of customs / culture -Humans as creative beings  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> <b>Sumative Criteria:</b> Independent Assignment (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Discovery Learning, Collaborative Learning (Collaborative Learning)  MP: Interactive lectures, Collaborative Learning, Forum.  KM [1 x 2 x 60"] Reading 12th Material and Week 12 Learning Flow at Sikola PT [1 x 2 x 60"] Lecture participants make a summary/or short reflection on Religion/Christian Faith and Culture. Length of one page of A4 size paper Lecture participants are expected to pay attention to indicators and assessment criteria  2 x 50 Minutes		<ul style="list-style-type: none"> <li>Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>Christian Faith., Harun Hadi Wijono</li> </ul>	5
15	Able to apply the value of Christian faith, logically, critically, innovatively, quality and measurable, specifically in the field of expertise and in accordance with standardswork competency in the field concerned (CPMK-3)	<b>Formative:</b> Students can explain well and correctly the meaning of the church, the meaning of politics, the role of the church in political education for its citizens  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b> <b>Sumative Criteria:</b> Presentation (5)  <b>Assessment Technique:</b> Non Test	<b>Studying:</b> Collaborative learning (Collaborative Learning)  MP (Learning Method)= GROUP DISCUSSION/ Collaborative Learning KM [1 x 2 x 60"] Reading Material 13 and Week 13 Learning Flow at Sikola  PT [1 x 2 x 60"] Lecture/group participants create presentation material and present  2 x 50 Minutes		<ul style="list-style-type: none"> <li>Religious Education BooksProtestant Research, Technology and Higher Education 2016.</li> <li>Suseno, Franz, Magnis. 1987. Political Ethics: Moral Principles PT Gramedia Foundation: Jakarta</li> </ul>	5

16	Able to apply models, Christian faith attitudes in society, culture, politics, law (CPMK-3)	<b>Formative:</b> The aims and objectives of holding the UAS include: Measuring students' learning progress after attending lectures for one semester. Measuring student competency achievement after a semester-long learning process. Determining the value of student learning outcomes after a semester-long learning process or semester learning outcomes/graduate competency achievements (CPL) based on CPMK and SUB-CPMK  <b>Sumative:</b> Gagal diterjemahkan	<b>Formative Criteria:</b>  <b>Sumative Criteria:</b> Written Exam (20)  <b>Assessment Technique:</b> Test			Gagal diterjemahkan	20
							100

**Matrix of SLO, CLO, and Assessment Method**

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-8 (S1)	Independent Assignment (Weight 5%) Independent Assignment (Weight 5%)	Group Discussion (Weight 5%) Independent Assignment (Weight 15%) Independent Assignment (Weight 10%) Independent Assignment (Weight 10%) Independent Assignment (Weight 5%) Written Exam (Weight 20%)	
CPL-9 (S2)			Presentation (Weight 5%) Written Exam (Weight 20%)

### Evaluation Type and Assessment Weight

Type	Assessment Weight
Independent Assignment	50
Group Discussion	5
Presentation	5
Written Exam	20
Written Exam	20
Total	100

**Assessment and Evaluation of Student Achievement of CLOs**

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*						Weight	Value	Student Score
			Formative	Sumative							
				Independent Assignment	Group Discussion	Presentation	Written Exam	Written Exam			
SLO-8	CLO-1	SUB-CLO-1		5	0	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-1		0	5	0	0	0	5		
SLO-9	CLO-3	SUB-CLO-1		0	0	5	0	0	5		
SLO-8	CLO-1	SUB-CLO-2		5	0	0	0	0	5		
SLO-8	CLO-2	SUB-CLO-2		15	0	0	0	0	15		
SLO-9	CLO-3	SUB-CLO-2		0	0	0	20	0	20		
SLO-8	CLO-2	SUB-CLO-3		0	0	0	0	20	20		
SLO-8	CLO-2	SUB-CLO-4		10	0	0	0	0	10		
SLO-8	CLO-2	SUB-CLO-5		10	0	0	0	0	10		
SLO-8	CLO-2	SUB-CLO-5		5	0	0	0	0	5		
				50	5	5	20	20	100		



