

COURSE PORTFOLIO

Study Program : MATHEMATICS - S1
Semester : ODD 2024/2025
Course Code : 23U01110102
Course Name : Islamic education
Coordinator :
Lecturer Team Member :

Implementation of Learning

Description of the implementation of the lecture, the suitability of what was planned in the RPS with what was done:

Number and percentage of lecturer and student attendance

(data source: monitoring the attendance of lecturers and students)

Lecturer Attendance		Student Attendance
Islamic education	Total Meeting : times.	Number of students: 76 persons
		Presence \geq 80% :
		Presence < 80% :

Materials/practicum provided

1. Internalization of Islamic religious teachings
2. Proving the existence of Allah and Monotheism
3. Actualization of moral values in life
4. Law and Human Rights in Islam
5. The concept of civil society and the welfare of the people
6. Religious, cultural and political diversity in religious, national and state life

The learning methods implemented

1. Self-Directed Learning
2. Case Study
3. Cooperative learning
4. Collaborative Learning
5. Project-based Learning

The assessment method implemented

1. Case Study (CS)
2. Pjbl (Project Base Learning)

3. Task

Supplementary information (if available)

None

2. Learning Outcomes

Measurement results of CLO

Assessment and Evaluation of Student Achievement of CLO^a

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
S1	CLO-1	Task	10.00 %	87.65
S1	CLO-1	Task	15.00 %	87.65
S1	CLO-1	Pjbl (Project Base Learning)	10.00 %	87.65
S1	CLO-2	Case Study (CS)	15.00 %	87.65
S1	CLO-2	Case Study (CS)	10.00 %	87.65
S1	CLO-2	Case Study (CS)	20.00 %	87.65
S2	CLO-3	Case Study (CS)	20.00 %	87.65

a: result criteria: very satisfactory if the average score is ≥ 80 ; satisfactory if the average score is 70 - 79.9; unsatisfactory if the average score is < 70 .

Percentage of students who achieved a very satisfactory CLO score^b

(data source: student scores per assessment according to CLOs)

CLO	% of students who achieved a CLO score of at least 80
CLO-1	98.68%
CLO-2	98.68%
CLO-3	98.68%

b: result criteria: very satisfactory if $\geq 80\%$ of students score ≥ 80 ; satisfactory if 70%-79.9% of students score ≥ 80 ; less satisfactory if $< 70\%$ of students score ≥ 80 .

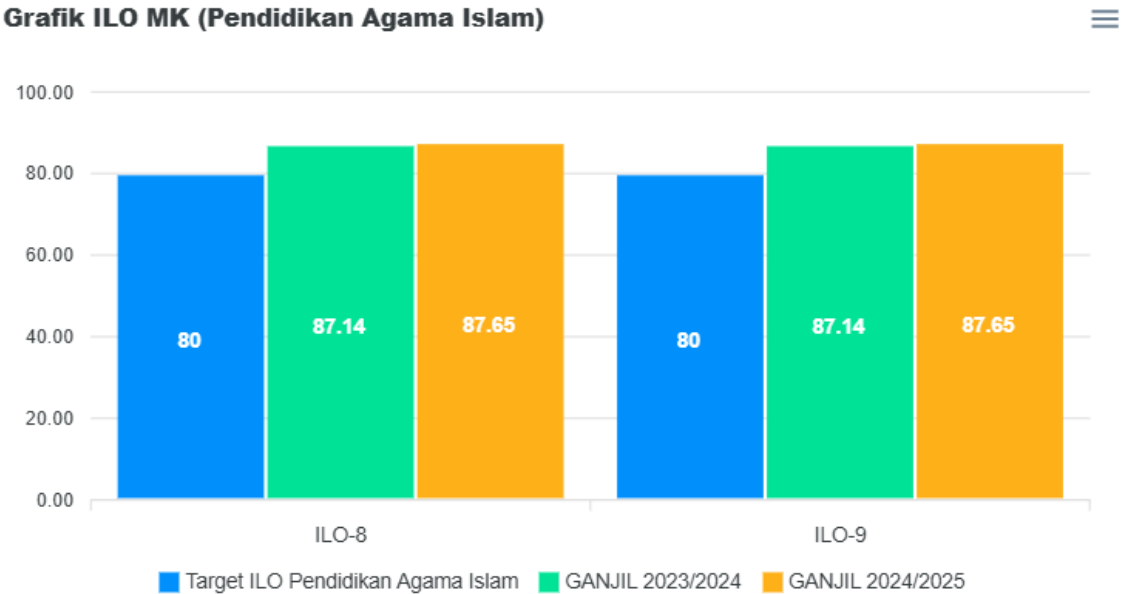
Course Grade

Course Grade	Number and Percentage of Students
A	70 (92.1%)
A-	5 (6.6%)
B+	0 (0.0%)
B	0 (0.0%)
B-	0 (0.0%)
C+	0 (0.0%)
C	0 (0.0%)
D	0 (0.0%)

Course Grade	Number and Percentage of Students
E	1 (1.3%)

3. Learning evaluation (survey) results

(data source: items / narratives of the results of the MK evaluation questionnaire by students)



Hasil Pengukuran CPL Mata Kuliah Pendidikan Agama Islam

4. Analysis and Reflection

Analysis and Reflection

Analysis

1. Very Superior Performance that Far Exceeds Target

Data analysis in the 2024/2025 ODD semester shows that the CPL achievements in the Islamic Religious Education Subject are at a very superior level. The students' average score was 87.65, which significantly exceeded the expected target standard of 80. This indicates that the learning objectives were achieved very well.

2. High and Even Performance Consistency

A prominent analytical fact is the high and even performance consistency in both measured CPLs. Both ILO-8 and ILO-9 show exactly identical achievement scores, namely 87.65. This uniformity indicates that students' mastery of both aspects of learning is equally strong and solid.

Reflection

1. Strong Indication of Established Good Practices

Performance that is consistently very high and exceeds targets reflects that this course most likely has established and tested good practices (best practices). This includes relevant curriculum design, effective teaching methodologies (e.g., discussions, case studies), and aligned evaluation systems, all of which successfully encourage deep student engagement and understanding.

2. Focus Shifts from Target Fulfillment to Optimization

With very satisfactory achievements, reflection for this course no longer focuses on "fixing" problems. Instead, the focus shifts to "optimization" and "raising the bar." There is an opportunity to review whether the target of 80 is still challenging enough, or whether there is scope to introduce enrichment materials or more innovative evaluation methods to drive excellence even higher in the future.

5. Follow-up Plan

Following up on the findings of the previous semester's evaluation for the Islamic Religious Education Course, which showed very superior performance with a uniform achievement of 87.65 and far exceeding the target, an action plan focusing on standardization and optimization has been implemented. The good practices that drive this success, including teaching methods and evaluation systems, have been formally documented to serve as a reference model. Increasing standards of excellence and learning innovation is something that must be done.

6. Follow-up results on the previous semester's evaluation

Following up on the findings of the previous semester's evaluation for the Islamic Religious Education Course, a focused intervention plan has been implemented. This success proves the effectiveness of specifically targeted interventions to create a balanced understanding of spiritual and practical aspects in courses.

Makassar, 15 Oktober 2025

NIP

COURSE PORTFOLIO

Study Program : MATHEMATICS - S1
Semester : ODD 2024/2025
Course Code : 23U01110302
Course Name : Protestant Religious Education
Coordinator :
Lecturer Team Member :

Implementation of Learning

Description of the implementation of the lecture, the suitability of what was planned in the RPS with what was done:

Number and percentage of lecturer and student attendance

(data source: monitoring the attendance of lecturers and students)

Lecturer Attendance		Student Attendance
Protestant Religious Education	Total Meeting : times.	Number of students: 9 persons
		Presence \geq 80% :
		Presence $<$ 80% :

Materials/practicum provided

1. Religious Knowledge and Religious Harmony
2. Man and Sin
3. Safety
4. New Life and Growth of Faith
5. Morals and Ethics
6. How to Get Along Well
7. Guardian of Allah's Creation
8. Relationship of Christian Faith with Science, Technology and Art
9. Religion and Society
10. Religion and Culture
11. Religion and Politics
12. Religion and Law

The learning methods implemented

Self-Directed Learning, Case Study, Collaborative Learning, Small Group Discussion, Discovery Learning,

The assessment method implemented

1. Group Discussion
2. Presentation
3. Final Test
4. Mid Test
5. Independent Assignment

Supplementary information (if available)

None

2. Learning Outcomes

Measurement results of CLO

Assessment and Evaluation of Student Achievement of CLO^a

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
S1	CLO-1	Independent Assignment	5.00 %	89.68
S1	CLO-2	Group Discussion	5.00 %	89.68
S1	CLO-2	Independent Assignment	15.00 %	89.68
S1	CLO-2	Independent Assignment	10.00 %	89.68
S1	CLO-2	Independent Assignment	5.00 %	89.68
S1	CLO-2	Mid Test	20.00 %	89.68
S2	CLO-3	Presentation	5.00 %	89.68
S2	CLO-3	Final Test	20.00 %	89.68

a: result criteria: very satisfactory if the average score is ≥ 80 ; satisfactory if the average score is 70 - 79.9; unsatisfactory if the average score is < 70 .

Percentage of students who achieved a very satisfactory CLO score^b

(data source: student scores per assessment according to CLOs)

CLO	% of students who achieved a CLO score of at least 80
CLO-1	100.00%
CLO-2	100.00%
CLO-3	100.00%

b: result criteria: very satisfactory if $\geq 80\%$ of students score ≥ 80 ; satisfactory if 70%-79.9% of students score ≥ 80 ; less satisfactory if $< 70\%$ of students score ≥ 80 .

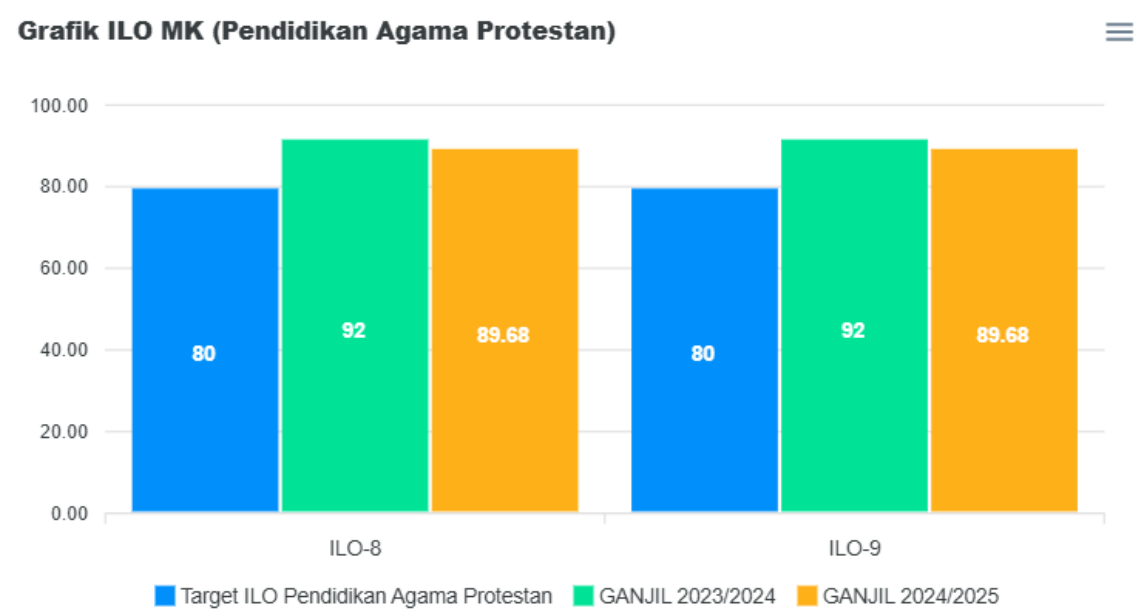
Course Grade

Course Grade	Number and Percentage of Students
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Course Grade	Number and Percentage of Students
A	9 (100.0%)
A-	0 (0.0%)
B+	0 (0.0%)
B	0 (0.0%)
B-	0 (0.0%)
C+	0 (0.0%)
C	0 (0.0%)
D	0 (0.0%)
E	0 (0.0%)

3. Learning evaluation (survey) results

(data source: items / narratives of the results of the MK evaluation questionnaire by students)



Hasil Pengukuran CPL Mata Kuliah Pendidikan Agama Protestan

4. Analysis and Reflection

Analysis and Reflection

Analysis

1. Very Superior Performance that Far Exceeds Target

Analysis of learning survey data in the ODD semester 2024/2025 shows that the Protestant Religious Education Course received a very superior evaluation. The average score given by students was 89.68, which significantly exceeded the target standard of 80. This indicates a very high level of satisfaction and perception of learning success on the part of students.

2. High and Even Performance Consistency

The most prominent analysis fact is the high and even performance consistency in both measured CPLs. Both ILO-8 and ILO-9 received exactly identical evaluation scores, namely 89.68. This uniformity indicates that the quality of learning is felt to be equally good by students in both aspects of learning.

Reflection

1. Strong Indication of Established Good Practices

Consistently very high performance reflects that this course most likely has established and tested good practices (best practices). This includes relevant curriculum design, effective teaching methodology (e.g., discussion, reflection), and an evaluation system that students perceive as fair and aligned, all of which successfully create a very positive learning experience.

2. Focus Shifts from Target Fulfillment to Optimization and Dissemination

With very satisfactory achievements, reflection for this course no longer focuses on "fixing" problems, but rather on "optimization" and "dissemination". There is an opportunity to review whether the target of 80 is still challenging enough. In addition, these methods and strategies that have proven to be very successful need to be officially documented to be shared and used as pilot models for other general compulsory courses.

5. Follow-up Plan

In response to CPL's very superior and consistent achievements in the Protestant Religious Education Course, which far exceeded the target with a uniform score of 89.68, the follow-up plan is not corrective in nature, but focuses on standardizing good practices and continuous optimization. This step will include official documentation of teaching methods and evaluation systems that have proven to be highly effective as reference models, while considering reviewing achievement targets to keep them challenging. The main objective of this strategy is to maintain the standards of excellence that have been achieved and disseminate existing best practices as a model for other general compulsory courses.

6. Follow-up results on the previous semester's evaluation

Following up on the findings of the previous semester's evaluation for the Protestant Religious Education Course, which showed very superior performance with achievements far exceeding targets, an action plan that focuses on standardizing good practices and optimizing has been implemented. This course needs to maintain standards of excellence and disseminate good practices as a reference for other general compulsory courses.

Makassar, 15 Oktober 2025

NIP