

SEMESTER COURSE PLAN

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



TEACHING TEAM

I Ketut Mundra, S.Ag
150372256

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

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

Vision

Become a program Reliable studies in the field of geophysics to produce superior graduates and mastering science, technology, arts and culture based on BMI in 2030.

Vision Strategy

Mission

Based on the Vision above, the Geophysics Study Program has a mission:

1. Improving the quality of education to produce graduates who are competitive, able to work independently and in groups in implementing and developing BMI science and technology;
2. Carrying out research to produce reliable and competitive scientific work oriented towards the scientific development of solid geophysics, marine geophysics, geoinformatics and hydro-meteorology;
3. Disseminate the results of applied research, action studies and appropriate technology packages in synergistic and accelerated productive activities to improve the quality of life of the community.

Graduate Profiles

Educators in the Field of Geophysics; meteorologist; geomaths; oceanographer; exploration geophysicist; seismologist ; geophysical entrepreneur.

PLO charged to courses

CPL-1 (S1) - Upholding human values based on religion, ethics, morals and professional integrity as a form of devotion to God Almighty and responsibility as a global citizen

CPL-2 (S2) - Act as a responsible citizen, love the homeland, respect diversity, and show social sensitivity, responsibility, compliance with the law, and awareness of global and cross-cultural collaboration based on Pancasila

Course Learning Outcomes (CLO)

CPMK-1: Able to internalize the values of the teachings of the Vedas contained in the basic framework of Hinduism (CPL1 dan CPL2)

CPMK-2: Able to analyze religious values and diversity to build a prosperous life (CPL1 dan CPL2)

CPMK-3: Able to integrate the values of Hindu teachings with critical thinking, transparency, work hard and justice (CPL1 dan CPL2)

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)

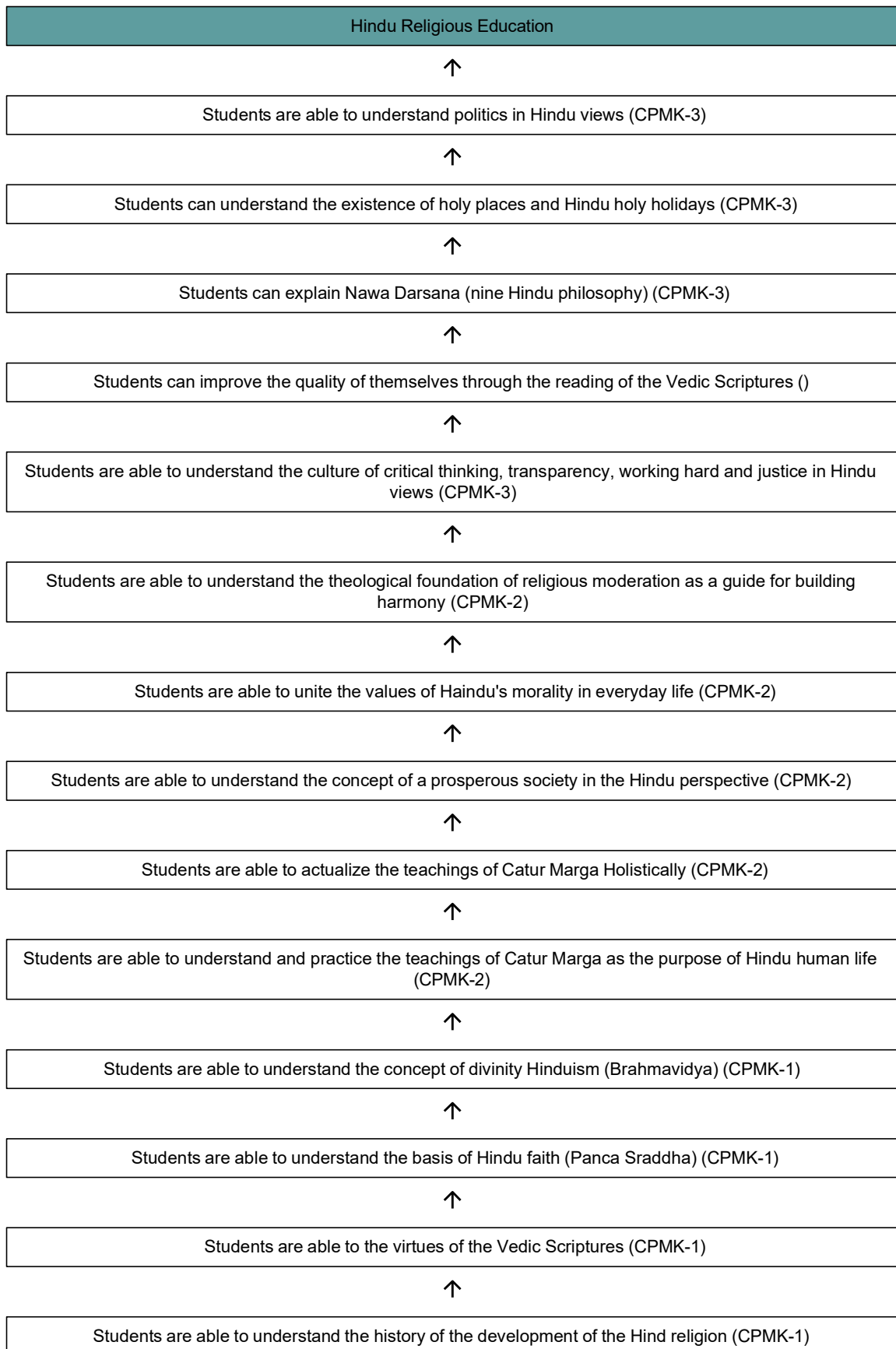
Sub CPMK-3: Students are able to understand the basis of Hindu faith (Panca Sraddha) (CPMK-1)

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 Hindu'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





HASANUDDIN UNIVERSITY
FAKULTY OF MATHEMATICS AND NATURAL SCIENCES
STUDY PROGRAM OF GEOPHYSICS - S1
SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Hindu Religious Education		23U01110402		2	1	1 Juli 2025
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-1:	Menjunjung tinggi nilai-nilai kemanusiaan berdasarkan agama, etika, moral, dan integritas profesional sebagai wujud pengabdian kepada Tuhan Yang Maha Esa serta tanggung jawab sebagai warga dunia				
	SLO-2:	Bertindak sebagai warga negara yang bertanggung jawab, mencintai tanah air, menghormati keberagaman, serta menunjukkan kepekaan sosial, tanggung jawab, kepatuhan terhadap hukum, dan kesadaran terhadap kolaborasi global serta lintas budaya yang berlandaskan Pancasila				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-1	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				
		CLO-3: Able to integrate the values of Hindu teachings with critical thinking, transparency, work hard and justice				
	SLO-2	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				
		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)						
	Sub-CLO-5:Students are able to understand and practice the teachings of Catur Marga as the purpose of Hindu human life					

	CLO-2	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						
	CLO-3	Sub-CLO-10:Students are able to understand the culture of critical thinking, transparency, working hard and justice in Hindu views						
		Sub-CLO-12:Students can explain Nawa Darsana (nine Hindu philosophy)						
		Sub-CLO-13:Students can understand the existence of holy places and Hindu holy holidays						
		Sub-CLO-14:Students are able to understand politics in Hindu views						
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				
				Participatory Activities	Project/Case Study			
SLO-2	CLO-1	SUB-CLO-1	Participation	7	0	7		
SLO-2	CLO-1	SUB-CLO-2	Observation	0	13	13		
SLO-2	CLO-1	SUB-CLO-3	Participation	7	0	7		
SLO-2	CLO-1	SUB-CLO-4	Participation	7	0	7		
SLO-2	CLO-2	SUB-CLO-5	Participation	7	0	7		
SLO-2	CLO-2	SUB-CLO-6	Participation	7	0	7		
SLO-2	CLO-2	SUB-CLO-7	Performance (Paper Assessment)	0	13	13		
SLO-2	CLO-2	SUB-CLO-8	Performance (Paper Assessment)	0	13	13		
SLO-2	CLO-2	SUB-CLO-9	Performance (Paper Assessment)	0	13	13		
SLO-2	CLO-3	SUB-CLO-10	Performance (Paper Assessment)	0	13	13		
				35	65	100		
Course Description	Hindu religion courses are general compulsory subjects studied by Hindu students to increase Sraddha and Bhakti in Ida Sanghyang Widhi Wasa and His manifestations, as well as to make 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 the middle. society.							

Learning Materials/Subjects		Hindu religious education courses in their main language relate to the sources of Hindu religion, the basics of Hindu faith, Brahmavidya, Hindu morals, Humans, Critical thinking culture, working hard and being fair, religious moderation, holy places, holy holidays, Nawa Darsana and society prosperity in the Hindu view					
Reference		Main References					
		Hindu Religious Education for Higher Education					
		Additional References					
		Bhagavad Gita					
		Sarasamuccaya					
		Manawa Dharmasastra					
		Sawtikarana					
		Canakya Nitisastra					
		Veda The Holy Word Veda					
		Grhasta Asrama					
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)	Formative: 1. Historical understanding 2. Periodization of Hinduism 3. Evidence of the spread of Hinduism in the world 4. Development of Hinduism in Indonesia Sumative: -	Formative Criteria: Participation Sumative Criteria: Participatory Activities (7) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning) (1x 2 x 50")		History of the Development of Hinduism	7
2	Students are able to the virtues of the Vedic Scriptures (CPMK-1)	Formative: 1. Vedic Meanings 2. Vedic Teachings 3. Vedas as a source of Hinduism 4. The virtues of studying the Vedas Sumative: -	Formative Criteria: Observation Sumative Criteria: Project/Case Study (13) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning) (1x 2 x 50")		Abstract Veda 13	
3	Students are able to understand the basis of Hindu faith (Panca Sraddha) (CPMK-1)	Formative: 1. Understanding Sraddha and Bhakti 2. Panca Sraddha and its division 3. Efforts to increase Sraddha and Bhakti Sumative: -	Formative Criteria: Participation Sumative Criteria: Participatory Activities (7) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Self-Directed Learning (1x 2 x 50")		Panca Sraddha	7

4	Students are able to understand the concept of divinity Hinduism (Brahmavidya) (CPMK-1)	Formative: 1. Philosophical Views of God 2. Divine Concept Hindu 3. Efforts to increase devotion to God Sumative: -	Formative Criteria: Participation Sumative Criteria: Participatory Activities (7) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Self-Directed Learning (1x 2 x 50")		Panca Sraddha	7
5	Students are able to understand and practice the teachings of Catur Marga as the purpose of Hindu human life (CPMK-2)	Formative: 1. Understanding and Division of Chess Clans 2. Understanding, Forms and Types of Bhakti 3. Bhakt Form Sumative: -	Formative Criteria: Participation Sumative Criteria: Participatory Activities (7) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Collaborative learning (Collaborative Learning) (1x 2 x 50")		Hindu Religious Education in Higher Education Height	7
6	Students are able to actualize the teachings of Catur Marga Holistically (CPMK-2)	Formative: 1. Foundations for the practice of Bhakti 2. Basis, Source and terms of Yajna 3. Efforts to improve the quality of devotional service Sumative: -	Formative Criteria: Participation Sumative Criteria: Participatory Activities (7) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) (1x 2 x 50")		Hindu Religious Education in Higher Education Height	7

7-8	Students are able to understand the concept of a prosperous society in the Hindu perspective (CPMK-2)	Formative: 1. Understanding Kerta Jagaddhita 2. Jagadhita Paper Terms 3. Understanding Marriage 4. Family definition 5. Family responsibilities 6. Duties Obligations of a father, mother and child 7. The spiritual foundation of the sukhinah family Sumative: -	Formative Criteria: Performance (Paper Assessment) Sumative Criteria: Project/Case Study (13) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Case Study (Case Study) (2x 2 x 50")		Hindu Religious Education for College Height Grhasta Dormitory	13
9-10	Students are able to unite the values of Haindu's morality in everyday life (CPMK-2)	Formative: 1. Understanding Ethics and Morals 2. Source of Hindu morality 3. Function and purpose of Hindu Code of Ethics 4. Hindu Moral Values Sumative: -	Formative Criteria: Performance (Paper Assessment) Sumative Criteria: Project/Case Study (13) Assessment Technique: Non Test	Studying: Case Study (Case Study) (2x 2 x 50")		Slokantara Hindu Morals Sarasamuccaya	13

11	Students are able to understand the theological foundation of religious moderation as a guide for building harmony (CPMK-2)	Formative: 1. Understanding Moderation 2. Moderate Principle 3. Theological Foundations of Religious Moderation in the Vedas Sumative: -	Formative Criteria: Performance (Paper Assessment) Sumative Criteria: Project/Case Study (13) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Case Study (Case Study) (1x 2 x 50")		Guidelines for Hindu Religious Harmony	13
12-13	Students are able to understand the culture of critical thinking, transparency, working hard and justice in Hindu views (CPMK-3)	Formative: 1. Culture of Critical thinking, working hard, Open and fair attitude 2. Hindu religious views about critical thinking, working hard, being open and fair Sumative: -	Formative Criteria: Performance (Paper Assessment) Sumative Criteria: Project/Case Study (13) dinilai dengan rubrik 1 Assessment Technique: Non Test	Studying: Case Study (Case Study) (2x 2 x 50")		Hindu Religious Education for College Height Manawa Dharmasastra 13	

14	Students can improve the quality of themselves through the reading of the Vedic Scriptures ()	Formative: 1. Understanding of holy places/temples 2. Foundation of the sanctuary 3. Conditions for building a holy place 4. Understanding Hindu religious holidays 5. Basics of calculating Hindu holidays 6. Spiritual values of Hindu holidays Sumative: -	Formative Criteria: Paper Assessment Sumative Criteria: Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) (1x 2 x 50")		The meaning of Hindu holy days	0
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-1 (S1)	Participatory Activities (Weight 7%) Project/Case Study (Weight 13%) Participatory Activities (Weight 7%) Participatory Activities (Weight 7%)	Participatory Activities (Weight 7%) Participatory Activities (Weight 7%) Project/Case Study (Weight 13%) Project/Case Study (Weight 13%) Project/Case Study (Weight 13%)	Project/Case Study (Weight 13%)
CPL-2 (S2)	Participatory Activities (Weight 7%) Project/Case Study (Weight 13%) Participatory Activities (Weight 7%) Participatory Activities (Weight 7%)	Participatory Activities (Weight 7%) Participatory Activities (Weight 7%) Project/Case Study (Weight 13%) Project/Case Study (Weight 13%) Project/Case Study (Weight 13%)	Project/Case Study (Weight 13%)

Evaluation Type and Assessment Weight

Type	Assessment Weight
Participatory Activities	35
Project/Case Study	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				
				Participatory Activities	Project/Case Study			
SLO-2	CLO-1	SUB-CLO-1	Participation	7	0	7		
SLO-2	CLO-1	SUB-CLO-2	Observation	0	13	13		
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SLO-2	CLO-2	SUB-CLO-6	Participation	7	0	7		
SLO-2	CLO-2	SUB-CLO-7	Performance (Paper Assessment)	0	13	13		
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SLO-2	CLO-3	SUB-CLO-10	Performance (Paper Assessment)	0	13	13		
				35	65	100		

Lampiran Rubrik 1 | Rubrik Holistik

Tabel 6. 1 Rubrik Holistik		
Grade Capaian	Skor	Uraian
Sangat Baik	≥ 85	Memperlihatkan pemahaman yang lengkap tentang permasalahan. Semua metode dan 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

SEMESTER COURSE PLAN

ISLAMIC EDUCATION COURSES (23U01110102)



TEACHING TEAM

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FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

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

Vision

Become a program Reliable studies in the field of geophysics to produce superior graduates and mastering science, technology, arts and culture based on BMI in 2030.

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2. Carrying out research to produce reliable and competitive scientific work oriented towards the scientific development of solid geophysics, marine geophysics, geoinformatics and hydro-meteorology;
3. Disseminate the results of applied research, action studies and appropriate technology packages in synergistic and accelerated productive activities to improve the quality of life of the community.

Graduate Profiles

Educators in the Field of Geophysics; meteorologist; geomaths; oceanographer; exploration geophysicist; seismologist ; geophysical entrepreneur.

PLO charged to courses

CPL-1 (S1) - Upholding human values based on religion, ethics, morals and professional integrity as a form of devotion to God Almighty and responsibility as a global citizen

CPL-2 (S2) - Act as a responsible citizen, love the homeland, respect diversity, and show social sensitivity, responsibility, compliance with the law, and awareness of global and cross-cultural collaboration based on Pancasila

Course Learning Outcomes (CLO)

CPMK-1: Able to internalize the values of Islamic teachings contained in the basic framework of Islamic teachings (CPL1 dan CPL2)

CPMK-2: Able to analyze religious values and diversity to achieve independent individuals with character with a spirit of social sensitivity (CPL1 dan CPL2)

CPMK-3: Able to integrate Islamic teaching values with science and technology based on scientific disciplines both independently and in teams (CPL1 dan CPL2)

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)

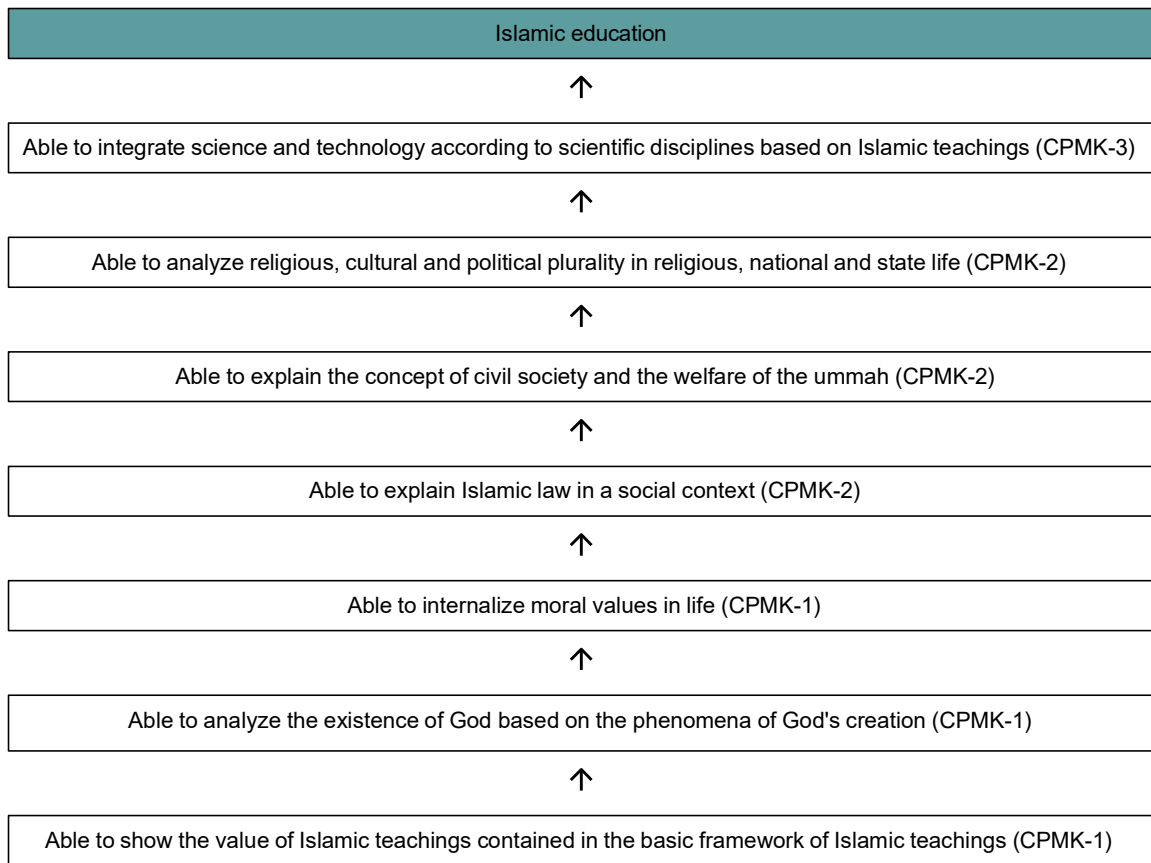
Sub CPMK-4: Able to explain Islamic law in a social context (CPMK-2)

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 GEOPHYSICS - S1
SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Islamic education		23U01110102		2	1	1 Juli 2025
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-1:	Menjunjung tinggi nilai-nilai kemanusiaan berdasarkan agama, etika, moral, dan integritas profesional sebagai wujud pengabdian kepada Tuhan Yang Maha Esa serta tanggung jawab sebagai warga dunia				
	SLO-2:	Bertindak sebagai warga negara yang bertanggung jawab, mencintai tanah air, menghormati keberagaman, serta menunjukkan kepekaan sosial, tanggung jawab, kepatuhan terhadap hukum, dan kesadaran terhadap kolaborasi global serta lintas budaya yang berlandaskan Pancasila				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-1	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				
		CLO-3: Able to integrate Islamic teaching values with science and technology based on scientific disciplines both independently and in teams				
	SLO-2	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				
		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					
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan			
SLO-2	CLO-1	SUB-CLO-1		10	0	0	10		
SLO-2	CLO-1	SUB-CLO-2		15	0	0	15		
SLO-2	CLO-1	SUB-CLO-3		0	10	0	10		
SLO-2	CLO-2	SUB-CLO-4		0	0	15	15		
SLO-2	CLO-2	SUB-CLO-5		0	0	10	10		
SLO-2	CLO-2	SUB-CLO-6		0	0	20	20		
SLO-2	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.							

Learning Materials/Subjects	1. Internalization the value of Islamic religious teachings 2. Proof the existence of Allah and Monotheism 3. Actualization moral values in life 4. Law and Human Rights in Islam 5. Concept civil society and welfare of the ummah 6. Diversity religion, culture and politics in religious, national and state life 7. Integration Science and Technology corresponds to scientific disciplines with the values of Islamic teachings
Reference	Main References
	1. Education Religion Islam. 2014. Team Teacher University Hasanuddin. UPT MKU University Hasanuddin 2. Directorate General Higher Education. 2016. Education Religion Islam for College High. Director General Learning and Student Affairs Kemenristek Higher Education
	Additional References
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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
1-3	Able to show the value of Islamic teachings contained in the basic framework of Islamic teachings (CPMK-1)	Formative: Sumative: Completeness in showing: 1. Function religion in life 2. Characteristics Islamic teachings 3. Framework Islamic teachings	Formative Criteria: Sumative Criteria: Task (10) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Studying: Self-Directed Learning, Case Study KBT: [3 x 2 x 50"]	Other Forms: Other methods · Present at https://sikola-v2.unhas.ac.id/ · Reading Week 1 learning materials, 2nd and 3rd in sikola-v2.unhas.ac.id · Accessing youtube page KM [3 x 2 x 60"] Other Forms: Self-Directed Learning KPT [3 x 2 x 60"]	Learning Materials: • Contract Lectures • Presentation RPS • Learning Islamic Education in Higher Education • Islamic Religion • Religion guarantees happiness • Grounding Islam in Indonesia Library: • PU 2, p. 1-29 • PU 1, p. 40-54 • PU 2, p. 58-125 • PU 2, p. 150-179 • PP 1 PP 2	10

4-6	Able to analyze the existence of God based on the phenomena of God's creation (CPMK-1)	Formative: Sumative: Completeness in showing: 1. Proving the existence of God through natural creation 2. Proof God's existence through creation of man	Formative Criteria: Sumative Criteria: Task (15) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) KBT: [3x 2 x 50"]	Other Forms: Other methods · Performing presence on https://sikola-v2.unhas.ac.id/ · Reading Week 4, 5 learning materials and 6th in sikola-v2.unhas.ac.id · Accessing youtube pages KM [3 x 2 x 60"] Other Forms: Self-Directed Learning · Lecture participants make observations of God's creation that is around us both in nature and humans · font-family: Calibri, sans-serif;">Create descriptions that reveal proof of the existence and greatness of Allah through His creation both in nature and in humans KPT [3 x 2 x 60"]	Material: • Divinity in Islam • Man of God • Tauhidullah • Human Existence in Islam Library: • PU 1, p. 1-39 • PU 2, p. 30-55 • PU 2, p. 79-87 • https://www.youtube.com/watch?v=5L2SnDzsC_U • https://www.youtube.com/watch?v=ustUnWUfJHg • https://www.youtube.com/watch?v=OB5_ceT24sk	15
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7	Able to internalize moral values in life (CPMK-1)	Formative: Sumative: Completeness in internalizing morals in life: 1. Morals towards Allah 2. Morals to humans 3. Morals to the environment	Formative Criteria: Sumative Criteria: Pjbl (Project Base Learning) (10) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Studying: Case Study, Collaborative Learning, Project-based Learning KBT: [1x 2 x 50"]	Other Forms: Other methods · style="margin-left:7.1pt;mso-add-space:auto;text-indent:-7.1pt;mso-list:l0 level1 lfo1">· margin-left:.45pt"> · Accessing youtube pages KM [1 x 2 x 60"] Other Forms: Case Study, Collaborative Learning, Project-based Learning · Each group creates a video contains activities that reflect morals towards God, humans and the environment. KPT [1 x 2 x 60"]	· font-family: Calibri, sans-serif;"> Library: · PU 1, h. 73-78 · https://www.youtube.com/watch?v=Dz1Pggo_F6A	10
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8-9	Able to explain Islamic law in a social context (CPMK-2)	Formative: Sumative: Completeness in describing: 1. The purpose of establishing Islamic law 2. Sources of Islamic law 3. Human Rights in Western and Islamic Perspectivesm	Formative Criteria: Sumative Criteria: Case Study (CS) (15) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Studying: Self-Directed Learning, Case Study KBT: [2x 2 x 50"]	Other Forms: Case Study (Case Study) · Present at https://sikola-v2.unhas.ac.id/ · Reading Week 8 and 9 learning materials di sikola-v2.unhas.ac.id · Accessing the youtube page KM [2 x 2 x 60"] Other Forms: Case Study (Case Study) Lecture participants wrote arguments on the SIKOLA forum menu regarding the topic of Human Rights Enforcement from an Islamic perspective KPT: [2x 2 x 60"]	Material: • Concepts of Law and Human Rights in Islam • Building a Quranic Paradigm Library: • PU 1, p. 55-7 • PU 2, p. 128-149 • PP 5 & 6 • https://www.youtube.com/watch?v=FmeLw7A8jNQ	15
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10	Able to explain the concept of civil society and the welfare of the ummah (CPMK-2)	Formative: Sumative: Ketutthread in outlining: 1. The concept of civil society 2. Characteristics of civil society 3. The role of Muslims in realizing civil society	Formative Criteria: Sumative Criteria: Case Study (CS) (10) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Studying: Case Study, Cooperative learning KBT: [1x 2 x 50"]	Other Forms: Other methods · style="margin-left: 7.1pt;mso-add-space: auto;text-indent: -7.1pt;mso-list: l0 level1 lfo1">· rgb(105, 122, 141); 12.75px;"> · Accessing youtube pages KM [1 x 1 x 60"] Studying: Case Study (Case Study) Lecture participants wrote an essay containing an analysis of Indonesia's opportunities and challenges in achieving civil society PT [1 x 2 x 60"]	Material: • Civil Society and the Welfare of the Ummah • Islamic Views on Zakat and Taxes Library: • PU 1, p. 92-100 • PU 2, p. 307-317 • PP 7 • https://www.youtube.com/watch?v=jOIKhEXxQwU • https://www.youtube.com/watch?v=GZv3eXTxF-8	10
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11-13	Able to analyze religious, cultural and political plurality in religious, national and state life (CPMK-2)	Formative: Sumative: Completeness in analyzing and collecting data and information from cases related to the theme: 1. Religious diversity in social life 2. Cultural diversity and cultural values Islam 3. Principles of politics in Islam	Formative Criteria: Sumative Criteria: Case Study (CS) (20) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Seminar: Group discussion (Small Group Discussion), Case Study (Case Study) KBT: [3x 2 x 50"]	Other Forms: Other methods • Participants make attendance at https://sikola-v2.unhas.ac.id/ • Reading the week's learning materials 11th, 12th, 13th at sikola-v2.unhas.ac.id. KM [3 x 2x 60"] Other Forms: Case Study, Collaborative Learning Lecture participants make papers, PPTs and video presentations (group assignments) KPT [3 x 2 x 60"]	• Islam and Plurality • Islam builds Unity in Diversity • Studies of Inter-Religious Harmony • Islamic Culture • The Role and Function of Campus Mosques in the Development of Islamic Culture • Islamic Political System and Democracy	20
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14-16	Able to integrate science and technology according to scientific disciplines based on Islamic teachings (CPMK-3)	Formative: - Sumative: Completeness in associate: 1. Integration of Faith, knowledge and charity 2. Responsibility scientists towards nature and environment 3. Scientific disciplines with the value of Islamic teachings	Formative Criteria: Sumative Criteria: Case Study (CS) (20) dinilai dengan rubrik 23U0110102 Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion), Case Study (Case Study), Collaborative Learning (Collaborative Learning) KBT: (3 x 2 x 50")	Other Forms: Other methods • Participants make attendance at https://sikola-v2.unhas.ac.id/ • Participants access and read the week's learning materials 14th, 15th, and 16th at sikola-v2.unhas.ac.id KM [3 x 2 x 60"] Seminar: Group discussion (Small Group Discussion), Case Study (Case Study), Collaborative Learning (Collaborative Learning) 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. KPT: (3 x 2 x 60")	Material: • Science and Technology in Islam • Contribution of Islam in the Development of World Civilization • Scientific Discipline Studies • Islam Faces the Challenge of Modernization Library: • PU 1, p. 79-83 • PU 1, p. 116-128 • PU 2, p. 212-265 • PU 2, h. 235-265 • PP 3, 5, 10 & 11 •https://www.youtube.com/watch?v=nfMkh_B5S20	20
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-1 (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%)	data not found (Weight 20%)
CPL-2 (S2)	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%)	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					
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan			
SLO-2	CLO-1	SUB-CLO-1		10	0	0	10		
SLO-2	CLO-1	SUB-CLO-2		15	0	0	15		
SLO-2	CLO-1	SUB-CLO-3		0	10	0	10		
SLO-2	CLO-2	SUB-CLO-4		0	0	15	15		
SLO-2	CLO-2	SUB-CLO-5		0	0	10	10		
SLO-2	CLO-2	SUB-CLO-6		0	0	20	20		
SLO-2	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
Pemahaman Konsep	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
Aplikasi dalam Kehidupan	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
Penggunaan Dalil	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
Keterampilan Menulis	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
Orisinalitas	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
Pemahaman Konsep	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
Observasi & Analisis	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
Penggunaan Dalil	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
Keterampilan Menulis	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
Orisinalitas	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
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 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

	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 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 berbagaicatatatan 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.	

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 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 berbagai catatan 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	
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 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 berbagai catatan 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.	

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	

SEMESTER COURSE PLAN

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



TEACHING TEAM

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

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

Vision

Become a program Reliable studies in the field of geophysics to produce superior graduates and mastering science, technology, arts and culture based on BMI in 2030.

Vision Strategy

Mission

Based on the Vision above, the Geophysics Study Program has a mission:

1. Improving the quality of education to produce graduates who are competitive, able to work independently and in groups in implementing and developing BMI science and technology;
2. Carrying out research to produce reliable and competitive scientific work oriented towards the scientific development of solid geophysics, marine geophysics, geoinformatics and hydro-meteorology;
3. Disseminate the results of applied research, action studies and appropriate technology packages in synergistic and accelerated productive activities to improve the quality of life of the community.

Graduate Profiles

Educators in the Field of Geophysics; meteorologist; geomaths; oceanographer; exploration geophysicist; seismologist ; geophysical entrepreneur.

PLO charged to courses

CPL-1 (S1) - Upholding human values based on religion, ethics, morals and professional integrity as a form of devotion to God Almighty and responsibility as a global citizen

CPL-2 (S2) - Act as a responsible citizen, love the homeland, respect diversity, and show social sensitivity, responsibility, compliance with the law, and awareness of global and cross-cultural collaboration based on Pancasila

Course Learning Outcomes (CLO)

CPMK-1: Able to consistently integrated the unity between his Catholic faith and actions in everyday life (CPL1 dan CPL2)

CPMK-2: Able to implement concepts, values, teachings, and traditions of Catholic faith in everyday life (CPL1 dan CPL2)

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 (CPL1 dan CPL2)

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

Catholic Religious Education



Students are able to formulate precisely the views and teachings of the Catholic Church related to social problems (CPMK-3)



Students are able to formulate precisely the views and teachings of the Catholic Church related to the morals and professional ethics (CPMK-3)



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)



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)



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)



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)



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)



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)



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



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)



HASANUDDIN UNIVERSITY
FAKULTY OF MATHEMATICS AND NATURAL SCIENCES
STUDY PROGRAM OF GEOPHYSICS - S1
SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Catholic Religious Education		23U01110202		2	1	1 Juli 2025
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-1:	Menjunjung tinggi nilai-nilai kemanusiaan berdasarkan agama, etika, moral, dan integritas profesional sebagai wujud pengabdian kepada Tuhan Yang Maha Esa serta tanggung jawab sebagai warga dunia				
	SLO-2:	Bertindak sebagai warga negara yang bertanggung jawab, mencintai tanah air, menghormati keberagaman, serta menunjukkan kepekaan sosial, tanggung jawab, kepatuhan terhadap hukum, dan kesadaran terhadap kolaborasi global serta lintas budaya yang berlandaskan Pancasila				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-1	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				
		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				
	SLO-2	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				
		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					
				Gagal diterjemahkan	Gagal diterjemahkan				
SLO-2	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-2	CLO-2	SUB-CLO-2	Students can fully describe the 6 elements of faith and religion	10	0	10			
SLO-2	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-2	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-2	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-2	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-2	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			

SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*		Weight	Value	Student Score	
			Formative	Sumative				
				Gagal diterjemahkan				Gagal diterjemahkan
SLO-2	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-2	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-2	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		
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. 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		1. The Nature, Basis, Aims and Benefits of Catholic Religious Education in Higher Education 2. Basic Concepts of Religion and Faith 4. Holy Scriptures (Bible): God's work of salvation began with the people of Israel (Old Testament) The peak is in Jesus (New Testament) 5. Catholic Church 6. Sacraments in the Catholic Church 7. Social faith: Dialogue between religious communities from the perspective of the Catholic Faith 8. Professional Morals and Ethics in the Perspective of the Catholic Faith, 9. Science and Technology and Environmental Issues in the View of the Catholic Church, 10. Economic, Social, Political and Community Issues: Social Teachings of the Catholic Church						
		Main References						
		Kotan, D.B. 2021. Becoming a Witness of Salvation – PTU Catholic Religious Education MK Textbook, KWI Catechetical Commission, OBOR Jakarta Publishers						

Reference		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 --. 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)	Formative: disciplined, caring, cooperative, and consistent in daily life in accordance with his Catholic faith Sumative: -	Formative Criteria: Students demonstrate conformity between the Catholic values they believe in and their daily attitudes and behavior both inside and outside the classroom/campus Sumative Criteria: Group Discussion (5) Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) [2x50 minutes]	Studying: Self-Directed Learning Structured Assignment (PT): FillinginsertIndependent Activities (KM): 1. Introduction 2. Introduction 3. Explanation of Lecture Syllabus and Contract 4. The Nature, Foundations and Learning Objectives of Catholic Religious Education	5	

2	Students are able to elaborate on religious and faith elements in full and coherent (CPMK-2)	Formative: Mampu elements of religion and faith, namely: (1) Scripture, (3) Rules, (4) Charity, (5) Stratification/roles of worship, and (6) Rites/Rituals of Worship Sumative: -	Formative Criteria: Students can fully describe the 6 elements of faith and religion Sumative Criteria: Group Discussion (10) Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) [2x50 minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Collaborative Learning: Students discuss in groups and make an executive conclusion (executive summary) about the concept of faith and religion and its elaboration and enter it in the SIKOLA Task Menu (4) KM : Students read lecture 2 material in the SIKOLA learning flow [2x60 minutes]	Basic Concepts of Religion and Faith	10
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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)	Formative: Able to examine the types of Revelation based on the nature, scope, method and place of delivery, as well as human responses to this form of revelation Sumative: -	Formative Criteria: Students can fully describe the types of revelation based on their nature, scope, method and place of delivery, and human responses to these revelations Sumative Criteria: Group Discussion (10) Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) [2x50 minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Collaborative Learning Students in the group make an executive conclusion (executive summary) about the concept of Revelation and Faith and the human response to that revelation, and enter it in the SIKOLA Task Menu (2) KM : Students read lecture 3 in the SIKOLA learning flow [2x60 minutes]	Revelation-Faith Relationship between God and Humans	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)	Formative: Sumative: -	Formative Criteria: Students are able to correctly detail the 4 parts of the Old Testament Scriptures and the 5 parts of the New Testament Scriptures Sumative Criteria: Presentation (10) Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) [2(2x50) minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) 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) KM : Students read lecture 4 in the SIKOLA learning flow [2(2x60) minutes]	Old Testament and New Testament Scriptures	10
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)	Formative: 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 Sumative: -	Formative Criteria: 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 Sumative Criteria: Group Discussion (10) Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) [2x50 minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Collaborative Learning Students in groups Make executive conclusions 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 in the SIKOLA learning flow [2x60 minutes]	Catholic Church	10

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)	Formative: 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 Sumative: -	Formative Criteria: 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 Sumative Criteria: Group Discussion (10) Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning), Collaborative Learning (Collaborative Learning) [2(2x50) minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Collaborative Learning Students in groups Make executive conclusions about sacraments as signs and means of salvation from God and the meaning, types and benefits of sacraments (2) KM : Students read lecture 6 material in the SIKOLA learning path [2(2x60) minutes]	Sacraments in the Catholic Church	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)	Formative: related to Inter-religious dialogue according to the principles and teachings of the Catholic Church Sumative: -	Formative Criteria: 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 Sumative Criteria: Presentation (5) Group Discussion (5) Assessment Technique: Non Test	Seminar: Problem-Based Learning (Problem-based Learning) [2(2x50) minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Students in groups make a report containing a Critical Review of the problem and solutions in Interfaith Dialogue Social Faith: Inter-Religious Dialogue	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)	Formative: Mampu related to science and technology according to the principles and teachings of the Catholic Church Sumative: -	Formative Criteria: Students are able to present reports containing alternative solutions to problems related to science and technology and the environment Sumative Criteria: Presentation (5) Group Discussion (5) Assessment Technique: Non Test	Seminar: Problem-Based Learning (Problem-based Learning) [2x50 minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Students in groups make reports containing critical reviews of related problems Science and Technology and the Environment and the solutions are based on the Catholic Church's Teachings on Science and Technology and the Environment KM : Students read lecture materials and Catholic Church documents related to science and technology and environmental issues Life [2x60 minutes]	Science and Environment Issues	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)	Formative: which is related to professional morals and ethics according to the principles and teachings of the Catholic Church Sumative: -	Formative Criteria: 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 Sumative Criteria: Presentation (5) Group Discussion (5) Assessment Technique: Non Test	Seminar: Problem-Based Learning (Problem-based Learning) [2x50 minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Students in groups make reports containing critical reviews of Moral-related cases and Professional Ethics and solutions based on the Catholic Church's Teachings on Morals and Ethics style="line-height: 1.2;margin-top: 0pt;margin-bottom: 0pt;">KM : Students read lecture materials and Catholic Church Documents related to Ethics and Morals [2x60 minutes]	Professional Morals and Ethics	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)	Formative: related to social, political and societal issues according to the principles and teachings of the Catholic Church. Sumative: -	Formative Criteria: 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 Sumative Criteria: Presentation (10) Group Discussion (5) Assessment Technique: Non Test	Seminar: Problem-Based Learning (Problem-based Learning) [2(2x50) minutes]	Studying: Group discussions (Small Group Discussion), Collaborative Learning (Collaborative Learning) PT : Students in groups make a report containing a critical review of problems related to the field social, political and societal issues and solutions based on the Catholic Church's Teachings on Social, Political and Social Affairs KM : Students read lecture materials and related Catholic Church Documents Economic, Social, Political and Social Issues: Church Social Teachings	15	
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-1 (S1)	data not found (Weight 5%)	data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%)	data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 15%)
CPL-2 (S2)	data not found (Weight 5%)	data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%)	data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 15%)

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				
				Gagal diterjemahkan				Gagal diterjemahkan
SLO-2	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-2	CLO-2	SUB-CLO-2	Students can fully describe the 6 elements of faith and religion	10	0	10		
SLO-2	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-2	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-2	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-2	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-2	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-2	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		

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*			Weight	Value	Student Score
			Formative	Sumative				
				Gagal diterjemahkan	Gagal diterjemahkan			
SLO-2	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-2	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 COURSE PLAN

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



TEACHING TEAM

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

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

Vision

Become a program Reliable studies in the field of geophysics to produce superior graduates and mastering science, technology, arts and culture based on BMI in 2030.

Vision Strategy

Mission

Based on the Vision above, the Geophysics Study Program has a mission:

1. Improving the quality of education to produce graduates who are competitive, able to work independently and in groups in implementing and developing BMI science and technology;
2. Carrying out research to produce reliable and competitive scientific work oriented towards the scientific development of solid geophysics, marine geophysics, geoinformatics and hydro-meteorology;
3. Disseminate the results of applied research, action studies and appropriate technology packages in synergistic and accelerated productive activities to improve the quality of life of the community.

Graduate Profiles

Educators in the Field of Geophysics; meteorologist; geomaths; oceanographer; exploration geophysicist; seismologist ; geophysical entrepreneur.

PLO charged to courses

CPL-1 (S1) - Upholding human values based on religion, ethics, morals and professional integrity as a form of devotion to God Almighty and responsibility as a global citizen

CPL-2 (S2) - Act as a responsible citizen, love the homeland, respect diversity, and show social sensitivity, responsibility, compliance with the law, and awareness of global and cross-cultural collaboration based on Pancasila

Course Learning Outcomes (CLO)

CPMK-1: Students are able to internalize religious values (Protestant) as independent people with character. (CPL1 dan CPL2)

CPMK-2: Students are able to describe religious values (Protestant) to achieve independent people with character. (CPL1 dan CPL2)

CPMK-3: Able to think critically, systematically, innovatively, with integrity and be able to communicate effectively, and can work independently in the team. (CPL1 dan CPL2)

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)

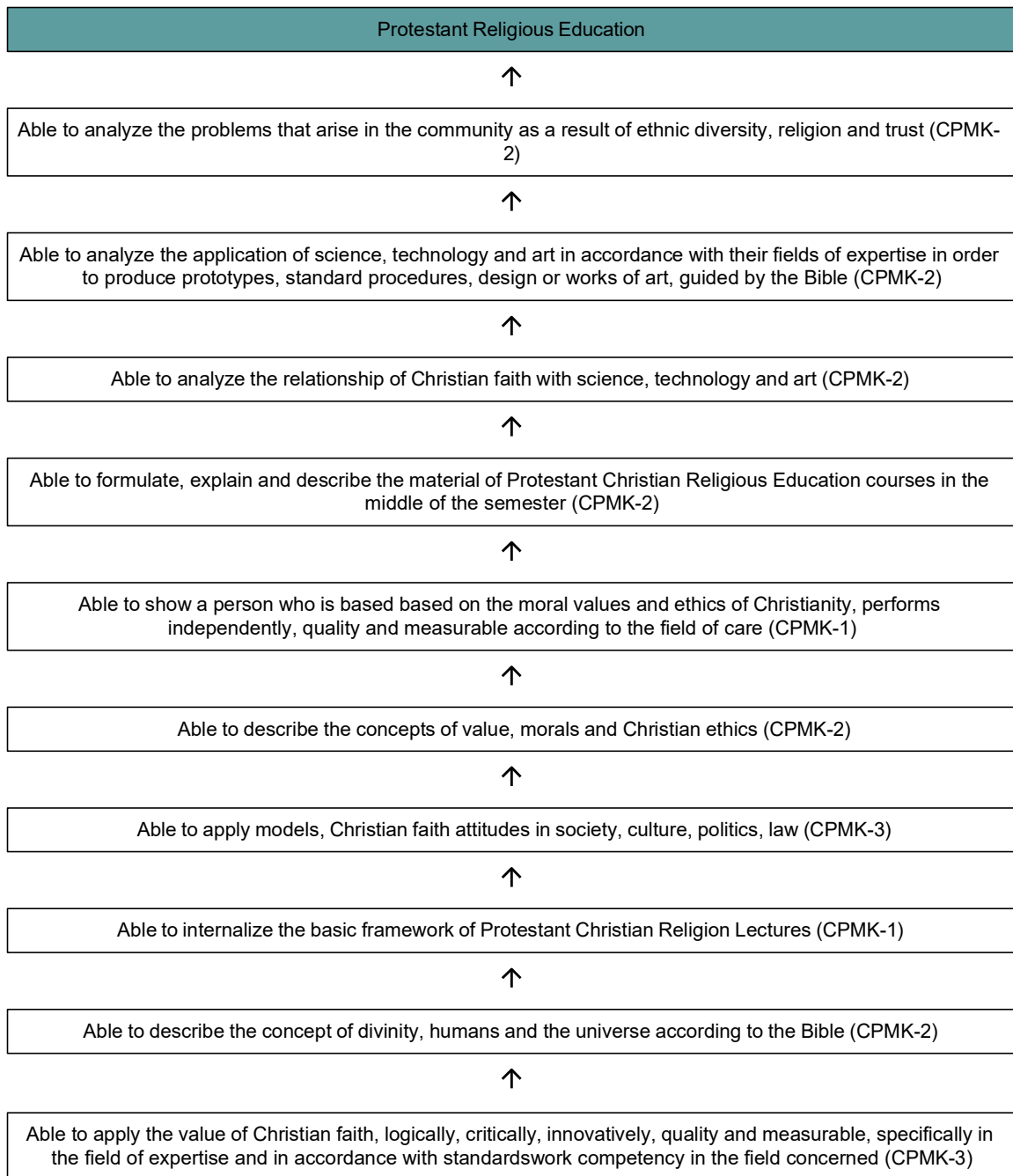
Sub CPMK-5: Able to analyze the application of science, technology and art in accordance with their fields of expertise in order to produce prototypes, standard procedures, design or works of art, guided by the Bible (CPMK-2)

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 GEOPHYSICS - S1
SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Protestant Religious Education		23U01110302		2	1	1 Juli 2025
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-1:	Menjunjung tinggi nilai-nilai kemanusiaan berdasarkan agama, etika, moral, dan integritas profesional sebagai wujud pengabdian kepada Tuhan Yang Maha Esa serta tanggung jawab sebagai warga dunia				
	SLO-2:	Bertindak sebagai warga negara yang bertanggung jawab, mencintai tanah air, menghormati keberagaman, serta menunjukkan kepekaan sosial, tanggung jawab, kepatuhan terhadap hukum, dan kesadaran terhadap kolaborasi global serta lintas budaya yang berlandaskan Pancasila				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-1	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.				
		CLO-3: Able to think critically, systematically, innovatively, with integrity and be able to communicate effectively, and can work independently in the team.				
	SLO-2	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.				
		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				
		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				

		CLO-2	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						
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan	Summative Test			
SLO-2	CLO-1	SUB-CLO-1		5	0	0	0	5		
SLO-2	CLO-2	SUB-CLO-1		0	5	0	0	5		
SLO-2	CLO-3	SUB-CLO-1		0	0	5	0	5		
SLO-2	CLO-1	SUB-CLO-2		5	0	0	0	5		
SLO-2	CLO-2	SUB-CLO-2		15	0	0	0	15		
SLO-2	CLO-3	SUB-CLO-2		0	0	0	20	20		
SLO-2	CLO-2	SUB-CLO-3		0	0	0	20	20		
SLO-2	CLO-2	SUB-CLO-4		10	0	0	0	10		
SLO-2	CLO-2	SUB-CLO-5		10	0	0	0	10		

SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan	Summative Test			
SLO-2	CLO-2	SUB-CLO-5		5	0	0	0	5		
				50	5	5	40	100		
Course Description		General: Protestant Religious Education courses are designed to encourage student interest while preparing students to become scientists and professionals who believe and are devoted to God Almighty, have noble character, integrity and a work ethic, and uphold human and life values. Custom: The Protestant Religious Education course aims to help students strengthen their personality so that they can consistently realize basic religious and cultural values, a sense of nationality and lifelong love of one's country in mastering, apply and develop the science, technology and art that it has with a sense of responsibility according to faith Christian								
Learning Materials/Subjects		Write down the study material and explain it in the learning material in terms of the subjects that will be studied by students in accordance with the Sub-CPMK mentioned above: 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								

Reference	Main References						
	1. 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						
	Additional References						
	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. Dogmatika Masakini, 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)	Formative: Mampu understand and explain learning plans that guarantee the achievement of graduate learning outcomes (CPL) entrusted to the Course (CP-MK, SUBCPMK) Sumative: -	Formative Criteria: Sumative Criteria: Independent Assignment (5) Assessment Technique: Test	Studying: Self-Directed Learning, Case Study LECTURE Learning Process (PB) = (1x2x50 Minutes) Learner Form PB, KM, PT = Interactive Lecture Learning Contract (50 Minutes) Lecturer Explanation (50 Minutes)		1. Learning Contract 2. Bible (TB) 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	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)	Formative: 1. Able to define the origins of humans 2. Able to explain God's purpose in creating humans 3. Able to differentiate between humans and other creations. 4. Able to carry out human life goals. 5. Able to define the meaning of sin according to the Bible. 6. Able to explain the nature and consequences of sin. Sumative: -	Formative Criteria: Sumative Criteria: Independent Assignment (5) Assessment Technique: Non Test	Studying: Self-Directed Learning, Collaborative Learning LECTURE Learning Process (PB) (1x2x50 Minutes) Learning Method (MP) = Interactive Lecture Learning Time: Lecturer Explanation (50 Minutes) Student Explanation/Interactive/feedback (50 Minutes) MP: Interactive lecture, Collaborative Learning, Forum. Learning Time: Lecturer's Explanation Student/Interactive/Feedback Explanation KM [1 x 2 x 60"] Reading Material 2 and Week 3 Learning Flow at Sikola PT [1 x 2 x 60"] 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 Lecturer Explanation (50 Minutes) Student Explanation/feedback (50 Minutes)	• Educational Books Religion Protestant Ristek Dikti 2016. • Christian Faith., Harun Hadi Wijono	5
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5-6	Able to describe the concept of divinity, humans and the universe according to the Bible (CPMK-2)	Formative: 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. Sumative: -	Formative Criteria: Sumative Criteria: Group Discussion (5) Assessment Technique: Non Test	Studying: Group discussion (Small Group Discussion) KM and PT [1 x 2 x 60"] Lecture Participants Read Material 4, Group Discussion and Interactive/Feed back Learning Method (MP) = GROUP DISCUSSION/ Collaborative Learning Time : Presentation (60 Minutes Discussion/Feedback (30 Minute) Lecturer's Explanation (10 Minute) 100 Minutes		• Educational Books Religion Protestant Ristek Dikti 2016. • Christian Faith., Harun Hadi Wijono	5
7	Able to describe the concepts of value, morals and Christian ethics (CPMK-2)	Formative: 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 being selfless, willing to make sacrifices and being purifying/holy Sumative: -	Formative Criteria: Sumative Criteria: Independent Assignment (15) Assessment Technique: Non Test	Studying: 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		• Educational Books Religion Protestant Ristek Dikti 2016. • Christian Faith., Harun Hadi Wijono	15

8	Able to formulate, explain and describe the material of Protestant Christian Religious Education courses in the middle of the semester (CPMK-2)	Formative: Sumative: The aims and objectives of holding summative tests include: Measuring students' learning progress after attending lectures. Measuring student competency achievement after the learning process. Determining the value of student learning outcomes after the learning process during or semester learning achievements/graduate competency achievements (CPL) based on CPMK and SUB-CPMK	Formative Criteria: Sumative Criteria: Summative Test (20) dinilai dengan rubrik 1 Assessment Technique: Test		-	20
9-10	Able to analyze the relationship of Christian faith with science, technology and art (CPMK-2)	Formative: - Humans are given the task of using nature and having power over nature. 12.65pt;margin-top:0pt;margin-bottom:0pt;"> style="line-height:1.0999999999999999;margin-left: 0.3pt;margin-right: 26.45pt;margin-top:0.1pt;margin-bottom:0pt;">- Human tasks in the world given to him by Allah, and he is responsible to Allah for the implementation of that task - 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 Sumative: -	Formative Criteria: Sumative Criteria: Independent Assignment (10) Assessment Technique: Non Test	Studying: Discovery Learning, Collaborative Learning (Collaborative Learning) MP: Interactive lectures, Collaborative Learning, Forum. 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 2 x 50 Minutes	• Educational Books Religion Protestant Ristek Dikti 2016. • Christian Faith., Harun Hadi Wijono	10

11-12	Able to analyze the problems that arise in the community as a result of ethnic diversity, religion and trust (CPMK-2)	Formative: - Exploring how the relationship between Faith and Science and Art is in a historical perspective. - 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 Sumative: -	Formative Criteria: Sumative Criteria: Independent Assignment (10) Assessment Technique: Non Test	Studying: Discovery Learning, Collaborative Learning (Collaborative Learning) Learning Method (MP) = Interactive Lecture 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 2 x 50 Minutes		- Educational Books Religion Protestant Ristek Dikti 2016. - Christian Faith., Harun Hadi Wijono	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)	Formative: Students can explain well about: Sumative: -	Formative Criteria: Sumative Criteria: Independent Assignment (5) Assessment Technique: Non Test	Studying: Discovery Learning, Collaborative Learning (Collaborative Learning) MP: Interactive lecture, Collaborative Learning, Forum. KM [1 x 2 x 60"] Reading Material 12 and Learning Flow Week 12th in Sikola PT [1 x 2 x 60"] Lecture participants make a summary/or short reflection on Religion/Christian Faith and Culture. The length of one page of A4 size paper. Lecture participants are expected to pay attention to indicators and assessment criteria 2 x 50 Minutes	- Educational Books Religion Protestant Ristek Dikti 2016. - Christian Faith., Harun Hadi Wijono	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)	Formative: Students can explain properly and correctly about, the meaning of the church, the meaning of politics, the role of the church in political education for its citizens Sumative: -	Formative Criteria: Sumative Criteria: Presentation (5) Assessment Technique: Non Test	Studying: Collaborative learning (Collaborative Learning) MP (Method Learning)= 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	- Educational Books Religion Protestant Ristek Dikti 2016. - Suseno, Franz, Magnis. 1987. Political Ethics: Moral Principles PT Gramedia Foundation: Jakarta	5

16	Able to apply models, Christian faith attitudes in society, culture, politics, law (CPMK-3)	Formative: Sumative: The aims and objectives of holding summative tests 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	Formative Criteria: Sumative Criteria: Summative Test (20) dinilai dengan rubrik 1 Assessment Technique: Test			-	20
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-1 (S1)	data not found (Weight 5%) data not found (Weight 5%)	data not found (Weight 5%) data not found (Weight 15%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 5%) Summative Test (Weight 20%)	data not found (Weight 5%) Summative Test (Weight 20%)
CPL-2 (S2)	data not found (Weight 5%) data not found (Weight 5%)	data not found (Weight 5%) data not found (Weight 15%) data not found (Weight 10%) data not found (Weight 10%) data not found (Weight 5%) Summative Test (Weight 20%)	data not found (Weight 5%) Summative Test (Weight 20%)

Evaluation Type and Assessment Weight

Type	Assessment Weight
Independent Assignment	50
Group Discussion	5
Presentation	5
Summative Test	40
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						
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan	Summative Test			
SLO-2	CLO-1	SUB-CLO-1		5	0	0	0	5		
SLO-2	CLO-2	SUB-CLO-1		0	5	0	0	5		
SLO-2	CLO-3	SUB-CLO-1		0	0	5	0	5		
SLO-2	CLO-1	SUB-CLO-2		5	0	0	0	5		
SLO-2	CLO-2	SUB-CLO-2		15	0	0	0	15		
SLO-2	CLO-3	SUB-CLO-2		0	0	0	20	20		
SLO-2	CLO-2	SUB-CLO-3		0	0	0	20	20		
SLO-2	CLO-2	SUB-CLO-4		10	0	0	0	10		
SLO-2	CLO-2	SUB-CLO-5		10	0	0	0	10		

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*					Weight	Value	Student Score
			Formative	Sumative						
				Gagal diterjemahkan	Gagal diterjemahkan	Gagal diterjemahkan	Summative Test			
SLO-2	CLO-2	SUB-CLO-5		5	0	0	0	5		
				50	5	5	40	100		

Lampiran Rubrik 1 | Rubrik Holistik

Tabel 6. 1 Rubrik Holistik		
Grade Capaian	Skor	Uraian
Sangat Baik	≥ 85	Memperlihatkan pemahaman yang lengkap tentang permasalahan. Semua metode dan 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