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| 1. **COURSE IDENTITY**
 |
| Course Name/Block | **ISLAM RAHMATAN LIL ALAMIN (THE BLESSING FOR THE WHOLE UNIVERSE)** |
| Faculty | 1. Islamic Religious Sciences (FIAI)
2. Mathematics and Natural Sciences (FMIPA).
3. Industrial Engineering (FTI)
 | **Courses** | 1. Ahwal Shakhshiyah (Islamic Family Law)
2. Islamic Religious Education
3. Islamic Economics
4. Statistics
5. Chemistry
6. Chemical Education
7. Pharmacy
8. Electrical Engineering
9. Chemical Engineering
10. Informatics
11. Mechanical Engineering
12. Industrial Engineering
13. Textile Engineering
 |
| **Code** | UNI602 | **Code** | UNI602 |
| Group | University | **Group** | University |
| Semester | 3 (Three) | **Semester**  | 3 (Three) |
| **Method** | Online | **Method** | Online |
| **Course****Cluster/Block** | Compulsory University Courses (MKWU) | **Course Cluster/Block** | Compulsory University Courses (MKWU) |
| Lecturer/Supporting Coordinator | Rheyza Virgiawan, Lc., MEAsyharul Muala, S.H.I., M.H.IShubhi Mahmashony Harimurti, S.S., M.A.Dr. Anisah Budiwati, S.HI., M.SIWilli Ashadi, S.H.I., M.A.Ahmad Asroni, S.Fil., M.Hum.  | **Semester/Academic Year** | Odd Semester 2020/2021 |
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| 1. **COURSE LEARNING OUTCOMES**
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| **CPL Code** | **CPL formula** |
| **CPUA7** | Students are able to master the basic principles to integrate Islamic values into their respective field of science. |
| **CPUA4** | Students are able to formulate a contributive role to develop the society. |

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| **CPL Code** | **CPMK Code** | **CPMK formula** | **Learning Experience** | **Assignment/ Assessment/ Assessment/ Measurement/ Evaluation** | **Weight** |
| **CPUA7** | **CP1** | Students are able to explain the Islamic concept of Rahmatan Lil Alamin (blessing for the whole universe) based on the Quran Surah Al-Anbiya 107. | Students learn about the Islamic concept of rahmatan lil alamin through video explanations and independent activities in studying PPT given by lecturers.  | Individual Assignments | 20% |
| **CP2** | Students are able to explain the integration between Islamic values and their respective field of science. | Students learn about the materials on integration between Islamic values and their respective field of science through various media, such as video and Power Points. Students also learn about interactive dialogues on specific topics. | Individual Assignments | 20% |
| **CPUA7** | **CP3** | Students demonstrate their thoughts, products and/or performances to realize the integration between Islamic values and their respective field of science. | Students learn about how to plan, determine the strategy,anticipate, andsolve problems on the predetermined topics in pursuant to their respective field of science. | Individual Assignments | 20%    |
| **CPUA4** | CP4 | Students are able to grow a sense of pride as a Muslim/Muslim woman who has a proactive nature. | Students learn things about a sense of pride as a Muslim/ Muslim woman who has a proactive nature.  | Individual Assignments | 20% |
| CP5 | Students are able to formulate personal contributions in their respective field of science to develop Islamic civilization in the present and future. | Students learn things and information related to personal contributions in their respective field of science to develop the Islamic civilization in the present and future.  | Individual Assignments | 20% |

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| 1. **MAIN STUDY MATERIALS AND REFERENCES**
 |
| References | 1. Tim Penyusun (2016), Pendidikan Agama Islam untuk Perguruan Tinggi, Dirjen Pembelajaran dan Kemahasiswaan Kemenristekdikti RI, retrieved from https://belmawa.ristekdikti.go.id/2016/12/09/surat-edaran-bahan-ajar-mata-kuliah-wajib-umum/
2. Fazlur Rahman, (1985). Islam dan Modernitas, Tentang Tranformasi Intelektual.
3. Fazlur Rahman, Islam, translation. Ahsin Muhammad. Pustaka Bandung.
4. Nurcholish Madjid, Islam Doktrin dan Peradaban
5. Quraish Shihab, Membumikan Al-Quran
6. Hamim Ilyas, Fikih Akbar: Prinsip-prinsip Teologis Islam Rahmatan lil ‘Alamin
7. Kuntowijaya, Islam sebagai Ilmu
8. Buku Islam dan disiplin ilmu yang diterbitkan BPA UII
9. Balitbang Kemenag RI, Tafsir Ma’udhui (Tafsir Al-Qur’an Tematik). 11 volumes (vol 1, Al-Quran dan Kebinekaan, Vol 2 Tanggung jawab Sosial, Vol 7 AL-Quran dan isu-isu Kontemporer, Vol 8 Moderasi Islam), PT Lentera Ilmu Makrifat, 2019
10. Nasarudin Umar, Geliat Islam di Negeri Non Muslim, Jakarta: Pustaka Alvabet, 2019
11. Prof. Hasan Asari, Sejarah Islam Modern, Medan: Perdana Publishing, 2019
12. Oni Sahroni, Fikih Muamalah Kontemporer, Jakarta: Republika Penerbit, 2019
13. Ahsin Sakho Muhammad (Ketua Editor), Ensiklopedi Kemukjizatan Ilmiah dalam Al-Quran dan Sunnah, 8 jilid, terjemah dari Yusuf AL-Hajj Ahmad, Mausu’ah al-I’jaz al-‘Ilmy fi al-Quran al-Karim wa as-Sunnah al-Muthahharah. PT Kharisma Ilmu
14. Zakir Naik dkk, The Qur’an & Modern Science/ Miracle of Al-Qur’an dan As-Sunnah, Solo: Aqwam Media, Cet. V, 2017
15. Melacak Teori Einstein dalam Al-Qur’an, Jogja: Pustaka Pelajar
16. Agus Purwanto, Ayat-Ayat Semesta, edisi II, cet 3, Bandung: Mizan, 2017
17. Nadirsyah Hosen, Tafsir Al-Quran di Medsos: Mengkaji Makna dan Rahasia Ayat Suci pada Era Media Sosial, Yogyakarta: Bentang Pustaka, 2017
18. Muhammad al-Ghazali, Jaddid Hayatak, Segarkan Hidupmu (translation), Jakarta: Zaman, 2015
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| 1. **DETAILS OF LEARNING ACTIVITIES**
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| **Per-find to** | **CPMK/Sub-CPMK** | **Tree/Sub-language** | **Learning Methods/Models** | **Mode** | **Reference** |
| 1 | Cp1, Cp2 | Introduction | Lecturers and students have an interactive discussion on lecture regulations, RPS (Semester Learning Plan) orientation, selection of topics and group for paper assignments in cooperative learning models.Lecturers distribute lists of books, e-journals, and e-books for students to study in the classrooms. Lecturers inform students with the links to download references and related websites to be studied further by students. | TMD, ASK | RPS |
| 2 | Cp1, Cp2 | Explaining the Islamic concept of *Rahmatan Lil Alamin* (the blessing for the whole universe) based on the Qur’an and Hadith  | * Lecturers provide students with some trigger videos.

 * Lecturers provide students with some questions through Google form as an additional trigger about the concept of Islam *rahmatan lil alamin* (the blessing for the whole universe).
* Lecturers discuss with students related to Islam *rahmatan lil-alamin* (the blessing for the whole universe) through zoom application.

   | TMD, ASK | ZoomVideo: Triggers.Video: Integration of Islam and social science Power Point (40 slides) |
| 3 | Cp1,cp2 | Explaining the concept of Islam *Rahmatan Lil Alamin* (the blessing for the whole universe) based on the Qur’an and Hadith | Students present summary of the group discussion.Lecturers discuss the summaries of the group discussion and provide some feedback. | TMD, ASK | ZoomVideo: Triggers.Video : Realizing Islam *Rahmatan lil alamin*,Power Point slides. |
| 4 | Cp1, Cp2 | Explaining the integration between Islamic values and the respective field of science | * Presentation of trigger videos by lecturers through Google classroom. (10 minutes). The session continues with the delivery of materials through slide show of Power Point presentation or video explanation. (20 minutes)

 * Discussions and Q&A about the material via video conference platform (30 minutes)

 * Students submit the summary about the integration between Islamic values and the respective field of science. (90 minutes)
 | TMD, ASK | ZoomVideo: Triggers.Video: The Concept of Integration between Islam and Science Power Point Slides (40 slides) |
| 5 | CP1,CP2, CP3 | Explaining the integration between Islamic values and the respective field of science(Islamic Sciences)  | * Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)
* Activity do, think, reflect
* Assignment submission and feedback as the learning evidence
* Learning reflections
* Evaluation using rubrics or other methods
 | TMD, ASK | Zoom.usVideo: Triggers.Video: Integration of Islam and social science Power Point (40 slides) |
| 6 | Cp1, Cp2 | Explaining the integration between Islamic values and the respective field of science(integration of Islam and Technological Science) | * Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)
* Activity do, think, reflect
* Assignment submission and feedback as the learning evidence
* Learning reflections
* Evaluation using rubrics or other methods
 | TMD,ASK | Zoom.usVideo: Triggers.Video: Integration of Islam and social science Power Point (40 slides) |
| 7 | CP4 | Explaining the integration between Islamic values with the respective field of science(Integration of Islam and Social Sciences)  | * Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)
* Activity do, think, reflect
* Assignment submission and feedback as the learning evidence
* Learning reflections
* Evaluation using rubrics or other methods
 | TMD,ASK | Zoom.usVideo: Triggers.Video: Integration of Islam and social science PPT (40 slides) |
| 8 | CP4 | Demonstrating thoughts, products and/or performances to realize the integration between Islamic values in the respective field of science | * Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)
* Activity do, think, reflect
* Assignment submission and feedback as the learning evidence
* Learning reflections
* Evaluation using rubrics or other methods
 | Asynchronous | Video: Triggers.Video: Integration of Islam and social science Power Point (40 slides) |
| 9 | CP4 | Demonstrating thoughts, products and/or performances to realize the integration between Islamic values in the respective field of science | * Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)
* Activity do, think, reflect
* Assignment submission and feedback as the learning evidence
* Learning reflections
* Evaluation using rubrics or other methods
 | Asynchronous | Video: Triggers.Google SlidesGoogle classroomKahoot/Quizizz etc.  Video: Integration of Islam and social science PPT (40 slides) |
| 10 | CP4 | Demonstrating thoughts, products and/or performances to realize the integration of Islamic values in the respective field of science | * Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)
* Activity do, think, reflect
* Assignment submission and feedback as the learning evidence
* Learning reflections
* Evaluation using rubrics or other methods
 | Asynchronous | Video : Triggers.Video : Integration between Islam and SciencePower Point (40 slides) |
| 11 | CP4 | Fostering proactive attitude and pride as a Muslim/ Muslimah (Development of Islam in The World) | * Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)
* Activities do, think, reflect Assignment submission and feedback as the learning evidence
* Reflections Evaluation using rubrics or other methods
 | TMD,ASK | Zoom.usGoogle SlidesGoogle ClassroomKahoot/Quizizz dll  Video : Triggers.Video : Integration between Islam and SciencePower Point (40 slides) |
| 12 | CP4, CP5 | Fostering proactive attitude and pride as Muslim/Muslimah (Contribution of Youth in Islamic Society) | * Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)
* Activities do, think, reflect
* Assignment submission and feedback as the learning evidence
* Reflections Evaluation using rubrics or other methods
 | TMD,ASK | Zoom.usVideo : TriggersGoogle SlidesGoogle ClassroomKahoot/Quizizz dll Materials.Video : Integration between Islam and Social Science Power Point (40 slides) |
| 13 | CP4 | Formulating personal contributions in the respective field of science that in the scope of the surrounding environment for the advancement of Islamic civilization | * Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)
* Activities do, think, reflect
* Assignment submission and feedback as the learning evidence
* Reflections Evaluation using rubrics or other methods
 | Asinkron | Video : Triggers.Video : Integration between Islam and Social Science Power Point (40 slides) |
| 14 | CP4 | Formulating personal contributions in the respective field of science in the scope of the surrounding environment for the advancement of Islamic civilization | * Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)
* Activities do, think, reflect
* Assignment submission and feedback as the learning evidence Reflections
* Evaluation using rubrics or other methods
 | TMD,ASK | Zoom.usGoogle SlidesGoogle classroomKahoot/Quizizz dll  Video : Triggers.Video : Integration between Islam and Social Sciences Power Point (40 slides) |

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| 1. ASSESSMENT AND EVALUATION SYSTEM
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| Grading System | The assessment system is based on PAP (Benchmark Reference Assessment) with the following assessment range: A : 3.65A- : 3.50A/B : 3.35B+ : 3.20B : 3.05B- : 2.90B/C : 2.75C+ : 2.60C : 2.45C- : 2.30C/D : 2.15D : 2.00 |
| Evaluation System | ● Each student must achieve a minimum grade/predicate of C for each CPMK. Otherwise, they must have a retake examinations or revise assignments for the relevant CPMK. |

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| Date : | Date : | Date : |
| Approved by the Head of The Study Program | Examined by the Coordinator of the Cluster of Study Fields | Prepared by Lecturer/Supporting Coordinator |
|  |   |   |
| Head of Study Program | Coordinator of The Cluster of Science | Supporting Lecturer |

August 19, 2021

TRANSLATOR STATEMENT

The information appearing herein has been translated

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