**SEMESTER LEARNING PLAN**

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| 1. **Course Identity** | | | |
| **Course Name/Block** | **Islam Ulil Albab** | | |
| **Faculty** | 1. Islamic Religious Sciences (FIAI) 2. Mathematics and Natural Sciences (FMIPA). 3. Industrial Engineering (FTI) | **Study Program** | DLA |
| **Code** | UNI501/UNI601 | **Credit weight** | 3 credits |
| **Group** | University Compulsory Course  (MKWU) | **Type of Course** | Compulsory |
| **1st Semester** | 1 | **Availability** | Open |
| **Form of Learning** | Online | **Media** | 1. Google Classroom 2. Zoom 3. Panopto |
| **Course Clusters/Blocks** | Public Courses | **Prerequisites** | None |
| **Lecturer/Supporting Coordinator** | M. Roem Syibly, MSI | **Semester/ Academic Year** | Odd 2020/2021 |

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| **2a. Graduate Learning Outcomes** | |
| **CPL Code** | **CPL formula** |
| CPUA3 | Students are able to apply the principles of leadership and transparency in the community and their work environment |
| CPUA5 | Students are able to translate the spirit of innovation to solve problems in the field of work |

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| **2b. Course Learning Outcomes** | | | | | |
| **CPL Code** | **Code**  **CPMK** | **CPMK and**  **Indicators** | **Learning Experience** | **Assessment** | **Weight** |
| CPUA5 | CPMK01 | Explaining and | Students learn | Individual assignments | 20% |
|  |  | reflecting the concept of *insan ulil albab* | materials from Power Point Slides, video, or |  |  |
|  |  | (Muslim intellectuals) based on the Quran. | other media, study the books of Quranic Interpretation based on the materials delivered in the classroom, have a group discussion, and present results of group discussion through Power Point slides. |  |  |
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| CPUA5 | CPMK02 | Explaining various schools of thought in Islam | Students learn materials presented from Power Point slides, video, or other media, study books and journals in pursuant to the presented materials, have a group discussion of the delivered materials, and present the results of the group discussion in the form of Power Point slides. | 1. Individual assignments | 20% |
|  |  |  |  | 2. Midterm Exam (UTS) | 10% |
| CPUA5 | CPMK03 | Analyzing factors to support the glory, fall, and resurrection of Islamic civilization | Students learn materials from video presentation or other media, discuss journals relevant to the presented topics, have a group discussion on the presented topics, presents results of group discussion in the form of videos or pictures. | Individual assignments | 20% |
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| CPUA5 | CPMK04 | Reflecting on the role and taking an example from UII founders and figures, especially in terms of their leadership and work ethic to develop alternative solutions of issues at stake in the society and/or in their respective field of science | Students are looking for information about the profiles of UII founders and figures, and convey their research results in the form of writing, video, or picture. | 1. Individual assignments 2. Midterm Exam (UAS) | 20%  10% |
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CPMK 04

CPMK 03

CPMK 02

CPMK 01

**3. Map Analysis of Learning Outcomes**

INPUT

Students have not been able to explain the Concept of *Ulil Albab* (Muslim Intellectuals) in Islam and UII.

Concept of *insan ulil albab* (Muslim Intellectuals)

The concept of *insan ulil albab* (Muslim Intellectuals) based on the Qur’an and the explanation of the scholars

Reflection of the meaning of *insan ulil albab* in personal life

Dynamics of Thought in Islam

Developments and issues of contemporary thought

Genealogy of Islamic thought (intellectual)

The Glory and Fall of Islamic Civilization

The Rise of Modern Islam

Factors supporting the glory and the fall of Islamic civilization

Thoughts, Roles and Examples of UII Founding Figures

OUTPUT

Students are able to explain the Concept of *Ulil Albab* (Muslim Intellectuals) in Islam to be reflected in individual life, religion and society.

**4. Reference**

Abu Ameenah Bilal Philips, *The Evolution of Fiqh: Islamic Law & The Madh-habs* (1996). Riyadh: International Islamic Publishing House, <https://d1.islamhouse.com/data/en/ih_books/single/en_evolution_of_fiqh.pdf>

Abdul Karim, M. (2012). *Sejarah Pemikiran Peradaban Islam*, Yogyakarta: Bagaskara.

Arief, Abd. Salam (2017). “Ijtihad dan Dinamika *Hukum* Islam”, *IN RIGHT: Jurnal Agama dan Hak Asasi Manusia*, Vol. 7, No. 1, <https://core.ac.uk/download/pdf/229718736.pdf>

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Harjono, Anwar, dan Hakiem, Lukman (2013). *Di Sekitar Lahirnya Republik Bhakti Sekolah Tinggi Islam (UII) dan Balai Muslimin Indonesia kepada Bangsa*, Yogyakarta: UII.

Hayder, Abdullah, *Mazhab Fiqh: Kedudukan dan Cara Menyikapinya* (2004). Riyadh: Dar Khalid al- Waleed Publishing, <https://d1.islamhouse.com/data/id/ih_books/single/id_Mazhab_Fiqh_Kedudukan_dan_Cara_Menyikapinya.pdf>.

Hitti, Philip K (2008). *History of the Arabs*, Jakarta: Serambi.

Ibnudin (2019). “Pemikiran Isu-isu Kontemporer dalam Dunia Islam,” *Al-Afkar*, Vol. 2, No. 1, <http://garuda.ristekbrin.go.id/documents/detail/910854>.

Kamil, Sukron (2013). *Pemikiran Politik Islam Tematik,* Jakarta: Kencana Pranada Media

Lapidus, Ira M. (2000). *Sejarah Sosial Ummat Islam*, Jakarta: PT Raja Grafindo Persada

Ruslan, Idrus (2019). “Dominasi Barat dan Pengaruhnya terhadap Dunia Islam,” *Al-Adyan: Jurnal Studi Lintas Agama*, Vol. 14, No. 1, DOI: https://doi.org/10.24042/adyan.v14i1.4484

Muhammad, Suwarsono (2019). *UII Way: Menjadi Islami, Indonesiawi, dan Mondial*, Depok, Rajawali Press

Priyono, AE (Ed.). (2013). *Api Putih di Kampus Hijau: Gerakan Mahasiswa UII Dekade 1980-an*, Mata Bangsa

Qasim A. Ibrahim, Muhammad A. Saleh (2014). *Buku Pintar Sejarah Islam: Jejak Langkah Peradaban Islam dari Masa Nabi hingga Masa Kini*, Jakarta: Zaman

Razak, Abdur, dan Anwar, Rosihan (2012). *Ilmu Kalam*, Ed. Revisi, Bandung.

Pustaka Setia Sjadzali, Munawir (1997). *Ijtihad Kemanusiaan*, Jakarta: Paramadina.

Sholeh, A. Khudory (Ed.) (2004). *Pemikiran Islam Kontemporer*, Yogyakarta: Pustaka

Pelajar Sukma, Rizal, dan Joewono, Clara (2007), *Gerakan dan Pemikiran Islam Indonesia Kontemporer*, Jakarta: CSIS

Zubaidah, Siti (2016), *Sejarah Peradaban Islam*, Medan: Perdana Publishing, [https://www.academia.edu/38775817/SEJARAH\_PERADABAN\_ISLAM\_KARYA\_SITI\_ZU](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH) [BAIDAH](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH)

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| **5. Details of Learning Activities** | | | | | |
| **Session** | **CP**  **MK** | **Learning Materials** | **Learning Plan and Duration** | **Mode** | **Learning Media/ References** |
| 1 | CPM K01 | 1. Learning Contract. 2. RPS Explanation and learning mechanism 3. Explanation of learning assessment 4. Overview of learning materials | Lecturer presents the study contract and RPS (Semester Learning Plan) (30 minutes), Q&A about RPS (30 minutes), General explanation of courses (20 minutes), Students look for references that will be used as course teaching material (70 minutes). | TMD ASM | Zoom  Video on the Overview of *Islam Ulil Albab* |
| 2 | CPM K01 | *Tafsir Maudhu’i*/thematic *Islam Ulil Albab* (From the Qur’an, Sunnah and opinion of the *Ulama*) | ASM – Presentation of learning material by lecturers through Power Point slides or videos (20 minutes)  TMD - Discussions and Q&A about the material via video conference platform (30 minutes)  ASM - Students compile resumes about the concept of *ulil albab* (Muslim Intellectuals) from references they have obtained (100 minutes) | TMD ASK | Video  Zoom  Google Slides  Google Classroom  Kahoot/Quizizz, etc.    Kharisun Aqib, *Tafsir Akhlaqi: Thematic Tafsir Study of Ulul Albab and Dhikr in the Qur’an* (Nganjuk: Ulul Albab Nganjuk Institute of Quran Studies, t.t.) |
| 3 | CPM K01 | 1. Reflecting the concept of Islam *Ulil albab* in the daily life (An article and video by the Rector). 2. Prophetic intellectuals | TMD - Perception of the previous session material and delivery of resume results (20 minutes)  ASM - Presentation of learning materials by lecturers (20 minutes)  ASM - Students give examples of the realization of *ulil albab* attitude in daily life (40 minutes)  ASM - Evaluation of CPMK01: students answer questions (quiz) provided by lecturers about the previously studied materials (70 minutes) | TMD ASK | Zoom  YouTube Video on the realization of *Ulul Albab* Concept [https://www.youtube.com/watch?v=Ta](https://www.youtube.com/watch?v=Ta56x8XIY48) [56x8XIY48](https://www.youtube.com/watch?v=Ta56x8XIY48)  [https://www.uii.ac.id/membumikan-](https://www.uii.ac.id/membumikan-konsep-ulul-albab/) [konsep-ulul-albab/](https://www.uii.ac.id/membumikan-konsep-ulul-albab/)  Kahoot, Quizizz, etc. Google Classroom |
| 4. | CPM  K02 | The Meaning of *ijtihad* (independent | TMD - General explanation of the material | TMD  ASK | Zoom  Video |

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|  |  | reasoning and its role in the context of Islamic teachings (*Islām solihun likulli zamān wa makān*)  Umar’s thoughts in understanding the Qur’an | CPMK02 in the form of study materials, learning activities, to evaluation. (20 minutes)  ASM – Presentation of learning material by lecturers through video or other media (30 minutes)  ASM - Students summarize the lecturer’s explanation and submit their summary into Google Classroom (20 minutes)  ASM - Students are instructed to find the relevant learning sources in the form of books or journal articles independently and study them (80 minutes) |  | Kahoot, Quizizz, etc.  Google Classroom  Munawir Sjadzali, *Ijtihad Kemanusiaan*  (Jakarta: Paramadina, 1997)  Abd. Salam Arief, “Ijtihad and the Dynamics of Islamic Law”, in RIGHT: Journal of Religion and Human Rights, Vol. 7, No. 1 (2017)  [https://core.ac.uk/download/pdf/229718](https://core.ac.uk/download/pdf/229718736.pdf) [736.pdf](https://core.ac.uk/download/pdf/229718736.pdf) |
| 5 | CPM K02 | Islamic intellectual genealogy (genealogy: origin. Islamic intellectual genealogy is the talk or discussion of the genealogy or origin of Islamic intellectuals) –   * Islamic Interaction  1. Arab Islam 2. Persian Islam 3. Greece Islam 4. Indian Islam 5. West Islam 6. Indonesian Islam  * Response of Islam to the West | ASM - General explanation of the material by lecturers through video or other media (20 minutes)  ASK - Students explore some references in pursuant to the topic and study them in groups. The results of the discussion are written and uploaded to the Google Classroom (130 minutes). | ASM ASK | Zoom Video  Kahoot, Quizizz, etc.  Google Classroom  Philip K. Hitti, *History of the Arabs* (Jakarta: Serambi, 2008)  Ira M. Lapidus, *Sejarah Sosial Ummat Islam* (Jakarta: PT Raja Grafindo Persada, 2000)  Siti Zubaidah, *Sejarah Peradaban Islam* (Medan: Perdana Publishing, 2016)  [https://www.academia.edu/38775817/SEJARAH\_PERADABAN\_ISLAM\_KA](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH) [RYA\_SITI\_ZUBAIDAH](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH)  M. Abdul Karim, *Sejarah Pemikiran Peradaban Islam* (Yogyakarta: Bagaskara, 2012)  Idrus Ruslan, “Dominasi Barat dan Pengaruhnya terhadap Dunia Islam,” *Al-Adyan: Jurnal Studi Lintas Agama*, Vol. 14, No. 1 (2019)  DOI: https://doi.org/10.24042/adyan.v1 4i1.4484 |
| 6 | CPM K02 | * Dynamics of Thought in Islam  1. Thoughts in *Kalam* (PhilosophicalScience)  * Who is *ahlus sunnah wal jamaah* (the people of the Sunnah and the community) * Why are there different thoughts in the *kalam* (philosophical) science  1. Philosophical Thought and 2. Sufi Thought. | ASM - Explanation of material by lecturers through video platform or other media (20 minutes)  ASM - Students answer questions from  other students to confirm their understanding (130 minutes) | ASM | Zoom Video  Kahoot, Quizizz, etc.  Google Classroom  Abdur Razak dan Rosihan Anwar, *Ilmu Kalam*, Ed. Revisi (Bandung, Pustaka Setia, 2012) |
| 7 | CPM K02 | Dynamics of Thought in Islam   1. Thought in Fiqh Science  * Understanding the biography and context of sociopolitical and economic of the four *madhhabs* * Various schools of fiqh (4 schools and introducing several other prominent schools). | TMD - Discussion of students’ answers on the questions asked in the previous session (30 minutes)  ASM - Students study videos on the learning topic (40 minutes)  ASM - Students respond to the content of the video (80 minutes) | TMD ASM | Zoom Video  Kahoot, Quizizz, etc.  Google Classroom  Abu Ameenah Bilal Philips, *The Evolution of Fiqh: Islamic Law & The Madh-habs* (Riyadh: International Islamic Publishing House, 1996) [https://d1.islamhouse.com/data/en/ih\_b](https://d1.islamhouse.com/data/en/ih_books/single/en_evolution_of_fiqh.pdf) [ooks/single/en\_evolution\_of\_fiqh.pdf](https://d1.islamhouse.com/data/en/ih_books/single/en_evolution_of_fiqh.pdf)  Abdullah Hayder, *Mazhab Fiqh: Kedudukan dan Cara Menyikapinya* (Riyadh: Dar Khalid al-Waleed Publishing, 2004)  <https://d1.islamhouse.com/data/id/ih_books/single/id_Mazhab_Fiqh_Kedudukan_dan_Cara_Menyikapinya.pdf> |
| 8 | CPM K02 | Contemporary Islamic Thought   * Understanding Mass Organizations in Indonesia and their thoughts * Contemporary Islamic Thought in the world * Contemporary Islamic Thought in Indonesia | TMD - Lecturer’s explanation of the learning topic through video or other media (20 minutes)  ASM - Students read the references relevant to the learning topic in group and discuss the topics previously presented by lecturers (130 minutes) | TMD ASM | Zoom Video  Kahoot, Quizizz, etc. Google Classroom  Rizal Sukma dan Clara Joewono, *Gerakan dan Pemikiran Islam Indonesia Kontemporer* (Jakarta: CSIS, 2007)  A Khudori Sholeh (Ed.), *Pemikiran Islam Kontemporer* (Yogyakarta: Pustaka Pelajar, 2004) |
| 9 | CPM K02 | Issues of contemporary thought in Indonesia. Muslim thinkers’ response to contemporary issues.   * Response to the concept of democracy. * Response to the concept of human rights. * Response to the Concept of Gender * Response to the Concept of Civil society. | ASM – Explanation of topics by lecturers via video or other media (30 minutes)  ASM - Evaluation of CPMK02: Students answer questions (quiz) about the previously studied materials | ASM | Zoom Video  Kahoot, Quizizz, etc.  Google Classroom  Sukron Kamil, *Pemikiran Politik Islam Tematik* (Jakarta: Kencana Pranada Media, 2013)  Ibnudin, “Pemikiran Isu-isu Kontemporer dalam Dunia Islam,” *Al- Afkar*, Vol. 2, No. 1 (2019) <http://garuda.ristekbrin.go.id/documents/detail/910854> |
| 10 | CPM K03 | Introduction to Islamic civilization. History of classical and intermediate Islamic civilization. Analysis of factors supporting the glory and fall of Islamic civilization. | ASM – Explanation of material by lecturers through video or other media (30 minutes)  ASK – Students have a group discussion on the relevant topic and summarized relevant journal articles and/books (120 minutes) | ASM ASK | Zoom Video  Kahoot, Quizizz, etc. Google Classroom  M. Abdul Karim, *Sejarah Pemikiran Peradaban Islam* (Yogyakarta: Bagaskara, 2012)  Siti Zubaidah, *Sejarah Peradaban Islam* (Medan: Perdana Publishing, 2016)  [https://www.academia.edu/38775817/SEJARAH\_PERADABAN\_ISLAM\_KA](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH) [RYA\_SITI\_ZUBAIDAH](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH) |
| 11 | CPM K03 | History of modern Islamic civilization and Islamic civilization in Indonesia. Analysis of factors supporting the glory and fall of Islamic civilization. | ASM – Explanation of material by lecturers through video or other media (30 minutes)  ASK – Students have a group discussion, and explore and summarize some relevant journal articles/books (120 minutes) | ASM ASK | Zoom Video  Kahoot, Quizizz, etc.  Google Classroom  Qasim A. Ibrahim, Muhammad A. Saleh, *Buku Pintar Sejarah Islam: Jejak Langkah Peradaban Islam dari Masa Nabi hingga Masa Kini* (Jakarta: Zaman, 2014)  M. Abdul Karim, *Sejarah Pemikiran Peradaban Islam* (Yogyakarta: Bagaskara, 2012)  Siti Zubaidah, *Sejarah Peradaban Islam* (Medan: Perdana Publishing, 2016)  [https://www.academia.edu/38775817/SEJARAH\_PERADABAN\_ISLAM\_KA](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH) [RYA\_SITI\_ZUBAIDAH](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH) |
| 12 | CPM K04 | Analysis of factors supporting the glory and fall of Islamic civilization | TMD – Students present and discuss the results of their summary through direct presentation (100 minutes)  ASK – Students make short videos or poster images containing their ideas about awakening Islamic civilization (50 minutes) | TMD ASK | Zoom  Video on UII Museum, Kahoot, Quizizz, etc.  Google Classroom |
| 13 | CPM K04 | History of UII development | ASM - Lecture begins by presenting video on UII history (20 minutes)  TMD - Discussion of UII’s role in building Islamic civilization in Indonesia (30 minutes)  ASM - Students take note on the important events in UII’s historical journey and lessons to learn based on their opinion (100 minutes) | TMD ASK | Zoom  Video on UII’s History [https://www.youtube.com/watch?v=yQ](https://www.youtube.com/watch?v=yQCftAKnuco) [CftAKnuco](https://www.youtube.com/watch?v=yQCftAKnuco)  Kahoot, Quizizz, etc.  Google Classroom  Anwar Harjono dan Lukman Hakim, *Di Sekitar Lahirnya Republik Bhakti Sekolah Tinggi Islam (UII) dan Balai Muslimin Indonesia kepada Bangsa* (Yogyakarta: UII, 2013)  Suwarsono Muhammad, *UII Way: Menjadi Islami, Indonesiawi, dan Mondial* (Depok, Rajawali Press, 2019)  AE Priyono (Ed.), *Api Putih di Kampus Hijau: Gerakan Mahasiswa UII Dekade 1980-an* (Mata Bangsa, 2013) |
| 14 | CPM K04 | Taking example from UII founders and figures | ASM - Students are provided with some trigger materials in the form of pictures or videos about the names of buildings in the integrated campus of UII  ASK – Students work in groups to look for information about the profiles of UII founders and figures and present it in the form of short videos or posters. | TMD ASK | Zoom  Video on UII Kahoot, Quizizz, etc.  Google Classroom  Anwar Harjono dan Lukman Hakim, *Di Sekitar Lahirnya Republik Bhakti Sekolah Tinggi Islam (UII) dan Balai Muslimin Indonesia kepada Bangsa* (Yogyakarta: UII, 2013) |

Description:

* TM = activities that require face-to-face learning in the classroom;
* TMD = activities that require virtual face-to-face session;
* ASM = independent asynchronous online activity;
* ASK = collaborative asynchronous online activity;

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| **6.** Assessment and Evaluation System | |
| Grading System | The assessment system is based on PAP (Benchmark Reference Assessment) with the following assessment range:  A : 80,00 – 100  A- : 77,50 – 79,99  A/B : 75,00 – 77,49  B+ : 72,50 – 74,99  B : 70,00 – 72,49  B- : 67,50 – 69,99  B/C : 65,00 – 67,49  C+ : 62,50 – 64,99  C : 60,00 – 62,49  C- : 55,00 – 59,99  C/D : 50,00 – 54,49  D+ : 45,00 – 49,99  D : 40,00 – 44,99  E : 00,00 – 39,99 |
| Evaluation System | Each student must achieve a minimum grade/predicate of C for each CPMK. Otherwise, they must have a retake examination or revise their 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 | Lecturer/Coordinator |

August 19, 2021

TRANSLATOR STATEMENT

The information appearing herein has been translated

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