

### 1. COURSE IDENTITY

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Course Name/Block	<b>ISLAM RAHMATAN LIL ALAMIN (THE BLESSING FOR THE WHOLE UNIVERSE)</b>		
Faculty	1. Islamic Religious Sciences (FIAI) 2. Mathematics and Natural Sciences (FMIPA). 3. Industrial Engineering (FTI)	<b>Courses</b>	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
<b>Code</b>	UNI602	<b>Code</b>	UNI602
Group	University	<b>Group</b>	University
Semester	3 (Three)	<b>Semester</b>	3 (Three)
<b>Method</b>	Online	<b>Method</b>	Online
<b>Course Cluster/Block</b>	Compulsory University Courses (MKWU)	<b>Course Cluster/Block</b>	Compulsory University Courses (MKWU)
Lecturer/Supporting Coordinator	Rheyza Virgiawan, Lc., ME Asyharul Muala, S.H.I., M.H.I Shubhi Mahmashony Harimurti, S.S., M.A. Dr. Anisah Budiwati, S.HI., M.SI Willi Ashadi, S.H.I., M.A. Ahmad Asroni, S.Fil., M.Hum.	<b>Semester/Academic Year</b>	Odd Semester 2020/2021

## 2. COURSE LEARNING OUTCOMES

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.

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, and solve 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%

### 3. MAIN STUDY MATERIALS AND REFERENCES

References	<ol style="list-style-type: none"> <li>1. Tim Penyusun (2016), Pendidikan Agama Islam untuk Perguruan Tinggi, Dirjen Pembelajaran dan Kemahasiswaan Kemenristekdikti RI, retrieved from <a href="https://belmawa.ristekdikti.go.id/2016/12/09/surat-edaran-bahan-ajar-mata-kuliah-wajib-umum/">https://belmawa.ristekdikti.go.id/2016/12/09/surat-edaran-bahan-ajar-mata-kuliah-wajib-umum/</a></li> <li>2. Fazlur Rahman, (1985). Islam dan Modernitas, Tentang Tranformasi Intelektual.</li> <li>3. Fazlur Rahman, Islam, translation. Ahsin Muhammad. Pustaka Bandung.</li> <li>4. Nurcholish Madjid, Islam Doktrin dan Peradaban</li> <li>5. Quraish Shihab, Membumikan Al-Quran</li> <li>6. Hamim Ilyas, Fikih Akbar: Prinsip-prinsip Teologis Islam Rahmatan lil 'Alamin</li> <li>7. Kuntowijaya, Islam sebagai Ilmu</li> <li>8. Buku Islam dan disiplin ilmu yang diterbitkan BPA UII</li> <li>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</li> <li>10. Nasarudin Umar, Geliat Islam di Negeri Non Muslim, Jakarta: Pustaka Alvabet, 2019</li> <li>11. Prof. Hasan Asari, Sejarah Islam Modern, Medan: Perdana Publishing, 2019</li> <li>12. Oni Sahroni, Fikih Muamalah Kontemporer, Jakarta: Republika Penerbit, 2019</li> <li>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-l'jaz al-</li> </ol>
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- '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

#### 4. DETAILS OF LEARNING ACTIVITIES

Per- find to	CPMK/ Sub- CPMK	Tree/Sub-language	Learning Methods/Models	Mode	Reference
1	Cp1, Cp2	Introduction	<p>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.</p> <p>Lecturers distribute lists of books, e-journals, and e-books for students to study in the classrooms.</p> <p>Lecturers inform students with the links to download references and related websites to be studied further by students.</p>	TMD, ASK	RPS

2	Cp1, Cp2	Explaining the Islamic concept of <i>Rahmatan Lil Alamin</i> (the blessing for the whole universe) based on the Qur'an and Hadith	<ul style="list-style-type: none"> <li>Lecturers provide students with some trigger videos.</li> <li>Lecturers provide students with some questions through Google form as an additional trigger about the concept of Islam <i>rahmatan lil alamin</i> (the blessing for the whole universe).</li> <li>Lecturers discuss with students related to Islam <i>rahmatan lil-amin</i> (the blessing for the whole universe) through zoom application.</li> </ul>	TMD, ASK	Zoom Video: Triggers. Video: Integration of Islam and social science  Power Point (40 slides)
3	Cp1,cp2	Explaining the concept of Islam <i>Rahmatan Lil Alamin</i> (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	Zoom Video: Triggers. Video : Realizing Islam <i>Rahmatan lil alamin</i> , Power Point slides.
4	Cp1, Cp2	Explaining the integration between Islamic values and	<ul style="list-style-type: none"> <li>Presentation of trigger videos by lecturers through Google classroom. (10 minutes).</li> </ul>	TMD, ASK	Zoom Video: Triggers.

		the respective field of science	<p>The session continues with the delivery of materials through slide show of Power Point presentation or video explanation. (20 minutes)</p> <ul style="list-style-type: none"> <li>• Discussions and Q&amp;A about the material via video conference platform (30 minutes)</li> <li>• Students submit the summary about the integration between Islamic values and the respective field of science. (90 minutes)</li> </ul>		<p>Video: The Concept of Integration between Islam and Science</p> <p>Power Point Slides (40 slides)</p>
5	CP1,CP2, CP3	Explaining the integration between Islamic values and the respective field of science (Islamic Sciences)	<ul style="list-style-type: none"> <li>• Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activity do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Learning reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>	TMD, ASK	<p>Zoom.us</p> <p>Video: Triggers.</p> <p>Video: Integration of Islam and social science</p> <p>Power Point (40 slides)</p>

6	Cp1, Cp2	Explaining the integration between Islamic values and the respective field of science (integration of Islam and Technological Science)	<ul style="list-style-type: none"> <li>• Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activity do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Learning reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>	TMD,ASK	Zoom.us Video: 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)	<ul style="list-style-type: none"> <li>• Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activity do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Learning reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>	TMD,ASK	Zoom.us Video: 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	<ul style="list-style-type: none"> <li>• Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activity do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Learning reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>	Asynchronous	Video: Triggers. Video: Integration of Islam and social science  Power Point (40 slides)
9	CP4	Demonstrating thoughts, products and/or	<ul style="list-style-type: none"> <li>• Presentation of Triggers (videos, news, questions,</li> </ul>	Asynchronous	Video: Triggers. Google Slides

		performances to realize the integration between Islamic values in the respective field of science	<p>cases, memes, trending topics, etc.)</p> <ul style="list-style-type: none"> <li>• Activity do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Learning reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>		<p>Google classroom Kahoot/Quizizz etc.</p> <p>Video: Integration of Islam and social science</p> <p>PPT (40 slides)</p>
10	CP4	Demonstrating thoughts, products and/or performances to realize the integration of Islamic values in the respective field of science	<ul style="list-style-type: none"> <li>• Presentation of Triggers (videos, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activity do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Learning reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>	Asynchronous	<p>Video : Triggers.</p> <p>Video : Integration between Islam and Science</p> <p>Power Point (40 slides)</p>
11	CP4	Fostering proactive attitude and pride as a Muslim/ Muslimah (Development of Islam in The World)	<ul style="list-style-type: none"> <li>• Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activities do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Reflections Evaluation using rubrics or other methods</li> </ul>	TMD,ASK	<p>Zoom.us Google Slides Google Classroom Kahoot/Quizizz dll</p> <p>Video : Triggers.</p> <p>Video : Integration between Islam and Science</p>



					Power Point (40 slides)
12	CP4, CP5	Fostering proactive attitude and pride as Muslim/Muslimah (Contribution of Youth in Islamic Society)	<ul style="list-style-type: none"> <li>• Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activities do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Reflections Evaluation using rubrics or other methods</li> </ul>	TMD,ASK	Zoom.us Video : Triggers Google Slides Google Classroom Kahoot/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	<ul style="list-style-type: none"> <li>• Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activities do, think, reflect</li> <li>• Assignment submission and feedback as the learning evidence</li> <li>• Reflections Evaluation using rubrics or other methods</li> </ul>	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	<ul style="list-style-type: none"> <li>• Presentation of Triggers (video, news, questions, cases, memes, trending topics, etc.)</li> <li>• Activities do, think, reflect</li> </ul>	TMD,ASK	Zoom.us Google Slides Google classroom Kahoot/Quizizz dll

		surrounding environment for the advancement of Islamic civilization	<ul style="list-style-type: none"> <li>• Assignment submission and feedback as the learning evidence Reflections</li> <li>• Evaluation using rubrics or other methods</li> </ul>		<p>Video : Triggers. Video : Integration between Islam and Social Sciences</p> <p>Power Point (40 slides)</p>
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### 5. ASSESSMENT AND EVALUATION SYSTEM

Grading System	<p>The assessment system is based on PAP (Benchmark Reference Assessment) with the following assessment range:</p> <p>A : 3.65  A- : 3.50  A/B : 3.35  B+ : 3.20  B : 3.05  B- : 2.90  B/C : 2.75  C+ : 2.60  C : 2.45  C- : 2.30  C/D : 2.15  D : 2.00</p>
Evaluation System	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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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