

## SEMESTER LEARNING PLAN

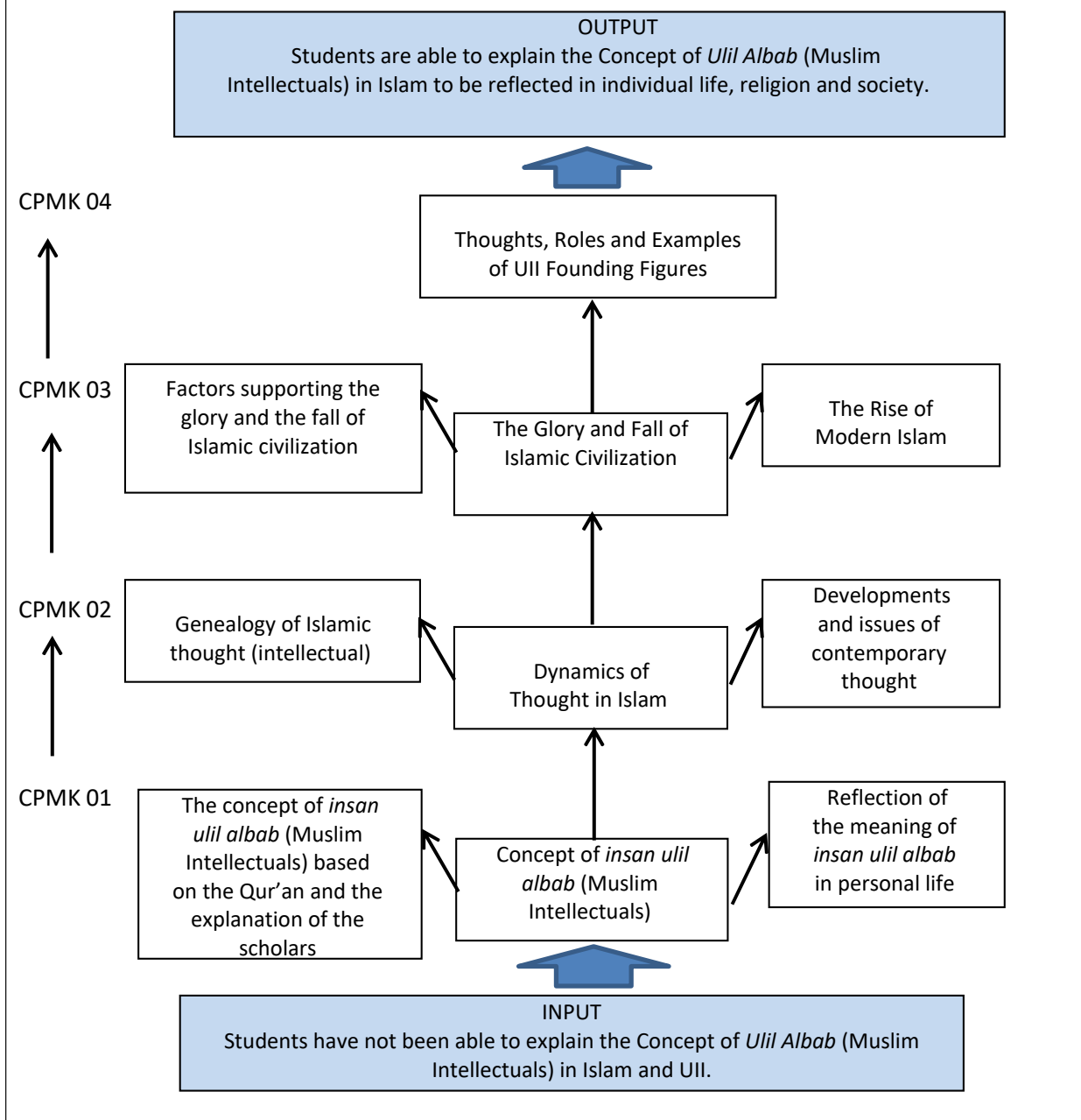
1. Course Identity			
Course Name/Block	Islam Ulil Albab		
Faculty	1. Islamic Religious Sciences (FIAI) 2. Mathematics and Natural Sciences (FMIPA). 3. Industrial Engineering (FTI)	Study Program	DLA
Code	UNI501/UNI601	Credit weight	3 credits
Group	University Compulsory Course (MKWU)	Type of Course	Compulsory
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

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

2b. Course Learning Outcomes					
CPL Code	Code CPMK	CPMK and Indicators	Learning Experience	Assessment	Weight
CPUA5	CPMK01	Explaining and reflecting the concept of <i>insan ulil albab</i> (Muslim intellectuals) based on the Quran.	Students learn materials from Power Point Slides, video, or 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.	Individual assignments	20%
CPUA5	CPMK02	Explaining various schools of thought in Islam	Students learn materials presented from Power Point slides, video, or other media,	1. Individual assignments	20%

			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.	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%
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%

### 3. Map Analysis of Learning Outcomes



#### 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](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 HakAsasi Manusia*, Vol. 7, No. 1, <https://core.ac.uk/download/pdf/229718736.pdf>
- Aqib, Kharisun (t.t). *Tafsir Akhlaqi: Kajian Tafsir Tematik tentang Ulul Albab dan Dzikir dalam al-Quran*, Nganjuk: Lembaga Studi al-Quran Ulul Albab Nganjuk.
- 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](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 SetiaSjadzali, 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\\_BAIDAH](https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZU_BAIDAH)

### 5. Details of Learning Activities

Session	CPMK	Learning Materials	Learning Plan and Duration	Mode	Learning Media/References
1	CPMK01	<ol style="list-style-type: none"> <li>1. Learning Contract.</li> <li>2. RPS Explanation and learning mechanism</li> <li>3. Explanation of learning assessment</li> <li>4. Overview of learning materials</li> </ol>	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).	TMDASM	Zoom Video on the Overview of <i>Islam Ulil Albab</i>
2	CPMK01	<i>Tafsir Maudhu'i/thematic Islam Ulil Albab</i> (From the Qur'an, Sunnah and opinion of the <i>Ulama</i> )	<p>ASM – Presentation of learning material by lecturers through Power Point slides or videos (20 minutes)</p> <p>TMD - Discussions and Q&amp;A about the material via video conference platform (30 minutes)</p> <p>ASM - Students compile resumes about the concept of <i>ulil albab</i> (Muslim Intellectuals) from references they have obtained (100 minutes)</p>	TMDASK	<p>Video Zoom Google Slides Google Classroom Kahoot/Quizizz, etc.</p> <p>Kharisun Aqib, <i>Tafsir Akhlaqi: Thematic Tafsir Study of Ulul Albab and Dhikr in the Qur'an</i> (Nganjuk: Ulul Albab Nganjuk Institute of Quran Studies, t.t.)</p>
3	CPMK01	<ol style="list-style-type: none"> <li>1. Reflecting the concept of <i>Islam Ulil albab</i> in the daily life (An article and video by the Rector).</li> <li>2. Prophetic intellectuals</li> </ol>	<p>TMD - Perception of the previous session material and delivery of resume results (20 minutes)</p> <p>ASM - Presentation of learning materials by lecturers (20 minutes)</p> <p>ASM - Students give examples of the realization of <i>ulil albab</i> attitude in daily life (40 minutes)</p> <p>ASM - Evaluation of CPMK01: students answer questions (quiz) provided by lecturers about the previously studied materials (70 minutes)</p>	TMDASK	<p>Zoom YouTube Video on the realization of <i>Ulul Albab</i> Concept <a href="https://www.youtube.com/watch?v=Ta56x8XIY48">https://www.youtube.com/watch?v=Ta56x8XIY48</a> <a href="https://www.uui.ac.id/membumikan-konsep-ulul-albab/">https://www.uui.ac.id/membumikan-konsep-ulul-albab/</a></p> <p>Kahoot, Quizizz, etc.</p> <p>Google Classroom</p>
4.	CPMK02	The Meaning of <i>ijtihad</i> (independent	TMD - General explanation of the material	TMDASK	Zoom Video

		<p>reasoning and its role in the context of Islamic teachings (<i>Islām solihun likulli zamān wa makān</i>)</p> <p>Umar's thoughts in understanding the Qur'an</p>	<p>CPMK02 in the form of study materials, learning activities, to evaluation. (20 minutes)</p> <p>ASM – Presentation of learning material by lecturers through video or other media (30 minutes)</p> <p>ASM - Students summarize the lecturer's explanation and submit their summary into Google Classroom (20 minutes)</p> <p>ASM - Students are instructed to find the relevant learning sources in the form of books or journal articles independently and study them (80 minutes)</p>		<p>Kahoot, Quizizz, etc. Google Classroom</p> <p>Munawir Sjadzali, <i>Ijtihad Kemanusiaan</i> (Jakarta: Paramadina, 1997)</p> <p>Abd. Salam Arief, "Ijtihad and the Dynamics of Islamic Law", in <i>RIGHT: Journal of Religion and Human Rights</i>, Vol. 7, No. 1 (2017) <a href="https://core.ac.uk/download/pdf/229718736.pdf">https://core.ac.uk/download/pdf/229718736.pdf</a></p>
5	CP M K02	<p>Islamic intellectual genealogy (genealogy: origin. Islamic intellectual genealogy is the talk or discussion of the genealogy or origin of Islamic intellectuals) –</p> <ul style="list-style-type: none"> <li>• Islamic Interaction <ul style="list-style-type: none"> <li>a. Arab Islam</li> <li>b. Persian Islam</li> <li>c. Greece Islam</li> <li>d. Indian Islam</li> <li>e. West Islam</li> <li>f. Indonesian Islam</li> </ul> </li> <li>• Response of Islam to the West</li> </ul>	<p>ASM - General explanation of the material by lecturers through video or other media (20 minutes)</p> <p>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).</p>	ASM ASK	<p>ZoomVideo Kahoot, Quizizz, etc. Google Classroom</p> <p>Philip K. Hitti, <i>History of the Arabs</i> (Jakarta: Serambi, 2008)</p> <p>Ira M. Lapidus, <i>Sejarah Sosial Ummat Islam</i> (Jakarta: PT Raja Grafindo Persada, 2000)</p> <p>Siti Zubaidah, <i>Sejarah Peradaban Islam</i> (Medan: Perdana Publishing, 2016) <a href="https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH">https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH</a></p> <p>M. Abdul Karim, <i>Sejarah Pemikiran Peradaban Islam</i> (Yogyakarta: Bagaskara, 2012)</p> <p>Idrus Ruslan, "Dominasi Barat dan Pengaruhnya terhadap Dunia Islam," <i>Al-Adyan: Jurnal Studi Lintas Agama</i>, Vol. 14, No. 1 (2019) DOI: <a href="https://doi.org/10.24042/adyan.v14i1.4484">https://doi.org/10.24042/adyan.v14i1.4484</a></p>

6	CP M K02	<ul style="list-style-type: none"> <li>• Dynamics of Thought in Islam</li> <li>a. Thoughts in <i>Kalam</i> (Philosophical Science) <ul style="list-style-type: none"> <li>• Who is <i>ahlus sunnah wal jamaah</i> (the people of the Sunnah and the community )</li> <li>• Why are there different thoughts in the <i>kalam</i> (philosophical science)</li> </ul> </li> <li>b. Philosophical Thought and</li> <li>c. Sufi Thought.</li> </ul>	<p>ASM - Explanation of material by lecturers through video platform or other media (20 minutes)</p> <p>ASM - Students answer questions from other students to confirm their understanding (130 minutes)</p>	ASM	<p>ZoomVideo Kahoot, Quizizz, etc. Google Classroom</p> <p>Abdur Razak dan Rosihan Anwar, <i>Ilmu Kalam</i>, Ed. Revisi (Bandung, Pustaka Setia, 2012)</p>
7	CP M K02	<p>Dynamics of Thought in Islam</p> <p>a. Thought in Fiqh Science</p> <ul style="list-style-type: none"> <li>• Understanding the biography and context of sociopolitical and economic of the four <i>madhhabs</i></li> <li>• Various schools of fiqh (4 schools and introducing several other prominent schools).</li> </ul>	<p>TMD - Discussion of students' answers on the questions asked in the previous session (30 minutes)</p> <p>ASM - Students study videos on the learning topic (40 minutes)</p> <p>ASM - Students respond to the content of the video (80 minutes)</p>	TM D AS M	<p>ZoomVideo Kahoot, Quizizz, etc. Google Classroom</p> <p>Abu Ameenah Bilal Philips, <i>The Evolution of Fiqh: Islamic Law &amp; The Madh-habs</i> (Riyadh: International Islamic Publishing House, 1996) <a href="https://d1.islamhouse.com/data/en/ih_books/single/en_evolution_of_fiqh.pdf">https://d1.islamhouse.com/data/en/ih_books/single/en_evolution_of_fiqh.pdf</a></p> <p>Abdullah Hayder, <i>Mazhab Fiqh: Kedudukan dan Cara Menyikapinya</i> (Riyadh: Dar Khalid al-Waleed Publishing, 2004) <a href="https://d1.islamhouse.com/data/id/ih_books/single/id_Mazhab_Fiqh_Kedudukan_dan_Cara_Menyikapinya.pdf">https://d1.islamhouse.com/data/id/ih_books/single/id_Mazhab_Fiqh_Kedudukan_dan_Cara_Menyikapinya.pdf</a></p>

8	CP M K02	Contemporary Islamic Thought <ul style="list-style-type: none"> <li>• Understanding Mass Organizations in Indonesia and their thoughts</li> <li>• Contemporary Islamic Thought in the world</li> <li>• Contemporary Islamic Thought in Indonesia</li> </ul>	TMD - Lecturer's explanation of the learning topic through video or other media (20 minutes) <p>ASM - Students read the references relevant to the learning topic in group and discuss the topics previously presented by lecturers (130 minutes)</p>	TM D AS M	ZoomVideo Kahoot, Quizizz, etc. Google Classroom <p>Rizal Sukma dan Clara Joewono, <i>Gerakan dan Pemikiran Islam Indonesia Kontemporer</i> (Jakarta: CSIS, 2007)</p> <p>A Khudori Sholeh (Ed.), <i>Pemikiran Islam Kontemporer</i> (Yogyakarta: Pustaka Pelajar, 2004)</p>
9	CP M K02	Issues of contemporary thought in Indonesia. Muslim thinkers' response to contemporary issues. <ul style="list-style-type: none"> <li>• Response to the concept of democracy.</li> <li>• Response to the concept of human rights.</li> <li>• Response to the Concept of Gender</li> <li>• Response to the Concept of Civil society.</li> </ul>	ASM – Explanation of topics by lecturers via video or other media (30 minutes) <p>ASM - Evaluation of CPMK02: Students answer questions (quiz) about the previously studied materials</p>	ASM	ZoomVideo Kahoot, Quizizz, etc. Google Classroom <p>Sukron Kamil, <i>Pemikiran Politik Islam Tematik</i> (Jakarta: Kencana Pranada Media, 2013)</p> <p>Ibnudin, “Pemikiran Isu-isu Kontemporer dalam Dunia Islam,” <i>Al- Afkar</i>, Vol. 2, No. 1 (2019) <a href="http://garuda.ristekbrin.go.id/documents/detail/910854">http://garuda.ristekbrin.go.id/documents/detail/910854</a></p>
10	CP M 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) <p>ASK – Students have a group discussion on the relevant topic and summarized relevant journal articles and/books (120 minutes)</p>	ASM ASK	ZoomVideo Kahoot, Quizizz, etc. Google Classroom <p>M. Abdul Karim, <i>Sejarah Pemikiran Peradaban Islam</i> (Yogyakarta: Bagaskara, 2012)</p> <p>Siti Zubaidah, <i>Sejarah Peradaban Islam</i> (Medan: Perdana Publishing, 2016) <a href="https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH">https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH</a></p>



11	CP M K03	History of modern Islamic civilization and Islamic civilization in Indonesia. Analysis of factors supporting the glory and fall of Islamic civilization.	<p>ASM – Explanation of material by lecturers through video or other media (30 minutes)</p> <p>ASK – Students have a group discussion, and explore and summarize some relevant journal articles/books (120 minutes)</p>	ASM ASK	<p>Zoom Video Kahoot, Quizizz, etc. Google Classroom</p> <p>Qasim A. Ibrahim, Muhammad A. Saleh, <i>Buku Pintar Sejarah Islam: Jejak Langkah Peradaban Islam dari Masa Nabi hingga Masa Kini</i> (Jakarta:Zaman, 2014)</p> <p>M. Abdul Karim, <i>Sejarah Pemikiran Peradaban Islam</i> (Yogyakarta: Bagaskara, 2012)</p> <p>Siti Zubaidah, <i>Sejarah Peradaban Islam</i> (Medan: Perdana Publishing, 2016) <a href="https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH">https://www.academia.edu/38775817/SEJARAH_PERADABAN_ISLAM_KARYA_SITI_ZUBAIDAH</a></p>
12	CP M K04	Analysis of factors supporting the glory and fall of Islamic civilization	<p>TMD – Students present and discuss the results of their summary through direct presentation (100 minutes)</p> <p>ASK – Students make short videos or poster images containing their ideas about awakening Islamic civilization (50 minutes)</p>	TMD ASK	<p>Zoom Video on UII Museum, Kahoot, Quizizz, etc. Google Classroom</p>
13	CP M K04	History of UII development	<p>ASM - Lecture begins by presenting video on UII history (20 minutes)</p> <p>TMD - Discussion of UII's role in building Islamic civilization in Indonesia (30 minutes)</p> <p>ASM - Students take note on the important events in UII's historical journey and lessons to learn based on their opinion (100 minutes)</p>	TMD ASK	<p>Zoom Video on UII's History <a href="https://www.youtube.com/watch?v=yQ_CftAKnuco">https://www.youtube.com/watch?v=yQ_CftAKnuco</a> Kahoot, Quizizz, etc. Google Classroom</p> <p>Anwar Harjono dan Lukman Hakim, <i>Di Sekitar Lahirnya Republik Bhakti Sekolah Tinggi Islam (UII) dan Balai Muslimin Indonesia kepada Bangsa</i> (Yogyakarta: UII, 2013)</p> <p>Suwarsono Muhammad, <i>UII Way: Menjadi Islami, Indonesiawi, dan Mondial</i> (Depok, Rajawali Press, 2019)</p> <p>AE Priyono (Ed.), <i>Api Putih di Kampus Hijau: Gerakan Mahasiswa UII Dekade 1980-an</i> (Mata Bangsa, 2013)</p>

14	CP M K04	Taking example from UII founders and figures	<p>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</p> <p>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.</p>	TMD ASK	<p>Zoom Video on UII Kahoot, Quizizz, etc.</p> <p>Google Classroom</p> <p>Anwar Harjono dan Lukman Hakim, <i>Di Sekitar Lahirnya Republik Bhakti Sekolah Tinggi Islam (UII) dan Balai Muslimin Indonesia kepada Bangsa</i> (Yogyakarta: UII, 2013)</p>
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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;

## 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.

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 by a Center for International Language and Cultural Studies of Islamic University of Indonesia  
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