



UNIVERSITAS NEGERI SURABAYA
LEARNING AND PROFESSION DEVELOPMENT INSTITUTION (LP3)

**Code
Document**

SEMESTER LEARNING PLAN

COURSES (MK)	CODE	MK family	WEIGHT (credits)	SEMESTER	Compilation Date
ISLAMIC EDUCATION	90120208	NATIONAL MPK	T=2 P=?	1	February 2018
AUTHORIZATION	RPS Developer Dr. HM. Turhan Yani, MA and team		RMK Coordinator		Head of Study Program

Learning Outcomes (CP)	PLO-PRODI charged to MK	
PLO 11	Demonstrate awareness of academic values, ethics and norms.	
PLO 12	Show the characters of religious, smart, independent, honest, caring and strong.	
etc	
Course Learning Outcomes (CLO)		
CLO1	Utilize learning resources and ICT-assisted learning media to browse data/information in the context of learning Islamic Religious Education including insight/knowledge about Islam, religious attitudes, skills in carrying out Islamic teachings, commitment to Islam, self-confidence as a Muslim, and skills in carrying out religious teachings. In the psycho-social constellation, both as individuals, family members, community members, as well as Indonesian citizens.	
CLO2	Recognize the theoretical concept of Islamic knowledge according to the reference source.	
CLO3	Have a pattern of thought, pattern of attitude and pattern of action that reflects a good Muslim personality who has skills in teaching religious teachings.	
CLO4	Make decisions based on the theoretical concepts of Islamic teachings to contribute in analyzing cases and solving problems.	
CLO5	Having a responsible attitude and behavior that reflects as a good Muslim and part of a good citizen in the life of society, nation and state.	
The final ability of each learning stage (Sub-CLO)		
Sub-CLO1	Understanding the nature of PAI in PT and society	
Sub-CLO2	Understanding the good way of religion as a way to God	
Sub-CLO3	Understanding faith, Islam, and Ihsan in the perspective of love	
Sub-CLO4	Understanding anti-corruption education as the implementation of the concept of faith	
Sub-CLO5	Understanding how to achieve peace of mind and happiness through Sufism	
Sub-CLO6	Understanding the concept of ideal interaction with the Qur'an	
Sub-CLO7	Understand the concept of religious moderation.	

	Sub-CLO8	Understanding the strategy of grounding Islam in Indonesia through cultural acculturation
	Sub-CLO9	Understanding the strategy of building unity in the midst of diversity in an Islamic perspective
	Sub-CLO10	Understanding identity as a Muslim in the global era.
	Sub-CLO11	Understanding the development of science and technology (science and technology) in an Islamic perspective
	Sub-CLO12	Understanding the function and role of mosques in the development of Islam
	Sub-CLO13	Understanding women's emancipation from an Islamic perspective
	Sub-CLO14	Understanding marriage in an Islamic perspective
Brief Description	<p>Provide provisions for the formation of student personality as a whole (kaffah) by making Islamic teachings the basis for thinking, acting, and behaving in scientific and professional development. A complete personality can only be realized if every student is embedded in faith and piety to Allah SWT. Faith and piety will only be realized if it is supported by the development of its elements, namely: insight/knowledge about Islam (Islamic knowledge), religious dispositions/attitudes, skills in carrying out Islamic teachings (Islamic skills), commitment to Islam (Islamic commitment), self-confidence as a Muslim (moslem confidence), and skills in carrying out religious teachings (Islamic competence). In the psycho-social constellation, both as individuals, family members, community members, as well as Indonesian citizens. This course upholds the values of divinity, humanity, unity, deliberation, and justice within the framework of Pancasila and the Unitary State of the Republic of Indonesia. This course also integrates Anti-Corruption Education materials and religious moderation. Lectures are carried out using a case study analysis system, presentations and discussions, project assignments/problem solving, and reflection.</p>	
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. The Nature of PAI in PT and the Community 2. Good Religion as a Path to God 3. Faith, Islam, and Ihsan in the Perspective of Love 4. Anti-Corruption Education (PAK) as the Implementation of the Faith Concept 5. Achieving Peace of Soul and Happiness through Sufism 6. Ideal Interaction with the Qur'an 7. Religious Moderation 8. Grounding Islam in Indonesia Through Cultural Acculturation 9. Building Unity Amid Diversity in an Islamic Perspective 10. Identity as a Muslim in the Global Era. 11. Development of Science and Technology (Science) in an Islamic Perspective 12. Functions and Roles of Mosques in Islamic Development 13. Women's Emancipation in Islamic Perspective 14. Marriage in Islamic Perspective 	
References	Main :	
	Tim MKU Pendidikan Agama Islam. 2019. Pendidikan Agama Islam Kontekstual. Surabaya: Unesa University Press	
	Supporters:	
	<ol style="list-style-type: none"> 1. Alquran dan Terjemahannya. 2014. Jakarta : Kementerian Agama Republik Indonesia. 2. Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung : Salamadani. 3. Achmad Sauqi. 2010. Meraih Kedamaian Hidup ; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset. 4. Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia. Jakarta: Teraju. 5. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin 	

	<p>6. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah . Bandung: ADPISI Press 7. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS.</p> <p>8. Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka .</p> <p>9. -----, 2008. Islam Agama Peradaban . Jakarta: Paramadina</p> <p>10. Sukidi. 2002. Kecerdasan Spiritual . Jakarta: Gramedia.</p> <p>11. Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta</p> <p>12. Tim Penulis Kemendikbud, 2014, Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta : Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</p> <p>13. Tim Dosen PAI-Unesa. 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum , Surabaya : Unesa University Press.</p> <p>14. Toshihiko, Izutsu. 2003. Konsep-konsep Etika Religius dalam Al-Quran. (Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya.</p>						
Supporting lecturer	<p>Dr. HM. Turhan Yani, MA Drs. HM. Husni Abdullah, M. Pd Dr. Khoirul Anwar, M. El Dr. Mutimmatul Faidah, M. Ag Ary Subagya, Lc., M. Fil. I Dr. Abidah S., M. Pd Nurul Hikmah, M. HI Ahmad Ajib Ridlwan, S. Pd., M. SEI. Ahmadun Najah, M. HI</p>						
Courses requirements	-						
Mg to-	The final ability of each learning stage (Sub-CLO)	Evaluation		Aid Learning, Learning methods, Student Assignment, [Estimated time]		Learning materials [References]	WeightRating(%)
		Indicator	Criteria&Forms	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the nature of PAI in PT and society	<p>a. Explain the purpose and function of PAI at PTU</p> <p>b. Explaining the philosophical and theological arguments of PAI taught at PTU</p> <p>c. Demonstrate positive attitudes/behaviors in attending Islamic religious education lectures</p>	Oral test	Lecture pulpit, question and answer, discussion	2 X 50	<p>The MKU Team for Islamic Religious Education. 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press</p>	<p>Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55</p>
2	Understanding the good way of religion as a way to God	<p>a. Explain the reasons why humans need religion with examples.</p> <p>b. Explain the function of religion for humans with examples.</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p>	Lecture pulpit, question and answer, discussion	2 X 50	<p>The MKU Team for Islamic Religious Education. 2019. <i>Contextual Islamic Education</i></p>	<p>Criteria value: Special: 90 to 100; Very good : 76 to</p>

		c. Identify a good religion with examples.				Education . Surabaya: Unesa University Press	89; Average : 56 to 75; Below average: 0 to 55
3	Understanding faith, Islam, and Ihsan in the perspective of love	a. Explain the concepts of faith, Islam, and Ihsan. b. Explaining the urgency of integrating faith, Islam, and ihsan c. Give examples of attitudes and actions that actualize faith, Islam and Ihsan	Writing Test Description Oral test Performance Test	Lecture pulpit, Q&A, identification, reflection	2 X 50	The MKU Team for Islamic Religious Education . 2019. Contextual Islamic Education . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
4	Understanding anti-corruption education as the implementation of the concept of faith	a. Able to explain the concept of Anti-Corruption Education (PAK) in an Islamic perspective b. Identify anti-corruption values in Islam c. Give examples of Anti-Corruption Actions in the campus environment	Writing Test Description Oral test Performance Test	a. Lecture pulpit b. Question and answer. c. discussion d. PBL	2 X 50	The MKU Team for Islamic Religious Education . 2019. Contextual Islamic Education . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55

5	Understanding how to achieve peace of mind and happiness through Sufism	<p>a. Discuss the concepts of wara', zuhud, muraqabah, sure, patient, grateful and tawakkal</p> <p>b. Tracing calamities and disasters that have occurred and discussing how to respond to them with a Sufism approach</p> <p>c. Exploring examples of behaviors that show wara', zuhud, muraqabah, sure, patient, grateful and tawakkal.</p>	Writing Test Description Oral test Performance Test	Lecture pulpit, Q&A, identification, reflection	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55	
6	Understanding the ideal interaction with the Qur'an	<p>a. Explain the greatness of the Qur'an and the purpose of its revelation to humans.</p> <p>b. Explain the ideal forms of interaction with the Qur'an.</p> <p>c. Shows an enthusiastic attitude to reading, contemplating the meaning, and practicing the content of the Qur'an.</p>	Writing Test Description Oral test Performance Test	Lecture pulpit, Q&A, identification, presentation	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55	
7	Understanding religious moderation.	<p>a. Explain the meaning of religious moderation</p> <p>b. Identifying factors supporting religious moderation</p> <p>c. Conduct case studies on advances in information technology and their impact on the religious behavior of modern society</p>	Writing Test Description Oral test Performance Test	- Lecture pulpit - Assignment - Discussion (cooperative learning)	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55	
8	Mid-Semester Evaluation / Mid-Semester Exam							

9	Understanding the strategy of grounding Islam in Indonesia through cultural acculturation	a. Explain the concept, basis, role and function of Islamic culture. b. Identify the characteristics of universal Islamic teachings and the characteristics of a cosmopolitan Islamic culture c. Explaining Islam's view of customs Make an example of acculturation of Islamic teachings and culture in society	Writing Test Description Oral test Performance Test	- Lecture pulpit - Assignment - Discovery learning	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
10	Understanding the strategy of building unity in the midst of diversity in an Islamic perspective	a. Explain the Islamic view of diversity in religion and radicalism. b. Explaining religion as one of the parameters of national unity and integrity. c. Identifying diversity in various aspects, especially in terms of religion, ethnicity, and culture within the framework of the Unitary State of the Republic of Indonesia. d. Identify radical ideology that threatens the unity and integrity of the nation Set an example of a responsible attitude in maintaining national unity and integrity	Writing Test Description Oral test Performance Test	- Lecture pulpit - Assignment - Presentation	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
11	Understanding identity as a Muslim in the global era.	a. Explain the concept of Islam in addressing modernity. b. Formulating the contextualization of Islamic teachings in modernity and Indonesianness c. Summarizing the mosaic of modernity cases in the fields of science and technology, politics, socio-culture, economy, education and presenting solutions related to these concepts. d. Conduct a search on the development of lifestyle (food, fun, fashion, and performance) and Muslim attitudes in the midst of liberalism and hedonies	Writing Test Description Oral test Performance Test	Lecture pulpit, discussion, presentation, question and answer, assignment	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
12	Understanding the development of science and technology (science and technology) in an Islamic perspective	a. Explain the concept of science and technology in Islam b. Summarizing the factors causing the progress and decline of Islamic civilization and its contribution to Islam in World Civilization	Writing Test Description Oral test Performance Test	- Lecture pulpit - Assignment - Discovery learning	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to

		c. Formulating the concept of integration of science and technology and imtaq d. Formulating the direction of science and technology development in Islam					75; Below average: 0 to 55
13	Understanding the function and role of mosques in the development of Islam	a. Explain the role and function of the mosque b. Exploring the concept and function of mosques in building Islamic culture c. Designing a campus mosque program as a center for the development of Islamic culture d. Making the results of group work about the campus mosque activity program in Surabaya	Writing Test Description Oral test Performance Test	- Lecture pulpit - Assignment - Discovery learning	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
14	Understanding women's emancipation from an Islamic perspective	a. Explaining the position of men and women in an Islamic perspective b. Elaborating on the interpretation of the position of women and women's rights from a religious point of view c. Identifying forms of emancipation in an Islamic perspective Conduct case studies on the dual role of women in the public and domestic sectors	Writing Test Description Oral test Performance Test	Lecture pulpit, discussion, presentation, question and answer, assignment	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
15	Understanding marriage in an Islamic perspective	a. Explaining the concept of marriage according to Islam and legislation in Indonesia b. Describe the elements that make up a <i>sakinah, mawaddah, warahmah</i> family c. Explaining Islamic law related to <i>sirri</i> marriage, <i>interfaith</i> marriage, <i>mut'ah</i> marriage, and polygamy	Writing Test Description Oral test Performance Test	Discussion, Presentation, assignment	2 X 50	The MKU Team for Islamic Religious Education . 2019. <i>Contextual Islamic Education</i> . Surabaya: Unesa University Press	Criteria value: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
16	End of Semester Evaluation / End of Semester Examination						

Note :

1. **Learning Outcomes of Study Program Graduates (PLO-PRODI)** are the abilities possessed by each study program graduate which is the internalization of attitudes, mastery of knowledge and skills according to the level of study program obtained through the learning process.
2. **The PLO that is charged to the course** is a number of learning outcomes for graduates of the study program (PLO-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CLO** is the ability that is described specifically from the PLO that is charged to the course, and is specific to the study material or learning material of the course.

4. **Sub-CLO (Final Ability)** is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as measures or benchmarks for learning achievement in assessment based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment form:** test and non-test.
8. **Forms of learning:** Lecture, **Response** , Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning** materials are **details** or **descriptions of study materials that can be** presented in the **form of** several **main** points and sub-topics.
11. **The weight of the assessment** is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. TM=Face to Face, PT=Structured Assignments, BM=Self-learning.