



MODULE HANDBOOK

HINDUISM



**BACHELOR DEGREE PROGRAM
DEPARTMENT OF BIOMEDICAL ENGINEERING
FACULTY OF INTELLIGENT ELECTRICAL AND INFORMATICS
TECHNOLOGY**

INSTITUT TEKNOLOGI SEPULUH NOPEMBER

MODULE HANDBOOK

HINDUISM

Module name	Hinduism
Module level	Undergraduate
Code	UG184904
Course (if applicable)	HInduism
Semester	Second Semester
Person responsible for the module	Dra.Ni Wayan Suarmini, M.Sc
Lecturer	ITS Hinduism Lecturer Team
Language	Indonesian
Relation to curriculum	Undergraduate degree program, mandatory , 2 nd semester.
Type of teaching, contact hours	Lectures, <60 students
Workload	1. Lectures : 2 x 50 = 100 minutes per week. 2. Exercises and Assignments : 2 x 60 = 120 minutes (2 hours) per week. 3. Private learning : 2 x 60 = 120 minutes (2 hours) per week.
Credit points	2 credit points (sks)
Requirements according to the examination regulations	A student must have attended at least 75% of the lectures to sit in the exams.
Mandatory prerequisites	-
Learning outcomes and their corresponding PLOs	PLO 1 (S1) Believe in God Almighty and able to show a religious attitude (S.1); PLO 2 (S2) Upholding human values in carrying out duties based on religion, morals and ethics (S.2) PLO 3 (S6) Cooperate and have social sensitivity and concern for society and the environment (S.6) PLO 4 (KU.6) Able to maintain and develop cooperation networks and cooperation results within and outside the institution (KU. 6)

Content	The Hindu Religious Education course discusses and explores materials with the substance of human relations with Hyang Widdhi (God Almighty) for increased faith and piety (Sraddha and bhakti); human relations with fellow humans in building a humanist civilization; as well as human relations with their environment in creating welfare (jagadhita), so as to be able to form Hindu and Indonesian human beings who are independent, responsible and caring.
Study and examination requirements and forms of examination	• In-class exercises • Assignment 1, 2, 3 • Mid-term examination • Final examination
Media employed	LCD, whiteboard, websites (myITS Classroom), zoom.
Reading list	Main: 1. Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016, Pendidikan Agama Hindu untuk Perguruan Tinggi, Kemenristek Dikti RI Supporting: 1. Singer, Wayan, 2012. Tattwa (Ajaran Ketuhanan Agama Hindu, Surabaya, Paramita 2. Tim Penyusun, 1997, Pendidikan Agama Hindu Untuk Perguruan Tinggi, Hanuman Sakti 3. Wiana, 1994, Bagaimana Hindu Menghayati Tuhan, Manikgeni 4. Wiana, 1982, Niti Sastra, Ditjen Hindu dan Budha. 5. Titib, 1996, Veda Sabda Suci Pedoman Praktis Kehidupan, Paramita. 6. Pudja, 1997, Teologi Hindu, Mayasari

I. Rencana Pembelajaran Semester / Semester Learning Plan

	INSTITUT TEKNOLOGI SEPULUH NOPEMBER (ITS) FACULTY OF INTELLIGENT ELECTRICAL AND INFORMATICS TECHNOLOGY DEPARTMENT OF BIOMEDICAL ENGINEERING					Document Code
SEMESTER LEARNING PLAN						
MATA KULIAH (MK) <i>COURSE</i>	KODE <i>CODE</i>	Rumpun MK <i>Course Cluster</i>	MATA KULIAH (MK) <i>COURSE</i>		KODE <i>CODE</i>	Rumpun MK <i>Course Cluster</i>
Mata Kuliah Wajib Nasional Indonesain	UG184904	Mata Kuliah Wajib Nasional National Compulsory Courses	T=2	P=0	II	June 15, 2020
OTORISASI / PENGESAHAN <i>AUTHORIZATION / ENDORSEMENT</i>	Dosen Pengembang RPS <i>Developer Lecturer of Semester Learning Plan</i>		Koordinator RMK <i>Course Cluster Coordinator</i>		Ka DEPARTEMEN <i>Head of Department</i>	
	Dra.Ni Wayan Suarmini, M.Sc		Aurelius Ratu			
Capaian Pembelajaran	CPL-PRODI yang dibebankan pada MK <i>PLO Program Charged to The Course</i>					
Learning Outcomes	CPL 1 (S1) PLO-01 (S1)	Memahami tujuan dan fungsi pendidikan agama Hindu sebagai komponen mata kuliah wajib umum . <i>Understand the purpose and function of Hindu religious education as a component of a general compulsory subject.</i>				
	CPL 2 (S2) PLO-02 (S2)	Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika (S.2); <i>Upholding human values in carrying out duties based on religion, morals and ethics (S.2);</i>				
	CPL 3(S6) PLO-03 (S6)	Bekerjasama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S.6) <i>Cooperate and have social sensitivity and concern for society and the environment (S.6)</i>				
	CPL 3(KU6) PLO-03 (KU6)	Mampu memelihara dan mengembangkan jaringan kerjasama dan hasil kerjasama di dalam maupun di luar lembaganya (KU.6) <i>Able to maintain and develop cooperation networks and cooperation results within and outside the institution (KU. 6)</i>				

	Capaian Pembelajaran Mata Kuliah (CPMK) Course Learning Outcome (CLO) - If CLO as description capability of each Learning Stage in the course, then CLO = LLO																																																																																										
	CP MK 1 CLO 1	Memahami tujuan dan fungsi pendidikan agama Hindu sebagai komponen mata kuliah wajib umum <i>Understand the purpose and function of Hindu religious education as a component of a general compulsory subject.</i>																																																																																									
	CP MK 2 CLO 2	Menguasai nilai-nilai spiritual Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa . <i>Mastering Hindu spiritual values in building sraddha and bhakti (faith and taqwa) to God Almighty.</i>																																																																																									
	CP MK 3 CLO 3	Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur,taat hukum, kreatif, sehat dan adatif . <i>Understand the Hindu human concept in forming an honest, law-abiding, creative, healthy and adaptive personality.</i>																																																																																									
	CP MK 4 CLO 4	Memahami kontribusi Hindu dalam perkembangan peradaban dunia . <i>Understand the contribution of Hinduism to the development of world civilization.</i>																																																																																									
	CP MK 5 CLO 5	Memahami konsep masyarakat yang berlandaskan ajaran Tri Hita Karana . <i>Understand the concept of society based on the teachings of Tri Hita Karana.</i>																																																																																									
Peta CPL – CP MK Map of PLO - CLO	<table><tr><td></td><td>CPL-01</td><td>CPL-02</td><td>CPL-03</td><td>CPL-04</td><td>CPL-05</td><td>CPL-06</td><td>CPL-07</td><td>CPL-08</td><td>CPL-09</td><td>CPL-10</td><td>CPL-11</td><td>CPL-12</td></tr><tr><td>CPMK 1 / SUB CPMK 1 <i>CLO 1 / LLO 1</i></td><td>√</td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK 2 / SUB CPMK 2 <i>CLO 2 / LLO 2</i></td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK 3 / SUB CPMK 3 <i>CLO 3 / LLO 3</i></td><td></td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK 4 / SUB CPMK 4 <i>CLO 4 / LLO 4</i></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK 5 / SUB CPMK 5 <i>CLO 5 / LLO 5</i></td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>														CPL-01	CPL-02	CPL-03	CPL-04	CPL-05	CPL-06	CPL-07	CPL-08	CPL-09	CPL-10	CPL-11	CPL-12	CPMK 1 / SUB CPMK 1 <i>CLO 1 / LLO 1</i>	√		√										CPMK 2 / SUB CPMK 2 <i>CLO 2 / LLO 2</i>	√	√	√	√									CPMK 3 / SUB CPMK 3 <i>CLO 3 / LLO 3</i>		√	√	√									CPMK 4 / SUB CPMK 4 <i>CLO 4 / LLO 4</i>			√	√									CPMK 5 / SUB CPMK 5 <i>CLO 5 / LLO 5</i>	√	√	√	√								
	CPL-01	CPL-02	CPL-03	CPL-04	CPL-05	CPL-06	CPL-07	CPL-08	CPL-09	CPL-10	CPL-11	CPL-12																																																																															
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Diskripsi Singkat MK Short Description of Course	Mata kuliah Pendidikan Agama Hindu membahas dan mendalami materi-materi dengan substansi relasi manusia dengan Hyang Widdhi (Tuhan yang Maha Esa) untuk peningkatan iman dan taqwa (Sraddha dan bhakti); relasi manusia dengan sesama manusia dalam membangun peradaban yang humanis; serta relasi manusia dengan lingkungannya dalam mewujudkan kesejahteraan (jagadhita), sehingga mampu membentuk insan Hindu dan manusia Indonesia yang humanis mandiri, bertanggung jawab dan memiliki kepedulian. <i>The Hindu Religious Education course discusses and explores materials with the substance of human relations with Hyang Widdhi (God Almighty) for increased faith and piety (Sraddha and bhakti); human relations with fellow humans in building a humanist civilization; as well as human relations with their environment in creating welfare (jagadhita), so as to be able to form Hindu and Indonesian human beings who are independent, responsible and caring.</i>				
Bahan Kajian: Materi pembelajaran Course Materials:	1. History of Hinduism 2. Brahmayidya / Hindu Theology 3. Vedas 4. Humans in a Hindu perspective 5. Hindu ethics / morals 6. Religious arts 7. Harmony 8. Society				
Pustaka References	<table border="1"> <tr> <td>Utama/ Main:</td> <td> 1. Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016, Pendidikan Agama Hindu untuk Perguruan Tinggi, Kemenristek Dikti RI </td> </tr> <tr> <td>Pendukung/Supporting:</td> <td> 1. Singer, Wayan, 2012. Tattwa (Ajaran Ketuhanan Agama Hindu, Surabaya, Paramita 2. Tim Penyusun, 1997, Pendidikan Agama Hindu Untuk Perguruan Tinggi, Hanuman Sakti 3. Wiana, 1994, Bagaimana Hindu Menghayati Tuhan, Manikgeni 4. Wiana, 1982, Niti Sastra, Ditjen Hindu dan Budha. 5. Titib, 1996, Veda Sabda Suci Pedoman Praktis Kehidupan, Paramita. 6. Pudja, 1997, Teologi Hindu, Mayasari </td> </tr> </table>	Utama/ Main:	1. Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016, Pendidikan Agama Hindu untuk Perguruan Tinggi, Kemenristek Dikti RI	Pendukung/Supporting:	1. Singer, Wayan, 2012. Tattwa (Ajaran Ketuhanan Agama Hindu, Surabaya, Paramita 2. Tim Penyusun, 1997, Pendidikan Agama Hindu Untuk Perguruan Tinggi, Hanuman Sakti 3. Wiana, 1994, Bagaimana Hindu Menghayati Tuhan, Manikgeni 4. Wiana, 1982, Niti Sastra, Ditjen Hindu dan Budha. 5. Titib, 1996, Veda Sabda Suci Pedoman Praktis Kehidupan, Paramita. 6. Pudja, 1997, Teologi Hindu, Mayasari
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Dosen Pengampu	ITS Hinduism Lecturer Team				

Lecturers							
Matakuliah syarat Prerequisite		-					
Mg ke/ Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / Final ability of each learning stage (LLO)	Penilaian / Assessment		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time]		Materi Pembelajaran [Pustaka] / Learning Material [Reference]	Bobot Penilaian /Assess-ment Load (%)
		Indikator / Indicator	Kriteria & Teknik / Criteria & Techniques				
(1)	(2)	(3)	(4)	Tatap Muka / In-class (5)	Daring / Online (6)	(1)	(2)
1	Sub-CPMK1 Memahami tujuan dan fungsi pendidikan agama Hindu sebagai komponen mata kuliah wajib umum . LLO-1 Understand the purpose and function of Hindu religious education as a component of a general compulsory subject.	Ketepatan mengemukakan pendapat secara lisan The accuracy of expressing opinions orally	Kriteria : kemampuan berpendapat Teknik: Lisan criteria: ability argue Technique: oral	Kuliah Kontrak kuliah Pre Test Ceramah bervariasi Tanya- jawab 2x50 menit Lecture College contract Pre Test Lectures vary Question and answer 2x50 minutes	Synchronous Learning Link : https://classroom.its.ac.id/	Pendahuluan Tujuan dan fungsi pendidikan agama Hindu, dalam membangun basis kepribadian humanis (Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016, Pendidikan Agama Hindu untuk Perguruan Tinggi, Kemenristek Dikti RI) Preliminary The purpose and function of Hindu religious education, in building the basis of a humanist personality (Directorate General	2

						<i>of Learning and Student Affairs, 2016, Hindu Religious Education for Higher Education, Kemenristek Dikti RI)</i>	
2	Sub-CPMK4 Memahami kontribusi Hindu dalam perkembangan peradaban dunia <i>LLO-4</i> <i>Understand the contribution of Hinduism to the development of world civilization</i>	Hasil resume (paper) <i>Resume result (paper)</i>	Kriteria: Ketepatan menelaah Teknik: Penugasan <i>Criteria:</i> <i>Accuracy of analyzing Technique:</i> <i>Assignment</i>	kuliah Ceramah bervariasi penugasan: meresume tahap-tahap perkembangan Agama Hindu dari India samapai ke Indonesia 2x50 menit <i>lecture</i> <i>The lecture has various assignments: summarizes the stages of development of Hinduism from India to Indonesia 2x50 minutes</i>	Synchronous Learning Link : https://classroom.its.ac.id/	Peran sejarah perkembangan agama Hindu dalam memberi pembelajaran yang positif <i>The historical role of the development of Hinduism in providing positive learning</i>	2
3,4	Sub-CPMK2 Menguasai nilai-nilai spiritual	Ketepatan berpendapat dengan konten Laporan	Kriteria: kearifan berpendapat	Kuliah Ceramah bervariasi Tanya	Synchronous Learning Link :	Ajaran Brahmanidya dalam membangun	12

	Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa . <i>LLO-2</i> <i>Mastering Hindu spiritual values in building sraddha and bhakti (faith and taqwa) to God Almighty.</i>	(paper) sesuai dengan format <i>Accuracy of opinion with the content of the report (paper) in accordance with the format</i>	Teknik: lisan dan Penugasan <i>Criteria: wisdom argues</i> <i>Technique: verbal and assignments</i>	Jawab (2x50 mnt) Tugas kelompok Diskusi dan presentasi, ttg militansi beragama yang sempit justru terjadi pada orang yang dikenal menguasai teologi agama. (2X50 mnt) <i>Lecture Varied</i> <i>Lecture Questions and Answers</i> <i>(2x50 min) Group assignments</i> <i>Discussions and presentations, about narrow religious militancy actually occurs in people who are known to master religious theology.</i> <i>(2X50 min)</i>	https://classroom.its.ac.id/	sraddha dan bhakti (iman dan takwa); konsep ajaran Brahma Widya; sumber historis dan filosofis serta argumen pentingnya ajaran Brahma Widya <i>The historical role of the development of Hinduism in providing positive learning</i>	
5,6	Sub-CPMK2 Menguasai nilai-nilai spiritual Hindu dalam membangun	Laporan/paper Ketepatan Hasil analisis	Kriteria: kemampuan analisis ,kemampuan	kuliah Ceramah bervariasi Diskusi Tugas:	Synchronous /Asynchronous Learning Link :	Peran studi Veda dalam membangun pemahaman tentang	8

	sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa . <i>LLO-2</i> <i>Mastering Hindu spiritual values in building sraddha and bhakti (faith and taqwa) to God Almighty.</i>	<i>Report / paper</i> <i>Accuracy</i> <i>Analysis results</i>	bertanya teknik : penugasan <i>Criteria:</i> <i>analytical skills, the ability to ask questions</i> <i>technique :</i> <i>assignment</i>	menganalisis Veda sebagai sumber hukum Hindu (4X50 mnt] <i>lecture</i> <i>Lectures vary</i> <i>Discussion</i> <i>Duty:</i> <i>analyze the Vedas as the source of Hindu law</i> <i>(4X50 min)</i>	https://classroom.its.ac.id/	eksistensi Veda sebagai kitab suci dan sumber hukum Hindu; kajian: konsep dan urgen studi Veda; sumber historis,sosiologis, politik dan filosofis studi Veda dan esensi dan urgensi studi Veda <i>The role of Vedic studies in building an understanding of the existence of the Vedas as scriptures and sources of Hindu law; study: the concept and urgency of Vedic studies; historical, sociological, political and philosophical sources of Vedic studies and the essence and urgency of Vedic studies</i>	
7,8	Sub-CPMK3 Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur,taat hukum, kreatif, sehat dan	Memberi contoh manusia ideal dalam perspektif Hindu Menganalisis	Berpendapat Berargumentasi Mengemukakan contoh	Ceramah bervariasi Role play Tugas: Kepemimpinan dalam perspektif	Synchronous /Asynchronous Learning Link : https://classroom.its.ac.id/	Konsep manusia Hindu dalam membangun kepribadian yang berjiwa pemimpin, taat hukum, sehat,	8

	adatif . <i>LLO-3</i> <i>Understand the Hindu human concept in forming an honest, law-abiding, creative, healthy and adaptive personality.</i>	kepemimpinan perspektif Nitisastra Mengidentifikasi konsep kesehatan Ayurweda <i>To give an example of the ideal man from a Hindu perspective</i> <i>Analyze leadership from the perspective of Nitisastra</i> <i>Identify Ayurvedic health concepts</i>	<i>Argued</i> <i>Argue</i> <i>Set out an example</i>	Nitisastra (2x50 menit) Mengidentifikasi konsep kesehatan Ayur weda (2x50 mnt) <i>Lectures vary</i> <i>Role play</i> <i>Duty:</i> <i>Leadership in a Nitisastra perspective (2x50 minutes)</i> <i>Identify Ayurvedic health concepts (2x50 min)</i>		kreatif dan adatif; kajian: ungensi dan menggali sumber filosofis, teologis dan sosiologis tentang konsep manusia Hindu dalam membangun kepribadian Hindu <i>The Hindu human concept in building a personality that is leadership, law abiding, healthy, creative and adaptive; study: ungersion and explore philosophical, theological and sociological sources of the Hindu human concept in building Hindu personality</i>	
9	EVALUASI TENGAH SEMESTER MID-SEMESTER EXAM						20
10,11	Sub-CPMK3 Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur,taat hukum, kreatif, sehat dan adatif .	Ketepatan mengemukakan konsep ajaran dan mengidentifikasi kasus dalam masyarakat	Kemampuan berpendapat Dan menganalisis Teknik: Penugasan <i>Opinion and</i>	kuliah Ceramah Diskusi Bermain peran Tugas: (Analisis kasus estetika yang terjadi dalam	Synchronous /Asynchronous Learning Link : https://classroom.its.ac.id/	Ajaran susila Hindu dalam membangun moralitas manusia Hindu, kajian menelusuri konsep dan urgensi, menggali	6

	<i>LLO-3</i> Understand the Hindu human concept in forming an honest, law-abiding, creative, healthy and adaptive personality.	<i>The accuracy in expressing teaching concepts and identifying cases in society</i>	<i>analysis skills</i> <i>Technique:</i> <i>Assignment</i>	masyarakat) [4X50 mnt] <i>Lecture</i> <i>Discussion</i> <i>Role playing</i> <i>Duty:</i> <i>(Analysis of aesthetic cases that occur in society)</i> <i>[4X50 min]</i>		sumber teologi dan filosofis; dinamika dan tantangan ajaran susila Hindu dalam membangun moralitas Hindu. <i>Hindu morality teaching in building Hindu morality, studies exploring concepts and urgency, exploring theological and philosophical sources; dynamics and challenges of Hindu morality in building Hindu morality</i>	
12	Sub-CPMK3 Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur, taat hukum, kreatif, sehat dan adatif . <i>LLO-3</i> Understand the Hindu human concept in forming an honest, law-abiding, creative, healthy and adaptive personality.	Hasil rumusan ide baru dalam upaya melestarikan seni sacral dan profan <i>The result of the formulation of new ideas in an effort to preserve sacred and profane arts</i>	Mengidentifikasi Teknik penugasan <i>Identify the assignment technique</i>	kuliah Ceramah bervariasi Tugas identifikasi seni sacral dan profan <i>Lecture</i> <i>Lectures vary</i> <i>The task of identifying the sacred and profane arts</i>	Synchronous /Asynchronous Learning Link : https://classroom.its.ac.id/	Peran seni keagamaan dalam membentuk kepribadian yang estetis, kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis; dinamika dan tantangan seni keagamaan dalam membentuk kepribadian yang estetis	4

						<i>The role of religious art in shaping an aesthetic personality, studies: concepts and urgency, historical, sociological and philosophical sources; dynamics and challenges of religious arts in shaping an aesthetic personality</i>	
13,14	Sub-CPMK5 Memahami konsep masyarakat yang berlandaskan ajaran Tri Hita Karana . <i>LLO-5</i> Memahami konsep masyarakat yang berlandaskan ajaran Tri Hita Karana .	Menemukan konsep ajaran hasil identifikasi Mampu membuat contoh implementasi toleransi di masyarakat Ketepatan dalam menjawab pertanyaan sesuai konten. <i>Find the teaching concept identified</i> <i>Able to make examples of the implementation of tolerance in society</i> <i>Accuracy in answering</i>	Kemampuan bertanya/menjawab , identifikasi Teknik; tanya jawab, Penugasan Kuis <i>Ability to ask / answer, identification Technique; questions and answers, assignment Quiz</i>	kuliah Ceramah bervariasi Tugas mengidentifikasi konsep ajaran toleransi pada masing-masing agama <i>lecture</i> <i>Lectures vary</i> <i>The task of identifying the concept of the teachings of tolerance in each religion</i>	Synchronous /Asynchronous Learning Link : https://classroom.its.ac.id/	Membangun kerukunan sesuai ajaran Hindu, bentuk kajian: konsep dan urgensi kerukunan dalam membangun masyarakat yang damai, sumber historis, sosiologi, politik dan filosofis; dinamika dan tantangan dalam membangun kerukunan <i>Build harmony according to Hindu teachings, form studies: the concept and urgency of</i>	5

		<i>questions according to content.</i>				<i>harmony in building a peaceful society, historical, sociological, political and philosophical sources; dynamics and challenges in building harmony</i>	
15	Sub-CPMK4 Memahami kontribusi Hindu dalam perkembangan peradaban dunia <i>LLO-4</i> <i>Understand the contribution of Hinduism to the development of world civilization</i>	Berargumentasi Terhadap penghargaan perbedaan sikap, pendapat dalam masyarakat <i>Argue Against respect for differences in attitudes, opinions in society</i>	Kemampuan mengidentifikasi dan menganalisis sloka. Teknik : Tanya jawab penugasan. <i>Ability to identify and analyze verse. Technique : Question and answer assignment.</i>	kuliah Ceramah bervariasi Tugas ; mengidentifikasi dan menganalisis slokasloka dalam Weda yang membahas tentang persahabatan <i>lecture Lectures vary Duty ; identify and analyze the Vedic slokasloka that deals with friendship</i>	Synchronous /Asynchronous Learning Link : https://classroom.its.ac.id/	Membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran Hindu, bentuk kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis, cara membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran Hindu <i>Building student awareness as social beings according to Hindu teachings, study forms: concepts and urgency, historical, sociological and philosophical sources, ways of building student awareness as</i>	5

						<i>social beings according to Hindu teachings</i>	
16	EVALUASI AKHIR SEMESTER <i>FINAL-SEMESTER EXAM</i>						25

TM=Tatap Muka, **PT**=Penugasan Terstruktur, **BM**=Belajar Mandiri

II. Rencana Asesmen & Evaluasi (RAE)/ *Assessment & Evaluation Plan*

	ASSESSMENT & EVALUATION PLAN BACHELOR DEGREE PROGRAM OF BIOMEDICAL ENGINEERING - FTEIC ITS Course : Electrical Circuits		RA&E
			Write Doc Code
Kode/code: UG184913	Bobot sks/credits (T/P): 2/0	Rumpun MK: Mata Kuliah Wajib Umum <i>Course Cluster: General Compulsory Courses</i>	Smt: II
OTORISASI <i>AUTHORIZATION</i>	Penyusun RA & E <i>Compiler A&EP</i>	Koordinator RMK <i>Course Cluster Coordinator</i>	Ka DEP <i>Head of DEP</i>

Mg ke/ Week (1)	Sub CP-MK / Lesson Learning Outcomes (LLO) (2)	Bentuk Asesmen (Penilaian) Form of Assessment (3)	Bobot / Load (%) (4)
1	Sub-CPMK1 Memahami tujuan dan fungsi pendidikan agama Hindu sebagai komponen mata kuliah wajib umum . <i>LLO-1</i> <i>Understand the purpose and function of Hindu religious education as a component of a general compulsory subject.</i>		2
2	Sub-CPMK4 Memahami kontribusi Hindu dalam perkembangan peradaban dunia <i>LLO-4</i> <i>Understand the contribution of Hinduism to the development of world civilization</i>		5
3-4	Sub-CPMK2	Tugas Kelompok	12

Mg ke/ Week (1)	Sub CP-MK / <i>Lesson Learning Outcomes (LLO)</i> (2)	Bentuk Asesmen (Penilaian) <i>Form of Assessment</i> (3)	Bobot / Load (%) (4)
	Menguasai nilai-nilai spiritual Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa . <i>LLO-2 Mastering Hindu spiritual values in building sraddha and bhakti (faith and taqwa) to God Almighty.</i>	Tugas Kelompok <i>Group Assignment</i>	
5-6	Sub-CPMK2 Menguasai nilai-nilai spiritual Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa . <i>LLO-2 Mastering Hindu spiritual values in building sraddha and bhakti (faith and taqwa) to God Almighty.</i>	Tugas 1 <i>Task 1</i>	8
7-8	Sub-CPMK3 Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur,taat hukum, kreatif, sehat dan adatif . <i>LLO-3 Understand the Hindu human concept in forming an honest, law-abiding, creative, healthy and</i>	Tugas 2 <i>Task 2</i>	8

Mg ke/ Week (1)	Sub CP-MK / Lesson Learning Outcomes (LLO) (2)	Bentuk Asesmen (Penilaian) Form of Assessment (3)	Bobot / Load (%) (4)
	<i>adaptive personality.</i>		
9	EVALUASI TENGAH SEMESTER MID-SEMESTER EXAM	Tes: Ujian Tulis/Ujian Daring Test: <i>Writing Exams / Online Exams</i>	20
10-11	Sub-CPMK3 Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur, taat hukum, kreatif, sehat dan adatif . <i>LLO-3 Understand the Hindu human concept in forming an honest, law- abiding, creative, healthy and adaptive personality.</i>	Tugas 3 Task 3	6
12	Sub-CPMK3 Memahami konsep manusia Hindu dalam membentuk kepribadian yang jujur, taat hukum, kreatif, sehat dan adatif . <i>LLO-3 Understand the Hindu human concept in forming an honest, law- abiding, creative, healthy and adaptive personality.</i>	Tugas 4 Task 4	4
13-14	Sub-CPMK5 Memahami konsep masyarakat yang berlandaskan ajaran	Tugas 5 Task 5	5

Mg ke/ Week (1)	Sub CP-MK / <i>Lesson Learning Outcomes (LLO)</i> (2)	Bentuk Asesmen (Penilaian) <i>Form of Assessment</i> (3)	Bobot / <i>Load (%)</i> (4)
	Tri Hita Karana . <i>LLO-5</i> Memahami konsep masyarakat yang berlandaskan ajaran Tri Hita Karana .		
15	Sub-CPMK4 Memahami kontribusi Hindu dalam perkembangan peradaban dunia <i>LLO-4</i> <i>Understand the contribution of Hinduism to the development of world civilization</i>	Tugas 6 <i>Task 6</i>	5
16	Evaluasi Akhir <i>Final Exam</i>	Tes: Ujian Tulis/Ujian Daring Test: <i>Writing Exams / Online Exams</i>	20
Total bobot penilaian			100%

Indikator Pencapaian CPL Pada MK / Indicator of PLO achievement charged to the course

CPL yang dibebankan pada MK / PLO charged to the course	CPMK / Course Learning Outcome (CLO)	Minggu ke / Week	Bentuk Asesmen / Form of Assessment	Bobot / Load (%)
CPL-01 / PLO-1	CPMK 1 / CLO-1	Week- 1		2
	CPMK 3/ CLO-3	Week- 8	Task 2	4
CPL-02 / PLO-2	CPMK 2/ CLO-2	Week- 3	Group Discussion	6
	CPMK 3/ CLO-3	Week- 10-11	Task 3	4
	CPMK 5/ CLO-5	Week- 9	Mid Exam	20
CPL-03 / PLO-3	CPMK 1 / CLO-1	Week- 4	Group discussion	6
	CPMK 2/ CLO-2	Week- 6	Task 1	4
	CPMK 3/ CLO-3	Week 7	Task 2	4
	CPMK 4/ CLO-4	Week- 2		5
	CPMK 5/ CLO-5	Week-16	Final exam	25
CPL-04 / PLO-4	CPMK 2/ CLO-2	Week- 5	Task 1	4
	CPMK 3/ CLO-3	Week- 12	Task 4	4
	CPMK 4/ CLO-4	Week-15	Task 6	5
	CPMK 5/ CLO-5	Week-13-14	Task 5	5
				$\Sigma = 100\%$

No	Form of Assessment	PLO-01	PLO-02	PLO-03	PLO-04	PLO-05	PLO-06	PLO-07	PLO-08	PLO-09	PLO-10	PLO-11	PLO-12	Total
1	Task 1	0.02	0.05	0.04	0.04									0.15
2	Task 2	0.04		0.04										0.08
3	Task 3		0.04											0.04
4	Task 4				0.04									0.04
5	Task 5				0.05									0.05
6	Task 6				0.05									0.05

No	Form of Assessment	PLO-01	PLO-02	PLO-03	PLO-04	PLO-05	PLO-06	PLO-07	PLO-08	PLO-09	PLO-10	PLO-11	PLO-12	Total
7	Group Discussion	0.06		0.06										0.08
8	Mid Exam		0.2											0.2
9	Final Exam			0.25										0.25
	Total	0.12	0.29	0.39	0.18									1

