



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	ISLAMIC RELIGIOUS EDUCATION
COURSES CODE	UG184901
SEMESTER	I
CREDITS	2 SKS (3.2 ECTS)
LECTURER	ITS ISLAMIC LECTURER TEAM
Pokok Bahasan Main Subject	<ol style="list-style-type: none">1. Etika dan kepribadian2. Nilai-nilai kebangsaan (perspektif Agama) <ol style="list-style-type: none">1. Attitude and personality2. National values (religious perspective)
Capaian Pembelajaran Lulusan Yang Dibebankan Mata Kuliah Learning Outcome	<ol style="list-style-type: none">1. Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius (S.1);2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika (S.2);3. Menginternalisasi nilai, norma, dan etika akademik (S.8);4. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya (KU.1);5. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur (KU.2);6. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data (KU.5);7. Mampu mengimplementasikan prinsip keberlanjutan (sustainability) dalam mengembangkan pengetahuan (KU.11). <ol style="list-style-type: none">1. Believe in God Almighty and able to show a religious attitude (S.1);2. Upholding human values in carrying out duties based on religion, morals and ethics (S.2);3. Internalizing values, norms, and academic attitude (S.8);4. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise (KU.1);5. Able to show independent, quality, and measurable performance (KU.2);6. Able to make decisions appropriately in the context of problem solving in their area of expertise, based on

	<p>the results of information and data analysis (KU.5); 7. Able to implement the principles of sustainability in developing knowledge (KU.11).</p>
<p>Capaian Pembelajaran Mata Kuliah Course Learning Outcome</p>	<ol style="list-style-type: none"> 1. Menjelaskan esensi relasi manusia dengan Allah, dengan sesama manusia dan dengan lingkungan alam dalam paradigma Qur'ani (KK.1); 2. Menyajikan hasil penelaahan konseptual dan/atau empiris terkait esensi dan urgensi nilai-nilai spiritualitas Islam sebagai salah satu determinan dalam pembangunan bangsa yang berkarakter (KK.2); 3. Mampu bersikap secara konsistensi terhadap koherensi pokok-pokok ajaran Islam sebagai implementasi Iman, Islam, dan Ihsan, serta menghadirkan Islam rahmatan lil alamin (KK.3); 4. Terampil menyajikan hasil kajian individual maupun kelompok mengenai suatu kasus (studi kasus) terkait kontribusi Islam dalam perkembangan peradaban dunia (KK.4); 5. Terampil menganalisis permasalahan optimalisasi peran masjid sebagai pusat pengembangan budaya islam, dan wadah perwujudan kesejahteraan umat (KK.5). 6. Memahami esensi Pendidikan Agama Islam sebagai komponen Mata Kuliah Wajib Umum dan urgensinya sebagai nilai-nilai spiritualitas yang menjadi salah satu determinan dalam pembangunan karakter bangsa (P.1); 7. Menguasai substansi agama sebagai salah satu komponen dasar persatuan dan kesatuan bangsa dalam wadah Negara Kesatuan Republik Indonesia (P.2); 8. Memahami korelasi sumber ajaran Islam dan kontekstualisasinya dalam kehidupan modern sebagai rahmatan lil alamin (P.3); 9. Menguasai aplikasi konsep Islam tentang IPTEK, seni, sosial-budaya, politik, ekonomi, dan masalah kesejahteraan umat (P.4); 10. Memahami kontribusi Islam dalam perkembangan peradaban dunia, dan menguasai strategi optimalisasi peran dan fungsi masjid sebagai pusat pengembangan budaya Islam (P.5). <ol style="list-style-type: none"> 1. Explaining the essence of human relations with Allah, with fellow humans and with the natural environment in the Qur'anic paradigm; 2. Presenting the results of conceptual and / or empirical studies related to the essence and urgency of Islamic spirituality values as one of the determinants in building a nation with character; 3. Able to be consistent with the coherence of the principles of Islamic teachings as the implementation of Iman, Islam and Ihsan, and to present Islam rahmatan lil alamin; 4. Skilled in presenting the results of individual or group studies regarding a case (case study) related to the contribution of Islam to the development of world civilization; 5. Skilled in analyzing the problem of optimizing the role of the mosque as a center for the development of

Islamic culture and a place for the realization of the welfare of the people.

6. Understand the essence of Islamic Religious Education as a component of the General Compulsory Course and its urgency as spiritual values which are one of the determinants in the nation's character building.

7. Mastering the substance of religion as one of the basic components of national unity and integrity within the Unitary State of the Republic of Indonesia.

8. Understand the correlation of sources of Islamic teachings and their contextualization in modern life as rahmatan lil alamin.

9. Mastering the application of Islamic concepts regarding science and technology, arts, socio-culture, politics, economics, and issues of the welfare of the people.

10. Understand the contribution of Islam to the development of world civilization, and master the strategy of optimizing the role and function of mosques as centers of developing Islamic culture

ISLMAIC RELIGIOUS EDUCATION COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022

Mg ke/ Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / Final ability of each learning stage (LLO)	Materi Pembelajaran [Pustaka] / Learning Material [Reference]	Metode Pembelajaran / Learning Method	Estimasi Waktu / Duration	Pengalaman Belajar Mahasiswa / Form of Learning	Kriteria dan Indikator Penilaian / Criteria and Indicator Assessment	Bobot Penilaian (%)
1	2	3	4	5	6	7	8
1-2	P.1, KK.1	<ul style="list-style-type: none"> • Pendahuluan • Membangun Paradigma Qur'ani • Preliminary • Building a Qur'anic Paradigm 	Pemberian materi Pembahasan <i>Material and Discussion</i>	200 menit <i>200 minutes</i>	Diskusi <i>Discussion</i>	Penguasaan Ketepatan jawaban Mastery of the accuracy of answers	5
3-4	P.1, KK.2, KK.3	<ul style="list-style-type: none"> • Bagaimana Manusia Bertuhan • Integrasi Iman, Islam dan Ihsan • <i>How humans acknowledged the existence of God</i> • <i>Integration of Faith, Islam and Ihsan</i> 	Pembahasan Diskusi <i>Discussion</i>	200 menit <i>200 minutes</i>	Presentasi Diskusi Analisis <i>Presentation Discussion Analysis</i>	Penguasaan Keterampilan presentasi Ketepatan jawaban Mastery of the accuracy of answers	10

Mg ke/ Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / Final ability of each learning stage (LLO)	Materi Pembelajaran [Pustaka] / Learning Material [Reference]	Metode Pembelajaran / Learning Method	Estimasi Waktu / Duration	Pengalaman Belajar Mahasiswa / Form of Learning	Kriteria dan Indikator Penilaian / Criteria and Indicator Assessment	Bobot Penilaian (%)
1	2	3	4	5	6	7	8
5-6	P.2, KK.3	<ul style="list-style-type: none"> • Bagaimana Agama MenjaminKebahagiaan • Membumikan Islam diIndonesia • <i>How Religion Ensures Happiness</i> • <i>Ground Islam in Indonesia</i> 	Pembahasan Diskusi <i>Discussion</i>	200 menit <i>200 minutes</i>	Presentasi Diskusi Analisis <i>Presentation Discussion Analysis</i>	Penguasaan Keterampilan presentasi Ketepatan jawaban Mastery of the accuracy of answers	10
7	P.2, P.3, KK.3	Moderasi Beragama dalam Islam(Deradikalisasi) <i>Religious Moderation in Islam(Deradicalization)</i>	Pembahasan Diskusi <i>Discussion</i>	100 menit <i>100 minutes</i>	Presentasi Diskusi Analisis <i>Presentation Discussion Analysis</i>	Penguasaan Keterampilan presentasi Ketepatan jawaban Mastery of the accuracy of answers	10
8	Evaluasi tengah semester / MidtermExam			100 menit <i>100 minutes</i>	Ujian <i>Examination</i>	Penguasaan Ketepatan jawaban	100 menit <i>100 minutes</i>

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1	2	3	4	5	6	7	8
						Mastery of the accuracy of answers	
9	P.2, P.3, KK.3	Islam Membangun Persatuandalam Keberagaman <i>Islam Builds Unity in Diversity</i>	Pembahasan Diskusi <i>Discussion</i>	100 menit <i>100 minutes</i>	Presentasi Diskusi Analisis <i>Presentation Discussion Analysis</i>	Penguasaan Keterampilan presentasi ketepatan jawaban Mastery of the accuracy of answers	10
10	P.3, P.5, KK.4	Islam tentang Zakat, Shadaqah, dan Pajak (Filantropi Islam) <i>Islam about Zakat, Sadaqah, and Taxes (Islamic Philanthropy)</i>	Pembahasan Tugas studi kasus Presentasi tugas Diskusi <i>Discussion Case study assignments</i>	150 menit <i>150 minutes</i>	Survey Analisis Presentasi Diskusi <i>Survey Analysis Presentation</i>	Penguasaan Ketepatan jawaban Ketepatan analisis Keterampilan presentasi	15

Mg ke/ Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / Final ability of each learning stage (LLO)	Materi Pembelajaran [Pustaka] / Learning Material [Reference]	Metode Pembelajaran / Learning Method	Estimasi Waktu / Duration	Pengalaman Belajar Mahasiswa / Form of Learning	Kriteria dan Indikator Penilaian / Criteria and Indicator Assessment	Bobot Penilaian (%)
1	2	3	4	5	6	7	8
			<i>Presentation of assignments Discussion</i>		<i>Discussion</i>	Mastery of accuracy of answers To coincide with analysis and Presentation skills	
11	P.5, KK.5	Peran dan Fungsi Masjid untuk Kesejahteraan Umat <i>The Role and Function of a Mosque for the Welfare of the Ummah</i>	Pembahasan Tugas studi kasus Presentasi tugas Diskusi <i>Discussion Case study assignments Presentation of assignments Discussion</i>	150 menit <i>150 minutes</i>	Survey Analisis Presentasi Diskusi <i>Survey Analysis Presentation Discussion</i>	Penguasaan Ketepatan jawaban Ketepatan analisis Keterampilan presentasi Mastery of accuracy of answers To coincide with analysis and Presentation	15

Mg ke/ Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / <i>Final ability of each learning stage (LLO)</i>	Materi Pembelajaran [Pustaka] / <i>Learning Material [Reference]</i>	Metode Pembelajaran / <i>Learning Method</i>	Estimasi Waktu / Duration	Pengalaman Belajar Mahasiswa / <i>Form of Learning</i>	Kriteria dan Indikator Penilaian / <i>Criteria and Indicator Assessment</i>	Bobot Penilaian (%)
1	2	3	4	5	6	7	8
						skills	
12	P.5, KK.4, KK.5	Islam Menghadapi Tantangan Modernisasi (Islam dan IPTEKS) <i>Islam Faces the Challenge of Modernization (Islam and Science and Technology)</i>	Pembahasan Tugas studi kasus Presentasi tugas Diskusi Discussion Case study assignments Presentation of assignments Discussion	150 menit <i>150 minutes</i>	Survey Analisis Presentasi Diskusi <i>Survey Analysis Presentation Discussion</i>	Penguasaan Ketepatan jawaban Ketepatan analisis Keterampilan presentasi Mastery of sccuracy of answers To coincide with analysis and Presentation skills	15
13-14	P.4, P.5, KK.4	Kontribusi Islam dalam Pengembangan Peradaban Dunia	Pembahasan Tugas studi kasus Presentasi tugas Diskusi	150 menit <i>150 minutes</i>	Survey Analisis Presentasi Diskusi	Penguasaan Ketepatan jawaban Ketepatan	10

Mg ke/ Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) / <i>Final ability of each learning stage (LLO)</i>	Materi Pembelajaran [Pustaka] / <i>Learning Material [Reference]</i>	Metode Pembelajaran / <i>Learning Method</i>	Estimasi Waktu / <i>Duration</i>	Pengalaman Belajar Mahasiswa / <i>Form of Learning</i>	Kriteria dan Indikator Penilaian / <i>Criteria and Indicator Assessment</i>	Bobot Penilaian (%)
1	2	3	4	5	6	7	8
		<i>Contribution of Islam in the Development of World Civilization</i>	<i>Discussion Case study assignments Presentation of assignments Discussion</i>		<i>Survey Analysis Presentation Discussion</i>	analisis Keterampilan presentasi Mastery of sccuracy of answers To coincide with analysis and Presentation skills	
15	Review hasil tugas / Review assignment results			100 menit <i>100 minutes</i>	Ujian <i>Examination</i>	Kecakapan menjalankan tugas	
16	Evaluasi Akhir Semester / <i>Final Exam</i>			100 menit <i>100 minutes</i>	Ujian <i>Examination</i>	Ketepatan jawaban dan argumentasi	



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	CHRISTIAN EDUCATION
COURSES CODE	UG 184902
SEMESTER	I
CREDITS	2 SKS (3.2 ECTS)
LECTURER	Immanuel CO Suryoadi
STUDY MATERIAL	The materials to be discussed are: Religion and Humans, God in Christian Beliefs, Humans according to Christian Teachings, Ethics and Christian Character Formation, Relationships between Christian Faith and Science and Technology, Inter-religious Harmony, Guardians of God's Creation, Christian Association.
CPL CHARGED BY MK	Students have faith and piety, have noble character and make Christian teachings the basis for thinking, saying and doing in developing a profession and a harmonious life in society.
CP-MK	<ol style="list-style-type: none">1. Students are able to understand and explain Christian teachings correctly.2. Students understand the nature of humans and their responsibilities as religious people.3. Students are able to use God's Word as the basis for thinking, speaking and behaving.4. Students are able to implement Christian values in the life of society and the state.5. Students have moral and legal awareness in social life.6. Students have an attitude of tolerance and are able to create harmony.7. Students understand the concept of science and technology in Christianity and are able to integrate faith, knowledge, and behavior. And have an attitude of responsibility as a scientist.8. Students are able to distinguish between Christian teachings and culture.9. Students are able to be democratic, and understand political discourse in the perspective of Christian theology.10. Students have a Christian character and are ready to be part of a post-modern society, and can implement it in the realities of life.

**CHRISTIAN RELIGIOUS EDUCATION COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
1-2	1.1 Students know the subject and purpose of Christian Religious Education 1.2 Students understand the meaning of religion from various points of view 1.3 Students understand religious phenomena in human life 1.4 Students understand Religion from perspective Bible	Religion and its function in human life: 1.1 Introduction and introduction (group formation/election of class leader) 1.2 Understanding Religion 1.3 Religion as a phenomenon of life	<ul style="list-style-type: none"> - Lectures Q&A - group discussion - Group Assignments Personal Tasks 	Lecture: 60' Discussion: 40'	<ul style="list-style-type: none"> • Comparereligion and atheism • Comparing religious phenomena in the world • Discussing religious phenomena 	Craft Enthusiasm Piety to Allah (Prayer and fellowship) Discipline	30%

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
3-4	2.1 Students understand and explain God according to the Bible 2.2 College studentlive	God according to Christian belief 2.1 Knowing God who have revealed themselves according to the Bible 2.2 God's work in human life 2.3 Worship as human response to God's work	- Lecture - Question and answer - group discussion	Lecture: 60' Discussion: 40'	<ul style="list-style-type: none"> Identifying God's teaching according to the Bible Discuss the phenomenon of God's presence in personal life 	Enthusiasm Tips Polite Discipline	20%
5-6	3.1 Students are able to understand and explain Christian teachings about humans correctly 3.2 Students understand human nature as God's glorious creation.	Humans according to Christian Teachings 3.1 Modern thinking (post-modern) about humans 3.2 Man in the Bible. 3.3 Redemption and human renewal with God, others and nature. 3.4 Human inside contemporary theological view.	- Lecture - Question and answer - group discussion	Studying: 60' Discussion: 40'	<ul style="list-style-type: none"> Comparing the teachings of humans according to the Bible and evolutionism Discuss salvation according to Christianity. 	Enthusiasm Tips Polite Discipline	

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
	3.3 Students understand that they need God's grace.						
7	<p>4.1. students are able understand and explain Christian teachings about Ethics.</p> <p>4.2. Students understand the nature of ethics and responsibilities as Christians.</p> <p>4.3. Students are able make The Word of God is the basis for thinking, speaking and behaving.</p> <p>4.4. Students are able implement Christian values in</p>	<p>Ethics and Formation Christian Character</p> <p>4.1 Understanding Ethics and Morality.</p> <p>4.2 Building norms to make moral judgments and decisions.</p> <p>4.3 digging and build Christian character.</p> <p>4.4 Theological Ethics and Philosophical Ethics.</p>	- Lecture	Studying: 60'	<ul style="list-style-type: none"> • Compare Christian Ethics and General Ethics. • Discuss examples of ethical cases in general. • Discuss ethical cases in the Bible. 	<p>Enthusiastic Tipped</p> <p>Polite</p> <p>Discipline</p>	

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
	addressing moral and ethical issues in society. 4.5. Students have moral and ethical awareness in social life.						
8	Mid-Semester Evaluation	Discussion about Religion, God and Humans.	-	100'	•	Honestly Tip Answer properly and correctly.	20%
9	Study Together	Discussing Christian faith and current issues a. Christian Worldview. b. Apologetics Christian. c. Religious pluralism. Christian Ethics.	- Seminars and Q&A.	100'-120'	•		
10	5.1 Students understand the concept of science and	The relationship between Christian faith and IPTKS 5.1 Relationship	- Lectures Q&A - group	Studying: 60' Discussion:	• Gather information on the relationship of faith and	Enthusiasm Orderly Polite On time	

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
	<p>technology in the perspective of the Christian faith.</p> <p>5.2 Students are able integrate faith, science and technology and arts/culture.</p> <p>5.3 Students have attitude of responsibility as a scientist who based on biblical truth.</p> <p>5.4 Students have Christian character and ready to be part of a post-modern society, and can implement it in the realities of life.</p>	<p>typology faith and science.</p> <p>5.2 Response Typology Christian to modern technology.</p> <p>5.3 Technology and politics Technology and attitude Christians</p>	discussion	40'	<p>science and technology</p> <ul style="list-style-type: none"> Discuss the correlation between faith and science and technology 		
11	6.1 Students are able implement Chris	Religious Tolerance and Pluralism	Lecture - Question and		<ul style="list-style-type: none"> Discussing religious pluralism and social life 	Enthusiasm Orderly Polite On time	

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
	<p>tian values in social and state life.</p> <p>6.2 Students have awareness to build cooperation with followers of other religions</p> <p>6.3 Students have tolerance and being able to realize harmonyreligio us people</p>	<p>6.1 The concept of harmony peoplereigion according to the Bible</p> <p>6.2 Religious pluralism from a theological perspective.</p> <p>6.3 The role of the people religion in developing inter-religious harmony</p>	answer(Pluralism Religion)		<ul style="list-style-type: none"> Discuss the phenomenon of intolerance in society 		
12	<p>7.1 Students understand call and responsibility to the environment as a form of worship to God.</p> <p>7.2 Students have moral and legal</p>	<p>Humans and the environment</p> <p>7.1 Bible Basics about humans and nature.</p> <p>7.2 Human as bearer of God's mandate over nature.</p> <p>7.3 Ecological and economic relations</p>	Lecture Class discussion (lifestyle and environmental preservation)	Lecture: 60' Discussion: 40'	<ul style="list-style-type: none"> Findand identify the relationship between humans and nature Discuss how to be responsible for the environment 	Enthusiasm Orderly Polite On time	

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
	awareness in protecting the environment. 7.3 Students understand how to use nature responsibly.						
13	8.1 Students are able make The Word of God is the basis for thinking, speaking and behaving. 8.2 Students are able implement Christian values in social life 8.3 Students have moral and legal awareness in social life.	Christian social etiquette 8.1 View Bible about Christian association, 8.2 The stages in the association. 8.3 Problems of Christian association	Lecture Group discussion (youth association in the world of social media) Collection personal task	Lecture: 60' Discussion: 40'	<ul style="list-style-type: none"> Discuss the value of Christianity in social life 	Enthusiasm Orderly Polite On time	
14-15	9.1. Students are able to interpret their theological	Christian faith and ethical problems in society	Studiessocial case Percentage of Q&A	Percentage and Q&A: 100'	<ul style="list-style-type: none"> Students are able to identify problems. Students make problem solving 	Enthusiastic Cooperation group Responsibility	30%

Face to Face	Final ability Sub CP- MK	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Experience College Student	Criteria and assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
	<p>understanding with practical life.</p> <p>9.2. Students are able to make ethical choices according to Bible truth.</p> <p>9.3. Students are able to explain and be responsible for their ethical choices</p>				<p>according to the Bible.</p> <ul style="list-style-type: none"> Students learn to work together. 	On time	
16	End of Semester Evaluation	Case studies (Bible and Social)		100'	•	Honest Orderly	30%



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	CATHOLIC RELIGIOUS EDUCATION
COURSES CODE	IG
SEMESTER	I
CREDITS	2 SKS (3.2 ECTS)
LECTURER	Aurelius Ratu, S.S., M.Hum
Study Material	<p>The material for the Catholic Religious Education course is:</p> <ol style="list-style-type: none">1. The Call of Human Life according to the Scriptures2. Human Relations with Self, Others, Environment, and God3. Faith is lived in plurality4. The Work of Jesus Christ and the Kingdom of God5. Community church6. Christian Ethics
CPL charged for the course	<ol style="list-style-type: none">1.2.
CP- Courses	<ol style="list-style-type: none">1. Fear of God Almighty and able to show a religious attitude;2. Upholding human values in carrying out duties based on religion, morals, and ethics;3. Contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Catholic values and teachings;4. Work together and have social sensitivity and concern for society and the environment

CATHOLIC RELIGIOUS EDUCATION COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022

Face to Face/ Week	Final Ability Sub CP- MK	Breadth (learning material)	Learning Methods	Estimate Time	Experience Study Student	Assessment criteria and indicators	Weight of Value (%)
1	2	3	4	5	6	7	8
1	Understand The Importance of Religious Education Catholic in College tall	<u>Introduction: CallLife</u> The Importance of Catholic Religious Education in Higher Education Events, Issues and Social Phenomena related to the appreciation of faith everyday catholic	Lecture Discussion FAQ	2X50 min	discussion	Actively asking/opinion	5
2-3	Able to understand the concept of divinity according to Catholic teachings	<u>Human Relations with Self, Neighbor, Environment, and God</u> Humans are able to know God Concept of God in Catholicism	Lecture Discussion FAQ	2x50 min	discussion	Students are able to see in the Bible the basis for the Trinity and God is Love and be able to explain how humans are can know God	10
4	Able to explain the main points of Catholic teaching well, correct and systematic.	<u>Human Relations with Self, Neighbor, Environment, and God</u> Scope of Catholic Teaching (Sacrament of Marriage)	Lecture Discussion	2X50 min	discussion	Accuracy in formulating teaching systematics Catholic about Sacrament Wedding	5
5	Be able to explain the reasons that the appreciation and development of the Catholic faith does not	<u>Faith and</u> Plurality/Multiculture Religious experience Religion, Revelation and	<ul style="list-style-type: none"> • Lecture • Screening • Short Film Group 	2X50 min	Lecture discussion	Able understand and formulate the faith of the Church and Jesus	5

Face to Face/ Week	Final Ability Sub CP- MK	Breadth (learning material)	Learning Methods	Estimate Time	Experience Study Student	Assessment criteria and indicators	Weight of Value (%)
1	2	3	4	5	6	7	8
	exclude/negate the existing differences in diversity.	Faith	Discussion			as the fullness of Revelation. Activity: Ask and or think	
6-7	Be able to explain the reasons that the appreciation and development of the Catholic faith does not exclude/negate the existing differences in diversity.	<u>Faith and</u> Plurality/Multiculture Church, Science and Modernity Church Social Teaching	<ul style="list-style-type: none"> • Lecture • Screening • Short Film Group Discussion 	4X50 min	Lecture discussion	Students are able to understand that the Catholic Church always pays attention and is in line with the times (aggiornamento) good in science and Church top catholic the impact caused by development science itself. Activity Ask and or think	15
8	MIDDLE SEMESTER EVALUATION						
9	Able to formulate and restate the meaning of faith that Jesus is the Liberator of the World	<u>Jesus Christ, the Messiah</u> Old Testament (the Kingdom of God is at hand) New Testament (The Kingdom	Lecture Discussion	2x50 min	discussion	Students are able to explain the connection between the coming of the	5

Face to Face/ Week	Final Ability Sub CP- MK	Breadth (learning material)	Learning Methods	Estimate Time	Experience Study Student	Assessment criteria and indicators	Weight of Value (%)
1	2	3	4	5	6	7	8
		of God has come, in here)				Messiah (OT) in Jesus Christ (NT).	
10	Be able to restate and explain the reasons for following Jesus in the Catholic Church	<u>Jesus Christ, the Messiah</u> Liturgical Year (Christmas – Easter) Peak Faith of the Catholic Church in the Three Holy Days	Lecture Discussion	2x50 min	discussion	Students are able to re-state who Jesus is to him	5
11-12	Able to analyze the concrete situation of society and the Catholic values that are lived along with conflicts between local traditions and Church teachings (science, ethics, culture, religion) that occur in society.	<u>The Church and Faith Socializing</u> Catholic teaching and inculturation of the Catholic faith in local culture Catholic teaching and the challenges faced in relation to teaching Love	Assistance Field Study (Discovery Learning)****	4x50 min	Observational Observation of the real situation of the community	Students are able to analyze situations, concepts (theories) and information that appears and develops in people's lives	10
13-15	Able to argue and assess the real situation of appreciation of the values of Catholic teachings in the community.	<u>Catholic Faith and Ethics Christian</u> That the development of science today is always in contact with religious values That the rapid changes that occur also affect the values/patterns of behavior	Group presentation of the results of the analysis of the real situation of the community	6x50 min	Presentation	Students are able to provide an assessment and criticism of the existing situation towards a situation that should be in accordance with the values and values	20

Face to Face/ Week	Final Ability Sub CP- MK	Breadth (learning material)	Learning Methods	Estimate Time	Experience Study Student	Assessment criteria and indicators	Weight of Value (%)
1	2	3	4	5	6	7	8
		of the community itself towards the environment and the environment each other				the teachings of Jesus is in the Catholic Church	
16	End of Semester Evaluation						

Rating Weight:

1. Individual task : 25% (activity, mastery of material during presentation/discussion)
2. Group task : 35% (discussion, presentation, ability to answer questions)
3. Middle Exam : 20%
4. Final Exam : 20%



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	HINDU RELIGION EDUCATION
COURSES CODE	UG184904
SEMESTER	I
CREDITS	2 SKS (3.2 ECTS)
LECTURER	Dra.Ni Wayan Suarmini, M.Sc
	Aurelius Ratu

Course Methodology							

Program Learning Outcome (PLO)

Specific Knowledge	1.1	Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius (S.1); <i>Pious to God Almighty and able to show a religious attitude (S.1);</i>
	1.2	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>
	1.3	Bekerjasama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S.6) <i>Being cooperative and having social sensitivity and concern for society and the environment (S.6).</i>
	1.4	Mampu memelihara dan mengembangkan jaringan kerjasama dan hasil kerjasama di dalam maupun di luar lembaganya (KU.6) <i>Being able to maintain and develop cooperation networks and cooperation results within and outside the institution (KU.6).</i>

Courses Learning Outcome (CLO)

Specific Knowledge	<ol style="list-style-type: none"> 1. Memahami Filsafat (Tattwa) Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa (Sanghyang Widdhi Wasa). <i>Understanding Hindu Philosophy (Tattwa) in building sraddha and bhakti (faith and taqwa) to the Almighty God (Sanghyang Widdhi Wasa).</i> 2. Memahami ajaran Etika Hindu untuk menjunjung tinggi nilai-nilai kemanusiaan dalam membentuk kepribadian yang jujur, taat hukum, kreatif, sehat dan adaptif. <i>Understand the teachings of Hindu Ethics to uphold human values in forming an honest, law-abiding, creative, healthy and adaptive personality.</i> 3. Mampu mengamalkan Nilai-nilai Acara untuk meningkatkan moralitas dan spiritualitas Hindu. <i>Able to practice Event Values to enhance Hindu morality and spirituality.</i> 4. Mampu mewujudkan nilai-nilai Hindu dalam pergaulan global. <i>Able to actualize Hindu values in global society.</i>
Module	
1. Purpose and function of Hindu religion course	
2. History of Hinduism	
3. Brahmavidya/Hindu Theology	
4. Veda	
5. Humans in Hindu perspective	
6. Hindu ethics/morals	
7. Yadnya	
8. Religious art	
9. Harmony	
10. Deradicalization in Hindu perspective	

HINDU RELIGION EDUCATION COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	CP MK1/Sub CP MK 1 Memahami Filsafat (Tattwa) Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa (Sanghyang Widdhi Wasa) <i>CLO 1/LLO 1:</i> <i>Understanding Hindu Philosophy (Tattwa) in building sraddha and bhakti (faith and taqwa) to the Almighty God</i>	Memahami sejarah Unjuk Kerja Ketepatan waktu mengumpulkan berkas <i>Understanding history</i> <i>Performance Files submission punctuality</i>	Instrumen : Rubrik Teknik : Non Test (observasi sikap), Penilaian Essay penilaian teman <i>Instrument: Rubric Technique: Non Test (attitude observation) Essay assessment/ Peer assessment/</i>	<i>Kuliah Kontrak kuliah</i> Ceramah bervariasi Tanya - jawab Tugas Individu: meresume tahap- tahap perkembangan Agama Hindu dari India samapai ke Indonesia 2x50 menit <i>Lecture Course contract</i> <i>Varying lecture Question and answer</i>	Synchronous Learning Link : https://classroom.its.ac.id/ 4x50 menit <i>Synchronous Learning</i> Link: https://classroom.its.ac.id/ 4x50 minutes	<ul style="list-style-type: none"> • Kontrak Kuliah • Pembentukan Kelompok • Pendahuluan Tujuan dan fungsi pendidikan agama Hindu, dalam membangun basis kepribadian humanis • Peran sejarah perkembangan agama Hindu dalam memberi pembelajaran yang positif. <p>(Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016, Pendidikan Agama Hindu untuk</p>	7

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka] / Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Assesment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	(Sanghyang Widdhi Wasa).			<i>Individual assignment: Make a summary about the stages of development of Hinduism from India to Indonesia</i>		Perguruan Tinggi, Kemenristek Dikti RI) <ul style="list-style-type: none"> • <i>Course Contract</i> • <i>Group formation</i> • <i>Introduction The purpose and function of Hindu religious education, in building the basis of a humanist personality</i> • <i>The historical role of Hinduism development in providing positive learning.</i> (Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2016, Pendidikan Agama Hindu untuk Perguruan Tinggi, Kemenristek Dikti RI)	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method; Student Assignment;</i> <i>[Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material</i> <i>[Estimated Time]</i>	Bobot Penilaian (%) / <i>Assesment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
3-5	<p>CP MK1/Sub CP MK 1 Memahami Filsafat (Tattwa) Hindu dalam membangun sraddha dan bhakti (iman dan taqwa) kepada Tuhan Yang Maha Esa (Sanghyang Widdhi Wasa).</p> <p><i>CLO 1/LLO 1:</i> <i>Understanding Hindu Philosophy (Tattwa) in building sraddha and bhakti(faith and taqwa) to the Almighty God (Sanghyang Widdhi Wasa).</i></p>	<p>Ketepatan mengemukakan konsep, kemampuan menarik nilai Sloka berkaitan dengan membangun Sraddhadan Bhakti</p> <p>Ketepatan dalam mendeskripsikan</p> <p><i>Accuracy in expressing concepts, the ability to draw Sloka values related to building Sraddha and Bhakti</i></p> <p><i>Descriptions accuracy</i></p>	<p>Instrumen: Rubrik Teknik: Non Test (Tanya Jawab), Presentasi, Diskusi, penilaian essay, penilaian teman, Kuis</p> <p>Instrument: Rubric Technique: Non Test (question and answer), Presentation, Discussion, essay assesment, peer assesmentl, quiz</p>	<p>Kuliah Ceramah bervariasiTanya Jawab</p> <p>Tugas Kelompok: Menganalisis sloka-sloka dalam Weda yang terkait dengan konsep Ketuhanan dalam rangka membangun Sraddha dan Bhakti</p> <p>Tugas Individu: Mendeskripsikan konsep ajaran Brahmavidya (teologi) dalam membangun Sraddha dan</p>	<p>SynchronousLearning Link : https://classroom.its.ac.id/ (8x50 mnt)</p> <p>Link : https://classroom.its.ac.id/ (8x50 minutes)</p>	<ul style="list-style-type: none"> Peran studi Veda dalam membangun pemahaman tentang 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 Ajaran Brahmailydia dalam membangun sraddha dan bhakti (iman dan takwa); 	12

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka] / Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>Bhakti (Iman dan Taqwa)</p> <p>Kuis</p> <p><i>Lecture Varying lecture Question and answer</i></p> <p><i>Group Assignment: Analyzing the verses in Veda related to the concept of Divinity in order to develop Sraddha and Bhakti</i></p> <p><i>Individual Assignment: Describing the concept of</i></p>		<p>konsep ajaran Brahma Widya; sumber historis dan filosofis serta argumen pentingnya ajaran Brahma Widya</p> <ul style="list-style-type: none"> <i>The role of Vedic studies in building an understanding of the existence of the Veda as a holy book and source of Hindu law; study: the concept and urgency of Vedic studies; historical, sociological, political and philosophical sources of Vedic</i> 	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p><i>Brahmavidya teaching (theology) indeveloping Sraddha and Bhakti (Faith and Taqwa)</i></p> <p>Quiz</p>		<p><i>studies and the essence and urgency of Vedic studies</i></p> <ul style="list-style-type: none"> <i>Brahmavidya teachings on building sraddha and bhakti (faith and taqwa); the concept of Brahma Widya teachings; historical and philosophical sources as well as arguments for the importance of the teachings of Brahma Widya</i> 	
6/7	CP Mk 2/Sub CP MK2 Memahami ajaran Etika Hindu untuk menjunjung tinggi nilai-nilai kemanusiaan dalam membentuk	Bersikap taat, jujur dan kreatif Laporan (paper) sesuai dengan format Kemampuan analisis	Instrumen : Rubrik Teknik: Non Tes (Observasi sakap), Presentasi,	Kuliah Ceramah bervariasi Tugas Kelompok: menganalisis Kepemimpinan dalam perspektif	Synchronous /unsynchronous Learning Link : https://classroom.its.ac.id/ (4x50 menit)	<ul style="list-style-type: none"> Konsep manusia Hindu dalam membangun kepribadian yang berjiwa pemimpin, taat hukum, sehat, kreatif dan 	8

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa;[<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method;Student Assignment; [Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria& Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	kepribadian yang jujur, taat hukum, kreatif, sehat dan adatif <i>CLO 2/LLO 2: Understand the teachings of Hindu Ethics to uphold human values in forming an honest, law-abiding, creative, healthy and adaptive personality.</i>	<i>Be obedient, honest and creative</i> <i>Report (paper) according to the formatAnalytical skills</i>	Diskusi, penilaian essay <i>Instrument: Rubric</i> <i>Technique: Non Test (attitude observation) Presentation, Discussion, essay assesmentl</i>	Nitisastra dengan teori kepemimpinan modern <i>Lecture Varying lecture</i> <i>Group Assignment: Analyzing leadershipin the perspective of Nitisastra with modern leadership theory</i>	<i>Synchronous/ unsynchronouslearning Link: https://classro om.its.ac.id/ (4x50 minutes)</i>	adatif; kajian: urgensi dan menggali sumber filosofis, teologis dan sosiologis tentang konsep manusia Hindu dalam membangun kepribadian Hindu • Manusia sebagai mahluk sosial. Membangun kesadaran mahasiswa sebagai mahluk sosial sesuai ajaran Hindu, bentuk kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis, cara	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu]</i> / <i>Form of Learning; Learning Method; Student Assignment;</i> <i>[Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka]</i> / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Assesment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
						<p>membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran Hindu</p> <ul style="list-style-type: none"> • <i>The Hindu human concept in building a personality that is leadership, law abiding, healthy, creative and adaptive; study: urgency and explore philosophical, theological and sociological sources of the Hindu human concept in building Hindu</i> 	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu]</i> / <i>Form of Learning; Learning Method; Student Assignment;</i> <i>[Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka]</i> / <i>Learning Material</i> <i>[Estimated Time]</i>	Bobot Penilaian (%) / <i>Assesment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>	(7)	(8)
(1)	(2)	(3)	(4)			<p><i>personality</i></p> <ul style="list-style-type: none"> <i>Humans as social creatures</i> <p><i>Build student awareness as social beings according to Hindu teachings, study forms: concepts and urgency, historical, sociological and philosophical sources, how to build student awareness as social beings according to Hindu teachings</i></p>	
8	CP MK 1 dan 2 / <i>CLO 1 and 2</i>	Ujian Tengah Semester / <i>Midterm Exam</i>					20

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa;[<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method;Student Assignment; [Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria& Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
9-10	<p>CP Mk 2/Sub CP MK2</p> <p>Memahami ajaran EtikaHindu untuk menjunjungtinggi nilai-nilai kemanusiaan dalam membentuk kepribadianyang jujur,taat hukum, kreatif, sehat dan adatif</p> <p><i>CLO 2/LLO 2: Understand the teachingsof Hindu Ethics to uphold human values in forming an honest, law-abiding, creative, healthy and adaptive personality.</i></p>	<p>berpendapat / bertanya sesuai konten Kemampuan mengeksplor nilai-nilai persahabatandalam sloka</p> <p><i>Argue / ask according to contentAbility to explore friendship values in verse</i></p>	<p>Instrumen: Rubrik Teknik: Non Test (Tanya Jawab), Diskusi, Penilaian essay, unjuk kerja</p> <p><i>Instrument: Rubric Technique: Non Test (question andanswer), Discussion, essay assesmentl, performance</i></p>	<p>Kuliah Ceramah bervariasi</p> <p>Tugas Individu ; mengidentifikasi dan menganalisis sloka-sloka dalam Weda yang membahas tentang persahabatan.</p> <p>Lecture Varying lecture Individual Assignment: identify and analyze the Vedic verses that discuss friendship</p>	<p>Synchronous /unsynchronous Learning Link : https://classroom.its.ac.id/ (4x50 menit)</p> <p><i>Synchronous/ asynchronous learning</i> Link: https://classroom.its.ac.id/ (4x50 minutes)</p>	<ul style="list-style-type: none"> Ajaran Etika/ susila Hindu dalam membangun moralitas manusia Hindu, kajian menelusuri konsep dan urgensi, menggali sumber teologi dan filosofis; dinamika dan tantangan ajaran susila Hindu dalam membangun moralitas Hindu Hindu ethics / ethics in building Hindu morality, studies exploring concepts and 	8

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa;[<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method;Student Assignment; [Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria& Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
						urgency, exploring theological and philosophical sources; dynamics and challenges of Hindu morality in building Hindu morality	
11-13	CP MK3/Sub CP MK3 Mampu mengamalkan Nilai-nilai Ritual Hindu untuk meningkatkan moralitas dan spiritualitas Hindu <i>CLO 3/LLO 3: Able to practice Hindu Ritual Values to enhanceHindu morality and spirituality</i>	Ketrampilan bertanya/menjawab Laporan (paper)sesuai dengan format Kemampuan analisis Laporan/paper Ketepatan Hasil analisis Asking / answering skills Report (paper) according to the format	Instrumen: Rubrik Teknik: Non Test (Tanya Jawab), Presentasi, Diskusi,penilaian essay, unjuk kerja <i>Instrument: Rubric Technique: Non Test (question andanswer), Discussion, essay</i>	kuliah Ceramah bervariasiDiskusi Tugas Kelompok: (Analisis kasus estetika yang terjadidalam masyarakat) Tugas Individu: identifikasi dan menganalisis seni	Synchronous /AsynchronousLearning Link : https://classroom.its.ac.id/ [6X50 mnt] <i>Synchronous/ unsynchronouslearning</i> Link: https://classroom.its.ac.id/ [6x50 minutes]	<ul style="list-style-type: none"> • Yadnya sebagai salah satu unsur keimanan (Sradha) dalam Hindu dan juga merupakan ritus • Pembentukan kepribadian manusia Hindu Yadnya dalam Weda • Peran seni keagamaan dalam 	12

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu] / Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka] / Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Assesment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		Analytical skills Report / paper Accuracy Analysis results	<i>assesment, performance</i>	sacral dan profan dalam membentuk kepribadian yang estetis <i>Lecture Varying lecture Discussion</i> <i>Group Assignment: (analysis of aestheticcases in society)</i> <i>Individual Assignment: identify and analyzethe sacred and profane arts in shaping an aesthetic personality</i>		membentuk kepribadian yang estetis, kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis; dinamika dan tantangan seni keagamaan dalam membentuk kepribadian yang estetis • Yadnya as one of the elements of faith (Sradha) in Hinduism and is also a ritual for the formation of the Hindu human personality • Yadnya in Veda	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa;[<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method;Student Assignment;</i> <i>[Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material</i> <i>[Estimated Time]</i>	Bobot Penilaian (%) / <i>Assesment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria& Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
						<ul style="list-style-type: none"> The role of religious art in shaping an aesthetic personality, studies: concepts and urgency, historical, sociological and philosophical sources; dynamics and challenges of religious art in shaping an aesthetic personality 	
14-15	CP MK4 / Sub CP MK4 Mampu mewujudkan nilai-nilai Hindu dalam pergaulan global	Laporan, kemampuan mendapatkansumber Paper, kemampuan analisis <i>Reports, ability to obtain resources</i>	Instumen: RubrikTeknik: Test (Kuis), Presentasi, Diskusi,penilaian essay <i>Instrument:</i>	kuliah Ceramah bervariasiDiskusi Tugas Kelompok: mengidentifikasi konsep ajaran toleransi pada masing-	Synchronous /asynchronousLearning Link : https://classroom.its.ac.id/ [4X50 mnt] <i>Synchronous/</i>	<ul style="list-style-type: none"> Membangun kerukunan sesuai ajaran Hindu, bentuk kajian: konsep dan urgensi kerukunan dalam membangun 	8

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa;[<i>Estimasi Waktu</i>] / <i>Form of Learning; Learning Method;Student Assignment; [Estimated Time]</i>		Materi Pembelajaran [<i>Pustaka</i>] / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria& Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	CLO 4/LLO 4: Able to actualize Hindu values in global society	<i>Paper, analyticalskills</i>	<i>Rubric Technique: Non Test (question and answer), Presentation, Discussion, essay assesmentl</i>	masing agama Tugas Individu : menganalisis Fenomena yang terjadi dimasyarakat (militansi beragama yang sempit justru terjadi pada orang yang dikenal menguasai teologi agama) Lecture Varying lecture Discussion Group Assignment: identify the concept of tolerance in each religion Individual	<i>unsynchronouslearning</i> <i>Link: https://classroom.its.ac.id/ [4x50 minutes]</i>	masyarakat yang damai, sumber historis, sosiologi, politik dan filosofis; dinamika dan tantangan dalam membangun kerukunan • Membangun kehidupan yang harmonis menurut Hindu, bentuk kajian konsep, urgensi keharmonisan dalam membangun sikap deradikalisasi dalam masyarakat. • Building harmony according to	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu]</i> / <i>Form of Learning; Learning Method; Student Assignment;</i> <i>[Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka]</i> / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Assignment: analyzing the phenomena that occur in society (narrow religious militancy actually occurs in people who are known to master religious theology)		<p>Hindu teachings the form of study: the concept and urgency of harmony in building a peaceful society, historical, sociological, political and philosophical sources; dynamics and challenges in building harmony</p> <ul style="list-style-type: none"> Building a harmonious life according to Hinduism, the form of conceptual studies, the urgency of 	

Mg Ke -/ Week	Kemampuan akhir tiap tahapan belajar (Sub- CPMK) / <i>Final ability of each learning stage (LLO)</i>	Penilaian / <i>Assesment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>[Estimasi Waktu]</i> / <i>Form of Learning; Learning Method; Student Assignment; [Estimated Time]</i>		Materi Pembelajaran <i>[Pustaka]</i> / <i>Learning Material [Estimated Time]</i>	Bobot Penilaian (%) / <i>Asses ment Load(%)</i>	
		Indikator / <i>Indicator</i>	Kriteria & Teknik / <i>Criteria & Techniques</i>	Tatap Muka (5) / <i>Face to face (5)</i>	Daring (6) / <i>Online</i>			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
						harmony in building a Deradicalization attitude in society.		
16	CP MK 2, 3 dan 4 / <i>CLO 2, 3 and 4</i>	Ujian Akhir Semester / <i>Final Exam</i>						25



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	BUDDHISM
COURSES CODE	UG184905
SEMESTER	I
CREDITS	2 SKS (3.2 ECTS)
LECTURER	I Putu Tedja Sinarta

BUDDISM COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022

Week	CP-MK sub final capability	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Student learning experience	Criteria Assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
1st week	Understanding God Almighty	Interpreting the purpose of human life and the ultimate goal of humans and the concept of GOD <ul style="list-style-type: none"> ▪ based on Tipitaka 	Discussion and presentation of materials	90	discussion		
2nd week	Philosophy of God and Man	<ul style="list-style-type: none"> ▪ Relationship between philosophy and Buddhism 	Discussion and presentation of materials	90	discussion		
3rd week	Humans and Living Nature	<ul style="list-style-type: none"> ▪ The elements that make up humans and nature whose life 	Discussion and presentation of materials	90	discussion		
4th week	Types of realms of life	<ul style="list-style-type: none"> ▪ Knowing the types of realms of existence and birth in the realms of life 	Discussion and presentation of materials	90	discussion		
5th week	State law and Law in Buddhism	<ul style="list-style-type: none"> ▪ The relationship between state law and Buddhist law in human life 	Discussion and presentation of materials	90	discussion		
6th week	Karma and Punarbhava	<ul style="list-style-type: none"> ▪ The working of kamma/karma and its consequences and rebirth are related to kamma/karma 	Discussion and presentation	90	discussion	Quiz/task/visit to the monastery	30%
7th week	Tilakkhanna and Paticca samuppada	<ul style="list-style-type: none"> - Discusses impermanence, dukkha and Anatta. Mutual law dependency. 	Discussion and presentation	90	discussion		
8th week	Mid-semester Assignment/Test	<ul style="list-style-type: none"> ▪ 		90		Mid-semester Assignment/Test	35%
9th week	Morality	<ul style="list-style-type: none"> ▪ Discussion of morality (sila) in daily life. 	Discussion and presentation	90	discussion		

Week	CP-MK sub final capability	Breadth (learning materials)	Learning methods	Estimated time (minutes)	Student learning experience	Criteria Assessment indicators	Rating weight (%)
1	2	3	4	5	6	7	8
10th week	Pancasila and Pancadamma	1. The application of current and future precepts	Discussion and presentation	90	discussion		
11th week	Buddhism and science and technology	1. The development of science and technology and its relation to the teachings of morality in Buddhism	Discussion and presentation	90	discussion		
12th week	Harmony	Relations between religions	Discussion and presentation	90	discussion		
13th week	Buddhism and the State	Buddhist Culture and Political Dynamics in the context of nationality.	Discussion and presentation	90	discussion		
14th week	Society and Environment	Understanding of civil society and groups in Buddhism	Discussion and presentation	90	discussion		
15th week	Culture and Politics	Culture as a development of civilization, what needs to be developed according to the Buddha. And Leadership.	Discussion and presentation	90	discussion		
16th week	Final exam			90		End of Semester Test	35%



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	KONGHUCU RELIGION SEMESTER LEARNING PLAN
COURSES CODE	
SEMESTER	I
CREDITS	2 SKS (3.2 ECTS)
LECTURER	ITS KONGHUCU LECTURER TEAM
DESTINATION	This Confucian Religion Learning Plan aims to provide knowledge, basic values and examples of the application of Confucianism for students to be motivated to become a Junzi (virtuous person) who harmonizes the relationship between Tian (God), Di (The Universe), and Ren. (Man); and running the Five Social Relations (Wu Lun) with Zhi Ren Yong (Love, Wisdom and Courage) as a concrete manifestation of honoring TIAN, honoring ancestors. With this Confucian Religion Study Plan, it is hoped that they will be able to understand the values of essential Virtue that can be used as the main guide in life and guidance for clergy and people in dealing with life and religious issues.
DESCRIPTION	Tian Di Ren and history are expected to encourage clergy and students to have faith and moral ethics that are applied in daily life because of their belief that Only Virtue is acceptable before TIAN. With this learning, the clergy (lecturers) understand that in order to achieve their true goals as human beings and guide students to understand their goals and achieve their true goals as human beings, a conscious and faith-filled effort is needed to apply the Religious and Philosophical values of the Ru-Confucian religion in physical life. and spiritual.

KONGHUCU RELIGIOUS EDUCATION COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
1	Able to explain the general description and goals to be achieved in the Ru-Confucian religion	Capable : 1.1 Understand and explain the studies needed to understand religion Ru-Confucian 1.2 Understanding the Ru-Confucian religion as a Religious Philosophical religion 1.3 Understanding the meaning of religion and Jiao.	<ul style="list-style-type: none"> • Yin Yang Study, Tian Di Ren and History • To succeed start from the goal • Ru-Confucian religious scriptures • About the need to distinguish between myth and history • Understanding Religion 	<ul style="list-style-type: none"> - discussion - Question and answer - LCD/OHP 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010
2-3	Able to understand the purpose body-spiritual, life and afterlife can be achieved by a human being who lives in the Holy Path, practicing Virtue based on religious guidance	Capable : 2.1 Understanding that the religious principles in each religion are not the same 2.2 Understanding the purpose of human life according to the Ru-Confucian religion includes the purpose of life and after life, physical and spiritual 2.3 Understand the need	<ul style="list-style-type: none"> • Afterlife • What can be achieved in life • The Supreme Purpose of Religion • Purpose of Physical Life • Spiritual Life Purpose • Knowing the point as a man who bears the Word • Successful and successful man 	<ul style="list-style-type: none"> - discussion - Contemplation - Stuffing 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
		<p>to understand life before understanding death</p> <p>2.4 Write down the purpose of life, both short term and long term as a direction and guide to become a human being who succeeds in perfecting faith.</p>			
4	Understand the three basic activities in studying and believing in the Ru-Confucian religion	<p>Capable :</p> <p>3.1 Understanding and believing in the Ru-Confucian religion by using the heart and mind</p> <p>3.2 Understanding and believing in the Ru-Confucian religion is not just by studying the books</p> <p>3.3 Understanding the meaning of learning</p> <p>3.4 Understanding the meaning Prayer</p> <p>3.5 Understanding the</p>	<ul style="list-style-type: none"> • In understanding and believing in the Ru-Confucian religion, a heart and mind approach is absolutely necessary • Without using the day, the teachings of Ru-Confucianism become just learning materials • Learning is not just from the book, but learn and practice from life and • Wrong Prayers: the philosophical religious goals and aspects that underlie Jingzuo and 	<ul style="list-style-type: none"> - Lecture - discussion - Practice 	<p>Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010</p>

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
			the practice of Jingzuo as a means of self-development and self-renewal that needs to be done		
5	Able to understand The Nature of Life	<p>Capable</p> <p>4.1 Understanding and believing the essence of life</p> <p>4.2 The attitude of life and spirituality in the face of suffering, trials and</p>	<ul style="list-style-type: none"> • Understanding and believe in the creation of the universe and humans. Yuan Heng Li Zhen and Ren Li Yi Zhi Life is a gift and a human responsibility, the image of God in the world. • A life of giving because you receive a lot, not a life of taboos and reaps, is a life filled with faith and happiness. • The attitude of life and spirituality in the face of suffering, trials and disasters 	<ul style="list-style-type: none"> • Lecture • discussion 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010
6	Able to understand Divinity and faith in God Almighty, understand and respect the Prophet and Prophethood and Shenming	<p>Capable :</p> <p>5.1. Understanding the designations and attributes of God in the Ru Confucian religion</p> <p>5.2 Longing for existence God</p>	<ul style="list-style-type: none"> • God and Heaven in an etymological sense • Almighty God and Almighty God in the Ru-Confucian religious scriptures • God's Attributes 	<ul style="list-style-type: none"> - discussion - Ask Answer 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
	in the Ru- Confucianism	<p>Almighty, Who Almighty</p> <p>5.3 Understanding and believing Kongzi is a Prophet TIAN Spiritual Bell</p> <p>5.4 Understanding and shenming pray with appropriate</p>	<ul style="list-style-type: none"> • Believe in God Almighty • The Prophet in etymological studies, the confession of the disciples and the revelations received • Shenming and Xian (God) • God and Heaven, Universe and Man • Prayto God, the Prophet and • Shenming is not the same 		
7	Understanding aspects Religious Philosophy Place of Worship, Religious Holidays, Incense and how to salute and greet	<p>Capable :</p> <p>6.1 Understanding the various places of worship for the Ru-Confucians</p> <p>6.2 Understanding the big day Ru-Confucian religion</p> <p>6.3 Knowing the various Incense and its uses</p> <p>6.4 Understanding how salute and greet</p>	<ul style="list-style-type: none"> • Miao (temples) and other places of worship: philosophical religious aspects that underlie • Religious Holidays: philosophical religious aspects that underlie. Da Yang Study, Xiao Yang, Da Yin, Xiao Yin • Chinese New Year based on history and the Bible • Types and amounts of incense in prayer 	<ul style="list-style-type: none"> - discussion - Question and answer - LCD/OHP 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
			<ul style="list-style-type: none"> Respect and greet and the virtues in it 		
8	Middle Exam				
9	Understanding the Points Religious Faith Ry-Confucianism	Capable : 7.1 Understanding the meaning of faith 7.2 Understanding the basic faith of an adherent Ru-Confucian religion 7.3 Understanding eight confession of faith	<ul style="list-style-type: none"> Faith in the etymological sense The Holy Path must be walked alone, Faith must be perfected alone The basic confession of faith (Ru Jiao Cheng Xin Zhi Zhi) and its meaning for life Eight Confessions of Faith as an elaboration of Confession The Principal Priest 	<ul style="list-style-type: none"> discussion Practice 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010
10	Understanding the Points Ru-Confucian Morals and Ethics	Capable : 8.1 Understanding the overall Ru-Confucian religious education directs student becomes a Junzi 8.2 Understanding and believing in the end the purpose of life can only be achieved by apply the	<ul style="list-style-type: none"> Only Benevolence Tian is embodied in daily moral ethics Virtue is what matters, Wealth is what ends Society needs to be educated with Virtue and Li, not just by Laws and 	<ul style="list-style-type: none"> discussion Ask Answer 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
		<p>teachings of Ru-Confucianism in daily behavior</p> <p>8.3 Understanding and believing in the Ru-Confucian Moral Ethics is based on the Word of Tian and is a TIAN commandment that must be carried out</p> <p>8.4 Understanding what moral ethical values must be implemented in everyday life</p>	<p>Legislation</p> <ul style="list-style-type: none"> Moral ethics taught by the Prophet is an integral part that cannot be separated from the overall religious education and practice of Ru-Confucian Religious Philosophy. Moral Ethics is the embodiment of Virtuous values in True Disposition, the Seeds of Virtue in human beings Understanding of Satya and Tepaselira Tripusaka 		
11	Able to understand the Principles of Moral and Ethical Teachings RU_Confucianism	<p>Capable :</p> <p>9.1 Understanding moral ethical values that must be implemented in everyday life</p>	<ul style="list-style-type: none"> Eight Virtue Respectful and Sincere, Simple and Loyal Middle Right and Straight, Correcting Errors, Upholding Service, Familiar with the Wise Hate Falsehood, Demand Yourself, 	<ul style="list-style-type: none"> - discussion - Question and answer 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
			<p>Protect Yourself, Be Happy in the Holy Path</p> <ul style="list-style-type: none"> • Seriously carry out religious teachings, Junzi Personality, Love Learning, Careful / careful thinking • One Principle that permeates all Demands Reality, Maintains Fairness • Have a Spirit of Tenacity, Straighten Hearts, Organize Work 		
12	Understanding the implementation of the Principles of Ru-Confucian Moral and Ethical Teachings in Life	<p>Capable :</p> <p>10.1 Understanding the Dao of Heaven, Earth and Man Understanding the Dao of Heart and Soul</p>	<ul style="list-style-type: none"> • The values contained in the legend of Pan Gu • Yan Hui's example in Le Tian's life • Secret of Happiness • Live free from regrets • Live free from worries, doubts and fears 		Yu Dan, 1000 Hearts One Heart, Ru's Virtue Gate 2009

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
			<ul style="list-style-type: none"> Behave in society 		
13	Understanding the implementation of the Principles of Ru-Confucian Moral and Ethical Teachings in Life	Capable : 11.1 Understanding the Dao of the World 11.2 Understanding the Dao Friendship	<ul style="list-style-type: none"> Too much is as bad as not doing something Be the best of yourself Junzi and Xiao Ren's behavior Three types of friends who help Three types of bad friends Know when to speak and when not to speak 	<ul style="list-style-type: none"> Discussion Question and answer 	Yu Dan, 1000 Hearts One Heart, Ru's Virtue Gate 2009
14	Understanding the implementation of the Principles of Ru-Confucian Moral and Ethical Teachings in Life	Capable : 12.1 Understanding the Dao of Ideals Understand Dao of Life	<ul style="list-style-type: none"> Understanding goals Build yourself to serve the community Six hold of the life of the Prophet Kongzi and the values that can be imitated 	<ul style="list-style-type: none"> Discussion Question and answer 	Yu Dan, 1000 Hearts One Heart, Ru's Virtue Gate 2009
15	Presentation	Capable : 13.1 Studying, studying, believing and encouraged to feel happy in the Ru-Confucian religion	<ul style="list-style-type: none"> Differences between Confucianism, Confucian traditions and Ru-Confucian religion The word of TIAN and human freedom to choose 	<ul style="list-style-type: none"> Discussion Question and answer 	Xs. Tjhie Tjay Ing et al, Happy Life in the Tian Sacred Way, Ru's Virtue Gate, 2010 Yu Dan, 1000 Hearts

No.	General Instructional Objectives	Specific Instructional Objectives	Subject matter and sub-topics and details	Teaching Methods and Teaching Material Tools	Bibliography
1	2	3	4	5	6
					One Heart, Ru's Virtue Gate 2009
16	Final Exam				