

**SEMESTER LEARNING ACTIVITY PLANS
(SLAP)
SEMESTER ODD 2022/2023**



Physics Undergraduate Study Program

Physics Department

Buddhism

UNU 1001/ 2 Credits

Lecturer Coordinator:

UGM Budha Religious Education Subject Team

Dr. Effendie Tanumihardja, SU, MM

**UNIVERSITAS GADJAH MADA
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
2022**



Universitas Gadjah Mada
 Faculty of Mathematics and Natural Science
 Physics Department / Physics Undergraduate Study Program
 Semester ODD 2022/2023

Document Number :

.....

SEMESTER LEARNING ACTIVITY PLANS (SLAP)

Code	Course Name	Credits (Credits)		Semester	Status	Prerequisite
<i>UNU 1001</i>	<i>Buddhism</i>	<i>T: 2</i>	<i>P: ...</i>	<i>ODD</i>	<i>Compulsory</i>	<i>None</i>
Short Description						
Program Learning Outcomes (PLO) Imposed on the Course	<i>PLO 1</i>	<i>Attitude.</i> Have faith and fear of God Almighty, and apply good morals, ethics, initiative, and responsibility in completing their duties.				
Course Outcomes (CO)	After completing this course, students are expected to be able to:					
	<i>CO1</i>	Knowledge and understanding: a). Knowledge and understanding of the meaning of the Tripitaka scriptures, b). Knowledge and understanding of the essence of Saddha and Sanghyang Adi Buddha, God Almighty. c). Knowledge and understanding of human beings and the moral foundations of the Buddha. d). From a Buddhist perspective, knowledge, and experience of science, technology, and art, e). Knowledge and understanding of Buddhist society, culture, and politics, f). Knowledge and understanding of laws and universal laws, g). Knowledge and understanding of noble inner development, h). Knowledge and understanding of living in harmony among fellow religious communities and living things with the environment, i). Knowledge and understanding of contextual Buddhism by field of study.				
	<i>CO2</i>	Abilities and Skills: a). Expertise and skills in applying the moral foundations of Buddhism in everyday life. b). Knowledge and skills in using Buddhism and its culture in social and political life, c). Expertise and skills in applying Buddhism in developing science, technology, and art. d). Expertise and skills in using Buddhism in written form by linking knowledge of the field of study with Buddhism.				
	<i>CO3</i>	Attitude: a). The attitude of belief in Sanghyang Adi Buddha in the form of the quality and quantity of rituals and other attendant activities. b). Better attitude change in daily actions both individually, towards the surrounding community, and towards the environment. c). The emergence of an attitude of scientific honesty in writing.				
The Correlation of CO to Learning Materials and Methods, and Time Allocation	Learning Materials		Learning Methods		Time Allocation	
	<i>CO1</i>	The Tripitaka scriptures.			<i>2X50 minutes</i>	
	<i>CO1</i>	Religion and Purpose of Life for Buddhists.			<i>2X50 minutes</i>	
	<i>CO1</i>	God Almighty and Godhead.			<i>2X50 minutes</i>	
	<i>CO2</i>	Buddhist Moral Ethics (Sila).			<i>2X50 minutes</i>	
	<i>CO2</i>	Science and Technology Arts.			<i>2X50 minutes</i>	

	<i>CO2</i>	Harmony between people.		<i>2X50 minutes</i>		
	<i>CO2</i>	Buddhist Society.		<i>2X50 minutes</i>		
Midterm exam/Project Task Results/Case Analysis Results						
	<i>CO2</i>	Buddhist culture in Indonesia.		<i>2X50 minutes</i>		
	<i>CO2</i>	Buddhism and Politics.		<i>2X50 minutes</i>		
	<i>CO2</i>	Buddha's Universal Law.		<i>2X50 minutes</i>		
	<i>CO3</i>	Bhavana.		<i>2X50 minutes</i>		
	<i>CO3</i>	Bhavana.		<i>2X50 minutes</i>		
	<i>CO3</i>	Writing papers in related fields of study and seminars.		<i>2X50 minutes</i>		
	<i>CO3</i>	Writing papers in related fields of study and seminars.		<i>2X50 minutes</i>		
Final exams/ Project Task Results/Case Analysis Results						
Learning Methods	SCL (Student Centered Learning): Project-based learning (Team-based Project)/Case-based learning/PBL/other SCL methods					
Student Learning Experience	Students understand every subject that is taught.					
Access to Learning Media/ LMS and Offline and Online Percentage	Offline (LCD, PPT Slide, Whiteboard, Laptop) and Online (Zoom Meeting, Google Meet, Google Classroom)					
Assessment Methods and Synchronization with CO	Assessment Methods	Assessment Percentage	Criteria/ Indicators	CO1	CO2	CO3
	Participatory Activity*	15		√	√	√
	Project Results/ Case Study Results/ PBL Results*	25	Mentality	√	√	√
	Cognitive					
	Assignment	10		√	√	√
	Seminar	10		√	√	√
	Midterm Exam	20		√	√	√
	Final Exam	20		√	√	√
	Total	100				
	*) can also be obtained from the Midterm or Final Exam as the result of participatory activities or project/ case study results. According to IKU 7, the percentage of project results/ case study/ PBL results is at least 50%.					

References	<p>Main References;</p> <ol style="list-style-type: none"> 1. Arifin, H.M., 1990, Menguak Misteri Ajaran Agama-Agama Besar, Jakarta : Golden Trayon Press. 2. Departemen Agama RI, 1991, Pengkajian dan Pengembangan Kerukunan Hidup Beragama di Indonesia, Jakarta : Balitbang Departemen Agama RI 3. Dewaraja, L.S., 2000, Kedudukan Wanita dalam Agama Buddha, Jakarta : FPM Sekolah Tri Ratna 4. Ekayana, 1995, Sains dan Buddha Dharma, Jakarta : Karaniya 5. Geertz, C., 1992, Kebudayaan dan Agama, Jogjakarta : Kanisius 6. Hartoko, D., 1984, Manusia dan Seni, Jogjakarta : Kanisius. 7. Harold, C., 1989, Pluralisme Tantangan bagi Agama-Agama, terj., Jogjakarta : Kanisius. 8. Houston, S., 1985, Agama Agama Manusia, terj., Jakarta : Yayasan Obor Indonesia. 9. Jinarakkhita, A., 1992, Meditasi untuk Pendidikan Tinggi Agama Buddha, Jakarta : Vajra Dharma Nusantara. 10. Kirthisinghe, B.P., 1995, Agama Buddha dan Ilmu Pengetahuan, terj., Jakarta: Aryasuryacandra 11. Krishnanda, W.M., 2003, Wacana Buddha Dharma, Jakarta: Yayasan Dharma Pembangunan 12. Mahavirothavaro, 1991, Samma Samadhi, terj., Bandung : Yayasan Succino Indonesia. 13. Narada, 1992, Sang Buddha dan Ajaran-Ajaran-Nya, jilid 1 dan 2, Jakarta: Dharmadipa Arama. 14. Paravahera, V., 1987, Buddhist Meditation in theory and practice, Kuala Lumpur : Buddhist Missionary Society. 15. Piyasilo, 1988, Buddhist Culture, Selangor : The friends of Buddhism 16. Rashid, T., 1997, Sila dan Vinaya, Jakarta : Buddhist Bodhi 17. Saccako, 2005, Ketuhanan dalam Agama Buddha, Medan: Dian Dharma 18. Tanumihardja, E. 2016, Buddhadhamma untuk Universitas. Yogyakarta: UNY Press 19. Wowor, C., 1997, Pandangan Sosial Agama Buddha, Jakarta: Aryasurcandra. 20. Wowor, C., 1995, Ketuhanan dalam Agama Buddha, Jakarta : STAB Nalanda. 			
	Lecturers (Team Teaching) Dr. Effendie Tanumihardja, SU, MM			
Authorization	Date of Drafting	Lecturer Coordinator	Head of Curriculum Committee	Head of Study Program
		<i>Dr. Effendie Tanumihardja, SU, MM</i>		<i>Dr. Eng. Ahmad Kusumaatmaja, S.Si., M.Sc.</i>

**SEMESTER LEARNING ACTIVITY PLANS
(SLAP)
SEMESTER ODD 2022/2023**



Physics Undergraduate Study Program

Physics Department

Hinduism

UNU 1002/ 2 Credits

Lecturer Coordinator:

UGM Hindu Religious Education Subject Team

Drs. I Nyoman Warta, M.Hum

**UNIVERSITAS GADJAH MADA
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
2022**



Universitas Gadjah Mada

Faculty of Mathematics and Natural Science
 Physics Department / Physics Undergraduate Study Program
 Semester ODD 2022/2023

Document Number :

.....

SEMESTER LEARNING ACTIVITY PLANS (SLAP)

Code	Course Name	Credits (Credits)		Semester	Status	Prerequisite	
<i>UNU 1002</i>	<i>Hinduism</i>	<i>T: 2</i>	<i>P: ...</i>	<i>ODD</i>	<i>Compulsory</i>	<i>None</i>	
Short Description							
Program Learning Outcomes (PLO) Imposed on the Course		<i>PLO 1</i>	<i>Attitude.</i> Have faith and fear of God Almighty, and apply good morals, ethics, initiative, and responsibility in completing their duties.				
After completing this course, students are expected to be able to:							
Course Outcomes (CO)		<i>CO1</i>	Fostering and developing students so that they become scholars who are sujana based on Dharma teachings, have Sradha and Bhakti, spiritual morality, and have broad views based on Satyam Sivam and Sundharam (truth, purity, and harmony) in living life.				
		<i>CO2</i>	It is expected that students will have broad insights into responding to various societal changes. As well as being able to interpret valid values.				
		<i>CO3</i>	Students are intellectual in science but graceful in morality and uphold religious values.				
		<i>CO4</i>	Able to communicate and have an attitude of tolerance in carrying out life in society.				
		<i>CO5</i>	Upholding the value of humanism based on a sense of ahimsa.				
The Correlation of CO to Learning Materials and Methods, and Time Allocation		Learning Materials			Learning Methods		Time Allocation
		<i>CO1</i>	Objectives and Functions of the General Compulsory Course at the Hindu Religious Education University in Building a Humanist Personality Base for Students.				<i>2X50 minutes</i>
		<i>CO1</i>	What is the historical role of the development of Hinduism in giving positive learning?				<i>2X50 minutes</i>
		<i>CO1</i>	Teachings of Brahma Widya (Theology) in Building Student Sradha and Bhakti (Faith and Piety).				<i>2X50 minutes</i>
		<i>CO2</i>	What is the role of Vedic studies in building students' understanding of the existence of the Vedas as scriptures and sources of law?				<i>2X50 minutes</i>
<i>CO2</i>	How is the concept of Hindu Man in Building a Spirited Student Personality Leader.				<i>2X50 minutes</i>		

	CO3	How are Hindu moral teachings in building Hindu student morality?							<i>2X50 minutes</i>	
	CO3	The Role of Religious Art in Forming an Aesthetic Personality.							<i>2X50 minutes</i>	
Midterm exam/Project Task Results/Case Analysis Results										
	CO3	The Existence of Dharma Gita in Forming Student Personality.							<i>2X50 minutes</i>	
	CO4	How to Build Harmony According to Hindu Teachings.							<i>2X50 minutes</i>	
	CO4	According to Hindu teachings, how to build student awareness as social beings.							<i>2X50 minutes</i>	
	CO5	Scope of Hindu teachings.							<i>2X50 minutes</i>	
	CO5	Catur Marga Yoga/Emat way to God.							<i>2X50 minutes</i>	
	CO5	Politics from a Hindu perspective.							<i>2X50 minutes</i>	
	CO5	Law and human rights in upholding justice.							<i>2X50 minutes</i>	
Final exams/ Project Task Results/Case Analysis Results										
Learning Methods	SCL (Student Centered Learning): Project-based learning (Team-based Project)/Case-based learning/PBL/other SCL methods									
Student Learning Experience	Students understand every subject that is taught.									
Access to Learning Media/ LMS and Offline and Online Percentage	Offline (LCD, PPT Slide, Whiteboard, Laptop) and Online (Zoom Meeting, Google Meet, Google Classroom)									
Assessment Methods and Synchronization with CO	Assessment Methods	Assessment Percentage	Criteria/ Indicators	CO1	CO2	CO3	CO4	CO5		
	Participatory Activity*									
	Project Results/ Case Study Results/ PBL Results*	10	Paper presentation	√	√	√	√	√		
	Cognitive									
	Assignment	10		√	√	√	√	√	√	
	Quiz	10		√	√	√	√	√	√	
	Midterm Exam	20		√	√	√	√	√	√	
	Final Exam	50		√	√	√	√	√	√	
	Total	100								
	*) can also be obtained from the Midterm or Final Exam as the result of participatory activities or project/ case study results. According to IKU 7, the percentage of project results/ case study/ PBL results is at least 50%.									

<p>References</p>	<p>Main References;</p> <ol style="list-style-type: none"> 1. Cassirer, E, 1987, Manusia dan Kebudayaan: Sebuah Esei Tentang Manusia, terjemahan Alois A. Nugroho, Gremedia, Jakarta. 2. Dillistone, F.W, 2003, Daya Kekuatan Simbol, The Power of Symbols, terjemahan A. Widyatmartaya, Kanisius , Yogyakarta. 3. Kajeng, Nyoman DKK, 1999, Sarasamuscaya Dengan Teks Bahasa Sansekerta dan Jawa Kuna, Paramita, Surabaya. 4. Kamajaya Gede, 2000, Yoga Kundalini, Cara untuk mencapai Sidhi dan Mokas, Paramita, Surabaya. 5. Mantara, IB,1983/1984, Tata Susila Hindu Dharma, Parisadha Indoneisa Pusat, Jakarta. 6. Pendit, Nyoman S, 1979, Bhagawad Gita, Departemen Agama RI, Jakarta. 7. Pudja, Gde, dan Sudarta Rai, 1976/1977, Menawa Dharmasastra, Manu Dharmasastra/ Weda Smrti Compedium Hukum Hindu, CV. Junasco, Jakarta. 8. Pudja, Gde, 1984, Sraddha, Mayasari, Jakarta. 9. Pudja, Gede, 1992, Theologi Hindu (Brahma Widya), Dharma Saratih, Jakarta. 10. Sura Gede, 2001, Pengendalian Diri dan Etika dalam ajaran agama Hindu, Hanoman Sakti, Jakarta. 11. Team, 2001, Modul Keluarga Bahagia Sejahtera, Menurut Pandangan Hindu, Departemen Agama Pusat, Yakarta. 12. Titib, I Made, 2003, Teologi dan Simbol-simbol Dalam Agama Hindu, Paramita , Surabaya. 13. Team, 2004, Graha Jagadhita, Paramita, Surabaya. 14. Wardhana, Ida Bagus Rai, 1963, Sosiologi Hindu Dharma, Departemen Agama Hindu dan Budha, Jakarta. 15. Wiana Ketut, 1993, Bagaimana Umat Hindu menghayati Tuhan, Manikgeni Denpasar. 16. Tim Penyusun,2014, Mata kuliah Wajib Umum (MKWU) Pendidikan Agama Hindu, Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 			
<p>Lecturers (Team Teaching)</p>	<p>Drs. I Nyoman Warta, M.Hum</p>			
<p>Authorization</p>	<p>Date of Drafting</p>	<p>Lecturer Coordinator</p>	<p>Head of Curriculum Committee</p>	<p>Head of Study Program</p>
		<p><i>Drs. I Nyoman Warta, M.Hum</i></p>		<p><i>Dr. Eng. Ahmad Kusumaatmaja, S.Si., M.Sc.</i></p>

**SEMESTER LEARNING ACTIVITY PLANS
(SLAP)
SEMESTER ODD 2022/2023**



Physics Undergraduate Study Program

Physics Department

Islamic Religion

UNU 1003/ 2 Credits

Lecturer Coordinator:

Drs. Sunarta, MS.

**UNIVERSITAS GADJAH MADA
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
2022**



Universitas Gadjah Mada
 Faculty of Mathematics and Natural Science
 Physics Department / Physics Undergraduate Study Program
 Semester ODD 2022/2023

Document Number :

.....

SEMESTER LEARNING ACTIVITY PLANS (SLAP)

Code	Course Name	Credits (Credits)		Semester	Status	Prerequisite
<i>UNU 1003</i>	<i>Islamic Religion</i>	<i>T: 2</i>	<i>P: ...</i>	<i>ODD</i>	<i>Compulsory</i>	<i>None</i>

Short Description

Religious lectures are intended to equip and prepare students to become human beings with noble character traits, which in Islamic terms, are students with good morals. If this goal is achieved, students will become whatever their position/job or at least become the head of the household, truly become a productive human beings & benefit the nation & state, society & family, blessed by Allah SWT so that they are successful & have a safe life in a changing world. Temporary & hereafter forever. In the saying: "The man behind the gun," if the man does not have good character, then it is like a weapon held by a drunk person or a sharp knife in the hands of a criminal. However, if the man has good character, then it is like a weapon held by an expert or a sharp knife in the hands of a surgeon specializing in surgery.

Competent lecture content with this aim concerns the most fundamental teaching material, Faith, which is in the heart. If his heart is good and alive and healthy, it will produce good activity in all aspects of his life. The function of the heart is to believe in the right, which produces praiseworthy qualities, as well as to believe in the wrong (false), which produces reprehensible qualities. Therefore, the method of managing the heart is very necessary for this study, namely by working on guidance and Faith. Lecture material covers the importance of Faith and 'charity' (as 'abid) and the importance of striving for Faith and 'charity for oneself and other human beings (as preachers). To realize these goals, an effective learning method is needed that involves students as learning centers, which are balanced by the role of supporting lecturers. The types of activities can be in the form of 1. Lectures, presentations, 2. Mudzakaroh, students repeat lectures in the form of group study in class, each group between 3 - 5 students, 3. Random questions in class 4. Assignments to be done at home 5. Spiritual outbound. In order to realize religious lectures so that attitudes and practices manifest, religious assistance is needed, which is taught by older generations of students whose abilities have been selected by religious lecturers. Student assessment is taken from the value of 30% assistance and 70% supporting lecturers. Assistance with status must be followed to educate students so that they have an attitude that can respect the religion conveyed by their senior classmates. A student must follow the assistance to ensure the final grade is published. The value of 70% of the supporting lecturers is contributed by 30% of the midterm exams and 40% of the final semester exams .

Program Learning Outcomes (PLO) Imposed on the Course	<i>PLO 1</i>	<i>Attitude.</i> Have faith and fear of God Almighty, and apply good morals, ethics, initiative, and responsibility in completing their duties.
--	--------------	---

Course Outcomes (CO)	After completing this course, students are expected to be able to:	
	<i>CO1</i>	Students can manifest a good attitude (noble character) in studying the truth, including glorifying and glorifying the scientific council that teaches the Word of God and the words of the Prophet SAW as a source of truth. Students justify and believe in the Word

		of Allah SWT and the words of the Prophet SAW, which will be proven in their attitudes & actions as well as in preaching to others.		
	<i>CO2</i>	Students realize & can explain the purpose of their lives in this world, and as servants of Allah, they can carry out their obligations. In contrast, as the Ummah of the Prophet, SAW students can assume their responsibilities as preachers. Students can explain & distinguish between the purpose of life and the necessities of life.		
	<i>CO3</i>	Students can realize that life in this world is temporary & very short compared to the very long journey of life after death. However, this short life greatly determines their success, happiness, and safety from this world to the hereafter, which is eternal. That way, students can make the right decisions about what to live in this world.		
	<i>CO4</i>	Students believe in & use "Religion" as a fundamental cause to fulfill their life's needs and, solve their life problems in this world and fortify the dangers that may come in their lives without eliminating external causes, even trying to fulfill maximally the external causes that are understood by those who deserve it, man.		
	<i>CO5</i>	Students can explain that Islam is a mercy for Muslims and the whole world. Students understand how to realize Islam, that is, Rohmatan Lil 'Alamin.		
	<i>CO6</i>	Students realize that an essential part of a human being is his heart and believe that to shape personality, character & character as well as mental & morals, he must work on his heart. If the heart is good, it will produce good deeds (what is seen, heard, spoken about, thought about, decided on, and what is done is all good). Students can manage the heart (soul) to produce true faith and noble qualities.		
	<i>CO7</i>	Students can identify who a believer is, and students can believe that people who are successful & safe in driving digital-based science and technology advancements (numbers 0 and 1) are people who have digital-based IMTAQ, namely people whose lives believe in Laa ilaha illallah, which means there is no God (0) other than Allah (1).		
	<i>CO8</i>	Students can recognize ways to improve themselves, their families, and communities in villages, cities & countries, as well as the ummah throughout nature, which comes from the Creator of humans, who is All-knowledgeable and All-Wise, whose truth is guaranteed by the Truest Essence (Haq), namely Allah SWT.		
	<i>CO9</i>	Students are aware of & able to explain the concept that Hijroh & Nushroh is the basis for everything to progress and develop. This is the method Allah gave to the Prophet SAW to educate his Ummah to carry out the mission of religion so that it spreads to all human beings throughout nature and overcomes chaos & corruption, including erosion of faith, moral decadence, and extremities on earth. To achieve this, Hijroh & Nushroh activities must be carried out to propagate religion.		
	<i>CO10</i>	Students can distinguish between da'wah activities and ta'lim activities. Today, most are confused about understanding that da'wah requires much knowledge or must be 'alim,' a requirement for people who teach / study/teaching.		
	<i>CO11</i>	Students understand and practice that to know Allah requires ma'rifatullah effort, which is not enough with the effort of knowledge about Allah / knowing Allah's names in Asmaul Husna but must go through the mujahadah process in da'wah.		
	<i>CO12</i>	Students realize and believe that the victory of the Muslim ummah is only if there is the help of Allah (nushrotullah). Students can identify when Muslims win when Muslims lose.		
The Correlation of CO to Learning Materials and Methods, and Time Allocation		Learning Materials	Learning Methods	Time Allocation
	<i>CO 1</i>	The manners or order must be fulfilled to examine the truth; Formation of character/attitude of learning.		<i>2X50 minutes</i>
	<i>CO 2</i>	Purpose of life and necessity; Human obligations and responsibilities.		<i>2X50 minutes</i>

	CO 3	The long journey of human life and the purpose it was created in the world.		<i>2X50 minutes</i>
	CO 4	Fadhoil & the benefits of religion in the world.		<i>2X50 minutes</i>
	CO 5	The virtues & benefits of religion in the world.		<i>2X50 minutes</i>
	CO 6	The method of managing the soul so that it gives birth to noble qualities; humans are moral, character & character.		<i>2X50 minutes</i>
	CO 6	Metode pengelolaan jiwa agar melahirkan sifat-sifat mulia (Tazkiyatun nufus); Manusia bermoral, berwatak & berkarakter.		<i>2X50 minutes</i>
Midterm exam/Project Task Results/Case Analysis Results				
	CO 7	What is the definition of a believer? Faith digital taqwa is the principle of the success of the ummah.		<i>2X50 minutes</i>
	CO 7	What is the definition of a believer? Faith digital taqwa is the principle of the success of the ummah.		<i>2X50 minutes</i>
	CO 8	Islamic struggle to solve the problems of the ummah; prophetic mission		<i>2X50 minutes</i>
	CO 9	Hijrah and Nusroh the principle of everything to progress & develop.		<i>2X50 minutes</i>
	CO 10	Methods of overcoming the erosion of faith and moral decadence.		<i>2X50 minutes</i>
	CO 11	Do have to be pious first?; The difference between da'wah and ta'lim.		<i>2X50 minutes</i>
	CO 12	Efforts to know Allah (ma'rifatullah).		<i>2X50 minutes</i>
Final exams/ Project Task Results/Case Analysis Results				
Learning Methods	SCL (Student Centered Learning): Project-based learning (Team-based Project)/Case-based learning/PBL/other SCL methods			
Student Learning Experience	Scroll down the image, open the AL-Quran			
Access to Learning Media/ LMS and Offline and Online Percentage	Offline (LCD, PPT Slide, Whiteboard, Laptop) and Online (Zoom Meeting, Google Meet, Google Classroom)			
Assessment Methods and	Assessment Methods	Assessment Percentage	Criteria/ Indicators	CO

Synchronization with CO			1	2	3	4	5	6	7	8	9	10	11	12	
	Participatory Activity*														
	Project Results/ Case Study Results/ PBL Results*														
	Cognitive														
	Assistance	30		√	√	√	√	√	√	√	√	√	√	√	√
	Midterm Exam	30		√	√	√	√	√	√	√	√	√	√	√	√
	Final Exam	40		√	√	√	√	√	√	√	√	√	√	√	√
	Total	100													
	*) can also be obtained from the Midterm or Final Exam as the result of participatory activities or project/ case study results. According to IKU 7, the percentage of project results/ case study/ PBL results is at least 50%.														
References	Main References; <ol style="list-style-type: none"> 1. Al-Qur'an and its commentary, free author, free publisher.. 2. "Perjalanan Hidup Rasul yang Agung MUHAMMAD SAW" oleh Syaikh Shafiyur- Rahman al-Mubarakfury, Penerbit Darus Haq, 1427H / 2006M, Jakarta.. 3. "Kembali kepada Al-Qur'an dan Sunnah" oleh K.H. Munawar Kholil, Penerbit PT Bulang Bintang, 1984M, Jakarta.. 4. "Terjemah Riyadhus-Shalihin" oleh Drs. Muslich Shabir, penerbit CV Thoha Putra, 1981, semarang.. 														
Lecturers (Team Teaching)	Drs. Sunarta, MS.														
Authorization	Date of Drafting	Lecturer Coordinator	Head of Curriculum Committee			Head of Study Program									
		Drs. Sunarta, MS.				Dr. Eng. Ahmad Kusumaatmaja, S.Si., M.Sc.									

**SEMESTER LEARNING ACTIVITY PLANS
(SLAP)
SEMESTER ODD 2022/2023**



Physics Undergraduate Study Program

Physics Department

Catholic Religion

UNU 1004/ 2 Credits

Lecturer Coordinator:

UGM Catholic Religious Education Course Team

**UNIVERSITAS GADJAH MADA
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
2022**



Universitas Gadjah Mada
 Faculty of Mathematics and Natural Science
 Physics Department / Physics Undergraduate Study Program
 Semester ODD 2022/2023

Document Number :

.....

SEMESTER LEARNING ACTIVITY PLANS (SLAP)

Code	Course Name	Credits (Credits)		Semester	Status	Prerequisite
<i>UNU 1004</i>	<i>Catholic Religion</i>	<i>T: 2</i>	<i>P: ...</i>	<i>ODD</i>	<i>Compulsory</i>	<i>None</i>
Short Description						
Program Learning Outcomes (PLO) Imposed on the Course	<i>PLO 1</i>	<i>Attitude.</i> Have faith and fear of God Almighty, and apply good morals, ethics, initiative, and responsibility in completing their duties.				
Course Outcomes (CO)	After completing this course, students are expected to be able to:					
	<i>CO1</i>	Increasing students' knowledge and understanding of the Catholic religion's teachings so that students' faith and devotion to God will grow.				
	<i>CO2</i>	Preparing students to live and live based on religious and moral values as a moral-social mission.				
	<i>CO3</i>	Preparing students to be more sensitive and concerned about living together in the community and to be more involved in church life in building a culture of life defenders (pro-life).				
	<i>CO4</i>	Empowering students to utilize research results for the development of holistic and inclusive Catholic religious education as an integrated knowledge system and building a life together (learning to live together) in a pluralist society to be able to appreciate inter-religious cooperation in devoting science and technology as well as art for the national/public interest.				
	<i>CO5</i>	Helping students find forms of integration between faith and knowledge so that students have broad views and are virtuous, wise, rational, and dynamic because of their faith involvement, both in personal life and in community and state life.				
	<i>CO6</i>	Further processing students' faith experience as preparation for the world of work.				
	<i>CO7</i>	Encouraging students to internalize the values of the Catholic faith and morals in building their lives as mature, rigid, missionary, and dialogical Catholics, with the pattern of the Person of Jesus Christ so that students will become 100% Catholics and 100% citizens.				
The Correlation of CO to Learning Materials and Methods, and Time Allocation			Learning Materials	Learning Methods	Time Allocation	
	<i>CO1,CO2,CO3,CO4,CO5,CO6,CO7</i>	Introduction – The Call of Human Life According to the Scriptures.			<i>2X50 minutes</i>	
	<i>CO1,CO2,CO3,CO4,CO5,CO6,CO7</i>	Introduction – The Call of Human Life According to the Scriptures.			<i>2X50 minutes</i>	

<i>C01,C02, C03,C04, C05,C06, C07</i>	Human Relations.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Human Relations.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Religion and Faith in plurality.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Religion and Faith in plurality.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Religion and Faith in plurality.		<i>2X50 minutes</i>
Midterm exam/Project Task Results/Case Analysis Results			
<i>C01,C02, C03,C04, C05,C06, C07</i>	Community Church and Faith.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Community Church and Faith.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Church Social Teachings . The principles for the fight.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Church Social Teachings . The principles for the fight.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Reasoning the social teachings of the church.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Reasoning the social teachings of the church.		<i>2X50 minutes</i>
<i>C01,C02, C03,C04, C05,C06, C07</i>	Reasoning the social teachings of the church.		<i>2X50 minutes</i>
Final exams/ Project Task Results/Case Analysis Results			

Learning Methods	SCL (Student Centered Learning): Project-based learning (Team-based Project)/Case-based learning/PBL/other SCL methods										
Student Learning Experience	Students understand every subject that is taught.										
Access to Learning Media/ LMS and Offline and Online Percentage	Offline (LCD, PPT Slide, Whiteboard, Laptop) and Online (Zoom Meeting, Google Meet, Google Classroom)										
Assessment Methods and Synchronization with CO	Assessment Methods	Assessment Percentage	Criteria/ Indicators	CO							
				1	2	3	4	5	6	7	
	Participatory Activity*										
	Project Results/ Case Study Results/ PBL Results*	10	Paper presentation	√	√	√	√	√	√	√	
	Cognitive										
	Assignment	10		√	√	√	√	√	√	√	√
	Quiz	10		√	√	√	√	√	√	√	√
	Midterm Exam	20		√	√	√	√	√	√	√	√
	Final Exam	50		√	√	√	√	√	√	√	√
Total	100										
	*) can also be obtained from the Midterm or Final Exam as the result of participatory activities or project/ case study results. According to IKU 7, the percentage of project results/ case study/ PBL results is at least 50%.										
References	Main References; <ol style="list-style-type: none"> Curran, Charles E, Catholic Social Teaching 1891-Present:Historical, Theological and Ethical Analysis, Washington D.C. Georgetown University Press, 2002. DeBerri, Edward P. and Hug, James E , Catholic Social Teaching Our Best Kept Secret, Washington, DC, 200017, Center of Concern, 2005. Dewan Karya Pastoral Keuskupan Agung Semarang, Merajut Persaudaraan Sejati Lintas Iman, Yogyakarta, Kanisius, 2014. Dijkstra Johannes, SJ, Menjadi Garam Dunia Sejati, Jakarta, Yayasan Bhumiksara, 2006. Habeahan Salman, Membangun Hidup Berpolakan Pribadi Yesus, Yogyakarta, Yayasan Pustaka Nusatama, 2006. Hadiwardoyo, Purwa Al, MSF, Intisari Keempat Injil, Yogyakarta, Kanisius, 2015. _____, Intisari Kisah Para Rasul, Yogyakarta, Kanisius, 2016 _____, Sikap Gereja Katolik terhadap Masalah Sosial. Haryanto, Ignatius dan Benedanto Pax, Terbuka terhadap Sesama Umat Beragama, Aktualisasi Ajaran Sosial Gereja tentang Agama yang Inklusif, Yogyakarta, Kanisius, 2004. Kirchberger, Georg, Misi Gereja Dewasa Ini, Jakarta, Lembaga Pembentukan Berlanjut Arnold Janssen dan Penerbit Celesty Hieronika, 1999. Knitter Paul F, Introducing Theologies of Religions, New York, Orbis Books, 2005. Konsorsium Sosialisasi Ajaran Sosial Gereja, Sosialisasi Ajaran Sosial Gereja, Yogyakarta, Kanisius, 2002. KWI. Iman Katolik, Yogyakarta, Kanisius-Obor, 1966. 										

	<p>14. Rukiyanto, B.A. dan Esti Sumarah, Ignatia (ed.), <i>Semakin Menjadi Manusiawai: Teologi Moral Masa Kini</i>, Yogyakarta, Universitas Sanata Dharma, 2014.</p> <p>15. Tisera Guido, SVD, <i>Firman Telah Menjadi Manusia: Memahami Injil Yohanes</i>, Yogyakarta, Kanisius, 1992.</p> <p>16. Wijngaards John, <i>Yesus Sang Pembebas</i>, Yogyakarta, Kanisius, 1994. Team, 2001, <i>Modul Keluarga Bahagia Sejahtera, Menurut Pandangan Hindu</i>, Departemen Agama Pusat, Yakarta.</p> <p>17. Titib, I Made, 2003, <i>Teologi dan Simbol-simbol Dalam Agama Hindu</i>, Paramita , Surabaya.</p> <p>18. Team, 2004, <i>Graha Jagadhita</i>, Paramita, Surabaya.</p> <p>19. Wardhana, Ida Bagus Rai, 1963, <i>Sosiologi Hindu Dharma</i>, Departemen Agama Hindu dan Budha, Jakarta.</p> <p>20. Wiana Ketut, 1993, <i>Bagaimana Umat Hindu menghayati Tuhan</i>, Manikgeni Denpasar.</p> <p>21. Tim Penyusun, 2014, <i>Mata kuliah Wajib Umum (MKWU) Pendidikan Agama Hindu</i>, Kementerian Pendidikan dan Kebudayaan Republik Indonesia.</p>			
Lecturers <i>(Team Teaching)</i>	UGM Catholic Religious Education Course Team			
Authorization	Date of Drafting	Lecturer Coordinator	Head of Curriculum Committee	Head of Study Program
		<i>UGM Catholic Religious Education Course Team</i>		<i>Dr. Eng. Ahmad Kusumaatmaja, S.Si., M.Sc.</i>

**SEMESTER LEARNING ACTIVITY PLANS
(SLAP)
SEMESTER ODD 2022/2023**



Physics Undergraduate Study Program
Physics Department
Critianity
UNU 1005/ 2 Credits

Lecturer Coordinator:
Pratomo Nugroho Soetrana, M.A.

**UNIVERSITAS GADJAH MADA
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
2022**



Universitas Gadjah Mada
 Faculty of Mathematics and Natural Science
 Physics Department / Physics Undergraduate Study Program
 Semester ODD 2022/2023

Document Number :

.....

SEMESTER LEARNING ACTIVITY PLANS (SLAP)

Code	Course Name	Credits (Credits)		Semester	Status	Prerequisite
<i>UNU 1005</i>	<i>Cristianity</i>	<i>T: 2</i>	<i>P: ...</i>	<i>ODD</i>	<i>Compulsory</i>	<i>None</i>
Short Description						
Program Learning Outcomes (PLO) Imposed on the Course		<i>PLO 1</i>	<i>Attitude.</i> Have faith and fear of God Almighty, and apply good morals, ethics, initiative, and responsibility in completing their duties.			
Course Outcomes (CO)						
After completing this course, students are expected to be able to:						
		<i>CO1</i>	The ability to analyze, study and respond critically and objectively/as fully as possible to religious issues.			
		<i>CO2</i>	A statement of his outlook on life that respects human values in the diversity of human life, especially the variety of religious life.			
The Correlation of CO to Learning Materials and Methods, and Time Allocation			Learning Materials	Learning Methods	Time Allocation	
	<i>CO1,CO2</i>		Introduction & Explanation of Syllabus.		<i>2X50 minutes</i>	
	<i>CO1,CO2</i>		Religion and Religious Dimensions.		<i>2X50 minutes</i>	
	<i>CO1,CO2</i>		The Nature of Religion and Human Diversity; according to -UUD'45, DU-HAM, Academic-scientific Studies, the Holy Scriptures (a Christian perspective).		<i>2X50 minutes</i>	
	<i>CO1,CO2</i>		Contradictory Reality in the Life of Religious People: (a). Religion's role/function/positive benefits (viewed from the Psychology/Sociology of Religion). (b). Negative/violent behaviors with religious nuances, and "Circles of Violence."		<i>2X50 minutes</i>	
	<i>CO1,CO2</i>		Understanding and relationship between Personality, Faith, and Religion.		<i>2X50 minutes</i>	
	<i>CO1,CO2</i>		Sacred Texts (Holy Scriptures): a). Three models/orientations of revelation understanding, b). The Holy Text is a medium of communication and the context of its		<i>2X50 minutes</i>	

		interpretation (a Christian perspective).		
	CO1,CO2	Religion and Science.		2X50 minutes
CO1,CO2				
	CO1,CO2	Religious Plurality & Peace: a). Forms/stages of development of pluralistic religious life, b). Peace (a Christian perspective).		2X50 minutes
	CO1,CO2	Understanding and Appreciating Religious Differences, Overcoming Prejudice between Religions and Seeing the Meeting Points of High Human Values in the teachings of Religions: (1). (Christian) Catholic, (2). (Christian) Protestant, (3). Hindu, (4). Buddha, (5). Confucius, (6). Islam. (7). "Local Religions".		2X50 minutes
	CO1,CO2	Understanding and Appreciating Religious Differences, Overcoming Prejudice between Religions and Seeing the Meeting Points of High Human Values in the teachings of Religions: (1). (Christian) Catholic, (2). (Christian) Protestant, (3). Hindu, (4). Buddha, (5). Confucius, (6). Islam. (7). "Local Religions".		2X50 minutes
	CO1,CO2	Understanding and Appreciating Religious Differences, Overcoming Prejudice between Religions and Seeing the Meeting Points of High Human Values in the teachings of Religions: (1). (Christian) Catholic, (2). (Christian) Protestant, (3). Hindu, (4). Buddha, (5). Confucius, (6). Islam. (7). "Local Religions".		2X50 minutes
	CO1,CO2	Understanding and Appreciating Religious Differences, Overcoming Prejudice between Religions and Seeing the Meeting Points of High Human Values in the teachings of Religions: (1). (Christian) Catholic, (2). (Christian) Protestant, (3). Hindu, (4). Buddha, (5). Confucius, (6). Islam. (7). "Local Religions".		2X50 minutes
	CO1,CO2	Understanding and Appreciating Religious Differences, Overcoming Prejudice between Religions and Seeing the Meeting Points of High Human Values in the teachings of Religions: (1). (Christian) Catholic, (2). (Christian) Protestant, (3).		2X50 minutes

		Hindu, (4). Buddha, (5). Confucius, (6). Islam. (7). "Local Religions".			
	CO1,CO2	Understanding and Appreciating Religious Differences, Overcoming Prejudice between Religions and Seeing the Meeting Points of High Human Values in the teachings of Religions: (1). (Christian) Catholic, (2). (Christian) Protestant, (3). Hindu, (4). Buddha, (5). Confucius, (6). Islam. (7). "Local Religions".		2X50 minutes	
Final exams/ Project Task Results/Case Analysis Results					
Learning Methods	SCL (Student Centered Learning): Project-based learning (Team-based Project)/Case-based learning/PBL/other SCL methods				
Student Learning Experience	Students understand every subject that is taught.				
Access to Learning Media/ LMS and Offline and Online Percentage	Offline (LCD, PPT Slide, Whiteboard, Laptop) and Online (Zoom Meeting, Google Meet, Google Classroom)				
Assessment Methods and Synchronization with CO	Assessment Methods	Assessment Percentage	Criteria/ Indicators	CO1	CO2
	Participatory Activity*				
	Project Results/ Case Study Results/ PBL Results*				
	Cognitive				
	Assignment	50		√	√
	Midterm Exam	20		√	√
	Final Exam	30		√	√
	Total	100			
*) can also be obtained from the Midterm or Final Exam as the result of participatory activities or project/ case study results. According to IKU 7, the percentage of project results/ case study/ PBL results is at least 50%.					
References	Main References; <ol style="list-style-type: none"> Alkitab/ Kitab Suci: Perjanjian Lama dan Perjanjian Baru, Bogor: Lembaga Alkitab Indonesia, Bogor, 1974 (atau edisi/ terjemahan di dalam bahasa lain) (wajib bagi yang beragama Kristen - Protestan) Dapat juga memanfaatkan Alkitab melalui situs Lembaga Alkitab Indonesia atau Yayasan Sabda Buku dasar acuan "teologis-dogmatis dasar" (bukan wajib) adalah: <ol style="list-style-type: none"> Hadiwijono, Harun. 1985. Iman Kristen, Jakarta: BPK Gunung Mulia. 1986. Inilah Sahadatku, Jakarta: BPK Gunung Mulia. Soedarmo. 1991. Ikhtisar Dogmatika, Jakarta: BPK Gunung Mulia 				

3. Buku Ajar MKWU Pendidikan Agama Kristen, Dirjen Belmawa, Kemenristekdikti R.I., 2016 (Ebook).

Additional References :

1. Brownlee, Malcolm. 1986. Pengambilan Keputusan Etis, dan faktor-faktor di dalamnya, Jakarta: BPK Gunung Mulia.
2. Crapps, Robert W. 1993. Dialog Psikologi dan Agama, Yogyakarta: Kanisius
3. 1994. Perkembangan Kepribadian dan Keagamaan,.....,
4. Caputo, John D. 2001, Agama Cinta, Agama Masa Depan, Bandung: Mizan.
5. Cremers, Agus. 1995. Tahap-tahap Perkembangan Kepercayaan, Yogyakarta: Kanisius.
6. Darmaputera, Eka. 1992. Pancasila, Identitas dan Modernitas, Jakarta: BPK Gunung Mulia.
7. 2002. Beragama dengan Akal Sehat, Yogyakarta: Gloria Cyber M.
8. Dister, Nico Syukur. 1988. Pengalaman dan Motivasi Beragama, Yogyakarta: Kanisius.
9. Juergensmeyer, Mark. 2003. Terorisme Para Pembela Agama, Yogyakarta: Tarawang Press.
10. Kelsay, John & Twiss, Summer B. 2007. Agama dan Hak-hak Azasi Manusia, Yogyakarta: Dian/ Interfidei, cetakan II.
11. Keene, Michael. 2006. Agama-agama Dunia: Yogyakarta: Kanisius.
12. Lane, Tony. 1989. Runtut Pijar, Sejarah Pemikiran Kristen, Jakarta: BPK Gunung Mulia, 1989
13. Peters, Ted & Bennet, Gaymont. 2005. Menjembati Sains dan Agama, Jakarta: BPK Gunung Mulia & The Center for Theology and Natural Sciences, Berkeley.
14. Shenk, David W. 2001. Ilah-ilah Global: Menggali Peran Agama0agama dalam Masyarakat Modern, Jakarta: BPK Gunung Mulia.
15. Smith, Huston. 2008. Agama-agama Manusia, Jakarta: Yayasan Obor, Jakarta.
16. Sumarthana, Th. Dkk. 2005. Pluralisme, Konflik & Pendidikan Agama di Indonesia, Yogyakarta: DIAN/ Interfidei.
17. Sutrisno, Mudji. 1996. Agama: Wajah Cerah & Wajah Pecah, Jakarta: Obor.
18. Thompson, Norman H. 1988. Religious Pluralism and Religious Education, Birmingham: Religious Education Press.
19. Wahid, Abdurrahman (dkk.).

Lecturers (Team Teaching)	Pratomo Nugroho Soetrana, M.A.			
Authorization	Date of Drafting	Lecturer Coordinator	Head of Curriculum Committee	Head of Study Program
		<i>Pratomo Nugroho Soetrana, M.A.</i>		<i>Dr. Eng. Ahmad Kusumaatmaja, S.Si., M.Sc.</i>