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|  | **UNIVERSITAS SUMATERA UTARA (USU)**  **FAKULTAS TEKNIK**  **DEPARTEMEN TEKNIK ELEKTRO** | | | | | | | | **Kode Dokumen** |
| **RENCANA PEMBELAJARAN SEMESTER** | | | | | | | | | |
| **MATA KULIAH (MK)** | | | **KODE** | **Rumpun MK** | **BOBOT (sks)** | | **SEMESTER** | **Tgl Penyusunan** | |
| Pendidikan Agama Hindu | | | USU1104 |  | **2** |  |  | 7 AGUSTUS 2022 | |
| **OTORISASI / PENGESAHAN** | | | **Dosen Pengembang RPS** | | **Koordinator RMK** | | **Ka Prodi** | | |
|  | |  | | Suherman, ST., M.Comp., Ph.D | | |
| **Capaian Pembelajaran** | | **CPL-PRODI yang dibebankan pada MK** | | |  | | | | |
| CPL-1 | Mampu menerapkan pengetahuan matematika, ilmu pengetahuan alam/atau material, teknologi informasi dan kerekayasaan untuk mendapatkan pemahaman menyeluruh tentang prinsip-prinsip Teknik Elektro. | | | | | | |
| CPL-2 | Mampu mendesain komponen, sistem dan/atau proses untuk memenuhi kebutuhan yang diharapkan oleh masyarakat dengan dihadapkan pada batasan realistik yang meliputi aspek hukum, ekonomi, lingkungan, sosial, politik, kesehatan dan keselamatan, keberlanjutan. | | | | | | |
| CPL-3 | Mampu mendesain eksperimen laboratorium dan/atau lapangan serta menganalisis dan mengartikan data untuk memperkuat penilaian teknik khususnya dalam bidang Teknik Elektro. | | | | | | |
| CPL-4 | Mampu menyelesaikan permasalahan teknik khususnya dalam bidang Teknik Elektro secara bertanggungjawab dan memenuhi etika profesi. | | | | | | |
| CPL-5 | Mampu menerapkan metode, keterampilan dan perangkat teknik modern yang diperlukan untuk praktek profesi Teknik Elektro. | | | | | | |
| CPL-6 | Mampu berkomunikasi secara efektif, baik lisan maupun tulisan. | | | | | | |
| CPL-7 | Mampu mengevaluasi tugas-tugas dalam batasan yang ada secara disiplin dan menyeluruh. | | | | | | |
| CPL-8 | Mampu untuk bekerja dalam tim lintas disiplin dan multikultural serta global internasional. | | | | | | |
| CPL-9 | Mampu untuk bertanggung jawab kepada masyarakat dan mematuhi etika profesi dalam menyelesaikan permasalahan Teknik Elektro. | | | | | | |
| CPL-10 | Memiliki kapasitas pembelajaran sepanjang hayat termasuk akses pengetahuan yang relevan tentang isu-isu terkini. | | | | | | |
| CPL-11 | Mampu mengidentifikasi potensi daerah di Sumatera Utara dan menerapkan inovasi, metode, keterampilan, dan perangkat teknik elektro yang relevan untuk mengembangkan potensi daerah tersebut. | | | | | | |
| CPL-12 | Mampu mendesain sistem dan/atau proses untuk memanfaatkan energi baru dan terbarukan sebagai sumber energi listrik alternatif dari potensi sumber daya lokal dan nasional dengan wawasan global. | | | | | | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | | |  | | | | |
| CPMK 1 |  | | | | | | |
| CPMK 2 |  | | | | | | |
| CPMK 3 |  | | | | | | |
| CPMK 4 |  | | | | | | |
| **Peta CPL – CPMK** | | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **CPL 01** | **CPL 02** | **CPL 03** | **CPL 04** | **CPL 05** | **CPL 06** | **CPL 07** | **CPL 08** | **CPL 09** | **CPL 10** | **CPL 11** | **CPL 12** | | CPMK 1 |  |  |  |  |  |  |  |  |  |  |  |  | | CPMK 2 |  | Mohon | diceklis | yang | sesuai |  |  |  |  |  |  |  | | CPMK 3 |  |  |  |  |  |  |  |  |  |  |  |  | | CPMK 4 |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | | |
| **Diskripsi Singkat MK** | | Membahas dan mendalami materi-materi dengan substansi relasi manusia dengan Hyang Widdhi (Tuhan yang Maha Esa) untuk peningkatan iman dan taqwa (Sraddha dan bhakti); relasi manusia dengan sesama manusia dalam membangunan peradaban yang humanis; serta relasi manusia dengan lingkungannya dalam mewujudkan kesejahteraan (jagadhita), sehingga mampu membentuk insan Hindu dan manusia Indonesia yang humanis mandiri, bertanggung jawab dan memiliki kepedulian. | | | | | | | |
| **Bahan Kajian:** Materi pembelajaran | | Pendahuluan; Peran Sejarah Perkembangan Agama Hindu Dalam Memberi Pembelajaran Yang Positif; Ajaran Brahmavidya Dalam Membangun Sraddha dan Bhakti ( Iman dan Takwa); Konsep Ajaran Brahma Widya; Sumber Historis dan Filosofis Serta Argumen Pentingnya Ajaran Brahma Widya; Ajaran Brahmavidya Dalam Membangun Sraddha dan Bhakti ( Iman dan Takwa); Konsep Ajaran Brahma Widya; Sumber Historis dan Filosofis Serta Argumen Pentingnya Ajaran Brahma Widya; 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; 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; Konsep Manusia Hindu Dalam Membangun Kepribadian Yang Berjiwa Pemimpin, Taat Hukum, Sehat, Kreatif dan Adatif; Kajian: Ungersi dan Menggali Sumber Filosofis, Teologis dan Sosiologis Tentang Konsep Manusia Hindu Dalam Membangun  Kepribadian Hindu; Konsep Manusia Hindu Dalam Membangun Kepribadian Yang Berjiwa Pemimpin, Taat Hukum, Sehat, Kreatif dan Adatif; Kajian: Ungersi dan Menggali Sumber Filosofis, Teologis dan Sosiologis Tentang Konsep Manusia Hindu Dalam Membangun  Kepribadian Hindu; Ajaran 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; Ajaran 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; Peran Seni Keagamaan Dalam Membentuk Kepribadian Yang Estetis, Kajian: Konsep dan Urgensi, Sumber Historis, Sosiologis dan Filosofis; Dinamika dan Tantangan Seni Keagamaan Dalam Membentuk Kepribadian Yang Estetis; Mahasiswa dapat mengerjakan latihan tentang membangun kerukunan sesuai ajaran hindu, bentuk kajian: konsep dan urgensi kerukunan dalam membangun masyarakat yang damai, sumber historis, sosiologi, politik dan filosofis; dinamika dan tantangan dalam membang; Mahasiswa memahami perkembangan teori membangun kerukunan sesuai ajaran hindu, bentuk kajian: konsep dan urgensi kerukunan dalam membangun masyarakat yang damai, sumber historis, sosiologi, politik dan filosofis; dinamika dan tantangan dalam membangun ker; Mahasiswa memahami membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran hindu, bentuk kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis, cara membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran hindu | | | | | | | |
| **Pustaka** | | **Utama:** |  | | | | | | |
| 1. | | | | | | | |
| **Pendukung:** |  | | | | | | |
| 1. | | | | | | | |
| **Dosen Pengampu** | |  | | | | | | | |
| **Matakuliah syarat** | |  | | | | | | | |

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| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran;**  **Metode Pembelajaran;**  **Penugasan Mahasiswa;**  **[ Estimasi Waktu]** | | **Materi Pembelajaran**  **[Pustaka]** | **Bobot Penilaian (%)** |
| **Indikator** | **Kriteria & Teknik** |
| **(1)** | **(2)** | **(3)** | **(4)** | **Tatap Muka(5)** | **Daring (6)** | **(7)** | **(8)** |
| 1 | Mahasiswa menguasai teori pendahuluan | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Pendahuluan  **Referensi:**  **Mohon diisikan** | 5% |
| 2 | Mahasiswa memahami peran sejarah perkembangan agama hindu dalam memberi pembelajaran yang positif | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Peran Sejarah Perkembangan Agama Hindu Dalam Memberi Pembelajaran Yang Positif  **Referensi:** | 5% |
| 3 | Mahasiswa menguasai ajaran brahmavidya dalam membangun sraddha dan bhakti ( iman dan takwa); konsep ajaran brahma widya; sumber historis dan filosofis serta argumen pentingnya ajaran brahma widya | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Ajaran Brahmavidya Dalam Membangun Sraddha dan Bhakti ( Iman dan Takwa); Konsep Ajaran Brahma Widya; Sumber Historis dan Filosofis Serta Argumen Pentingnya Ajaran Brahma Widya  **Referensi:** | 5% |
| 4 | Mahasiswa mampu menerapkan teori ajaran brahmavidya dalam membangun sraddha dan bhakti ( iman dan takwa); konsep ajaran brahma widya; sumber historis dan filosofis serta argumen pentingnya ajaran brahma widya | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Ajaran Brahmavidya Dalam Membangun Sraddha dan Bhakti ( Iman dan Takwa); Konsep Ajaran Brahma Widya; Sumber Historis dan Filosofis Serta Argumen Pentingnya Ajaran Brahma Widya  **Referensi:** | 5% |
| 5 | Mahasiswa dapat mengerjakan latihan tentang 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 | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  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  **Referensi:** | 5% |
| 6 | Mahasiswa memahami perkembangan teori 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 esens | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Mahasiswa memahami perkembangan teori 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 esens  **Referensi:** | 5% |
| 7 | Mahasiswa dapat mempresentasikan pengetahuan konsep manusia hindu dalam membangun kepribadian yang berjiwa pemimpin, taat hukum, sehat, kreatif dan adatif; kajian: ungersi dan menggali sumber filosofis, teologis dan sosiologis tentang konsep manusia hindu | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Konsep Manusia Hindu Dalam Membangun Kepribadian Yang Berjiwa Pemimpin, Taat Hukum, Sehat, Kreatif dan Adatif; Kajian: Ungersi dan Menggali Sumber Filosofis, Teologis dan Sosiologis Tentang Konsep Manusia Hindu Dalam Membangun  Kepribadian Hindu  **Referensi:** | 5% |
| 8 | UJIAN TENGAH SEMESTER |  |  |  |  |  |  |
| 9 | Mahasiswa menguasai teori konsep manusia hindu dalam membangun kepribadian yang berjiwa pemimpin, taat hukum, sehat, kreatif dan adatif; kajian: ungersi dan menggali sumber filosofis, teologis dan sosiologis tentang konsep manusia hindu dalam membangun ke | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Konsep Manusia Hindu Dalam Membangun Kepribadian Yang Berjiwa Pemimpin, Taat Hukum, Sehat, Kreatif dan Adatif; Kajian: Ungersi dan Menggali Sumber Filosofis, Teologis dan Sosiologis Tentang Konsep Manusia Hindu Dalam Membangun  Kepribadian Hindu  **Referensi:** | 5% |
| 10 | Mahasiswa memahami ajaran 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 | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Ajaran 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  **Referensi:** | 5% |
| 11 | Mahasiswa menguasai ajaran 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 | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Ajaran 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  **Referensi:** | 5% |
| 12 | Mahasiswa mampu menerapkan teori peran seni keagamaan dalam membentuk kepribadian yang estetis, kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis; dinamika dan tantangan seni keagamaan dalam membentuk kepribadian yang estetis | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Peran Seni Keagamaan Dalam Membentuk Kepribadian Yang Estetis, Kajian: Konsep dan Urgensi, Sumber Historis, Sosiologis dan Filosofis; Dinamika dan Tantangan Seni Keagamaan Dalam Membentuk Kepribadian Yang Estetis  **Referensi:** | 5% |
| 13 | Mahasiswa dapat mengerjakan latihan tentang membangun kerukunan sesuai ajaran hindu, bentuk kajian: konsep dan urgensi kerukunan dalam membangun masyarakat yang damai, sumber historis, sosiologi, politik dan filosofis; dinamika dan tantangan dalam membang | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Membangun Kerukunan Sesuai Ajaran Hindu, Bentuk Kajian: Konsep dan Urgensi Kerukunan Dalam Membangun Masyarakat Yang Damai, Sumber Historis, Sosiologi, Politik dan Filosofis; Dinamika dan Tantangan Dalam Membangun Kerukunan  **Referensi:** | 5% |
| 14 | Mahasiswa memahami perkembangan teori membangun kerukunan sesuai ajaran hindu, bentuk kajian: konsep dan urgensi kerukunan dalam membangun masyarakat yang damai, sumber historis, sosiologi, politik dan filosofis; dinamika dan tantangan dalam membangun ker | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Membangun Kerukunan Sesuai Ajaran Hindu, Bentuk Kajian: Konsep dan Urgensi Kerukunan Dalam Membangun Masyarakat Yang Damai, Sumber Historis, Sosiologi, Politik dan Filosofis; Dinamika dan Tantangan Dalam Membangun Kerukunan  **Referensi:** | 5% |
| 15 | Mahasiswa memahami membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran hindu, bentuk kajian: konsep dan urgensi, sumber historis, sosiologis dan filosofis, cara membangun kesadaran mahasiswa sebagai makhluk sosial sesuai ajaran hindu | 1. *The accuracy in providing the information required* 2. *The student’s fluency in reading the memo (spelling, intonation, and speed)* 3. *The correctness of the student’s answers* | **Kriteria:**  *Marking Scheme*  **Bentuk:**  *Worksheet* (Non-Tes)   1. *Reading the memo provided.* 2. *Responding to the opening questions given.* 3. *Completing the table (problem-solution) according to the information in the memo.* 4. *Finding the word or phrase with similar meaning (synonym) according to the information in the memo.*   *Classifying the words or phrases with the correct headings.* | BM [(1x(2x60”)]  **Kegiatan:**   1. *Reviewing the previous lessons.* 2. *Reading the added learning materials.* 3. *Recording the presence.* 4. *Responding to opening questions in the ‘Discussion Forum’ section.* 5. *Submitting the assigned tasks.*   PT [(1x(2x60”)]  **Task 3:**  *Restating the information obtained in the form of an a-150-words paragraph.*  **Moda (*Learning Management System*):**  [elearning@usu.ac.id](mailto:elearning@usu.ac.id) | TM [(1x(2x50”)]  **Kegiatan:**   1. *Making notes of the learning materials explained.* 2. *Responding to the questions or instructions given.* 3. *Completing all the provided exercises individually.* 4. *Discussing the exercises completed.*   **Media:**  *Power Point Presentation (PPT)*  *Zoom Meeting*  *Audio Recording*  *English Handout*  **Metode Pembelajaran:**   1. *Online Lecture* 2. *Discussion* 3. *Self-Paced*   *Learning* | **Pokok Bahasan:**  Membangun Kesadaran Mahasiswa Sebagai Makhluk Sosial Sesuai Ajaran Hindu, Bentuk Kajian: Konsep dan Urgensi, Sumber Historis, Sosiologis dan Filosofis, Cara Membangun Kesadaran Mahasiswa Sebagai Makhluk Sosial Sesuai Ajaran Hindu  **Referensi:** | 5% |
| 16 | UJIAN AKHIR SEMESTER |  |  |  |  |  |  |
|  | Total | | | | | | **100** |