



# MODULE HAND BOOK

## MECHANICAL ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM

### FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG

COURSE NAME	CODE	Course classification	CU		Sem	Versio n
			Theor y	Pract		
Religion	UNP1.60.1401	General course / Character building				
Responsible	Dra. Murniyetti, M.Ag.			Signature		
<u>INFORMATION</u>	Dean		Head of Department		Coordinator of study program	
	<u>Dr. Fahmi Rizal, M.Pd., MT</u> NIP. 195912041985031004		<u>Drs. Purwantono, M.Pd</u> NIP. 196308041986031002		<u>Drs. Purwantono, M.Pd</u> NIP. 196308041986031002	
Program Learning Outcome	<b>Program learning outcome of Mechanical engineering vocational education:</b> <ol style="list-style-type: none"> <li>1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in profesional jobs / projects (Knowledge-understanding)               <ol style="list-style-type: none"> <li>1.1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems</li> <li>1.2. possess a good understanding and can apply basic the concept of physic to solve various technical problems</li> <li>1.3. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems</li> </ol> </li> <li>2. Possess a critical and creative thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method (<b><i>Engineering analysis, investigations and assessment</i></b>):               <ol style="list-style-type: none"> <li>2.1. problem identification skills</li> <li>2.2. problem analysis skills</li> </ol> </li> </ol>					

	<ul style="list-style-type: none"> <li>2.3. problem evaluation skills</li> <li>3. Possess a good ability in designing, manufacturing and operating machines (<b>Engineering design</b>) <ul style="list-style-type: none"> <li>3.1. able to formulate ideas/concepts into a technical drawing, design and budget plans</li> <li>3.2. able to operate various machines and other engineering equipment with the correct standard operating procedure</li> <li>3.3. able to design a machine or machinery system based on a valid scientific theory</li> <li>3.4. able to realize a concept/design into a prototype, manufacturing process and engineering system</li> </ul> </li> <li>4. Possess a good ability to design, organize and evaluate the education and learning process in <i>mechanical engineering vocational education</i>. (<b>Education design</b>) <ul style="list-style-type: none"> <li>4.1. able to design curriculum and learning process by considering various aspects</li> <li>4.2. able to organize, control, evaluate and improve the quality of the learning process</li> <li>4.3. able to develop an interesting, effective and efficient learning medias</li> </ul> </li> <li>5. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. (<b>Engineering practice</b>) <ul style="list-style-type: none"> <li>5.1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects</li> <li>5.2. able to carry out the optimization process and increase the efficiency of machines or machining system.</li> <li>5.3. able to improve the performance of machine/ machinery system by applying the information technology</li> </ul> </li> <li>6. Possess a good softskil and spirit of lifelong learning (<b>Transferable skill / softskill</b>) <ul style="list-style-type: none"> <li>6.1. possess a religious character</li> <li>6.2. possess a spirit of nasionalisme, social sensitivity and environmental consevation orientation</li> <li>6.3. possess the ability to communicate effectively and work together in teamwork</li> <li>6.4. possess the ability to transfer science and technology to society to improve the quality of life</li> <li>6.5. possess a good characters of entrepreneur</li> </ul> </li> </ul>
Course learning	Course learning outcomes

<b>outcomes</b>	<b>CLO</b>		<b>PLO</b>
	1. Students show noble morals based on the values of religious teachings as individuals with superior character and responsibility		6.1,
	2. Students show an attitude of loving the country and being loyal to the Republic of Indonesia		6.2
	3. Students are able to maintain peace and harmony in inter and inter-religious relations		6.1, 6.2, 6.3
	4. Students are able to understand, live and practice religious values which are in line with their mastery in science, technology and art		6.1, 6.4
	5. Students are accustomed to thinking critically and solving problems based on religious values		6.1, 6.2
<b>Course descriptions</b>	This course contains knowledge, attitudes and skills based on critical thinking, analysis and problem solving of human and religious nature, the main sources of Islamic teachings, the main teachings of Islam and Islamic insight.		
<b>References</b>	<b>Main Reference (RU):</b>		
	<ol style="list-style-type: none"> <li>1. Al-Quran and its translation</li> <li>2. 2017 UNP Islamic Religious Education Lecturer Team, Islamic Religious Education for Higher Education, UNP Press, Padang State University</li> <li>3. Director General of Learning and Student Affairs, Kemenristekdikti, 2016. Religious Education for Higher Education</li> <li>4. West Indonesia Region BKS-PTN Writing Team. 2015. Textbook of Religious Education</li> <li>5. Suryana Af, Toto, et al., 1996, Islamic Religious Education, Tiga Mutiara, Bandung</li> </ol>		
	<b>Additional Reference (RP)</b>		
	<ol style="list-style-type: none"> <li>1. Abdushshamad, Muhammad Kamil. 2002. Scientific Miracles in the Qur'an. Jakarta: Akbar Media Eka Sarana.</li> <li>2. Ministry of Religion, 2004. Compilation of Islamic Law.</li> <li>3. Ministry of Religion, 2007. Towards a Sakinah Family. Jakarta: Ministry of Religion Research and Development and Training Agency</li> <li>4. Department of Religion, 2007. Psychology of Marriage and Family. Jakarta: Research and Development Agency and Education and Training Ministry of Religion.</li> </ol>		

	<p>5. Efrinaldi. 2007. Fiqh Siyasah and the Basics of Islamic Political Thought. Jakarta: Granada Press.</p> <p>6. Efrinaldi. 2007. Fiqh Siyasah and the Basics of Islamic Political Thought. Jakarta: Granada Press.</p> <p>7. Come on, God. 2008. Soft Skill Development in Higher Education. Jakarta: Director General of Higher Education Soft Skill Development Team.</p> <p>8. Buchari Alma and Donni Juni Priansa. 2009. Shari'ah Business Management. Bandung: Alfabeta</p> <p>9. Qaradawi, Yusuf. 2011. Halal Haram in Islam. Solo: PT. Era of Adicitra Intermedia.</p> <p>10. Jumu'ah, Ali. 2013. Answering the Da'wah of the Salafis. Scientific Answers to the Understanding of the Method of Da'wah of the 'Salafi Wahabi. Jakarta: Khatulistiwa Press.</p> <p>11. Lickona Thomas. 2013. Character Education Complete Guide to Educate Students to be Smart and Good (trans.). Bandung: Nusa Media Publishers.</p> <p>12. Kosasih, Ahmad. 2017. The Destiny of Problems That Have Spawned Great Debates in Islamic Theology Schools. Jakarta: Midada Rahma Press</p>	
<b>Learning Media</b>	<b>Software:</b>	<b>Hardware:</b>
		Computer, LCD Projector and Whiteboard and peripherals
<b>Team Teaching</b>		
<b>Assessment</b>	Mid-Test Exam, Final Exam, Independent & group assignments, Group presentations	
<b>Requirements Subject</b>	NO	

### Course Subject

Week	Course Outcome (CO)	Learning Experience	Study Materials	Learning strategies	Criteria/ Assessment Techniques	Reference
(1)	<b>CLO-1: (PLO- 6.1)</b> Students are able to explain and analyze human nature	<ul style="list-style-type: none"> <li>a. Students understand presentation</li> <li>b. Students discuss problems</li> <li>c. Students conclude</li> <li>d. Students complete assignments</li> </ul>	<b>Human Nature</b> <ul style="list-style-type: none"> <li>a. Human concept: understanding, elements, characteristics</li> <li>b. Human creation according to Islam and Science</li> <li>c. Human dimension</li> <li>d. Functions, Roles and Purposes of Human life are superior with</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> <li>Question and answer</li> <li>Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Performance</li> </ul>	

			dignity			
(2)	<b>CLO-1: (PLO- 6.1, 6.2)</b> Students are able to explain and analyze the nature of religion	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>The Nature of Religion</b> a. Concept of Religion: understanding, elements, classification b. the concept of Islam: elements, principles, characteristics, values c. The meaning of Islam in life d. Religion and the development of thinking	Presentation Discussion Question and answer Assignment	Written test Performance	
(3)	<b>CLO-2: (PLO- 6.1, 6.2, 6.3)</b> Students are able to explain and analyze human nature	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Al-Qur'an</b> a. Human concept: understanding, elements, characteristics b. Human creation according to Islam and Science c. Human dimension d. Functions, Roles and Purposes of Human life are superior with dignity	Presentation Discussion Question and answer Assignment	Written test Performance	
(4)	<b>CLO-2: (PLO- 6.1, 6.2, 6.3)</b> Students are able to identify and analyze Sunnah / Hadith as the second source of Islamic teachings after the Koran	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Sunnah / Hadith</b> a. The concept of Sunnah / hadith: meaning, kind, history b. Position and Function of Sunnah / Hadith c. Know the 9 Sunnah Books / Hadith Mu'tamad d. Practicing Sunnah / Hadith in Life	Presentation Discussion Question and answer Assignment	Written test Performance	
(5)	<b>CLO-3: (PLO- 6.1, 6.2, 6.3)</b> Students are able to identify and	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete	<b>Ijtihad</b> a. The concept of Ijtihad: definition, element, position, form b. The urgency of ijti had as a source of law	Presentation Discussion Question and answer Assignment	Written test Performance	

	analyze ijthad as the third source of Islamic teachings after the Koran and the Sunnah	assignments	c. Forms (personal, institutional) and technical ijthad d. Implementation of ijthad on contemporary issues			
(6)	<b>CLO-3: (PLO- 6.1, 6.2, 6.3)</b> Students are able to identify and analyze Aqidah as the main teachings of Islam	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Aqidah</b> a. The concept of aqidah: meaning, scope, elements, position b. Arguments about the Being of God (Dalil Aqli and Dalil Naqli) c. Aqidah that is right and aqidah that is wrong d. Maintenance of Aqidah	Presentation Discussion Question and answer Assignment	Written test Performance	
(7)	<b>CLO-3: (PLO- 6.1, 6.2, 6.3)</b> Students are able to identify and analyze Sharia as the main teaching of Islam	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Sharia / Islamic Law</b> a. The concept of Sharia / law: definition, position, source b. Basics of Islamic law (judge, mahkum alaih, mahkum bih) c. Dimensions of Islamic law: HMAH, HMMS d. Implementation of sharia / law in life	Presentation Discussion Question and answer Assignment	Written test Performance	
(8)	<b>CLO-4: (PLO- 6.1, 6.2, 6.3)</b> Students are able to identify and analyze Morals as the main teachings of Islam	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Morals</b> a. Concept of morals: meaning, scope, position b. Rasulullah as Uswatun Hasanah c. Morals as a guide for the character of the Nation d. Implementation of morals (commendable morals and despicable behavior)	Presentation Discussion Question and answer Assignment	Written test Performance	
(9)	<b>MIDTERM EXAM</b>					

<b>(10)</b>	<b>CLO-4: (PLO- 6.1, 6.2, 6.3)</b> Students are able to analyze Family Development in Islam and resolve related context problems	<ul style="list-style-type: none"> <li>a. Students understand presentation</li> <li>b. Students discuss problems</li> <li>c. Students conclude</li> <li>d. Students complete assignments</li> </ul>	<b>Family Development in Islam</b> <ul style="list-style-type: none"> <li>a. The concept of marriage: understanding, law, procedure, wisdom</li> <li>b. Rights and Obligations of husband and wife</li> <li>c. Termination of Marriage</li> <li>d. Fostering a sakinah family</li> </ul>	Presentation Discussion Question and answer Assignment	Written test Performance	
<b>(11)</b>	<b>CLO-4: (PLO- 6.1, 6.2, 6.3)</b> Students are able to analyze Economics in Islam and solve related context problems	<ul style="list-style-type: none"> <li>a. Students understand presentation</li> <li>b. Students discuss problems</li> <li>c. Students conclude</li> <li>d. Students complete assignments</li> </ul>	<ul style="list-style-type: none"> <li>a.</li> <li>b. Economic concepts: Definition, law and basis</li> <li>c. Economic principles in Islam</li> <li>d. Ethics in Islamic economic practice (prohibition in economics)</li> <li>e. Issues of contemporary Islamic economic practice (banking, insurance, corporation, digital economy)</li> </ul>	Presentation Discussion Question and answer Assignment	Written test Performance	
<b>(12)</b>	<b>CLO-4, 5: (PLO- 6.1, 6.2, 6.3)</b> Students are able to analyze politics in Islam and solve related context problems	<ul style="list-style-type: none"> <li>a. Students understand presentation</li> <li>b. Students discuss problems</li> <li>c. Students conclude</li> <li>d. Students complete assignments</li> </ul>	<b>Politics in Islam</b> <ul style="list-style-type: none"> <li>a. Political concepts in Islam: definition, basis, principles and goals</li> <li>b. Political ethics in Islam</li> <li>c. Paradigm of Islamic and State Relations</li> <li>d. Islamic Politics and Political Implementation in Indonesia</li> </ul>	Presentation Discussion Question and answer Assignment	Written test Performance	
<b>(13)</b>	<b>CLO-5: (PLO- 6.1, 6.2, 6.3, 6.4)</b> Students are able to analyze human	<ul style="list-style-type: none"> <li>a. Students understand presentation</li> <li>b. Students discuss problems</li> <li>c. Students conclude</li> <li>d. Students complete</li> </ul>	<b>Human rights in Islam</b> <ul style="list-style-type: none"> <li>a. The concept of human rights in Islam: definition, basis, scope, goals</li> <li>b. Principles of Human Rights in</li> </ul>	Presentation Discussion Question and answer Assignment	Written test Performance	

	rights in Islam and solve related context problems	assignments	Islam c. Democracy in Islam (Medina charter) * d. Gender Equality in Islamic perspective			
(14)	<b>CLO-5: (PLO- 6.1, 6.2, 6.3, 6.4)</b> Students are able to analyze Science, Science, Technology and Art in Islam and solve context-related problems	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>IPTEKNI in Islam</b> a. The concept of science and technology in Islam: meaning, elements, goals b. Islam and art c. Islam and Culture d. Work ethic in Islam	Presentation Discussion Question and answer Assignment	Written test Performance	
(15)	<b>CLO-5: (PLO- 6.1, 6.2, 6.3, 6.4)</b> Students are able to analyze Islam and Muslims in Indonesia and resolve related context problems	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Islam and Muslim Traditions in Indonesia</b> a. Islam in Indonesia: History and style of teachings. b. Acculturation of Islam and culture in Indonesia c. Contribution of Muslims to the Nation and State d. Contemporary Islamic Movements in Indonesia (Salafi, Wahabi, Congregation Tablig, Hizbut Tahrir Indonesia, Liberal Islam and Islam Nusantara) *	Presentation Discussion Question and answer Assignment	Written test Performance	
(16)	<b>CLO-5: (PLO- 6.1, 6.2, 6.3, 6.4)</b> Students are able to analyze Islamic Student Ethics	a. Students understand presentation b. Students discuss problems c. Students conclude d. Students complete assignments	<b>Islamic Student Ethics</b> a. Ethics Requires knowledge b. Eating and drinking etiquette c. dress etiquette d. social ethics	Presentation Discussion Question and answer Assignment	Written test Performance	





### Assessment Component

Midtest exam	: 35%
Final exams	: 35%
Duty	: 20%
<u>Presence</u>	<u>: 10%</u>
Total	: 100%

### Scoring/Grading Level description

	Excellent	Good	Satisfy	Fail
Description	Be able to describe with <b>right</b> and <b>complete</b>	Be able to describe with <b>right</b> but <b>less complete</b>	Be able to describe but <b>unclear</b> and <b>less complete</b>	<b>Not capable</b> describe
Formulations	Able to formulate correctly and completely	Able to formulate correctly but incomplete	Able to formulate but less clear and incomplete	Not able to formulate
Calculate	Able to calculate correctly and completely	Able to calculate correctly but not complete	Able to count but less clear and incomplete	Not able to count
Analysis	Able to analyze correctly and completely	Able to analyze correctly but incomplete	Able to analyze but less clear and incomplete	Not able to analyze

### Scoring/grading system

Score	Quality Value	Quality Score	Designation of Quality	Score	Quality Value	Quality Score	Designation of Quality
85 - 100	A	4.0	With compliments	55 - 59	C	2.0	Enough
80 - 84	A-	3.6	Very very good	50 - 54	C-	1.6	Not enough

75 - 79	B +	3.3	Very well	40 - 49	D	1.0	Less
70 - 74	B	3.0	Good	≤ 39	E	0.0	Failed
65 - 69	B-	2.6	Pretty good	-	T	-	Delayed
60 - 64	C +	2.3	More than enough				

