



UNIVERSITAS PENDIDIKAN INDONESIA

SEMESTER LEARNING PLAN (RPS)

COURSE IDENTITY

Course Name	Course Code	Credits	Workload	Course Group	Semester	Prerequisite Course	Publication Date
ISLAMIC RELIGIOUS EDUCATION	KU100	2	90	Character Education and 21st Century Skills (PKKA-21)	1		2026-02-04 11:35:44

Prepared by Lecturer	Reviewed by Study Program Academic Quality Team	Approved by Head of Study Program
Dr. Saepul Anwar, S.Pd.I., M.Ag.	Dr. Wildan Insan Fauzi, S.Pd., M.Pd.	Dr. Tarunasena, M.Pd.

COURSE DESCRIPTION AND GRADUATE LEARNING OUTCOMES

Course Description	The Islamic Religious Education course is a compulsory course aimed at developing students' understanding, knowledge, and a moderate religious attitude, as well as their ability to promote Islam as a religion that is rahmatan lil-'alamin (a mercy to all creation). The expected competencies are that students are able to: (1) analyze factual, conceptual, procedural, and metacognitive knowledge related to the methodology of understanding Islam, humans and religion, sources of Islamic teaching, faith, worship, piety, marriage and inheritance, wealth management and utilization, schools of thought and intellectual currents in Islam, ethics, da'wah (enjoining good and forbidding evil), jihad in the path of Allah, and leadership of the community; (2) demonstrate a moderate religious attitude and motivation for worship; and (3) possess the skills to perform acts of worship in daily life correctly and appropriately. Course assessment includes participatory activities, assignments, quizzes, and a final examination.	
Graduate Learning Outcomes	1	Demonstrate scientific, educational, and religious attitudes and behaviors that contribute to improving the quality of life in society, the nation, and the state, in accordance with cultural norms and academic ethics.
	2	Capable of integrating learning and innovation skills, mastery of technology and information, career development, and life skills to become a lifelong learner.
	3	Capable of applying logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology with due regard to humanistic values relevant to their field of expertise
Course Learning Outcomes	1	Devoted to the Almighty God and capable of demonstrating a religious attitude. Students are acquainted with the background, objectives, and foundations of the Islamic Religious Education course at Universitas Pendidikan Indonesia as well as its learning process.
	2	Students are able to compare various methodologies for understanding Islam and develop their comprehension of Islamic teachings using appropriate methodology.
	3	Students are able to analyze the history of the emergence of religion and the function of religion in human life.
	4	Students are able to articulate the position of the Quran and Sunnah as sources of Islamic law and ijtihad as an instrument for the development of Islamic law.
	5	Students are able to articulate the concept of iman (the system of belief in Islam) as a core value and its implementation in daily life.
	6	Students are able to articulate the concepts of worship and piety in Islam and their implementation in daily life correctly and appropriately.
	7	Students are able to articulate the concepts of marriage and inheritance management in Islam.

	8	Students are able to articulate the concepts of wealth management and utilization in Islam, as well as various Islamic economic issues in the modern era.	
	9	Students are able to compare various schools of jurisprudence and intellectual currents in Islam, and to articulate the concept of ethics and its application in behavior.	
	10	Students are able to analyze the concept of da'wah and enjoining good and forbidding evil in Islam and its implementation in daily life.	
	11	Students are able to analyze the concept of jihad in Islam and its manifestation in daily life.	
	12	Students are able to analyze the concept of community leadership in personal, family, national, and civic life.	
Sub-CPMK	1	CPMK - 1	Understand the vision, mission, objectives, and foundations of Islamic Religious Education in Higher Education Institutions (PTU) as well as the course's learning process, including: targets, content, methods, assignments, and evaluation process.
	2	CPMK - 2	Analyze the various methodologies for understanding Islam.
	3	CPMK - 3	Analyze the concept of religion and humanity.
	4	CPMK - 4	Analyze the position of the Quran as the First Source of Islamic Law.
	5	CPMK - 4	Analyze the position of the Sunnah as the Second Source of Islamic Law.
	6	CPMK - 4	Analyze the position of Ijtihad as an instrument for the development of Islamic law.
	7	CPMK - 5	Analyze the concept of iman as the system of belief in Islam.
	8	CPMK - 6	Analyze the concepts of worship and piety in Islam.
	9	CPMK - 7	Analyze the concepts of marriage and inheritance in Islam.
	10	CPMK - 8	Analyze the concepts of wealth management and utilization in Islam.
	11	CPMK - 9	Articulate the various schools of jurisprudence, intellectual currents, and the concept of ethics in Islam.
	12	CPMK - 10	Articulate the concepts of da'wah and enjoining good and forbidding evil in Islam.
	13	CPMK - 11	Articulate the concept of jihad in Islam.
	14	CPMK - 12	Articulate the concept of leadership in Islam.
Course Materials	1	Vision, mission, objectives, and foundations of Islamic Religious Education in Higher Education Institutions (PTU)	

	2	Methodology of Understanding Islam
	3	Humanity and Religion
	4	The Quran: The Primary Source of Islamic Teaching
	5	Hadith: The Secondary Source of Islamic Teaching
	6	Ijtihad: The Instrument of Islamic Legal Development
	7	Iman: The System of Belief in Islam
	8	The Concepts of Worship and Piety
	9	Marriage and Inheritance
	10	Wealth Management and Utilization
	11	Schools of Jurisprudence, Intellectual Currents, and the Concept of Ethics in Islam
	12	Da'wah: Enjoining Good and Forbidding Evil
	13	Jihad in the Path of Allah
	14	Community Leadership
Learning Outcomes Demonstrable at the End of the Course *)		Demonstrating a moderate attitude in religious practice and the motivation to worship correctly and appropriately, including the ability to read the Quran at a minimum Proficient Level.
Learning Strategy		Case Method
	✓	Team based Project
		Others

Learning Steps	In general, the course consists of sixteen sessions structured as follows: 14 sessions covering fundamental Islamic study topics using a case method approach in each session, and 2 sessions for the mid-term and final examinations. Each session begins with a Quran recitation habit. The session continues with presentations by several students on the day's material as evidence of their assigned reading. Student reading evidence may be presented in the form of mind maps or chapter reports. Following the student presentations, the lecturer continues the learning process together with students through discussion stimulated by the presentation of several cases related to the course topic. Students are asked to analyze the cases and discuss them until near the end of the session. The lecturer closes the session with a reflection process. To pass this course, students must attend the Islamic Religious Education tutorial activities and be able to read the Quran at a minimum Proficient Level.	
References	1	TIM Dosen PAI. (2017). Pendidikan Agama Islam. UPI Press

LEARNING PLAN

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
1	Understand the vision, mission, objectives, and foundations of Islamic Religious Education in Higher Education Institutions (PTU), as well as the course's learning process, including: targets, content, methods, assignments, and evaluation process.	(1) Understand the vision, mission, objectives, and foundations of Islamic Religious Education in higher education; (2) Understand each course assignment clearly; and (3) Develop a sense of self-confidence.	Vision, Mission, Objectives, and Foundations of Islamic Religious Education in Higher Education Institutions (PTU)	Observation	0	Face-to-face with expository method, question and answer, and synchronous discussion	Individual assignment: watching instructional videos and creating a course material mind map	5.5	1	04-02-2026 10:20
2	Analyze the various methodologies for understanding Islam.	(1) Explain the urgency of methodology in understanding Islam; (2) Identify several examples of misconceptions in understanding Islam; (3) Articulate several methods of understanding Islam; (4) Recognize the importance of correct methodology in understanding religion; and (5) Recognize the importance of the role of Islamic scholars in providing correct religious understanding.	Methodology of Understanding Islam	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	11-02-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
3	Analyze the concept of religion and humanity.	(1) Explain the concept of humanity in Islam; (2) Articulate the phenomena of religion and religiosity; (3) Articulate the origins and types of religions in the world; (4) Explain Islam as the religion of the prophets; (5) Recognize the importance of religion in human life; and (6) Accept other people's right to practice their religion.	Humanity and Religion	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	18-02-2026 10:20
4	Analyze the position of the Quran as the First Source of Islamic Law.	(1) Explain the definition and names of the Quran; (2) Articulate the main themes and core content of the Quran; (3) Analyze the fundamental characteristics of the Quran; (4) Analyze the miraculous nature of the Quran; (5) Explain the stages of engaging with the Quran; (6) Explain the etiquette of reading the Quran; and (7) Cultivate a habit of reading the Quran daily.	The Quran: The Primary Source of Islamic Teaching	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	25-02-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
5	Analyze the position of the Sunnah as the Second Source of Islamic Law.	(1) Explain the necessity of following the Hadith of the Prophet (PBUH); (2) Differentiate among the terms hadith, sunnah, and khabar; (3) Analyze the relationship between the Sunnah and the Quran as sources of Islamic teaching; (4) Describe the process of hadith transmission; and (5) Explain the types and grades of hadith.	Hadith: The Secondary Source of Islamic Teaching	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	04-03-2026 10:20
6	Analyze the position of Ijtihad as an instrument for the development of Islamic law.	(1) Explain the definition and urgency of ijtiḥad; (2) Differentiate among shari'ah, fiqh, and Islamic law; (3) Analyze the function and position of ijtiḥad as a source of Islamic law; (4) Analyze the phenomenon of differences of opinion in Islamic law; (5) Develop a tolerant attitude toward differences of scholarly opinion in the determination of Islamic law; and (6) Accept the Quran, Sunnah, and Ijtihad as sources of Islamic law.	Ijtihad: The Instrument of Islamic Legal Development	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	11-03-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
7	Analyze the concept of iman as the system of belief in Islam.	(1) Explain the meaning of iman; (2) Explain the scriptural basis of the command to have faith; (3) Explain the testimony of faith; (4) Explain the urgency of faith; (5) Analyze the causes of fluctuations in faith; (6) Identify things that nullify faith; and (7) Develop the disposition to maintain faith through acts of worship.	Iman: The System of Belief in Islam	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	25-03-2026 10:20
8	MID-TERM EXAMINATION (UTS)				8					01-04-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
9	Analyze the concepts of worship and piety in Islam.	(1) Explain the essence of worship in Islam; (2) Analyze the purpose and function of worship in Islam; (3) Articulate the forms of worship in Islam in accordance with the guidance of the Prophet (PBUH); (4) Analyze the wisdom of worship in Islam; (5) Develop motivation to perform worship correctly in all its forms, both ritual and non-ritual; (6) Actualize the potential for worship in daily life (24 hours); (7) Explain the essence of piety in Islam; (8) Analyze the characteristics of a pious person; (9) Formulate forms of implementing piety in daily life; and (10) Develop motivation to implement piety in daily life.	The Concepts of Worship and Piety	Multiple Choice	9	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	08-04-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
10	Analyze the concepts of marriage and inheritance in Islam.	(1) Explain the essence of marriage in Islam; (2) Explain the purpose and wisdom of marriage in Islam; (3) Articulate the conditions and pillars of marriage in Islam; (4) Analyze the rights and responsibilities of husband and wife within the family; (5) Analyze the legal rulings on marriage in Islam; (6) Develop the motivation to maintain proper Muslim conduct; (7) Adopt an attitude of avoiding acts that lead to fornication; (8) Inheritance in Islam; (9) Explain the essence of inheritance in Islam; (10) Explain the principles of inheritance in Islam; (11) Analyze the causes of inheritance entitlement in Islam; (12) Articulate the procedure for distributing inheritance in Islam; and (13) Accept the rules of Islamic inheritance.	Marriage and Inheritance	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	15-04-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
11	Analyze the concepts of wealth management and utilization in Islam.	(1) Explain the concept of wealth ownership in Islam; (2) Explain the scriptural basis of the concept of wealth ownership in Islam; (3) Articulate the ethics/principles of spending wealth in Islam; (4) Articulate the concept of contracts in the Islamic economy; (5) Analyze various transactions in the modern era based on Islamic economic principles; and (6) Develop the motivation to become a Muslim entrepreneur.	Wealth Management and Utilization	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	22-04-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
12	Articulate the various schools of jurisprudence, intellectual currents, and the concept of ethics in Islam.	(1) Explain the meaning of madhhab (school of jurisprudence) in Islam; (2) Explain the background of the emergence of jurisprudential schools and intellectual currents in Islam; (3) Analyze the general principles of jurisprudential schools in determining Islamic law; (4) Analyze the thought of theological currents in Islam; (5) Explain the meaning of ethics and mysticism; (6) Explain the urgency of norms and moral standards; (7) Articulate the concept of Sufism; (8) Explain the goals of Sufism; (9) Analyze the process of taraqī (spiritual ascent); (10) Analyze the stages of the riyadhah (spiritual discipline) process; (11) Analyze the levels of the human soul; (12) Analyze the forms of ethical conduct; and (13) Develop the motivation to increase one's benefit to the surrounding environment.	Schools of Jurisprudence, Intellectual Currents, and the Concept of Ethics in Islam	Multiple Choice	9	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	29-04-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
13	Articulate the concepts of da'wah and enjoining good and forbidding evil in Islam.	(1) Explain the essence of da'wah in Islam; (2) Explain the scriptural basis and legal ruling on da'wah for a Muslim; (3) Explain the objectives of da'wah in Islam; (4) Analyze the principles of da'wah in Islam; (5) Analyze the methods and strategies of da'wah; (6) Analyze the urgency of enjoining good and forbidding evil in the life of a Muslim; (7) Analyze the implementation of enjoining good and forbidding evil in daily life; and (8) Develop motivation to practice enjoining good and forbidding evil according to one's respective position and role.	Da'wah: Enjoining Good and Forbidding Evil	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	06-05-2026 10:20
14	Articulate the concept of jihad in Islam.	(1) Explain the essence of jihad in Islam; (2) Explain the legal ruling on jihad in Islam; (3) Analyze the forms of jihad in Islam; (4) Analyze the implementation of jihad in daily life; and (5) Develop the motivation to apply jihad in daily life.	Jihad in the Path of Allah	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	13-05-2026 10:20

Week	Sub-CPMK	Sub-CPMK Achievement Indicators Demonstrable by Students	Course Materials	Assessment		Learning Methode		Duration (hrs)	Ref.	Access Time
				Assessment Form (test/non-test)	Weight (%)	Synchronous (face-to-face and online)	Asynchronous (individual and group assignments)			
15	Articulate the concept of leadership in Islam.	(1) Explain the essence of leadership in Islam; (2) Explain the scriptural basis of the obligation to appoint a leader; (3) Analyze the characteristics of a leader in Islam; (4) Analyze the rights and obligations of a leader in Islam; (5) Analyze the leadership exemplars of the Prophet Muhammad and the Rightly Guided Caliphs; (6) Develop the motivation to become a community leader in the future; and (7) Accept the responsibility of being a self-leader.	Community Leadership	Multiple Choice	6	Face-to-face with expository method, random presentation, discussion, question and answer	Individual assignment: watching instructional videos, creating a course material mind map, attending the Islamic Religious Education tutorial, and Quranic Literacy	5.5	1	20-05-2026 10:20
16	FINAL EXAMINATION (UAS)				8					03-06-2026 07:00

STUDENT LEARNING TIME (WORKLOAD)

LEARNING	Learning Activity		Synchronous	Asynchronous	Preparation	Total Time
	Lectures/Tutorials		14 x 100 min = 1,400 min	2 x 100 min = 200 min	-x-	1,600 min (26.7 hrs)
	Project-based Learning		10 x 50 min = 500 min	2 x 50 min = 100 min	-x-	600 min (10.0 hrs)
	Discussion (Case-based Learning)		-x-	-x-	-x-	0 min (0.0 hrs)
	SUBTOTAL					2,200 min (36.7 hrs)
ASSESSMENT		Continous Assessment				
		Participation During Learning	14 x 50 min = 700 min	2 x 50 min = 100 min	-x-	800 min (13.3 hrs)
		Project Work	10 x 50 min = 500 min	2 x 50 min = 100 min	-x-	600 min (10.0 hrs)
		Assignments	8 x 100 min = 800 min	14 x 50 min = 700 min	-x-	1,500 min (25.0 hrs)
		Quiz	5 x 10 min = 50 min	-x-	-x-	50 min (0.8 hrs)
		Formative				125 min (2.1 hrs)
		Summative				125 min (2.1 hrs)
	SUBTOTAL					3,200 min (53.3 hrs)
Total Workload						5,400 Minutes (90 Hours)

Ideal Total Hours	90 Hours
Credits	2
Consistency with Number of Credits	CONSISTENT

COURSE LEARNING OUTCOME (CPMK) ASSESSMENT CRITERIA

No	CPMK	CPL			TAXONOMY	Weight	CPMK Achievement Criteria
		CPL-1	CPL-2	CPL-3			
1	Devoted to the Almighty God and capable of demonstrating a religious attitude. Students are acquainted with the background, objectives, and foundations of the Islamic Religious Education course at UPI, as well as its learning process.				1	0	0% of all students achieve a minimum score of 70 (on a 100-point scale)
2	Students are able to compare various methodologies for understanding Islam and develop their comprehension of Islamic teachings using appropriate methodology.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)
3	Students are able to analyze the history of the emergence of religion and the function of religion in human life.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)
4	Students are able to articulate the position of the Quran, Sunnah as sources of Islamic law and ijthihad as an instrument of Islamic legal development.				3	18	70% of all students achieve a minimum score of 70 (on a 100-point scale)
5	Students are able to articulate the concept of iman as a core value and its implementation in daily life.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)
6	Students are able to articulate the concepts of worship and piety in Islam and their implementation in daily life correctly and appropriately.				3	9	70% of all students achieve a minimum score of 70 (on a 100-point scale)
7	Students are able to articulate the concepts of marriage and inheritance management in Islam.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)
8	Students are able to articulate the concepts of wealth management and utilization in Islam and various Islamic economic issues in the modern era.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)

No	CPMK	CPL			TAKSONOMI	Bobot	KRITERIA PENCAPAIAN CPMK
		CPL-1	CPL-2	CPL-3			
9	Students are able to compare various schools of jurisprudence and intellectual currents in Islam, and articulate the concept of ethics and its application in behavior.				3	9	70% of all students achieve a minimum score of 70 (on a 100-point scale)
10	Students are able to analyze the concept of da'wah and enjoining good and forbidding evil in Islam and its implementation in daily life.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)
11	Students are able to analyze the concept of jihad in Islam and its manifestation in daily life.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)
12	Students are able to analyze the concept of community leadership in personal, family, national, and civic life.				3	6	70% of all students achieve a minimum score of 70 (on a 100-point scale)

COLLABORATIVE TASK DESIGN

Task Title	Digital Da'wah Content Based on Social Media
Learning Method	Team based Project
Time	
Assessment Weight	50
SUB-CPMK	Articulating the concepts of da'wah and enjoining good and forbidding evil in Islam.

Task Description

Students create and manage an Instagram social media account as a platform for digital Islamic da'wah on social media. The person in charge of this task is the Course Representative (PJ Mata Kuliah) or another designated student, and all students are involved in producing da'wah content. Da'wah content may include: verse studies, hadith studies, Islamic scholar studies, Islamic history studies, tips and tricks, memes, quotes, or other Islamic content. Each student is grouped according to the type of content and is tasked with producing at least one piece of da'wah content per week. All da'wah content produced by students is collected by the social media person in charge (admin) and subsequently validated by the course lecturer before being published on social media.

Task Steps

1. Design and determine the class's social media account name, and form an Admin Team.
2. Design the social media layout using the Instagram platform.
3. Group students according to the type of digital da'wah content.
4. Each group of students produces at least one piece of digital da'wah content per week.
5. The student admin collects the da'wah content produced by students and submits it to the lecturer for validation.
6. The lecturer validates each piece of da'wah content produced by students.
7. The student admin uploads the validated content.
8. Evaluation and reflection.

Expected Outputs

Digital da'wah content based on social media.

Indicators, Criteria, and Assessment Weights

Indicators: Each student produces at least one piece of da'wah content per week.

Criteria: Da'wah content in the form of verse studies, hadith studies, Islamic scholar studies, Islamic history studies, tips and tricks, memes, quotes, or other Islamic content.

Assessment Weights:

1. Content
2. Creativity
3. Consistency

Implementation Schedule

Note: The number of days in one semester is $16 \times 7 = 112$ days. The schedule may be set based on a day-count basis.

Acitivity	Implementation Time
Design and determine the class's social media account name, and form an Admin Team	Weeks 1-2 of the Course
Design the social media layout using the Instagram platform	Week 2 of the Course
Group students according to the type of digital da'wah content	Week 2 of the Course
Each group of students produces at least one piece of digital da'wah content per week	Weeks 3-16 of the Course
The student admin collects the da'wah content produced by students and submits it to the lecturer for validation	Weeks 3-16 of the Course
The lecturer validates each piece of da'wah content produced by students	Weeks 3-16 of the Course

The student admin uploads the validated content	Weeks 3-16 of the Course
Evaluation and reflection	Week 16 of the Course
Others	
The final session is utilized for a reflection activity.	
References	
1. TIM Dosen PAI. (2017). Pendidikan Agama Islam. UPI Press	