



UNIVERSITAS NEGERI YOGYAKARTA
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES
 DEPARTMENT OF CHEMISTRY EDUCATION
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Bachelor of Education in Chemistry

MODULE HANDBOOK

Module name:	Hinduism Education
Module level, if applicable:	Undergraduate
Code:	MKU6305
Sub-heading, if applicable:	-
Classes, if applicable:	-
Semester:	1 st
Module coordinator:	University team
Lecturer(s):	Team teaching
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Subject
Teaching format / class hours per week during the semester:	150 minutes lectures, 180 minutes structured activities, and 180 minutes individual study per week
Workload:	Total workload is 136 hours per semester which consists of 150 minutes lectures, 180 minutes structured activities, and 180 minutes individual study per week for 16 weeks.
Credit points:	3 SKS (4.92 ECTS)
Prerequisites course(s):	-
Course Outcomes	<p>After taking this course, the students have ability to:</p> <p>CO1. Understand the principles and developmental pattern of Hinduism as science</p> <p>CO2. Obey <i>Hyang Widhi</i> through <i>Sradha</i> and <i>Bakti</i> and celebrate holy days based on Hinduism</p> <p>CO3. Analyze the concept, nature, <i>awatar</i> and holy people based on Hinduism</p> <p>CO4. Believe in God's law based on the foundations of Hinduism</p> <p>CO5. Be independent for self development</p> <p>CO6. Adapt to the environment while implementing the principles of Three Harmony</p> <p>CO7. Be independent to implement leadership related to the book of <i>Astabrata</i> and <i>Astadasa Paramiteng Prabhu</i></p> <p>CO8. State ideas about IT, science and arts from Hinduism perspectives</p> <p>CO9. Express the ideas about culture as the medium to introduce Hinduism in the written and oral forms</p> <p>CO10. Analyze politics based on the perspectives of Hinduism and express it in the written and oral forms</p>
Content:	This course discusses the introduction, God the one and only, human, ethics, IT and science, harmony for religious people, arts, culture, politics, and leadership from the perspectives of Hinduism.

Study / exam achievements:	<p>Attitude assessment is carried out at each meeting by observation and/or self-assessment techniques using the assumption that basically every student has a good attitude. The student is marked very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not taken into account in the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude. The final mark will be weight as follow:</p> <table border="1" data-bbox="630 521 1396 929"> <thead> <tr> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>CO1, CO2, CO4, CO5, CO6, CO7, CO8, CO9, CO10</td> <td>Assignments</td> <td>Written assignment/ presentation</td> <td>30%</td> </tr> <tr> <td></td> <td>Mid-term exam</td> <td>Written test</td> <td>25%</td> </tr> <tr> <td></td> <td>Final term</td> <td>Written test</td> <td>30%</td> </tr> <tr> <td></td> <td>Participation</td> <td>Observation</td> <td>15%</td> </tr> <tr> <td colspan="3">Total</td> <td>100%</td> </tr> </tbody> </table>	CO	Assessment Object	Assessment Technique	Weight	CO1, CO2, CO4, CO5, CO6, CO7, CO8, CO9, CO10	Assignments	Written assignment/ presentation	30%		Mid-term exam	Written test	25%		Final term	Written test	30%		Participation	Observation	15%	Total			100%
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	Participation	Observation	15%																						
Total			100%																						
Forms of media:	Board, LCD Projector, video files, PPT slides, and stationaries																								
Reference:	<p>Direktorat Jendral Pembelajaran dan Kemahasiswaan. 2016. <i>Pendidikan Agama Hindu di Pendidikan Tinggi</i>. Jakarta: Direktorat Jendral Pembelajaran dan Kemahasiswaan Kementrian Riset, Teknologi dan Pendidikan Tinggi.</p> <p>Tim penyusun. 2012. <i>Pendidikan Agama Hindu untuk Perguruan Tinggi Umum</i>. Jakarta: Direktorat Jendral Bimbingan Masyarakat Hindu Kementerian Agama RI.</p> <p>Jackson, Robert. 1988. <i>Approaches to Hinduism (World religions in education)</i>. Boston: J. Murray.</p> <p>Hayes, Jan. 2012. <i>Religions to InspiRE for KS3: Hinduism Teacher's Resource Book</i>. Manchester: Hodder Education.</p> <p>Ida Bagus Rai Putra, I Nyoman Weda Kesuma, I Wayan Cika, I Made Suastika. <i>Dharmayatra In The Dwijendra Tattwa Text Analysis Of Reception</i>, e-Journal of Linguistics: Vol. 5. Januari 2011 No. 2.</p> <p>Muljana, S. 1979. <i>Nagarakretagama dan tafsir sejarahnya</i>. Bali: Bhratara Karya Aksara.</p> <p>Suastika, I. M. 1997. <i>Calon Arang dalam Tradisi Bali</i>. Yogyakarta: Duta Wacana University Press.</p> <p>Pigeaud. 1967-1980. <i>Literature of Java I-III</i>, The Hague: Martijnus Nijhoff. Vol IV. Supplement (1980) Leiden University Press.</p>																								

PLO and CO mapping

	PLO					
	Attitude		Knowledge	Specific Skill	General Skill	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CO1	√					
CO2	√					
CO3	√					
CO4	√					

CO5	√					
CO6	√					
CO7	√					
CO8	√					
CO9	√					
CO10	√					