

Islamic Education (IPB100)

Module designation	<i>Islamic Education IPB100</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Dr. Hamzah, M.Si.</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for Muslims undergraduate students</i>
Teaching methods	<i>Lecturer presentation, discussion, literature content observation, group discussion, case study, blended learning</i>
Workload	<i>Lecture : 2 × 50 min × 14 meetings = 1400 min (23.3 hours)</i> <i>Assignment : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Self-activity : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 7140 min (119 hours)</i>
Credit points	<i>3 SCH × 1.44 = 4.32 ECTS</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Able to explain the urgency of science in the view of Islam and the urge to seek and apply it to life</i> 2. <i>Able to explain the concept of science in Islam and eliminate the dichotomous attitude that contradicts science and Islam</i> 3. <i>Able to explain the concept of Islam as rahmatan lil'alamiin with a strong belief in the truth of Islam and being tolerant of other religions</i> 4. <i>Able to explain the main teachings of Islam related to Akidah, Sharia, Morals and Da'wah</i> 5. <i>Have the right attitude in understanding the teachings of Islam, and have the awareness to become a better Muslim</i> 6. <i>Have an honest, disciplined and enthusiastic attitude in developing knowledge based on the Quran</i> 7. <i>Able to read the Quran well and diligently worship and perform various activities according to Islamic teachings</i>
Course description	<p><i>This course discusses the basics of Islamic religious teachings comprehensively (kaaffah) as a basis for thinking and acting in the development of scientific and professional disciplines, as well as being a reference in daily behavior so that Muslim intellectuals who are faithful, pious and have noble character can be realized.</i></p> <p><i>This course covers the following materials: Science in an Islamic perspective, Islam as rahmatan lil'alamiin, basic principles and implementation of Islamic aqidah, basic principles and implementation of Islamic sharia, building Islamic morals and Islamic da'wah.</i></p> <p><i>This course is also equipped with a practicum that discusses the practical values and teachings of Islam in everyday life.</i></p>

Module designation	<i>Islamic Education IPB100)</i>
Content	<ol style="list-style-type: none"> 1. <i>Introduction Islamic Religious Education Principles of Islamic religious teachings comprehensively (kaffah) As a foundation in thinking, behaving and behavior So that graduates become human beings who believe and fear Allah, as mandated by the National Education System Law as mandated by the National Education System Law. This course is also equipped with practicum to apply the application of Islamic values and teachings in daily life. Islamic values and teachings in everyday life</i> 2. <i>Allah The Creator of the Universe</i> 3. <i>Signs in the Quran related to Humans</i> 4. <i>Scientist Muslim, Scientists Who Love Allah And His Creation</i> 5. <i>Knowing Man through Quran</i> 6. <i>The Urgency of Religion for Life</i> 7. <i>Tolerance in religion</i> 8. <i>Application of Tawhid Value in Life A correct understanding of the meaning of glorifying Allah. Acceptance of his position before Allah Swt as a servant. Submission to all of Allah's commands and prohibitions. Sincerity in carrying out these commands only for the sake of to achieve the pleasure of Allah Swt.</i> 9. <i>The Pillars of Faith and Implementation Verbal utterance, Justification of the heart, and Evidence of Deeds. Not faith, which is only with ideals and wishful thinking, but faith is that which is crystallized in the heart and justified by the crystallized in the heart and justified by his his deeds. The Qur'an commands believers to sincere in practicing their faith.</i> 10. <i>Understanding Islamic Law correctly Umdernsting the urgencies of Syariah and identity of islami. Building the blessings of the Ummah and the Nation. Bringing goodness to mankind and all creatures.</i> 11. <i>Worship Throughout Life Mahdoh Worship and the Wisdom behind it, The purpose of Mahdhoh worship is to show evidence of our submission to Allah in Mahdoh Worship we do whatever Allah tells us to do. Every act of worship teaches positive values that shape the character of a Muslim. It is a wisdom for those who perform the act of worship.</i> 12. <i>Entrepreneurship in Islam Muamalah is the relationship of interaction between humans and fellow human beings and their environment and What is Haram in Muamalah</i> 13. <i>Leadership in Islam Understanding leadership such as Leadership is a responsibility, Leader Obligations, Fulfilling the Mandate, Being Fair, Forbidden to Deceive the People, and Leader's Rights.</i> 14. <i>Becoming an Agent of Change with Morals and Da'wah Understanding being an agent of morals morals and da'wah such as Shalih; A Person of Character Noble, Noble Character; Fruit of the application of Faith & Islam, amd Some Key Morals.</i>
Examination forms	Written examination

Module designation	<i>Islamic Education IPB100)</i>
Study and examination requirements	<p><i>Cognitive : midterm exam, final exam, quizzes, assignments</i></p> <p><i>Psychomotor : practice</i></p> <p><i>Affective : Assessed from the element /variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i></p>
Reading list	<p><i>Mandatory Reading:</i></p> <ol style="list-style-type: none"> <i>1. Al-Qur'an and Translations, Islamic Religious Education</i> <i>2. Guidebook compiled by TIM PAI-IPB</i> <p><i>Additional Reading:</i></p> <ol style="list-style-type: none"> <i>1. Faridz M. 1999. Pokok-pokok Ajaran Islam. Jakarta(ID): Penerbit Pustaka.</i> <i>2. Ilyas Y. 1999. Kuliah Akhlak. Jakarta(ID): LIPPI.</i> <i>3. Ilyas Y. 2002. Kuliah Aqidah Islam. Yogyakarta(ID): LPDI UMY.</i> <i>4. Qardhawiy Y. 1996. Tauhid dan Fenomena Kemusyrikan. Surabaya(ID): Pustaka Progresif.</i> <i>5. Qardhawiy Y. 1997. Pengantar Kajian Islam. Jakarta(ID): Pustaka Kautsar.</i> <i>6. Shalih bin Fauzan. 1999. Kitab Tauhid I. Jakarta(ID): Darul Haq.</i> <i>7. Yaqub H. 1996. Etika Islam. Bandung(ID): CV. Diponegoro.</i>

Christian Education (IPB101)

Module designation	<i>Christian Education (IPB101)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Dr. Ir. Elisa Ganda Togu Manurung, M.S</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for Christians undergraduate students</i>
Teaching methods	<i>Lecturer presentation, discussion.</i>
Workload	<i>Lecture : 2 × 50 min × 14 meetings = 1400 min (23.3 hours)</i> <i>Assignment : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Self-activity : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 7140 min (119 hours)</i>
Credit points	<i>3 SCH x 1.44 = 4.32 ECTS</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Students master the content of Christian faith education by using their faith and reason in a balanced manner;</i> 2. <i>Students have devotion to God Almighty and are able to demonstrate a religious attitude;</i> 3. <i>Students uphold human values in carrying out duties based on religion, morals and ethics;</i> 4. <i>Students contribute to improving the quality of life in society, nation, and state based on Pancasila;</i> 5. <i>Students act as citizens who love the country, have nationalism, responsibility to the state and nation;</i> 6. <i>Students respect the diversity of cultures, views, religions, and beliefs, as well as the opinions of others;</i> 7. <i>Students work together and have social sensitivity and concern for society and the environment;</i> 8. <i>Students obey the law and are disciplined in social and state life.</i> 9. <i>Internalizing academic values, norms, and ethics;</i> 10. <i>Students internalize the spirit of independence, struggle, and entrepreneurship.</i>
Course description	<p><i>This course discusses the science of Christianity for life as a believer and its application, ranging from specific to general matters. Starting from the topics of the core doctrines of Christian faith, church and parachurch, apologetics, responsibility for the environment, youth social ethics, responsibility as a citizen, responsibility in a plural society, responsibility as an intellectual, and work ethics and Christian integrity. This course equips students to understand and realize the importance of Christian faith in life and self-cultivation in general. Understand and be able to explain the purpose of Christian Religious Education in Higher Education. Produce the benefits of the growth of Christian faith in studying science and for living daily life in terms of society, nation and state.</i></p>

Module designation	<i>Christian Education (IPB101)</i>
Content	<ol style="list-style-type: none"> 1. <i>Knowing God</i> <i>How to know God, the attributes of God, God's nature toward man, the living God</i> 2. <i>Man and the Wholeness of Creation</i> <i>Man's original position, The fall of man, Consequences of sin, Man's state of sin</i> 3. <i>Salvation in Jesus Christ</i> <i>The necessity of salvation, Descriptions of the promise of salvation, Pattern of salvation, The fulfillment of salvation, The beauty of salvation, Fruit of salvation, New life in Jesus Christ</i> 4. <i>Prayer</i> <i>What is prayer, Why pray, Attitude in prayer, Obstacles in prayer, The results of prayer and the role of the Holy Spirit</i> 5. <i>The Bible</i> <i>What is the Bible, Canonization of the Bible, The authority of the Bible, How does the Bible speak</i> 6. <i>Church</i> <i>The meaning and nature of the church, The call of the church, Choices of the church, The head of the church, Fellowship of churches in Indonesia</i> 7. <i>Baptism and Holy Communion</i> <i>Holy Communion as a command of God, The meaning of Holy Baptism as a Sacrament, Meaning of the Lord's Supper</i> 8. <i>Apologetics</i> <i>Some important Christian teachings in the context of apologetics: creation, Jesus is God, the Trinity.</i> 9. <i>Responsibility to the Environment</i> 10. <i>Young people's social etiquette</i> 11. <i>Responsibility as a Citizen</i> 12. <i>Responsibility in a Plural Society</i> 13. <i>Responsibility as an Intellectual</i> 14. <i>Work Ethic and Christian Integrity.</i>
Examination forms	<i>Written examination, discussion assessment</i>
Study and examination requirements	<i>Acquire a final score that qualifies for letter grade D at the minimum; Mid-semester Examination: 30%, Final-semester Examination : 30%, Assessment method : 25%, Online Study : 15%; Mid-semester Examination : 30%, Final-semester Examination : 30%, Discussion Assessment : 40%.</i>
Reading list	<ol style="list-style-type: none"> 1. <i>Alkitab (terjemahan baru). Lembaga Alkitab Indonesia.</i> 2. <i>Pendidikan Agama Kristen Untuk Perguruan Tinggi. 2016. Kementerian Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia, Direktorat Pembelajaran dan Kemahasiswaan. Jakarta.</i> 3. <i>Diktat Bahan Presentasi Mata Kuliah Agama Kristen.</i> 4. <i>Buku Responsi Kelompok Diskusi Mata Kuliah Agama Kristen</i>

Catholic Education (IPB102)

Module designation	<i>Catholic Education (IPB102)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>RD. Paulus Piter, M. Hum, RD. Yohanes Dryanto, Lic,</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for Catholics undergraduate students</i>
Teaching methods	<i>Lecturer presentation, discussion.</i>
Workload	<i>Lecture : 2 × 50 min × 14 meetings = 1400 min (23.3 hours)</i> <i>Assignment : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Self-activity : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 7140 min (119 hours)</i>
Credit points	<i>3 SCH x 1.44 = 4.32 ECTS</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> <i>1. Students master the content of Catholic faith education by using their faith and reason in a balanced manner.</i> <i>2. Motivate students to be ready to face the challenges of the times.</i> <i>3. Students are able to understand their duties and roles as citizens of the State and the Church: 100% Catholic, 100% Indonesian.</i>
Course description	<p><i>This course discusses the science of Catholicism in life as a believer and its applications ranging from general to specific matters. Starting from the subject matter of the person, becoming a Catholic, the Church, the Hierarchy, forms of life, Scripture, Sacraments.</i></p> <p><i>This course equips students to understand and realize the importance of faith in life and self-cultivation in general. Understand and be able to explain the purpose of Religious Education in Higher Education and explain the benefits of developing faith in learning science in everyday life (society).</i></p>
Content	<ol style="list-style-type: none"> <i>1. Position, Content, Methods, Objectives of Catholic Religious Education</i> <i>2. Personal-Male and female</i> <i>3. Becoming Catholic</i> <i>4. Church and Hierarchy</i> <i>5. Form of Life</i> <i>6. Scripture and the Problem</i> <i>7. Sacraments in the Church</i> <i>8. Building Community</i> <i>9. Church and Society Ministry</i>
Examination forms	<i>Written examination, discussion assessment, seminar</i>
Study and examination requirements	<p><i>Acquire a final score that qualifies for letter grade D at the minimum;</i></p> <p><i>Mid-semester Examination : 30%, Final-semester Examination : 30%, Assessment method : 25%, Online Study : 15%; Mid-semester Examination : 30%, Final-semester Examination : 30%, Assessment method : 25%, Online Study : 15%</i></p>

Module designation	<i>Catholic Education (IPB102)</i>
Reading list	<ol style="list-style-type: none">1. <i>St. Darmawijaya, Pr.2009. Seluk Beluk Kitab Suci. Kanisius</i>2. <i>Dokumentasi dan Penerangan KWI. 2013. Dokumen Konsili Vatikan II. OBOR</i>3. <i>Konfrensi Waligereja Indonesia. 2018. Kitab Hukum Kanonik. Grafika Mardi Yuana Bogor</i>4. <i>Konfrensi Waligereja Indonesia.2013. Kompendium Katekismus Gereja Katolik.Kanisius</i>5. <i>Diklat Kuliah-Satuan Mata Pelajaran Agama Katolik.</i>

Hindu Education (IPB103)

Module designation	<i>Hindu Education (IPB103)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Prof. Dr. Ir. I Wayan Mangku, M.Sc.</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for Hindus undergraduate students</i>
Teaching methods	<i>Lecturer presentation, discussion, watching videos</i>
Workload	<i>Lecture : 2 × 50 min × 14 meetings = 1400 min (23.3 hours)</i> <i>Assignment : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Self-activity : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 7140 min (119 hours)</i>
Credit points	<i>3 SCH x 1.44 = 4.32 ECTS</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<i>After taking this course students will be able to: extract the role of Hindu history in providing positive learning, extract the role of Vedic studies and Brahma Widya in building sradha and bhakti, extract the role of art in shaping aesthetic personalities, extract the role of philosophy, ethics, ceremonies and building awareness as social beings, and identify the concept of being a leader.</i>
Course description	<i>This course discusses the history of the spread of Hinduism, the Sruti Vedas and Smrti Vedas, the basics of Hindu beliefs, techniques for achieving religious goals, Hindu Philosophy, Hindu Ethics, Hindu Ceremonies, society and the basics of Hindu leadership and state administration.</i>
Content	<ol style="list-style-type: none"> <i>1. Hindu Religious Education in Higher Education</i> <i>2. History of Hindu development in India, the world, and Indonesia</i> <i>3. Weda Sruti and Weda Smrti</i> <i>4. Basics of Hindu beliefs (Satya, Rta, Diksa, Tapa, Brahma, Yadnya) and Panca Sraddha</i> <i>5. Catur Purusartha, Catur Marga (Yoga) and Dharma Siddhiyatha</i> <i>6. Nyaya, Vaisesika, Samkhya, Yoga, Mimamsa and Wedanta Philosophy</i> <i>7. Hindu ethics</i> <i>8. Definition of Yadnya, Types of Yadnya, Samskara</i> <i>9. Catur Asrama, Hindu Family, Catur Warna and Parisada Institution</i> <i>10. Asta Brata, Sapta Angga, Raja Dharma, and Danda Niti</i>
Examination forms	<i>Written examination, presertation.</i>

Module designation	<i>Hindu Education (IPB103)</i>
Study and examination requirements	<i>Acquire a final score that qualifies for letter grade D at the minimum; Mid-semester Examination : 30%, Final-semester Examination : 30%, Assessment method : 25%, Online Study : 15%; Mid-semester Examination : 40%, Final-semester Examination : 40%, Presentation : 20%</i>
Reading list	<ol style="list-style-type: none"> 1. <i>Direktorat Jenderal Pembelajaran dan Kemahasiswaan DIKTI. 2016. Pendidikan Agama Hindu untuk Perguruan Tinggi.</i> 2. <i>Mangku, I W. 2021. Materi Kuliah IPB103 Agama Hindu. Program Pendidikan Kompetensi Umum, Institut Pertanian Bogor.</i> 3. <i>Sivananda, S. S. 1993. Intisari Ajaran Hindu. (Terjemahan dari: All About Hinduism.). Paramita. Surabaya.</i> 4. <i>Wiana, K. 1992. Sembahyang Menurut Hindu. Yayasan Dharma Narada Jakarta.</i> 5. <i>Bhagawadgita. Teks asli dalam bahasa Sanskerta. Terjemahan dalam Bahasa Indonesia dan keterangan oleh N.S. Pendit. 1986. B.P. Dharma Nusantara. Jakarta.</i>

Buddhist Education (IPB104)

Module designation	<i>Buddhist Education (IPB104)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Ir Hermawan Wana, MSi.</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for Buddhists undergraduate students</i>
Teaching methods	<i>Lecturer presentation, discussion, literature content observation, group discussion, case study, blended learning</i>
Workload	<i>Lecture : 2 × 50 min × 14 meetings = 1400 min (23.3 hours)</i> <i>Assignment : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Self-activity : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 7140 min (119 hours)</i>
Credit points	<i>3 SCH x 1.44 = 4.32 ECTS</i>
Required and recommended prerequisites for joining the module	-
Course description	<i>In this course, students learn the concept of Supreme Divinity, human nature and inner qualities concerning their roles and responsibilities in life, themselves as part of society and can play an active role in advancing their society. Students learn morality to achieve ultimate happiness, in addition to samādhi and pañña, learn man-made laws with universal laws and integrate the role of science and Buddhism in daily life. Students learn culture, politics, and interfaith harmony in Buddhist studies.</i>
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Students are able to rearrange the concept of God Almighty</i> 2. <i>Students are able to describe human nature and inner qualities regarding their roles and responsibilities in life</i> 3. <i>Students are able to provide arguments that they are part of the community and can play an active role in advancing their community</i> 4. <i>Students are able to compare the enactment of laws made by humans with universal laws</i> 5. <i>Students are able to examine the morality for attaining the highest happiness, in addition to samādhi and pañña</i> 6. <i>Students are able to integrate the role of science and Buddhism in everyday life</i> 7. <i>Students are able to abstract culture in Buddhism</i> 8. <i>Students are able to describe politics in the study of Buddhism</i> 9. <i>Students are able to create inter-religious harmony in the study of Buddhism</i>

Module designation	<i>Buddhist Education (IPB104)</i>
Content	<i>In this course, students learn the concept of God Almighty, human nature and inner qualities regarding their roles and responsibilities in life, they are part of society and can play an active role in advancing their society. Students study morality to achieve the highest happiness, in addition to samādhi and pañña, study man-made laws with universal laws and integrate the role of science and Buddhism in daily life. Students learn culture, politics, and inter-religious harmony in Buddhist studies</i>
Examination forms	<i>Written examination and oral test</i>
Study and examination requirements	<i>Cognitive : midterm exam, final exam, quizzes, assignments Psychomotor : practice Affective : Assessed from the element / variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i>
Reading list	<ol style="list-style-type: none"> 1. <i>Bodhi. 2015. Anguttara Nikaya (Khotbah-Khotbah Numerikal Sang Buddha). Jakarta(ID): DhammaCitta Press.</i> 2. <i>Buddhagosa, Bhadantacariya. 1975. The Path of Purification (Visudhi magga). Kandy Srilanka: Buddhist Publication Society.</i> 3. <i>David, Rhys. 1977. Dialogues of The Buddha Vol. I, II, III (Digha Nikaya I, II, III). London(GB): Pali Text Society.</i> 4. <i>David, Rhys. 1989. Kindred Sayings Vol. I, II, III, IV, V (Samyutta Nikaya). Oxford(GB): Pali Text Society.</i> 5. <i>Dhammika. 2006. Maklumat Raja Asoka Insight. Yogyakarta(ID): Vidyasena Production.</i> 6. <i>Dharmmananda, Sri. 2002. Keyakinan Umat Buddha. (Terjemahan Ida Kumiyati). Jakarta(ID): Karaniya & Ehipassiko.</i> 7. <i>Direktorat Jenderal Pembelajaran danKemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi. 2016. Materi Terbuka Kesadaran Pajak untuk Perguruan Tinggi. Jakarta(ID): DIKTI Materi Terbuka Kesadaran Pajak Dalam Pendidikan Tinggi.</i> 8. <i>Direktorat Jenderal Pembelajaran danKemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi. 2016. Pendidikan Agama Buddha untuk Perguruan Tinggi. Jakarta(ID): DIKTI.</i> 9. <i>Hare. 1989. Gradual Sayings Vol. I, II, III, IV, V (Anguttara Nikaya). Oxford(GB): Pali Text Society.</i> 10. <i>Maurice Walshe. 2009. Khotbah-khotbah Panjang Sang Buddha (Digha Nikaya). Jakarta(ID): DhammaCitta Press.</i> 11. <i>Mehm Tin Mon. 2013. Karma Pencipta Sesungguhnya. Jakarta(ID): Yayasan Hadaya Vatthu.</i> 12. <i>Nandasena Ratnapala. 1997. Buddhist Democratic Political Theory and Practice (An Alternative Democracy for the 21st Century ?). Colombo(LK): Sarvodaya Vishva Lekha Publication.</i> 13. <i>Narada. 1998. Sang Buddha dan Ajaran-Ajarannya Jilid I & II. Jakarta(ID): Yayasan Dhammadipa Arama.</i>

Module designation	<i>Buddhist Education (IPB104)</i>
Reading list	<p>14. <i>Nyanatiloka, Mahathera. 1970. Hidup Bebas Bahagia. Surabaya(ID): The Light of the Borobudur.</i></p> <p>15. <i>Siddhi Butr-Indr. 1979. The Social Philosophy of Buddhism. Bangkok(TH): Mahamangutarajavialaya Press.</i></p> <p>16. <i>Taniputera, Ivan. 2003. Sains Modern dan Buddhisme. Jakarta(ID): Yayasan Penerbit Karaniya.</i></p> <p>17. <i>Wahyono Mulyadi. 1995. Sejarah Perkembangan Agama Buddha I. Jakarta(ID): Direktorat Jenderal Bimbingan Masyarakat Hindu Buddha, Departemen Agama Buddha dan Universitas Terbuka.</i></p> <p>18. <i>Wijaya-Mukti, Krisnanda. 2003. Wacana Buddha-Dharma. Jakarta(ID): Yayasan Dharma Pembangunan bekerjasama dengan Ekayana Buddhist Centre.</i></p> <p>19. <i>Wowor, Corneles. 1991. Pandangan Sosial Agama Buddha. Jakarta(ID): Aryasuryacandra.</i></p>

Pancasila Education (IPB10D)

Module designation	<i>Pancasila Education (IPB10D)</i>												
Semester(s) in which the module is taught	1												
Person responsible for the module	<i>Prof. Dr Ir Sedarnawati M.Agr</i>												
Language	<i>Bahasa Indonesia</i>												
Relation to curriculum	<i>Compulsory courses for undergraduate program</i>												
Teaching methods	<i>Lecturer presentation, discussion, literature content observation, group discussion, case study, blended learning</i>												
Workload	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;"><i>Lecture</i></td> <td style="padding-right: 20px;"><i>: 1 × 50 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 700 min (11,6 hours)</i></td> </tr> <tr> <td><i>Assignment</i></td> <td><i>: 1 × 60 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 840 min (14 hours)</i></td> </tr> <tr> <td><i>Self-activity</i></td> <td><i>: 1 × 60 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 840 min (14 hours)</i></td> </tr> <tr> <td colspan="2"><i>Total</i></td> <td style="text-align: right;"><i>= 2380 min (39,6 hours)</i></td> </tr> </table>	<i>Lecture</i>	<i>: 1 × 50 min × 14 meetings</i>	<i>= 700 min (11,6 hours)</i>	<i>Assignment</i>	<i>: 1 × 60 min × 14 meetings</i>	<i>= 840 min (14 hours)</i>	<i>Self-activity</i>	<i>: 1 × 60 min × 14 meetings</i>	<i>= 840 min (14 hours)</i>	<i>Total</i>		<i>= 2380 min (39,6 hours)</i>
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<i>Self-activity</i>	<i>: 1 × 60 min × 14 meetings</i>	<i>= 840 min (14 hours)</i>											
<i>Total</i>		<i>= 2380 min (39,6 hours)</i>											
Credit points	<i>1 SCH x 1.44 = 1.44 ECTS</i>												
Required and recommended prerequisites for joining the module	-												
Module objectives/intended learning outcomes	<i>Students understand and can describe the concept of citizenship as a whole in an effort to strengthen awareness of defending the country, strengthening citizen behavior, mastering the basic problems of national and state life, and being pro-active towards changes that occur so that they become professional scientists who have a sense of nationality and love for the homeland, democratic, civilized, become citizens who are competitive, disciplined and actively participate in building a peaceful life based on the Pancasila value.</i>												
Course description	<i>This course is about Pancasila and its implementation, national identity, constitution, democracy, citizens, human rights, geopolitics, geostrategy, National Police, good governance, regional autonomy, and anti- corruption education.</i>												
Content	<i>The Pancasila Education course as a compulsory course aims to build and foster students' attitudes, behaviors, mindsets, insights, knowledge, and skills in accordance with the values of Pancasila (religious, humanist, nationalist, cooperative, and fair) through understanding Pancasila (1) historically, namely the history of the development of Pancasila thought; (2) philosophically, including Pancasila as a system of philosophy, ethical system, national outlook on life, national ideology, state foundation; (3) juridically, related to the position of Pancasila in the legislation system, (4) Pancasila as a National Development Paradigm in the fields of Politics, Economy, Socio-Culture, Defense and Security, and (5) Millennial generation action program in advancing the Indonesian nation state (Actualization of the character of Pancasila values) in the form of an assignment to make an individual paper with the theme Implementation and Development of Pancasila Values that can Improve the Quality of Life in Society, Nation and State, including religious values (religiosity), family values (humanists), harmony values (nationalists), populist values (cooperation), and justice values.</i>												
Examination forms	<i>Written examination</i>												

Module designation	<i>Pancasila Education (IPB10D)</i>
Study and examination requirements	<p><i>Cognitive : midterm exam, final exam, quizzes, assignments</i></p> <p><i>Psychomotor : practice</i></p> <p><i>Affective : Assessed from the element/variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i></p>
Reading list	<ol style="list-style-type: none"> 1. Herdiawanto H, Jumanta H, Hayati YS. 2010. <i>Cerdas Kritis dan Aktif Berwarganegara : Pendidikan Kewarganegaraan Untuk Perguruan Tinggi. Jakarta(ID): Erlangga.</i> 2. <i>Pendidikan Kewarganegaraan: Demokrasi, Hak Asasi Manusia, Masyarakat Madani. 2003. ICCE UIN dan Prenada Media.</i> 3. Rangkuti PA. 2007. <i>Membangun Kesadaran Bela Negara. Bogor(ID): IPB Press.</i> 4. Setiadi EM. 2007. <i>Panduan Kuliah Pendidikan Pancasila untuk Perguruan Tinggi. Jakarta(ID): Gramedia.</i> 5. Winarno. 2008. <i>Paradigma Baru Pendidikan Kewarganegaraan : Panduan Kuliah di Perguruan Tinggi. Jakarta(ID): Sinar Grafika</i>

Civic Education (IPB10E)

Module designation	<i>Civic Education (IPB10E)</i>												
Semester(s) in which the module is taught	1												
Person responsible for the module	<i>Dr. Ir. Didid Diapari, M.S</i>												
Language	<i>Bahasa Indonesia</i>												
Relation to curriculum	<i>Compulsory Course</i>												
Teaching methods	<i>Lecturer and discussion session</i>												
Workload	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;"><i>Lecture</i></td> <td style="padding-right: 20px;"><i>: 1 × 50 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 700 min (11,6 hours)</i></td> </tr> <tr> <td><i>Assignment</i></td> <td><i>: 1 × 60 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 840 min (14 hours)</i></td> </tr> <tr> <td><i>Self-activity</i></td> <td><i>: 1 × 60 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 840 min (14 hours)</i></td> </tr> <tr> <td colspan="2"><i>Total</i></td> <td style="text-align: right;"><i>= 2380 min (39,6 hours)</i></td> </tr> </table>	<i>Lecture</i>	<i>: 1 × 50 min × 14 meetings</i>	<i>= 700 min (11,6 hours)</i>	<i>Assignment</i>	<i>: 1 × 60 min × 14 meetings</i>	<i>= 840 min (14 hours)</i>	<i>Self-activity</i>	<i>: 1 × 60 min × 14 meetings</i>	<i>= 840 min (14 hours)</i>	<i>Total</i>		<i>= 2380 min (39,6 hours)</i>
<i>Lecture</i>	<i>: 1 × 50 min × 14 meetings</i>	<i>= 700 min (11,6 hours)</i>											
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<i>Self-activity</i>	<i>: 1 × 60 min × 14 meetings</i>	<i>= 840 min (14 hours)</i>											
<i>Total</i>		<i>= 2380 min (39,6 hours)</i>											
Credit points	<i>1 SCH x 1.44 = 1.44 ECTS</i>												
Required and recommended prerequisites for joining the module	-												
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Understand the four basic consensus and the importance of the character of state defense awareness.</i> 2. <i>Understand the dynamics of the implementation of the 1945 Constitution and changes in the constitutional system.</i> 3. <i>Apply the principles of democratization, regional autonomy, good governance, and anti-corruption character as an effort to improve the self-image of the Indonesian nation in facing changes in the world order, and the management of national resources for the prosperity of the Indonesian nation state.</i> 4. <i>Implementing the identification of problems with the approach of the conception of National Resilience and the constitution to increase national vigilance in solving various threat problems in order to uphold the existence of the Republic of Indonesia of the people, nation and state of Indonesia.</i> 												
Course description	<p><i>This course Pancasila Citizenship Education provides an understanding of the importance of awareness of the state defense of the next generation of the Indonesian nation in fighting for and maintaining efforts to uphold the integrity of the Unitary Republic of Indonesia that MERAH PUTIH FLY FOREVER through must be fought by strengthening the character of state defense of the next generation of the Indonesian nation in the mastery and application of science and technology based on 4 basic consensus, namely the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, Unity in Diversity, and the establishment of the Republic of Indonesia in order to realize sustainable national development based on the insight of the archipelago, and national resilience and national vigilance and in line with the principles of democratization, regional autonomy, good governance, and anti-corruption character.</i></p>												

Module designation	Civic Education (IPB10E)
Content	<ol style="list-style-type: none"> 1. <i>THE RED AND WHITE FLIES FOREVER</i> Shows the strong bond between the state and its citizens, Explanation of the purpose of Civic Education, as well as efforts to build awareness of the central role of the next generation of Indonesians in realizing an advanced Indonesian State. 2. <i>Water Flows In to the Whirl of Mother Earth</i> Shows the 4 basic foundations that form the basis of strong bonds between citizens in order to realize a developed Indonesian State. 3. <i>Advancing Red and White Science and Technology Towards a Golden Indonesia</i> Shows the importance of mastery and application of science and technology that is red needed in development and whiten useful in the management of national resources for the prosperity of the nation. 4. <i>The Order and Role of a Democratic Government Organization System</i> Shows the relationship between the organizational structure, the process of running the wheels of government, and the impact of government performance results in accordance with the aspirations of the people for mutual happiness. 5. <i>Managing Challenges to Achieve Victory</i> Shows the management of the governance system against the threats of globalization and the demands of democracy. 6. <i>Helping each other and collaboration in Unifying Steps</i> Shows the common perspective of all components of the nation towards the management of the region and its contents by prioritizing common interests. Equal understanding of the functions and principles of archipelago insight and efforts to improve pentahelix cooperation (Government, Academics, Private, Community, and Media). 7. <i>Realizing the Aspiration of Happiness of the People and the Nation</i> Shows efforts to achieve happiness in the common life of the Indonesian nation 8. <i>Development in the Era of the New Normal</i> Shows the importance of adjusting to new demands through community empowerment. 9. <i>The Young Generation in the Perspective of National Development</i> Shows the important role of the younger generation in the success of national development. 10. <i>Next Generation Leadership with Integrity</i> Demonstrate the leadership of the next generation who are honest, trustworthy, and responsible. 11. <i>Smart Work to Achieve Progress Together</i> Shows the role of the electoral system as a form of democratic process that successfully selects intelligent and aspirational leaders. 12. <i>Young Generation's Resilience to Threats</i> Shows the important role of resilient character in the young generation in facing threats. 13. <i>Corruption is Our Enemy</i> Demonstrate a shared attitude towards corruption prevention
Examination forms	Written examination

Module designation	<i>Civic Education (IPB10E)</i>
Study and examination requirements	<i>Acquire a final score that qualifies for letter grade D at the minimum; Mid-semester Examination : 30%, Final-semester Examination : 30%, Assessment method : 25%, Online Study : 15%; Mid-semester Examination : 40%, Final-semester Examination : 40%, Assignment : 20%</i>
Reading list	<ol style="list-style-type: none"> 1. <i>Rangkuti, P.A.,20165, Membangun Kesadaran Bela Negara, Bogor : (edisi ke2) IPB Press.</i> 2. <i>Mahmuzar, 2010, Sistem Pemerintahan Indonesia : Sebelum dan Sesudah Amandemen UUD 1945, Jakarta : Nusa Media.</i> 3. <i>Syokrani,2009, Implementasi Otonomi Daerah dalam Perspektif Good Governance, Jakarta : Pustaka Pelajar.</i> 4. <i>Pendidikan Kewarganegaraan untuk Perguruan Tinggi, Cet.1, Kemristek Dikti</i> 5. <i>Pendidikan Anti Korupsi Untuk Perguruan Tinggi, Nanang T.Puspito, Marcella Elwina (edit) Kemendikbud: 2011</i> 6. <i>Constitution of the Republic of Indonesia 1945 (as amended)</i> 7. <i>Law No. 12 of 2006 on Citizenship of the Republic of Indonesia</i> 8. <i>Law No. 32 of 2004 on Regional Government</i> 9. <i>Law No. 33 of 2004 on Fiscal Balance</i> 10. <i>Law No. 39 of 1999 on Human Rights</i> 11. <i>Law No. 23 of 2019 on the Management of National Resources for National Defense</i>

Indonesian Language (IPB106)

Module designation	<i>Indonesian Language (IPB106)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Dr. Endang Sri Wahyuni, SS, M.Si</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for undergraduate program</i>
Teaching methods	<i>Lecturer presentation, discussion, literature content observation, group discussion, case study, blended learning</i>
Workload	<i>Lecture : 1 × 50 min × 14 meetings = 700 min (11.6 hours)</i> <i>Assignment : 1 × 60 min × 14 meetings = 840 min (14 hours)</i> <i>Self-activity : 1 × 60 min × 14 meetings = 840 min (14 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 4760 min (79.3 hours)</i>
Credit points	<i>2 SCH x 1.44 = 2.88 ECTS</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Able to explain the concept of language, the history of the Indonesian language, the position of the Indonesian language, the functions of the Indonesian language</i> 2. <i>Able to explain and identify linguistic aspects, ranging from simple levels of spelling, vocabulary, sentences, paragraphs, to types of text</i> 3. <i>Able to correct language errors</i> 4. <i>Able to use the written and spoken variety of Indonesian in accordance with the rules</i> 5. <i>Mastering the skills and application of steps for writing scientific papers which include the pre-writing stage, writing stage, and editing stage</i> 6. <i>Able to do simple research and then compile it into a paper according to the field of science</i> 7. <i>Able to communicate verbally properly and correctly and able to present research results</i>
Course description	<i>This course contains material that increases the sense of national love in the form of the history of the Indonesian language. Materials related to improving language skills in the form of writing effective sentences include spelling, word selection, and structure. Materials for reading and writing skills are in the form of paragraph preparation techniques, text preparation, reading selection, critical thinking, and preparation of scientific papers. The material for oral language skills is in the form of oral presentation.</i>
Examination forms	<i>Written examination, Presentation, Project-based learning assessment</i>
Study and examination requirements	<i>Cognitive : midterm exam, final exam, quizzes, assignments</i> <i>Psychomotor : practice</i> <i>Affective : Assessed from the element /variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i>

Module designation	<i>Indonesian Language (IPB106)</i>
Reading list	<ol style="list-style-type: none">1. <i>Kamus Besar Bahasa Indonesia (KBBI)</i>2. <i>Pedoman Ejaan Bahasa Indonesia yang Disempurnakan</i>

Biology (BIO102)

Module designation	<i>Biology (BIO102)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Biology Department Team Teaching</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for undergraduate program</i>
Teaching methods	<i>Lecturer presentation, discussion</i>
Workload	<i>Lecture : 2 × 50 min × 14 meetings = 1400 min (23.3 hours)</i> <i>Assignment : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Self-activity : 2 × 60 min × 14 meetings = 1680 min (28 hours)</i> <i>Practical class : 1 × 170 min × 14 meetings = 2380 min (39.7 hours)</i> <i>Total = 7140 min (119 hours)</i>
Credit points	3 SCH x 1.44 = 4.32 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> <i>1. Explaining the scope of biology, observe and explain the structure and metabolism of cells.</i> <i>2. Observing and explaining the basic cellular reproduction and patterns of inheritance.</i> <i>3. Observing and explaining the structure and expression of genes, and biotechnology.</i> <i>4. Observing and explaining the diversity, structure and biological functions of organisms: monera, protists, fungi, plantae, animalia.</i> <i>5. Observing and explaining the ecology: population, community, ecosystem and bioconservation.</i>
Course description	<p><i>This course explains the theories and basic principles of biology that form the basis for further courses in the major / department. The lecture begins by explaining the scope of biology and the origins of life, then proceeding to the Midterm Examination, lectures explaining the structure and function of biology at the cellular level, genetics and its application in biotechnology. In the next section until the Final Examination, the lecture explains about biodiversity and biological functions at the level of organisms (monera, protists, fungi, plantae, and animalia), population, community, ecosystem, and conservation biology. Examples and the application of each topic are given to help students understand basic principles and theories. This course is equipped with practicum as a support of theoretical knowledge provided in lectures.</i></p>
Examination forms	<i>Written examination</i>
Study and examination requirements	<p><i>Cognitive : midterm exam, final exam, quizzes, assignments</i></p> <p><i>Psychomotor : practice</i></p> <p><i>Affective : Assessed from the element /variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i></p>

Module designation	<i>Biology (BIO102)</i>
Reading list	<ol style="list-style-type: none">1. <i>Jane B. Reece, Lisa A. Urry, Michael L. Cain, Steven A. Wasserman, Peter V. Minorsky, Robert B. Jackson. 2014. Campbell Biology.10th. Pearson Education, Inc</i>2. <i>Neil A. Campbell, Jane B. Reece. 2008. Biology 8th. Pearson Benjamin Cummings: San Francisco.</i>

General Economics (EKO101)

Module designation	<i>General Economics (EKO101)</i>												
Semester(s) in which the module is taught	1												
Person responsible for the module	<i>Faculty of Economy and Management Team Teaching</i>												
Language	<i>Bahasa Indonesia</i>												
Relation to curriculum	<i>Compulsory courses for undergraduate program</i>												
Teaching methods	<i>Lecturer presentation, discussion, literature content observation, group discussion, case study, blended learning</i>												
Workload	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;"><i>Lecture</i></td> <td style="padding-right: 20px;"><i>: 2 × 50 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 1400 min (23,2 hours)</i></td> </tr> <tr> <td><i>Assignment</i></td> <td><i>: 2 × 60 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 1680 min (28 hours)</i></td> </tr> <tr> <td><i>Self-activity</i></td> <td><i>: 2 × 60 min × 14 meetings</i></td> <td style="text-align: right;"><i>= 1680 min (28 hours)</i></td> </tr> <tr> <td colspan="2"><i>Total</i></td> <td style="text-align: right;"><i>= 47600 min (79,2 hours)</i></td> </tr> </table>	<i>Lecture</i>	<i>: 2 × 50 min × 14 meetings</i>	<i>= 1400 min (23,2 hours)</i>	<i>Assignment</i>	<i>: 2 × 60 min × 14 meetings</i>	<i>= 1680 min (28 hours)</i>	<i>Self-activity</i>	<i>: 2 × 60 min × 14 meetings</i>	<i>= 1680 min (28 hours)</i>	<i>Total</i>		<i>= 47600 min (79,2 hours)</i>
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<i>Self-activity</i>	<i>: 2 × 60 min × 14 meetings</i>	<i>= 1680 min (28 hours)</i>											
<i>Total</i>		<i>= 47600 min (79,2 hours)</i>											
Credit points	<i>2 SCH x 1.44 = 2.88 ECTS</i>												
Required and recommended prerequisites for joining the module	-												
Module objectives/intended learning outcomes	<i>After attending this course, student is able to understand of economics as a branch of science, understand the behavior of households, companies and markets in economic decision making, understand macroeconomics, problems and the actual conditions of Indonesian macroeconomics</i>												
Content	<i>The Economics course provides students with the ability to analyze the role of decision makers, namely consumers (households), producers, and the government as well as how the interactions between these decision makers in government and how the interaction between these decision makers in the market. The Economics course is also designed to provide students with ability to analyze the role of innovation and technology from an economic point of view, including the concepts of digital economic perspective including the concept of digital economy and inclusive inclusive development to be used by students in the decision-making process in various applied fields. decision-making process in various applied fields.</i>												
Content	<ol style="list-style-type: none"> <i>1. Economic issues</i> <i>2. Supply and Demand</i> <i>3. Economic elasticity and its applications</i> <i>4. Production and cost</i> <i>5. Perfectly competitive market</i> <i>6. Monopoly, Imperfect competitive market</i> <i>7. Digital Economy</i> <i>8. Economic growth</i> <i>9. Inflation</i> <i>10. Unemployment</i> <i>11. Supply and Demand Agregat</i> <i>12. Price stabilization policies</i> <i>13. Fiscal policy</i> <i>14. Monetary policy</i> 												
Examination forms	<i>Written examination</i>												

Module designation	<i>General Economics (EKO101)</i>
Study and examination requirements	<p><i>Cognitive : midterm exam, final exam, quizzes, assignments</i></p> <p><i>Psychomotor : practice</i></p> <p><i>Affective : Assessed from the element /variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i></p>
Reading list	<ol style="list-style-type: none"> 1. <i>Lipsey. R. G., P. O Steiner, and D. D. Purpis. 1987. Economics. Harper International Edition.</i> 2. <i>Books for practical class: Penuntun Responsi Ekonomi Umum. 2013. Departemen Ilmu Ekonomi (IE), Fakultas Ekonomi dan Manajemen (FEM). IPB</i> 3. <i>Lipsey. R. G., P. O Steiner, and D. D. Purpis. 1987. Economics. Harper International Edition. 3</i> 4. <i>Gregory, M. 2006. Principles of Economics (Pengantar Ekonomi Mikro) Edisi 3. Salemba Empat.</i>

Innovative Agriculture (IPB10C)

Module designation	<i>Innovative Agriculture (IPB10C)</i>												
Semester(s) in which the module is taught	1												
Person responsible for the module	<i>Prof. Dr. Ir. Hadi Susilo Arifin, M.S.</i>												
Language	<i>Bahasa Indonesia</i>												
Relation to curriculum	<i>Compulsory Course</i>												
Teaching methods	<i>Lecturer presentation, discussion</i>												
Workload	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>Lecture</i></td> <td style="padding: 2px;"><i>: 2 × 50 min × 14 meetings</i></td> <td style="padding: 2px;"><i>= 1400 min (23,2 hours)</i></td> </tr> <tr> <td style="padding: 2px;"><i>Assignment</i></td> <td style="padding: 2px;"><i>: 2 × 60 min × 14 meetings</i></td> <td style="padding: 2px;"><i>= 1680 min (28 hours)</i></td> </tr> <tr> <td style="padding: 2px;"><i>Self-activity</i></td> <td style="padding: 2px;"><i>: 2 × 60 min × 14 meetings</i></td> <td style="padding: 2px;"><i>= 1680 min (28 hours)</i></td> </tr> <tr> <td colspan="2" style="padding: 2px;"><i>Total</i></td> <td style="padding: 2px;"><i>= 47600 min (79,2 hours)</i></td> </tr> </table>	<i>Lecture</i>	<i>: 2 × 50 min × 14 meetings</i>	<i>= 1400 min (23,2 hours)</i>	<i>Assignment</i>	<i>: 2 × 60 min × 14 meetings</i>	<i>= 1680 min (28 hours)</i>	<i>Self-activity</i>	<i>: 2 × 60 min × 14 meetings</i>	<i>= 1680 min (28 hours)</i>	<i>Total</i>		<i>= 47600 min (79,2 hours)</i>
<i>Lecture</i>	<i>: 2 × 50 min × 14 meetings</i>	<i>= 1400 min (23,2 hours)</i>											
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<i>Self-activity</i>	<i>: 2 × 60 min × 14 meetings</i>	<i>= 1680 min (28 hours)</i>											
<i>Total</i>		<i>= 47600 min (79,2 hours)</i>											
Credit points	<i>2 SCH x 1.44 = 2.88 ECTS</i>												
Required and recommended prerequisites for joining the module	-												
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Students explain the importance of agriculture in life and students are proud to be Agriculture Students. Students can explain the history of agriculture.</i> 2. <i>Students explain the importance of biological resources and the environment as capital for Indonesia's sustainable development.</i> 3. <i>Students are able to explain the meaning of national agrarian resources, patterns of regulating agrarian resources and applicable policies.</i> 4. <i>Students are able to explain the types and utilization of environmental services.</i> 5. <i>Students are able to explain the concept of Climate Smart Agriculture</i> 6. <i>Students are able to explain agro-ecosystem and integrated agriculture.</i> 7. <i>Students are able to explain food needs, energy for health and the concept of food sovereignty/defense/security.</i> 8. <i>Students can explain the role of biotechnology for agriculture, food, energy and health.</i> 9. <i>Students are able to explain the concept of ICT-based agricultural management and its examples.</i> 10. <i>Students are able to explain the role of agricultural extension. Students are able to explain the breakthrough strategy of ICT-based extension programs.</i> 11. <i>Students are able to explain the role of agricultural business actors and the challenges in establishing agricultural businesses.</i> 12. <i>Students are able to explain the concept of green & blue economy as a current development option. Explain examples of green & blue economy implementation.</i> 13. <i>Students are able to explain the facts of hot issues and challenges in agriculture. Students can formulate solutions to agricultural problems.</i> 												

Module designation	<i>Innovative Agriculture (IPB10C)</i>
Course description	<p><i>This course is designed and organized to deliver IPB students to the world of agriculture in a broad sense by discussing various topics related to agricultural sciences starting with the definition of Scientists and Knowledge. Science-Agriculture and Environment. History of Agriculture and Farming Business. Weather and Climate and Elements. Climate of Indonesia. Energy and Photosynthesis. Food and Nutrition. Nutrient Cycle of Life. Post-harvest Technology. Harvest Technology. Non-Food Agriculture. Agribusiness and Agro-industry, Biotechnology and Hydroponics. Vision of 21st Century Agriculture. To instill an attitude of pride in agriculture, an active learning approach is taken through supportive assignments.</i></p>

Module designation	<i>Innovative Agriculture (IPB10C)</i>
Content	<ol style="list-style-type: none"> 1. <i>Agriculture, Life & Civilization</i> <i>Definition of Agriculture in the broadest sense, The Role of Agriculture in Life, Agriculture: Past, Present and Future.</i> 2. <i>Bioresources and Environment</i> <i>Potential and status of biological resources, Biodiversity groups, Ecosystem Diversity: Terrestrial, Aquatic, Atmosphere</i> 3. <i>Agro-maritime, Agrarian & Policy</i> <i>National agrarian resources and agrarian law, Patterns of regulation of agrarian resources on land and in sea waters, Relationship between management, problems and potential of agrarian resources.</i> 4. <i>Agro-Ecosystem Services</i> <i>Types of environmental services: productive land, carbon sequestration, biodiversity conservation, water management, preservation of landscape beauty, Utilization of environmental services, Willingness to pay</i> 5. <i>Climate-Smart Agriculture</i> <i>Climate change challenges to agricultural productivity, Agricultural development strategies to deal with climate change impacts, Examples of ICT application in CSA.</i> 6. <i>Sustainable & Integrated Agriculture</i> <i>The challenges of future agriculture, The three pillars of agricultural sustainability, Examples of integrated agriculture: AF-ASF-ASP, Local wisdom and local knowledge.</i> 7. <i>Food, Energy and Health</i> <i>Food needs, Food sovereignty/defense, food safety, Public health</i> 8. <i>Biotechnology</i> <i>Development of biotechnology, Techniques in biotechnology, Current and future benefits of biotechnology.</i> 9. <i>Smart Agriculture</i> <i>ICT-based agricultural management concept, Examples of smart agriculture: Precision Farming, Hydroponic, aeroponic, Robotic Farming, Big Data, Drone, Satellite.</i> 10. <i>Smart Agriculture Extension</i> <i>Challenges for agricultural extension workers in Indonesia, Breakthrough strategies for implementing extension services, Examples of ICT-based extension</i> 11. <i>Agriculture Start-up</i> <i>The role of entrepreneurs in agricultural development, The character of agricultural entrepreneurs, The challenges of the millennial generation in building and developing agricultural businesses, Examples of Startups in agriculture</i> 12. <i>Green and Blue Economy</i> <i>Green Economy, Objective of Green Economy, Blue Economy, Implementation concept of blue Economy</i> 13. <i>Hot Issue (Future Agriculture 2045)</i> <i>Hot issues in agriculture and related matters, Interpretation of problems and potential in the field, Agricultural development solutions in a broad sense.</i>
Examination forms	<i>Written examination</i>
Study and examination requirements	<p><i>Cognitive : midterm exam, final exam, quizzes, assignments</i></p> <p><i>Psychomotor : practice</i></p> <p><i>Affective : Assessed from the element/variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i></p>

Module designation	<i>Innovative Agriculture (IPB10C)</i>
Reading list	<ol style="list-style-type: none">1. <i>Pengantar Ilmu Pertanian, Andi Hakim Nasution</i>2. <i>Kumpulan Makalah Pengantar Ilmu-ilmu Pertanian</i>3. <i>Tantangan Generasi Muda dalam Pertanian, Pangan, dan Energi</i>

Sports and Arts (IPB10G)

Module designation	<i>Sports and Arts (IPB10G)</i>
Semester(s) in which the module is taught	1
Person responsible for the module	<i>Sitti Sugiah</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory courses for undergraduate program</i>
Teaching methods	<i>Lecturer presentation, discussion, literature content observation, group discussion, case study, blended learning</i>
Workload	<i>Practical : 1 × 170 min × 14 meetings = 2380 min</i> <i>Total = 2380 min (39.7 hours)</i>
Credit points	<i>1 SCH x 1.44 = 1.44 ECTS</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> <i>1. Through sports activities, it is hoped that students will grow and develop in a healthy and fresh body, and can develop their personality to be more harmonious</i> <i>2. As well as being able to contribute, especially through motion experiences so that as a whole they can grow and develop physical, spiritual, social, emotional, intellectual, moral, and spiritual elements</i>
Content	<i>Sports and art learning is an effort for lecturers and students to actualize all the potential of their activities as humans in the form of attitudes, actions and works that are given form, content and direction towards personal unity according to human ideals.</i>
Examination forms	<i>Written examination, art and sport performance</i>
Study and examination requirements	<i>Cognitive : midterm exam, final exam, quizzes, assignments</i> <i>Psychomotor : practice</i> <i>Affective : Assessed from the element /variables achievement, namely (a) Contributions (attendance, active, role, initiative, language), (b) Being on time, (c) Effort</i>
Reading list	<ol style="list-style-type: none"> <i>1. Diktat Kuliah Olahraga dan Seni</i> <i>2. Pendidikan Jasmani dan Kesehatan</i> <i>3. Pedoman tentang Senam Aerobik</i> <i>4. Pedoman Mengajar Atletik</i>

