

DESCRIPTION OF COURSE

UNIT

according to the ECTS User's
Guide 2015

Course unit title	Sociology of Religion
Course unit code	22010111D22
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimest	1 st year
Semester/trimester when the course unit is delivered	Second Semester
Number of ECTS credits allocated	2.88 ECTS. 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Misbah Munir, M.Pd
Learning outcomes of the course unit	CLO-1 : Able to critique and formulate concepts and components of the Sociology of Religion CLO-2: Capable of examining and constructing the Sociology of Religion and its implications on education as a discipline CLO-3 : Able to critique and analyzethe Sociology of Religion with reality.
Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co- requisites (if applicable)	

Course Content	1. Understanding Sociology of Religion (Sociological study of a religion) 2. History of Sociology of Religion (Classical Era, Modern Era, and Contemporary Era) 3. Sociology of Religion in Classical Sociological Theory (Theories of Religion by Karl Marx, August Comte, Emile Durkheim, Max Weber, and Peter L. Berger) 4. Theories on the Origins of Religion 5. Sociological Concepts of Religion 6. Role and Function of Religion in Society
	7. Relationship Between Religion and Social Stratification 8. Relationship Between Religion and Socio-Culture 9. Relationship Between Religion, Politics, and the State 10. Relationship Between Religion and Secularization 11. Relationship Between Religion and Violence and Conflict 12. Relationship Between Religion and Modernization 13. Relationship Between Religion and Harmony and Integration 14. Relationship Between Religion and Economy
Recommended or required reading and other learning resources/tools	1. Bellah, Robert N. Beyond Belief: Esei-esai tentang Agama di Dunia Modern. (2000). <i>Jakarta: Paramadina.</i> 2. Berger, Peter L.. (1991). Langit Suci: Agama Sebagai Realitas Sosial. <i>Jakarta: LP3ES.</i> 3. Betty, R. S. (1995). Kajian Sosiologi Agama. <i>Yogyakarta: PT Tiara Wacana Yogyakarta.</i> 4. Bryan S. Turner, Religion and Social Theory, Second Edition, Sage Publication. (1991). 5. Clifford Geertz, The Religion of Java. (1983). Diterjemahkan oleh Aswab Mahasin "Abangan, Santri, Priyayi Dalam Masyarakat Jawa". <i>Jakarta: Pustaka Jaya.</i> 6. Daniel L. Pals, Seven Theories of Religion. (1996). <i>Oxford University Press.</i> 7. Elizabeth K. Nottingham. (1985). Agama dan Masyarakat: Suatu Pengantar Sosiologi Agama. <i>Jakarta: CV Rajawali.</i> 8. Moreno, J. (1985). Francisco, Agama dan Akal Pikiran. 9. Murad Wilfried Hofmann, Religion on The Rise: Islam in The Third Millenium, 2003. Diterjemahkan oleh Abdullah Ali "Bangkitnya Agama: Ber- Islam di Alaf Baru", Jakarta: Serambi. 10. Nottingham, Elizabeth K.. 1985. Agama dan Masyarakat: Suatu Pengenalan Sosiologi Agama. Jakarta: Rajawali. 11. Daniel L. Pals, Seven Theories of Religion. 1996. Oxford University Press. 12. Elizabeth K. Nottingham, Agama dan Masyarakat: Suatu Pengantar Sosiologi Agama, Jakarta: CV Rajawali, 1985. 13. O'de, Thomas F., 1985. Sosiologi Agama: Suatu Pengenalan Awal. Jakarta: Rajawali. 14. Afwadzi, Benny .(2020). Membangun moderasi beragama dengan parenting wasathiyah dan Perpustakaan Qur'ani di TPQ Nurul Iman Perumahan Karangploso View Desa Ngenep Kecamatan Karangploso Kabupaten Malang. Research Report.

	Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. 15. Afwadzi, Benny and Miski, Miski. (2021). Artikulasi Islam moderat di kalangan mahasiswa muslim dan implikasinya pada gerakan kontra-radikalisme di Indonesia: kajian terhadap perguruan tinggi Islam di Malang. Research Report. Lembaga Penelitian dan Pengabdian kepada Masyarakat, Malang. 16. Ahyani, Shidqi. (2019). Pelatihan Moderasi Beragama dalam tema "Menenal Lebih Dekat Moderasi Beragama Masyarakat di dusun Selokurung, Desa Kaumrejo, Ngantang, Kab. Malang" dalam kegiatan Kuliah Kerja Mahasiswa (KKM). 17. Antariksa, W.F. , Fattah, A, Islamy, I. (2020) Analisis Implementasi Ecomasjid dalam Memakmurkan Masyarakat dan Lingkungan (studi Multi Situs pada Masjid Salman Itb, Masjid Iqomah Uin Bandung dan Masjid Al-bakrie Jakarta) 18. Asrori, Mohammad and Wibowo, Agus Mukti and Pramitha, Devi and Mubarak, Ruma. (2018). Esoterisme Islam Jawa: Kontruksi identitas dan mobilitas sosial dalam pemberdayaan masyarakat muslim Desa Tumpang Kecamatan Talun Kab. Blitar. Research Report. FITK UIN Maliki Malang, Malang. 19. Baharudin, R. (2019). Rekonstruksi Pemaknaan Mati Syahid di Era Modern (Studi Analisis Terhadap Pemahaman Ulama Indonesia dan Upaya Mengatasi Distorsi Praktik Mati Syahid). 20. Bahtiar Effendy. Islam dan Negara. (1998). <i>Jakarta: Paramadina.</i> 21. D. Hendropuspito, OC, Sosiologi Agama. (1993). <i>Yogyakarta: Kanisius.</i> 22. Dadang Kahmad, Sosiologi Agama. (2000). <i>Bandung: PT Remaja Rosdakarya.</i> 23. Djamari.. Agama dalam Perspektif Sosiologi. (1988). <i>Jakarta: DIKTI.</i> 24. H. Djamari. (1993). Agama Dalam Perspektif Sosiologi, <i>Bandung: Alfabet.</i> 25. Hendropuspito. (1983). Sosiologi Agama. <i>Yogyakarta; Kanisius.</i> 26. Horikhoshi. Hiroko. (1987). Kyai dan Perubahan Sosial. <i>Jakarta: P3M.</i> 27. Huda, M. I., & Fattah, A. (2021, April). The problem of islamic religious education learning against muslim minority students. In <i>International Conference on Engineering, Technology and Social Science (ICONETOS 2020)</i> (pp. 646-650). Atlantis Press. 28. Irawan, Wahyu henky., Sari, Sulistya Umie Ruhmana, Sasongko, Dimas Femy. (2020). Pemodelan Faktor-Faktor yang Mempengaruhi Kepatuhan Masyarakat Kota Malang dalam Upaya Menerapkan Protokol pencegahan. Research Report. UIN Maulana Malik Ibrahim Malang, Malang. 29. Marno, M. (2022). INKLUSIVISME PENDIDIKAN ISLAM (Studi Fenomenologi Atas Budaya Pesantren Bakti Luhur Kabupaten Malang). <i>Muta'allim: Jurnal Pendidikan Agama Islam</i>, 1(1), 1– 17. doi: 10.18860/mjpai.v1i1.1070
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	30. Nasith, Ali; Lathifaty Yasri, Hayyun [et. al] .(2020). Pengembangan kurikulum anti radikalisme di Pondok Pesantren Ash Shiddiqy Lawang dengan Model Ralph Tyler. 31. Gender Pada Pengemudi Gojek Perempuan Di Kota Malang. Research Report. UIN Maulana Malik Ibrahim Malang, Malang. 32. Semeer, Zeid B. (2020). Penguatan Inklusi Sosial dan Pemberdayaan Perempuan di Desa Damai Wahid Foundation di Kota Batu. Research Report. LP2M UIN Maulana Malik Ibrahim Malang, Malang. 33. meer, Zeid B. (2016). Perpindahan penganut Madzhab Ahlusunnah ke Madzhab Syi'ah: faktor dan pemicunya. Research Report. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, Malang. 34. Sulalah, Sulalah. (2022). Efektivitas Internalisasi Nilai-Nilai Pendidikan Multikultural Dalam Membangun Moderasi Beragama Di Mahad Sunan Ampel Al-Aly. UIN Maulana Malik Ibrahim Malang. Research Report. UIN Maulana Malik Ibrahim Malang, Malang 35. Susilawati, Samsul and Yasin, Ahmad Fatah and Rahmaniah, Aniek. (2020). Pembelajaran moral dalam membentuk Muslim moderat di Perguruan Tinggi Islam (studi multi situs di Universitas Islam Negeri Maulana Malik Ibrahim Malang, Universitas Muhammadiyah Malang, dan Universitas Islam Malang). Research Report. UIN Maulana Malik Ibrahim Malang, Malang. 36. Zainuddin, M .(2016). Pandangan kiai tentang LGBT: Studi konstruksi sosial Kiai di Malang tentang lesbi, gay, biseksual dan transseksual. Research Report. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, Malang. 37. Zainuddin, M. (2021). A Graveyard; Redefining A Public Space (Understanding Islam, Democracy and Modernity). Research Report. UIN Maulana Malik Ibrahim Malang, Malang. 38. Djamari. (1988). Agama dalam Perspektif Sosiologi. Jakarta: DIKTI.
Planned learning activities and teaching methods	Lecture, cooperative, case studies, collaborative Problem-Based Learning (PBL), cooperative Problem-Based Learning (PBL), and Problem-Based Learning (PBL).
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examinations, and Presentations. Observations, written tests.

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i-th task
- $Substanses_i$ is the weight (in fractional form) of the i-th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/Cas Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$N_a = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$N_a = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \left(\text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \text{Task Accumulation II} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task
I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25