



UNIVERSITAS ISLAM NEGERI SIBER SYEKH NURJATI CIREBON

Fakultas Ushuluddin dan Adab

Jurusan /Prodi Aqidah dan Filsafat Islam

Jl. Perjuangan, Sunyaragi, Kec. Kesambi, Kota Cirebon, Jawa Barat 45131

RENCANA PEMBELAJARAN SEMESTER OUTCOME BASED EDUCATION (OBE)

Mata Kuliah	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Academic Writing	AFI60062	Mata Kuliah Jurusan/Prodi Rumpun Ilmu Umum	Teori : 1 sks Praktik : 2 sks Total : 3 sks	1	1 September 2024
OTORISASI	DOSEN PENGEMBANG RPS		GUGUS MUTU JURUSAN/PRODI	KETUA JURUSAN/PRODI	
	 Mutakhirani Mustafa,M.Hum NIP. 19920328 201903 2 025		 Mutakhirani Mustafa, M. Hum NIP. 19900403 201903 2 013	 Dr. Fuad Nawawi, M. Ud NIP. 19810927 200912 1 001	
Visi Prodi	Menjadi jurusan yang unggul dan terkemuka dalam mengembangkan metodologi keilmuan dan nilai kemanusiaan dengan wawasan keagamaan yang komprehensif, dan kritis yang berbasis pada teknologi informasi (IT) di lingkungan PTAIN di Jawa Barat pada tahun 2025.				
Misi Prodi	1. Menyelenggarakan pendidikan Aqidah dan Filsafat Islam untuk pembentukan kepribadian yang mengedepankan akhlak dan kemanusiaan. 2. Mengembangkan metodologi penelitian keilmuan keislaman sebagai dasar pembentukan karakter, jati diri dan kepribadian sarjana muslim. 3. Mengembangkan metodologi keilmuan Aqidah dan Filsafat Islam yang aplikatif dalam pengabdian masyarakat, sebagai dasar pembentukan etos serta kepribadian yang humanis dan mampu menjawab problem masyarakat secara komprehensif berbasis teknologi informasi. 4. Meningkatkan kerja sama dengan pihak lain untuk mengembangkan program studi Aqidah dan Filsafat Islam.				
Capaian	CPL-Jurusan/Prodi				

Pembelajaran (CP)	Sikap (S)	
	S8	Menginternalisasi nilai, norma, dan etika akademik;
	S9	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
	S10	Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
	Pengetahuan (P)	
	P2	Menjadi peneliti pada bidang keilmuan Filsafat Islam, Ilmu Kalam, Tasawwuf dan studi sosial keagamaan yang menguasai metode penelitian dengan baik, mampu mengembangkan keilmuan melalui penelitian, dan memiliki keberpihakan terhadap masyarakat yang dilemahkan.
	P3	Menguasai pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan dan tertulis dengan menggunakan Bahasa Indonesia yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik).
	Keterampilan Umum (KU)	
	KU1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya (Praktik Berfikir Sistematis/Ilmiah).
	KU4	Mampu memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; (Praktik Karya Ilmiah).
	KU5	Mampu menunjukkan kinerja mandiri, bermutu dan terukur.
	KU11	Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan mencegah plagiasi.

Keterampilan Khusus (KK)	
KK1	Mampu melaksanakan penelitian dan menulis karya ilmiah dalam bidang akidah dan filsafat Islam dalam rangka pengembangan keilmuan.
KK6	Mampu merefleksikan kemampuan diri dalam pengembangan pemikiran keagamaan yang inklusif, toleran, dan moderat dalam kehidupan umat beragama dan hubungan antar umat beragama berdasarkan pendekatan teologis dan filosofis. (Trampil Mengembangkan Pemikiran).
CP-MK	
CP-MK1	Students are able to analyse the fundamental principles of academic writing, including essay structure, logical reasoning, and formal language use within an academic context.(S8,S9,S10)
CP-MK2	Students are able to search for, identify, and evaluate valid and relevant scholarly sources as a foundation for academic writing.(KK1)
CP-MK3	Students are able to logically develop arguments or ideas, support them with appropriate evidence, and organize them into coherent paragraphs according to academic writing standards.(P2)
CP-MK4	Students develop skills to effectively engage with both classical Islamic texts and contemporary scholarly sources, incorporating them into writing with proper citation. (P3)
CP-MK5	Students are able to revise and edit their writing, or use peer feedback to improve the quality, grammar, and formatting of their work in line with academic standards. (KK6)
CP-MK6	Students apply ethical principles in academic writing, including the importance of intellectual honesty and avoiding plagiarism or data manipulation in scholarly work. (KU11, KU5)
CP-MK7	Students are master in paragraph writing, opinion writing, and essay composition in academic writing. (KU4)
Sub-CPMK	
Sub-CPMK 1	Students develop the foundational skills and strategies needed to organize ideas before they start writing. (CP-MK1)
Sub-CPMK 2	Students will be able to analyze the main components of a paragraph, including the topic sentence, supporting details, and concluding sentence. (CP-MK2)
Sub-CPMK 3	Students will be able to analyze the organizational structure and components of a descriptive paragraph, including topic sentence, sensory details, and concluding sentence. (CP-MK2)

	Sub-CPMK 4	Students will be able to analyze the components of an opinion paragraph, including the topic sentence, reasons, supporting details, and concluding sentence. (CP-MK3)
	Sub-CPMK 5	Students will practice providing relevant supporting details and examples that illustrate the similarities and differences between the two subjects being compared. (CP-MK3)
	Sub-CPMK 6	Students will develop the ability to write a clear topic sentence that presents the main point of problem and solution paragraph. (CP-MK4)
	Sub-CPMK 7	Students will be able to analyze the basic structure of an essay, emphasizing the importance of clarity and organization. (CP-MK5)
	Sub-CPMK 8	The students create the common structure of an outline: Introduction, Body, and Conclusion. (CP-MK6)
	Sub-CPMK 9	The students will be able to define coherence and explain why it's essential for ideas to flow logically and smoothly. (CP-MK7)
	Sub-CPMK 10	Student will be able implement a step-by-step practice exercise where students add sources, organize them, and use the tools to cite within a sample document. (CP-MK7)
Deskripsi Mata Kuliah	This course help students to learn the procedures for academic writing in a structured and logical corresponding with academic demands. The Academic Writing course for the Aqidah and Islamic Philosophy program focuses on developing students' writing skills with an emphasis on producing clear, analytical, and research-based work in Islamic studies. This course introduces students to the essentials of academic writing, including structuring essays, articulating arguments, kind of paragraph, analyzing philosophical texts, and referencing sources accurately. Students will learn techniques for constructing coherent arguments, employing critical thinking, and engaging with both classical and contemporary Islamic scholarship. The course also emphasizes the importance of proper grammar, style, and the conventions of academic discourse within Islamic studies, preparing students to present their thoughts effectively in written form, particularly in topics related to Islamic theology, philosophy, and ethics.	
Integrasi Keilmuan dan Keislaman	In the Qur'an, several verses, such as <i>Iqra'</i> (read) in Surah Al-'Alaq, verses 1-5, emphasize the importance of seeking knowledge as part of devotion to Allah. This principle supports the use of scientific methods in academic writing, including research, analysis, and accurate data presentation. However, academic writing based on Islamic principles also upholds ethical values such as honesty, justice, and moral responsibility in research.	

Integrasi Penelitian dan PKM	Adapun penelitian terapan yang telah dilakukan dan berkesesuaian dengan mata kuliah ini adalah penelitian yang telah dilaksanakan Mustopa, M., & Mustafa, M. (2024) dengan judul English for Islamic Philosophy: A Development of Digital Dictionary of English Loanword. <i>Buletin Al-Turas</i>, 30(1). Pada penelitian ini mahasiswa dapat mengamati bagaimana Menyusunan paragraf dengan baik berdasarkan hasil analisis penelitian.
Materi Pembelajaran/ Pokok Bahasan	1. Pre-Writing : Getting Ready to Write 2. The Structure of a Paragraph 3. The Development of a Paragraph 4. Descriptive and Process Paragraph 5. Opinion Paragraphs 6. Comparison / Contrast Paragraphs 7. Problem / Solution Paragraphs 8. Middle Test 9. The Structure of an Essay 10. Outlining an Essay 11. Introductions and Conclusions 12. Unity and Coherence 13. Citation, Reference Manager Mendeley and Zotero 14. Essay for Examinations 15. Evaluation 16. Final Test

Daftar Pustaka	Utama
	Blair, A. (2023). Writing a Textbook Is Good for You. In <i>The Palgrave Handbook of Teaching and Research in Political Science</i> (pp. 91-99). Cham: Springer International Publishing. Bom, H. S. H. (2023). Exploring the opportunities and challenges of ChatGPT in academic writing: a roundtable discussion. <i>Nuclear medicine and molecular imaging</i>, 57(4), 165-167. Dhobi, S. (2024). What, How and Why Academic Writing?. <i>Historical Journal</i>, 15(2), 74-82. Damayanti, Deni. 2016. <i>Pintar Menulis Karya Ilmiah Sejak Bangku Kuliah: Esai, Jurnal, Skripsi, Tesis, dan Karya Ilmiah Populer</i>. Yogyakarta: Araska Publisher. Mautner, G., & Ross, C. J. (2023). <i>English academic writing: a guide for the humanities and social sciences</i> (Vol. 6028). UTB. Mammadova, T. (2023). <i>Academic writing and information literacy instruction in digital environments: A complementary approach</i>. Springer Nature. Pearson, W. S., & Abdollahzadeh, E. (2023). Metadiscourse in academic writing: A systematic review. <i>Lingua</i>, 293, 103561. Prasetyo, Kristian Agung. 2015. <i>Word 2013 Panduan Karya Tulis Ilmiah</i>. Jakarta: PT. Alex Media Komputindo. Shamsiyev, K., Olimzoda, P., Saidova, K., & Ibragimova, D. (2023, February). Approaches to Teaching Academic Writing. In <i>Международная конференция академических наук</i> (Vol. 2, No. 2, pp. 31-34). Suleimanova, O. A., & Lykova, T. A. (2023). Academic writing details in critical perspective. <i>Training, Language and Culture</i>, 7(3), 94-102.
	Pendukung

	Mustopa, M., & Mustafa, M. (2024). English for Islamic Philosophy: A Development of Digital Dictionary of English Loanword. <i>Buletin Al-Turas</i> , 30(1). Mustafa, M., & Bakri, N. (2020). <i>Analyzing The Level Of The Students’reading Comprehension In Comprehending The Narrative Text</i> . Acitya: Journal of Teaching and Education, 2(2), 152-161. Mustafa, M. (2023). <i>Sosialisasi Pentingnya Internalisasi Nilai-Nilai Moderasi Beragama Melalui Semua Mata Pelajaran dalam Upaya Membangun Karakter Sosial Siswa SMP Negeri 1 Talun</i> . E-Dimas: Jurnal Pengabdiankepada Masyarakat, 14(1), 128-135.					
Media Pembelajaran	Perangkat Lunak			Perangkat Keras:		
	Google Meet, Portal Academic, Voice Note, Power Point, Vidio, GCR, WAG			Hand Phone, Laptop, In Focus, Smart Tv, Aplikasi Pembelajaran		
Dosen Pengampu/ Team Teaching	Mutakhirani Mustafa, M.Hum					
Mata Kuliah Syarat	-					
Minggu Ke-	Sub CP-MK	Indikator	Kriteria dan bentuk Penilaian	Metode dan Media (Estimasi Waktu)	Materi Pembelajaran	Bobot Penilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Learning contract, goal orientation, outcomes, methods, and assessment of learning.	- Students analyze d the learning contract, learning objectives, and learning materials. - Students are able to apply course rules, understand the assessment system, and be familiar with learning methods.	Cognitive C1 Criteria: Accuracy and explanation (40%) (non-test) Affective A1 Follows the agreed contract (30%) (non-test) Psychomotor P1 Complies with the agreed learning contract (30%)	Lecture, question and answer, brainstorming, and discussion (NTM: 3x50) Media: RPS, Learning Contract Offline	- Introduction - Learning Contract - Introducing Lesson Plan	5 %

			(non-test)			
2	Students develop the foundational skills and strategies needed to organize ideas before they start writing.	- Students analyze the purpose of their writing. - Students demonstrate the ability to select an appropriate topic. - Students can create an outline that organizes their main ideas and supporting details in a logical order. - Students are able to editing the idea.	Cognitive (C1) Criteria: Identifying the purpose of writing. (40%) (non-test) Affective (A2): Enjoying writing skills (30%) (non-test) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Brainstorming, Mind Mapping, Free Writing, Discussion and Sharing (NTM: 3x50) Media: Buku, PPT, Artikel Offline	- Choose and Narrow a Topic - Gather Ideas - Edit Ideas	5%

3	- Students will be able to identify the main components of a paragraph, including the topic sentence, supporting details, and concluding sentence. - Students will practice developing supporting sentences that provide relevant examples, explanations, or evidence to reinforce the topic sentence.	- Students can analyze the distinguish between the topic sentence, supporting details, and concluding sentence in given paragraphs. - Students can analyze the function of each component (topic sentence, supporting details, concluding sentence) in a paragraph.	Cognitive (C3) Criteria: Students are able to highlight or mark the topic sentence, supporting details, and concluding sentence in sample paragraphs. (non-test) (45%) Affective (A2): Enjoying writing skills (non-test) (25%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Interactive Discussion and Peer Review and Feedback Sessions (NTM: 3x50) Media: Buku, PPT Offline	- The definition of a paragraph - The parts of paragraph - How to identify and write topic sentences - Method of paragraph support and development - How to do peer writing	5%
4	- Students will be able to identify and explain the organizational structure and components of a descriptive paragraph, including topic sentence, sensory details, and concluding sentence. - Students will	- Students can describe the purpose of each component (topic sentence, sensory details, concluding sentence) in a descriptive paragraph. - Students	Cognitive (C1) Criteria: Students can describe the purpose of each component in a descriptive paragraph. (non-test) (35%) Affective (A2): Enjoying writing skills (non-test) (35%) Psychomotor (P2): Demonstrating	Lecture with Concept Mapping, Guided Writing Exercise, Peer Review (NTM: 3x50) Media: Buku, Media Visual, PPT Offline	- Descriptive paragraph and reason for writing them - Organizing and writing descriptive paragraph using adjectives and prepositions - Process paragraph	5%

	develop the ability to write a well-organized descriptive paragraph that creates a vivid image of the subject in the reader's mind. - Students will understand the organizational structure of a process paragraph, including the introduction, step-by-step explanation, and conclusion.	draft a descriptive paragraph that includes a clear topic sentence, relevant sensory details, and a concluding sentence. - Students can analyze the introduction, step-by-step explanation, and conclusion in sample process paragraphs.	enthusiasm toward the material presented (30%)		and reason for writing them	
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5	- Students will be able to identify and explain the components of an opinion paragraph, including the topic sentence, reasons, supporting details, and concluding sentence. - Students will develop the ability to write a clear and concise opinion statement that expresses their viewpoint on a given topic. - Students will be able to differentiate between factual statements and opinion statements in various texts.	- Students can describe the purpose of each component (topic sentence, reasons, supporting details, concluding sentence) in an opinion paragraph. - Students can analyze a clear opinion statement. - Students can analyze factual statements and opinion statements in provided texts or examples.	Cognitive (C1) Criteria: Students can describe the purpose of each component in an opinion paragraph. (non-test) (40%) Affective (A2): Enjoying writing skills (non-test) (30%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Brainstorming, Visual Opinion Mapping, Role-Playing Scenarios (NTM: 3x50) Media: Buku, PPT, Media Visual Offline	- Distinguish between fact and opinion - Organize and write paragraph expressing opinion and argument	5%
6	- Students will be able to identify and explain the components of a comparison and contrast paragraph, including the topic sentence,	- Students can accurately analyze the components (topic sentence, points of	Cognitive (C3) Criteria: Implementing and practice writing paragraph (non-test) (35%) Affective (A2):	Collaborative Mind Mapping, Role-Playing for Comparison and Contrast, Free writing on blog. Media: Buku, PPT,	- Comparison/contrast paragraph and reason for writing	5%

	points of comparison, supporting details, and concluding sentence. - Students will develop the ability to write a clear topic sentence that presents the main point of comparison or contrast between two subjects. - Students will practice providing relevant supporting details and examples that illustrate the similarities and differences between the two subjects being compared.	comparison , supporting details, and concluding sentence) in sample comparison and contrast paragraphs. - Students can analyze a clear and concise topic sentence that presents the main point of comparison or contrast between two subjects based on a given prompt.	Enjoying writing skills (non-test) (35%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Media Visual (NTM: 3x50) Offline	them. - How to organize comparison/contrast paragraph	
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7	- Students will be able to identify and explain the components of a problem and solution paragraph. - Students will develop the ability to write a clear topic sentence that presents the main point of problem and solution paragraph. - Students will practice providing relevant supporting details and examples problem and solution paragraph	- Students can analyze the parts of a problem and solution paragraph, like the problem statement, solution, supporting details, and concluding sentence in examples. - Students can write supporting details and examples that explain the problem and solution in their paragraphs.	Cognitive (C1) Criteria: Using knowledge to create supporting details that illustrate the problem and solution (non-test) (40%) Affective (A2): Enjoying writing skills (non-test) (20%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (40%)	Brainstorming, Group Work, Peer Review (NTM: 3x50) Media: Buku, PPT Offline	- Write problem and solution - Use real conditional - Write a two – paragraph text with linking phrases	5%
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8	Middle Test			Project-Based Learning (PBL) The students write opinion paragraph and submit to the online media. Media : Online Media (NTM: 3x50) Online	15%	
9	-Explain the basic structure of an essay, emphasizing the importance of clarity and organization. - Outline the three main parts: Introduction, Body, and Conclusion. - Discuss how to structure body paragraphs, focusing on one main idea per paragraph. - Explain the use of topic sentences, supporting details, and examples.	- Students can analyze the three main parts of an essay: Introduction, Body, and Conclusion. - Students are able to create body paragraphs that clearly focus on one main idea each. - Students can write topic sentences that clearly state the main idea of each paragraph.	Cognitive (C3) Criteria: Students write topic sentences that clearly state the paragraph's main idea. (non-test) (35%) Affective (A2): Students engage actively by describing each part in their own words. (non-test) (30%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (35%)	Lecturing, Mind Mapping, Free Writing, Peer-writing (NTM: 3x50) Media: Buku, PPT, Media Visual Offline	-The definition of essay - How to format an essay - How to write an essay	5%

10	- The students define what an outline is and explain its purpose in organizing ideas before writing. - The students explain the common structure of an outline: Introduction, Body, and Conclusion.	- Students can analyze an outline and recall its primary function in essay writing. - Students provide examples of how an outline can help structure ideas before writing. - Students can analyze the three main sections (Introduction, Body, Conclusion) of an outline.	Cognitive (C1) Criteria: Students provide examples of how an outline can help structure ideas before writing. (non-test) (30%) Affective (A2): Enjoying writing skills (non-test) (35%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (35%)	Class Discussion and Q&A, Collaborative Outline Creation (Group Activity) (NTM: 3x50) Media: Buku, PPT Offline	- The purpose of an outline - How to write an outline	5%
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11	- Define what an introduction paragraph is and its purpose in an essay. - Provide a step-by-step guide on organizing these elements coherently. - Provide sample introduction and conclusion paragraphs for analysis and discussion.	- Students can analyze what an introduction paragraph is - Students can define what an conclusion paragraph is - Students demonstrate precision by following the steps accurately to organize an effective introduction paragraph. - Students demonstrate precision by following the steps accurately to organize an effective conclusion paragraph.	Cognitive (C1) Criteria: Students comprehend each step in organizing an introduction and conclusion paragraph (non-test) (35%) Affective (A2): Enjoying writing skills (non-test) (35%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Direct Instruction and Explanation, Guided Practice with Step-by-Step Organization, Collaborative Writing Activity (NTM: 3x50) Media: Buku, PPT Offline	- The purpose of an introduction - Types of information in introduction - The purpose of conclusion - Technique for writing conclusion	5%
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12	- Discuss how a focused topic sentence contributes to unity in a paragraph. - Define coherence and explain why it's essential for ideas to flow logically and smoothly. - Provide activities where students practice creating unified and coherent paragraphs on assigned topics.	- Students analyze what unity is in a paragraph. - Students analyze why it's important for all sentences to support a single main idea in a paragraph. - Students arrange sentences in a logical order within a paragraph.	Cognitive (C3) Criteria: Students use appropriate transition words in sentences to link ideas and improve coherence. (non-test) (35%) Affective (A3): Students appreciate the role of unity and coherence in effective writing (non-test) (35%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Paragraph Analysis, Collaborative Paragraph Writing, Individual Feedback and Revision (NTM: 3x50) Media: Buku, PPT Offline	- The Importance of unity in essay writing - How to edit an essay for unity - The importance of coherence in essay writing - Method of creating coherence	15%
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13	- Explain what citation is and why it is important in academic writing. - Provide examples of in-text citations and reference list entries for common sources. - Guide students on how to download, install, and set up an account in Mendeley. - Provide a step-by-step practice exercise where students add sources, organize them, and use the tools to cite within a sample document.	-Students analyze what a citation is. - Students explain why citation is essential for credibility, avoiding plagiarism, and academic integrity. - Students practice creating citations and references manually and using a reference manager.	Cognitive (C4) Criteria: Students practice creating citations and references manually and using a reference manager. (non-test) (35%) Affective (A2): Students recognize the value of Mendeley in making citation management more efficient for academic writing. (non-test) (35%) Psychomotor (P2): Students accurately follow each step in setting up Mendeley on their devices. (30%)	Lecturing, Demonstration, Independent Practice, Group Work (NTM: 3x50) Media: Buku, PPT, Aplikasi Reference Manager Offline	- The definition of Citation - Importance of citation in academic writing - Definition and purpose of reference managers. - How to download, install, and set up an account in Mendeley.	5%
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14	- Understanding Essay Types for Examinations - Discussing the purpose and structure of each essay type. - Students practice writing a short essay based on a provided prompt.	- Students can analyze various types of essays commonly encountered in examinations - Students analyze accuracy in writing by following the conventions of academic writing (grammar, punctuation, citation).	Cognitive (C1) Criteria: Students can explain the characteristics and purposes of each essay type. (non-test) (35%) Affective (A2): Students express an appreciation for the writing process and the importance of structure in creating effective essays. (non-test) (30%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (30%)	Flipped Classroom, Differentiated Instruction (NTM: 3x50) Media: Buku, Media Visual, PPT Offline	- Essay Types for Examinations - Essay Structure - Practice Writing Essays for Examinations	5%
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15	- Review and update course materials based on student performance and feedback to enhance learning outcomes.	- Collection of student feedback through surveys or focus groups regarding the relevance and clarity of academic writing material.	Cognitive (C1) Criteria: Students can explain the characteristics and purposes of each essay type. (non-test) (40%) Affective (A2): Students express an appreciation for the writing process and the importance of structure in creating effective essays. (non-test) (35%) Psychomotor (P2): Demonstrating enthusiasm toward the material presented (25%)	Summative Assessment, Feedback Mechanisms, Reviews Media: Buku, PPT Offline	- Evaluations and Review	5%
16	Final Test			Submit the essay to the blog with specific issue. (NTM: 3x50) Media : Blog Online	Ujian Akhir Semester (UAS)	15%

KONTRAK PERKULIAHAN

Nama Dosen Pengampu	Mutakhirani Mustafa	
Mata Kuliah	Academic Writing	
Kelas/Semester	A/I	
Jurusan	Aqidah dan Filsafat Islam	
Tahun Akademik	2024/2025	
Mekanisme Penilaian		Ketentuan Hal yang Harus Dipenuhi
Item Penilaian	Bobot	
Ujian Tengah Semester	15%	1. Kehadiran kuliah mahasiswa minimal 75% dari total tatap muka. 2. Seluruh tugas harus dikumpulkan, jika sampai batas waktu yang ditentukan tidak juga dikumpulkan maka dianggap tidak melaksanakan tugas tersebut. 3. UTS dilakukan via daring bagi mahasiswa yang telah mengumpulkan seluruh tugas berbasis project. 4. UAS dilakukan via daring bagi mahasiswa yang telah mengumpulkan seluruh tugas dan kehadiran tidak kurang dari 75% berbasis project. 5. Kesempatan UTS dan UAS susulan hanya diberikan jika terdapat alasan yang dapat diterima. 6. Jika salah satu point 1, 2, 3 dan 4 tidak dipenuhi maka dosen dapat memutuskan untuk tidak menampilkan nilai akhir atau memberi nilai akhir D atau E.
Ujian Akhir Semester	15%	
Tugas Terstruktur (Modul dan Presentasi menggunakan media IT)	30%	
Tugas Mandiri (Kuis dan Keaktifan)	20%	
Kehadiran Tatap Muka	5%	
Total	100 %	
Hal-hal yang perlu disampaikan:		
1) Toleransi waktu keterlambatan ... menit dari jadwal perkuliahan dimulai. 2)		

Penanggung Jawab Mata Kuliah/
Penanggungjawab Mhs,

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HP:

Cirebon, September 2024

Dosen Pengampu MK,

Mutakhirani Mustafa
NIP. 19920328 201903 20 25

FORMAT RANCANGAN TUGAS

Nama Mata Kuliah	: <i>Academic Writing</i>	SKS : 3
Program Studi	: Aqidah dan Filsafat Islam	Pertemuan ke : 1
Fakultas	: Ushuluddin dan Adab	

A. METODE/CARA Pengerjaan Tugas

1. Mahasiswa melakukan *free writing* minimal terdiri dari 3 paragraf ;
2. Mahasiswa menulis paragraph dengan tema filsafat yaitu topik yang jelas dan relevan dengan bidang studi;
3. Jumlah kata dalam tulisan minimal 500 kata;
4. Mahasiswa melakukan diskusi sesuai dengan tema, kelompok, dan jadwal yang sudah ditentukan;
5. Mahasiswa mengumpulkan tugas individual atau kelompok/ jawaban ujian individu secara online (melalui email atau link google drive).

B. Deskripsi Luaran Tugas

Free writing mempunyai tujuan untuk menilai kemampuan dasar mahasiswa dalam mengekspresikan pemikiran filosofis secara bebas dan reflektif melalui penulisan paragraf. Tugas ini bertujuan untuk mengukur kemampuan dasar seperti pengorganisasian ide, kejelasan ekspresi, dan kreativitas dalam menulis. Paragraf harus menunjukkan kemampuan dasar dalam mengorganisir ide secara logis, meskipun dalam format *free writing*. Mahasiswa mampu membuat *free writing* minimal 3 paragraf dan terdiri dari minimal 500 kata, menggunakan *font Times New Roman* ukuran 12, spasi 1,5.

C. KRITERIA PENILAIAN:

No	Rentang	Kriteria	Catatan
1	$\text{Skor} \geq 90$	Sangat Baik	Lulus
2	$75 \leq \text{Skor} < 90$	Baik	Lulus
3	$60 \leq \text{Skor} < 75$	Cukup	Mengulang kembali sebagian
4	$\text{Skor} < 60$	Kurang	Mengulang keseluruhan

FORMAT UJIAN TENGAH SEMESTER

Nama Mata Kuliah	: <i>Academic Writing</i>	SKS : 3
Program Studi	: Aqidah dan Filsafat Islam	Pertemuan ke : 8
Fakultas	: Ushuluddin dan Adab	

Judul Proyek: Menulis dan Menerbitkan Paragraf Opini di Media Online

Tujuan:

Siswa mampu menulis paragraf opini yang informatif, meyakinkan, dan menarik, serta memiliki pengalaman mempublikasikan karya mereka di platform online.

Langkah-Langkah:

1. Pilih topik opini yaitu pilih topik yang relevan dan menarik. Topik bisa berkaitan dengan isu-isu sosial, pendidikan, lingkungan, teknologi, atau hal lain yang menjadi perhatian publik.
2. Penelitian singkat yaitu cari informasi dan data terkait topik yang dipilih agar opini yang disampaikan memiliki dasar yang kuat dan pastikan sumber yang digunakan kredibel dan akurat.
3. Tulis paragraf opini yaitu tulislah satu paragraf opini yang mencakup pendahuluan, opini utama, alasan dan bukti serta kesimpulan.
4. Revisi dan penyuntingan yaitu tinjau kembali paragraf yang sudah ditulis. Periksa kesalahan tata bahasa, ejaan, dan gaya penulisan. Dan Pastikan paragraf sudah jelas, padat, dan sesuai dengan struktur opini yang baik.
5. Pilih platform online yaitu tentukan platform media online yang akan digunakan untuk mengirim opini. Bisa berupa situs berita lokal, blog, atau platform media sosial seperti Medium atau LinkedIn. dan Pastikan platform tersebut menerima kontribusi dari penulis luar.
6. Publikasikan paragraf yaitu kirimkan paragraf opini ke platform yang dipilih. Perhatikan ketentuan dan persyaratan publikasi yang diberlakukan oleh platform tersebut.
7. Dokumentasi dan tangkapan layar yaitu setelah opini dipublikasikan, ambil tangkapan layar sebagai bukti publikasi dan buat dokumentasi singkat mengenai proses penulisan dan penerbitan opini ini.

Kriteria Penilaian:

1. Ketepatan Struktur dan Isi: Paragraf memenuhi struktur opini dengan argumen yang jelas dan berbobot.
2. Kualitas Bahasa: Tata bahasa dan gaya penulisan baik dan sesuai dengan kaidah bahasa Indonesia yang benar.
3. Relevansi Topik: Topik yang dipilih relevan dan memiliki nilai penting bagi pembaca.
4. Bukti Publikasi: Tangkapan layar sebagai bukti bahwa opini telah dipublikasikan di platform online.

Pengumpulan:

Tangkapan layar dan dokumentasi pendek mengenai proses publikasi diserahkan melalui platform yang telah ditentukan oleh pengajar.

Rubric For Middle Test

Kriteria	Skor 1 (Kurang)	Skor 2 (Cukup)	Skor 3 (Baik)	Skor 4 (Sangat Baik)
Ketepatan Struktur	Struktur paragraf tidak jelas, tidak ada pembukaan atau penutup.	Struktur paragraf ada, tetapi tidak konsisten dan kurang rapi.	Struktur paragraf cukup baik dan teratur.	Struktur paragraf sangat baik; alur ide mengalir dan teratur.
Kejelasan Pernyataan Opini	Opini tidak jelas atau tidak ada.	Opini ada tetapi kurang kuat dan tidak spesifik.	Opini jelas dan relevan, tetapi bisa lebih fokus.	Opini sangat jelas, kuat, dan spesifik sesuai dengan topik.
Argumen Pendukung	Tidak ada argumen atau bukti pendukung yang relevan.	Argumen ada tetapi kurang kuat atau relevan.	Argumen cukup relevan dan mendukung opini dengan baik.	Argumen sangat relevan, kuat, dan mendukung opini dengan sangat baik.
Kreativitas dan Orisinalitas	Ide kurang kreatif atau terlalu umum.	Ide memiliki sedikit kreativitas tetapi masih umum.	Ide kreatif dan cukup orisinal.	Ide sangat kreatif dan orisinal, menunjukkan pemikiran mendalam.
Kualitas Bahasa	Banyak kesalahan tata bahasa, ejaan, atau tanda baca.	Beberapa kesalahan tata bahasa dan ejaan mengganggu bacaan.	Bahasa cukup baik, dengan beberapa kesalahan kecil.	Bahasa sangat baik, tanpa kesalahan yang berarti.
Relevansi dan Dampak Topik	Topik tidak relevan atau kurang menarik bagi pembaca.	Topik cukup relevan namun dampaknya kecil.	Topik relevan dan memiliki dampak yang cukup besar.	Topik sangat relevan dan memiliki dampak yang signifikan bagi pembaca.
Bukti Publikasi	Tidak ada bukti publikasi atau dokumentasi.	Bukti publikasi ada tetapi kurang jelas atau lengkap.	Bukti publikasi cukup lengkap, misalnya tangkapan layar.	Bukti publikasi lengkap, termasuk tangkapan layar dan tautan langsung.

Skala Penilaian:

Skor Total: Maksimum 28 poin

Predikat Nilai:

1. 24-28: Sangat Baik
2. 19-23: Baik
3. 14-18: Cukup
4. 9-13: Kurang

FORMAT UJIAN AKHIR SEMESTER

Nama Mata Kuliah	: <i>Academic Writing</i>	SKS : 3
Program Studi	: Aqidah dan Filsafat Islam	Pertemuan ke : 16
Fakultas	: Ushuluddin dan Adab	

Judul Proyek: Menulis dan Menerbitkan Paragraf Esai di Blog

Tujuan:

Siswa mampu menulis paragraf esai yang terstruktur dan berbobot, serta memiliki pengalaman mempublikasikan karya mereka di blog.

Langkah-Langkah:

1. Pilih topik esai yaitu pilih topik yang menarik dan relevan. Topik bisa mencakup isu sosial, pendidikan, lingkungan, teknologi, budaya, atau topik lain yang aktual dan pastikan topik ini cukup luas untuk dianalisis, tetapi tetap fokus agar esai tidak terlalu melebar.
2. Lakukan penelitian singkat yaitu kumpulkan informasi yang relevan terkait topik yang dipilih. Baca artikel, jurnal, atau berita yang dapat memperkaya pemahaman dan gunakan sumber yang kredibel untuk mendukung argumen atau pandangan dalam esai.
3. Susun paragraf esai yaitu buat satu paragraf esai yang mencakup kalimat pembuka, pernyataan utama, pendukung, penutup.
4. Publikasikan paragraf esai di blog yaitu pilih platform blog yang sesuai untuk publikasi, misalnya Blogger, WordPress, atau Medium. Jika belum memiliki akun, buat akun blog baru dan pastikan blog siap untuk publikasi. Kemudian buat judul menarik dan masukkan paragraf esai yang telah disiapkan. Pastikan untuk melakukan pratinjau sebelum mempublikasikannya.
5. Ambil tangkapan layar yaitu setelah paragraf esai dipublikasikan, ambil tangkapan layar sebagai bukti publikasi dan simpan tautan blog yang berisi paragraf esai.
6. Dokumentasi dan pengumpulan yaitu siapkan dokumen singkat yang mencatat langkah-langkah yang telah dilakukan dalam proyek ini, dari memilih topik hingga publikasi dan kumpulkan tangkapan layar beserta tautan blog dan dokumentasi singkat ke platform yang telah ditentukan oleh pengajar.

Kriteria Penilaian:

1. Kesesuaian Struktur dan Isi yaitu paragraf esai terstruktur dengan argumen atau pandangan yang jelas dan logis.
2. Kualitas Bahasa yaitu tata bahasa dan gaya penulisan baik, serta sesuai dengan kaidah bahasa Indonesia yang benar.
3. Relevansi dan Kedalaman Topik yaitu topik esai relevan dan analisisnya menunjukkan pemahaman yang mendalam.
4. Bukti Publikasi yaitu tangkapan layar dan tautan sebagai bukti publikasi di blog.

Batas Waktu Pengumpulan:

Pastikan untuk mengumpulkan seluruh dokumen sesuai tenggat waktu yang ditentukan.

Rubric for Final Test

Kriteria	Skor 1 (Kurang)	Skor 2 (Cukup)	Skor 3 (Baik)	Skor 4 (Sangat Baik)
Struktur Esai	Paragraf tidak terstruktur; tidak ada alur yang jelas.	Paragraf memiliki alur namun kurang rapi dan jelas.	Paragraf terstruktur cukup baik; alur bisa lebih kuat.	Paragraf sangat terstruktur; alur logis, jelas, dan teratur.
Pernyataan Utama	Pernyataan utama tidak jelas atau tidak ada.	Pernyataan utama ada namun kurang spesifik atau lemah.	Pernyataan utama cukup jelas dan spesifik.	Pernyataan utama sangat jelas, spesifik, dan berfokus.
Dukungan Argumen	Tidak ada argumen atau bukti yang mendukung.	Argumen atau bukti ada namun kurang kuat dan relevan.	Argumen cukup kuat dan relevan namun kurang mendalam.	Argumen sangat kuat, relevan, dan didukung dengan baik.
Kualitas Bahasa	Banyak kesalahan tata bahasa, ejaan, dan kurang bervariasi.	Beberapa kesalahan tata bahasa dan ejaan.	Bahasa cukup baik; hanya sedikit kesalahan kecil.	Bahasa sangat baik; tata bahasa, ejaan, dan variasi sangat baik.
Kejelasan dan Gaya Bahasa	Bahasa tidak jelas, sulit dipahami.	Bahasa cukup jelas namun bisa lebih baik.	Bahasa jelas dan mudah dipahami.	Bahasa sangat jelas, mengalir, dan sesuai dengan gaya esai.
Relevansi dan Kedalaman	Topik kurang relevan atau tidak ada kedalaman analisis.	Topik cukup relevan, tetapi analisis dangkal.	Topik relevan dan memiliki kedalaman yang cukup.	Topik sangat relevan dengan analisis yang mendalam dan berbobot.
Bukti Publikasi	Tidak ada bukti publikasi atau dokumentasi.	Bukti publikasi ada, tetapi kurang lengkap.	Bukti publikasi cukup lengkap dengan sedikit kekurangan.	Bukti publikasi sangat lengkap, termasuk tangkapan layar dan tautan.

Skala Penilaian:

- a. **Skor Total:** Maksimum 28 poin
- b. **Predikat Nilai:**
 1. 24-28: Sangat Baik
 2. 19-23: Baik
 3. 14-18: Cukup
 4. 9-13: Kurang