

CURRICULUM BOOK

NURSING SCIENCE STUDY PROGRAM



**FACULTY OF HEALTH SCIENCE
2022**



1

INTRODUCTION

Rufayda binti Sa'ad

Rufayda binti Sa'ad also known as Rufayda al-Aslamiyyah, is considered to be the first nurse in Islamic history, living at the time of the Prophet Muhammad. He treated the wounded and dying in the war with Prophet Muhammad in the battle of Badr on March 13, 624 H.

Rufayda learned most of her medical knowledge by helping her father, Saad Al Aslamiyyah, who is a doctor. Rufayda devoted herself to caring for sick people and became known as a medicine expert.

He practiced his skills in a makeshift hospital tent in various battles alongside the Prophet. The Prophet used to order that all victims be taken to his tent so that he could treat them with his medical skills.

Rufayda is described as a good nurse and empathetic towards patients. With her clinical skills, she trains other women to become nurses and work in the health care field.

He also works as a social worker, helping to solve social problems related to illness. Additionally, he helps children in need and cares for orphans, disabled and poor people.

Rationalization of the Study Program's Existence

The changes in globalization that have hit the world in the 21st century have influenced the journey of nurse education in Indonesia. This change has an impact on the goals of education which are not only to educate the nation and liberating humans but has shifted towards education as a commodity because it places greater emphasis on pragmatic and practical mastery of science and technology materialistic. Meanwhile in Law no. 3 of 2003, Article 3, it is hoped that national education must have the complete goal of forming people who have faith and piety and master science and technology. There is a crisis in the education sector because in responding pragmatically to the needs of the job market, there is more emphasis on materialistic things, thus forgetting the teaching of national spirit, social justice, and the moral nature of humanity as citizens.

In addition, various changes in science, technology and globalization have a direct impact on system services to the community, including the field of health services. The digital era has increased people's ability to access information quickly and easily, resulting in increasing demands for services in the health sector, including ease of access to health services in all health service settings from clinic to community level. The quality of health services, including nursing services, must be guaranteed, safe, and provide satisfaction to consumers.

Indonesia, as one of the largest Muslim countries in the world, must be able to provide the best health services in accordance with the sharia provisions contained therein. This is a challenge for nursing education in Indonesia, which must be able to produce nurses who understand the rules for providing health services in accordance with Islamic teachings.

UIN Syarif Hidayatullah Jakarta, as an Islamic-based institution, has a responsibility to answer the needs of nurses in Indonesia, especially nurses who understand Islamic teachings, especially in relation to health services and nursing services in them. Islamic teachings show that Islam pays great attention to health aspects. History has also shown that there are many Muslim figures in the world of health, both in the world of medicine, pharmacy, public health, including in the field of nursing.

Various argument the above shows the importance of the existence of the Nursing Science Study Program in the environment UIN Syarif Hidayatullah, as a concrete step in bringing back the glories of the Islamic world in the health sector, especially in the nursing sector. The emergence of various nurses who understand various aspects in terms of understanding, attitudes and behavior as nurses who reflect Islamic aspects is expected to be able to answer various challenges in the world of health and nursing.

Study Program Distinctions

The Bachelor of Nursing Education Program in the Nursing Science Study Program is one of the mandates carried out in preparing professional nurses, who can master developments in science and technology as well as society's needs for professional services in accordance with Islamic values. To achieve this, it is necessary to provide guidelines as a basis for the undergraduate nursing and nurse education process so that they are more focused on preparing quality human resources in the form of nurse education curriculum guidelines. It is necessary to use guidelines as Allah SWT provides guidelines so that humans do not live outside the provisions. Allah SWT provides guidance in developing and directing all the behavior of His creatures using the Al-Quran in a systematic, planned and directed manner.

The Bachelor of Nursing and Nursing education curriculum based on the Indonesian National Qualifications Framework for Nursing and Islamic education is prepared to produce quality and faithful nursing human resources in accordance with the demands of the Qur'an, through education as a means of transforming nursing knowledge and developing morals. Education in Islam is seen as a step in gaining knowledge, which in Islam is seen as an obligation as Allah says in Qs Al-Ahzab verse 33, that *Humans are cruel and stupid*, then human nature will *always be asking to add to his knowledge* (Qs At-Thaha, 114). In the hadith of the Prophet, it is emphasized again that seeking knowledge is obligatory from birth until the age of closing one's eyes, in QS Al-Mujjadi verse 11 which contains the meaning *Allah will raise the rank of those who believe and have knowledge several degrees*.

The UIN Syarif Hidayatullah Nursing Science Study Program designs a curriculum that is in accordance with national and global nursing service standards and considers aspects of Islamic integration in every aspect of nursing education. This is because nursing services provided to the community must meet both national and international quality standards, which can guarantee the safety and comfort of clients and their families. This is in line with Islamic teachings as the basis of education at the Syarif Hidayatullah State Islamic University, Jakarta. Tracing the establishment of UIN Syarif Hidayatullah Jakarta actually reveals part of the story of the struggle of Indonesian Muslims to realize their desire to have a higher education institution with an Islamic, modern and Indonesian perspective. Therefore, the establishment of UIN is basically a product of the Muslim community's desire to form and develop an educational institution that can galvanize its students into reliable cadres of the community who can respond to the needs of society and changing times. As a higher education institution, the history of the development of UIN Jakarta cannot be separated from the history of the development of Islamic higher education in Indonesia in responding to the needs of modern Islamic education.

The Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta believes that Muslim nurses will be born through the education process provided. Nurses who have the knowledge, attitudes and behavior as Muslim nurses, as a specialty of the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta who are ready to serve

clients, both individuals, families and communities with various religious, ethnic, socio-economic and educational backgrounds, while always prioritizing akhlakul karimah in every service provided with the ultimate goal of nursing services provided as part of worship only hoping for the pleasure of Allah SWT.

The implementation of nursing practice is based on the authority given because the expertise is developed in accordance with public health needs, developments in science and the demands of globalization as stated in Health Law number 36 of 2009 and Republic of Indonesia Law Number 38 of 2014 concerning Nursing. Nursing practice is the core of various activities in the implementation of health efforts whose quality must be continuously improved through education, registration, certification, accreditation and continuous training as well as monitoring of nursing staff in accordance with developments in science and technology.

Curriculum Evaluation & Tracer Study

Curriculum evaluation is always carried out by the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta by taking into account various developments, regulations and policies from the Ministry of Higher Education, UIN Syarif Hidayatullah Jakarta, the Association of Indonesian Nursing Higher Education Institutions, as well as from the Nursing Professional Organization, namely the Indonesian National Nurses Association.

Macro curriculum evaluations are generally carried out every 5 years or in accordance with various existing policies, while micro evaluations are carried out periodically throughout the nursing education process at UIN Syarif Hidayatullah Jakarta, taking into account various existing developments and needs.

Curriculum evaluation is carried out by involving stakeholders, including by paying attention to tracer studies carried out not only on alumni, but also on graduate users from the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta.

Some highlights of the result *tracer study* is user satisfaction with UIN Syarif Hidayatullah Jakarta graduates, including input so that UIN Syarif Hidayatullah alumni can continue to work and color the world of nursing in Indonesia.

SWOT Analysis

Strength

1. The curriculum used has been developed based on the AIPNI curriculum and input from professional organizations.

2. The curriculum has been designed in accordance with the vision and mission, objectives, nursing study program and the nursing profession.
3. PSIK has started a Competency Based Curriculum since FY 2012/2013 and KKNI since 2015 which has the opportunity to increase the competency of graduates who can compete at national and international levels
4. The learning system uses a Module system and uses a learning approach *student center learning* (SCL).
5. There has been a forum for activities for PSIK FIKES students at the Syarif Hidayatullah State Islamic University, Jakarta apply knowledge that has been gained
6. Availability of adequate LAN and WiFi networks for carrying out the learning process both offline and online.
7. There are many alumni of PSIK FIKES, Syarif Hidayatullah State Islamic University, Jakarta, who have worked in various government and private hospitals both at home and abroad.
8. Availability of permanent lecturers and non-permanent lecturers (outside) as teaching staff at PSIK FIKES Syarif Hidayatullah State Islamic University Jakarta
9. Permanent lecturers at PSIK FIKES, Syarif Hidayatullah State Islamic University, Jakarta, 42.8 percent or 9 people have doctoral degrees in several fields of nursing (health and Islamic fields, palliative fields, mental nursing fields, maternity nursing fields, education fields, nursing management fields,
10. There are superior subjects that support the vision and mission of the Study Program at PSIK FIKES Syarif Hidayatullah State Islamic University Jakarta
11. Evaluation and revision of the curriculum is carried out periodically by inviting speakers from Association Nurse Education Institutions and Professional Associations (PPNI).
12. Availability of Lecturers and Staff at FIKES who have deep knowledge in the field of education who can serve as consultants in the development of nursing education
13. Availability of experts in the field of Islam within UIN Syarif Hidayatullah
14. There is cooperation local and internationally in development education, research, and community service
15. Availability of supporting infrastructure for the implementation of CBC using a small group discussion learning system
16. The learning process uses groups consisting of 8-10 students
17. Has provided 36 credits of professional education
18. High pass rate for the UIN Jakarta National Competency Examination (100%) and several times achieved the best National Average score.
19. There are specialization courses in professional education

Weakness

1. There are not many lecturers at PSIK FIKES, Syarif Hidayatullah State Islamic University, Jakarta who specifically study the nursing education curriculum, so they demand continuous improvement of the curriculum.
2. There is still a limited number of permanent lecturers at PSIK FIKES, Syarif Hidayatullah State Islamic University, Jakarta
3. There are still no special group discussion classes specifically for nursing students
4. The use of facilities and infrastructure for the teaching and learning process has not been optimal.

Opportunity

1. High public interest in PSIK FIKES graduates of UIN Syarif Hidayatullah Jakarta
2. The development of science is very dynamic so it has the opportunity to

beadjusted

- 3. Open collaborationlocal and internationally in developmenteducation, research, and community service.
- 4. Rapid advances in educational technology
- 5. Availability of various training related to educational development
- 6. Becoming the only state nursing science study program in the countryProvinceBanten
- 7. As a center for the development of Islamic nursing in Indonesia
- 8. There is an increasing need for specialization in the field of nursing
- 9. Public health problems related to chronic diseases are increasing in the world. Indonesia, as well as in Banten in particular
- 10. The presence of new emerging diseases is necessaryresponded quickly and precisely

Threat

- 1. Tight competition with nursing study programs that are already popular
- 2. The number of nursing study programs in the Jakarta and Banten areas is very large
- 3. Demand for quality nursing services
- 4. The rapid pace of development of science and technology and the era ofglobalization
- 5. High level of competition with other universities

Curriculum Change Process

The curriculum is the soul of an educational institution, so its existence must be well designed and pay attention to various changes and existing needs. The Nursing Education Curriculum needs to be reviewed in line with the establishment of Higher Education Standards (SN-DIKTI) Minister of Education and Culture Regulation No. 3 of 2020 which was then followed by a Guidebook for Preparing the Higher Education Curriculum in the Industry 4.0 era on the Independent Learning Campus (MBKM). Moreover, the Covid-19 pandemic has prompted various changes and implementation of existing policies.

The Indonesian Nurses Education Association (AIPNI) has also launched the 2021 Nurse Education Curriculum Guide. The guide states that Nurse Education consists of the Academy Education Curriculum (Bachelor of Nursing) and the Nurse Professional Education Curriculum. The previous curriculum, namely the 2015 curriculum, needs to be adapted to the Indonesian National Qualifications Framework (KKNI) which is contained in the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Year 73 of 2013 concerning the Indonesian National Qualifications Framework in the field of Higher Education. In addition, the 2021 curriculum was determined by taking into account the agreement of 11 ASEAN countries regarding the core competency

domains of nursing which are used as a basis for consideration in determining professional standards for nurses by taking into account the various competency needs of competent nurses.

Apart from that, curriculum improvements are also carried out by paying attention to the learning outcomes that must be met by graduates of undergraduate education programs in accordance with KKNI level 6 and professional education in accordance with KKNI level 7 which consists of 4 components, namely attitude, general and special work abilities, mastery of knowledge and authority and responsibility. For attitude competency and work ability, it refers to national higher education standards which are general learning outcomes for all higher education in Indonesia.

Apart from that, internally at UIN Syarif Hidayatullah Jakarta, there are various efforts to improve academic life on campus, one of which is efforts to integrate science at UIN Syarif Hidayatullah Jakarta. This knowledge integration is carried out as an effort to realize the vision, mission and goals of UIN Syarif Hidayatullah Jakarta. Science integration is the unification of Islamic religious knowledge with other sciences so that these sciences do not conflict with each other and are dichotomous. This integration of knowledge is different from the Islamization of knowledge.

The process of improving the curriculum at PSIK UIN Syarif Hidayatullah Jakarta is carried out by paying attention to the learning outcomes that must be met by graduates of professional education programs in accordance with the KKNI/evel/ 7. For general work attitude and ability components, it refers to national higher education standards which are general learning outcomes for all universities in Indonesia, including UIN Jakarta, which are adapted to the vision and mission of PSIK FIKES UIN Syarif Hidayatullah Jakarta. Meanwhile, the components of knowledge mastery, special work abilities and authority and responsibility refer to the KKNI level 7 in the field of nursing which has been agreed based on the 2015 Indonesian Nurses Education Core Curriculum (AIPNI, 2015) with the integration of Islam in nursing. It is hoped that changes to the 2022 PSIK-FIKES curriculum will ensure the quality of graduates so they are able to compete nationally and globally. PSIK began conducting a curriculum review by paying attention to Islamic integration, guided by the Decree of the Chancellor of UIN Syarif Hidayatullah Jakarta Number: 864 of 2017 concerning Guidelines for Science Integration at UIN Syarif Hidayatullah Jakarta, while this Islamic integration process is a process that continues to this day.

The above has given encouragement to the Nursing Science Study Program in designing various changes to the Nursing Education curriculum at UIN Syarif Hidayatullah Jakarta in 2022 so that it is in line with the needs of society at the local, national and international levels so that nurses are born who are professional and have good moral character.



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SYARIF HIDAYATULLAH JAKARTA

Program Studi

Ilmu Keperawatan & Profesi Ners

Sebagai salah satu program studi dengan akreditasi A, program studi ilmu keperawatan dan profesi ners menyelenggarakan pendidikan yang terintegrasi antara nilai-nilai keislaman dan keperawatan sehingga menghasilkan lulusan yang kompetitif, berkualitas dan religius.



2



NURSING SCIENCE STUDY PROGRAM PROFILE

Nusayba bint Harits al-Ansari

Nusayba bint Harits al-Ansari, also called Umm 'Atia, cared for victims on the battlefield and gave them water, food and first aid. Apart from that, he can also perform circumcision

Name of Study Program

Study Program Name: Nursing Science Study Program PDDIKTI

Study Program Code: 14201

Level: Bachelor and Professional

Academic Degree: S.Kep

Professional Title: Ns.

A Brief History of the Study Program

In an effort to fulfill The need for higher education that meets the demands of society, Syarif Hidayatullah State Islamic University (UIN) Jakarta is opening new departments and study programs to support UIN's development in integrating scientific, Islamic and Indonesian aspects.

The establishment of FKIK was initially intended to answer the challenges in realizing the concept of Healthy Indonesia 2010 launched by the government which required more nurses, pharmacists and public health workers. This is in accordance with UIN's vision, namely to make UIN Syarif Hidayatullah Jakarta a leading higher education institution in integrating scientific, Islamic and Indonesian aspects.

To accelerate this integration, the Senate session of UIN Syarif Hidayatullah Jakarta on December 30 2002 considered the importance of opening a new study program in the field of Health. The forum has recommended the establishment of a Faculty of Medicine and Health Sciences (FKIK). Based on the Senate's decision, the preparation of proposals for four Study Programs under the auspices of FKIK began, namely Public Health, Pharmacy, Nursing and the Medical Education Study Program. The team that prepared the proposal to establish FKIK was chaired by Prof.Dr.(hc), dr.M.K.Tadjudin,Sp.And. from the Faculty of Medicine, University of Indonesia, who also acts as Faculty Supervisor. The initiators of the establishment of FKIK at UIN Syarif Hidayatullah Jakarta were Prof. Dr. Azyumardi Azra, MA., Prof. Dr. Suwito, MA, Prof. Dr. Abuddin Nata, MA, Drs.H. Achmad Gholib, MA and Drs H. Abdul Shomad, and others.

The team that prepared the proposal for the Public Health Study Program was a team from the Faculty of Public Health, University of Indonesia, chaired by Prof. Dr. Dr Does Sampoerno, whose members were Dr HM Wibisono, MARS, Besral SKM, M.Sc., Dra. Dumilah Ayuningtyas, MARS, and others. The team preparing the proposal for the Pharmacy study program was chaired by Drs. M. Yanis Musdja, Apt., MSc while the team preparing the proposal for the Nursing Science Study Program was chaired by Mrs. Tien Gartinah, MN.

The Public Health study program began to be held in the 2004/2005 academic year based on the Decree of the Directorate General of Higher Education, Ministry of National Education of the Republic of Indonesia Number 1338/D/T/2004 dated 12 April 2004 at the same time as the Pharmacy study program with the issuance of a permit for the implementation of the Pharmacy Study Program from the Directorate General of Higher Education, Department of National Education of the Republic of Indonesia Number 1387/D2.2/2004 dated 6 August 2004 and Decree of the Director General of Islamic Religious Institutions, Department of Religion Number Dj.II/274/2004 dated 8 August 2004. The Nursing Science Study Program began to be held starting in academic year 2005/2006 with the issuance of a Decree from the Directorate General of Higher Education, Ministry of National Education of the Republic of Indonesia number 1356/DT/2005 dated 10 May 2005 and Decree of the Director General of

Islamic Religious Institutions, Department of Religion of the Republic of Indonesia Number DJ/II/123/2005 dated 17 May 2005 .

In 2018 FKIK was divided into the Faculty of Health Sciences and the Faculty of Medicine based on the Regulation of the Minister of Religion of the Republic of Indonesia Number 1 of 2018 dated 23February 2018 Concerning the Second Amendment to Regulation of the Minister of Religion Number 6 of 2013 Concerning the Organization and Work Procedures of the Syarif Hidayatullah State Islamic University Jakarta Chancellor's Decree Number 129 of 2003 concerning Organization and Work Procedures, Statutes and Job Descriptions of the Syarif Hidayatullah State Islamic University (UIN) Jakarta and Decisions Chancellor of UIN Syarif Hidayatullah Jakarta No. 141a of 2018 dated 26 February 2018 concerning the closure of the Faculty of Medicine and Health Sciences and the opening of the Faculty of Health Sciences and Faculty of Medicine at UIN Syarif Hidayatullah Jakarta.



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Syifa bint Abdullah

Syifa bint Abdullah al Qurashiyah al Adawiyah is a woman whose name is recorded in Islamic history. She was known as a wise woman in her time.

Syifa is one woman who is good at reading among the many women who are still illiterate. Because of his intelligence he was involved in public administration activities and the world of medicine.

Her real name is Laila, Syifa itself means healing because of her profession as a nurse. One of the well-known treatment methods is the treatment and prevention of ant bites.

The Prophet approved of her methods and asked her to train other Muslim women.

Foundations of Curriculum Development

Independent Learning – Independent Campus is one of the policies of the Minister of Education and Culture, Nadiem Makarim. One of the programs of the Independent Learning — Independent Campus policy is the Right to Study for Three Semesters Outside the Study Program. This program is a mandate from various higher education regulations/legal foundations in order to improve the quality of learning and higher education graduates. The legal basis for implementing the Three Semester Study Right policy program outside the Study Program includes the following:

1. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education
3. Law Number 20 of 2003, concerning the National Education System
4. Minister of National Education Decree No. 232/U/2000 concerning guidelines for preparing higher education curricula and assessing learning outcomes
5. Law of the Republic of Indonesia Number 045/U/2002 concerning the Core Curriculum of Higher Education
6. Law Number 38 of 2014 concerning Nursing
7. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI)
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of KKNI in the Higher Education Sector
9. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning the Quality Assurance System for Higher Education
10. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 59 of 2018 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees and Procedures for Writing Degrees in Higher Education
11. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 123 of 2019 concerning Internships, Recognition of Industrial Internship Semester Credit Units for Undergraduate and Applied Undergraduate Programs
12. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards
13. Minister of Education and Culture Regulation Number 5 of 2020 concerning Program Accreditation Education and Higher Education
14. Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture
15. Minister of Health Decree HK.01.07/425 concerning Nursing Professional

Standards

16. Decree of the Chancellor of UIN Syarif Hidayatullah Jakarta Number: 864 of 2017 concerning Guidelines for Science Integration at UIN Syarif Hidayatullah Jakarta

Reference Book for Curriculum Preparation

The preparation of curriculum books is based on various regulations that have been mentioned in the legal basis for preparing the curriculum above along with:

1. Indonesian Nurse Education Curriculum Book for 2021 published by AIPNI.
2. Nursing Professional Standards. Decree of the Minister of Health Number HK.01.07/MENKES/425/2020
3. Guidelines for the Integration of Islam and Health Sciences. Faculty of Health Sciences, UIN Syarif Hidayatullah Jakarta.
4. Nursing Professional Standards Book. Minister of Health Decree No HK.01/07/MENKES/425/2020. Ministry of Health.





Umm Atiyah

This friend must be familiar with his name. A famous friend who also narrated many hadiths from the Prophet. Her real name is Nusaibah binti Harits and is known by her nickname, Umm Athiyah.

In one of the stories told by her, Umm Athiyah said "I fought with the Messenger of God seven times and I was always behind the Prophet's entourage, I was the one who prepared food for them, treated the wounded Muslims and treated them when someone was sick".

Nursing Philosophy

The philosophy in nursing science which is used as the basis for providing nursing care has two main views, namely:

Human as Center Of Nursing

Humans are the center of nursing care, which is seen as creature which has a humanistic aspect and is viewed holistically

a. Humanism

Humanism is defined as humanizing humans, which means that in Nursing services must look at - humans must be able to be treated as humans as creature which has a human aspect and has all kinds of uniqueness, has the advantage of reason creature others, as well as having emotional feelings.

In the Islamic view, humans are seen as creature which was created with everything perfection different from the creature other with the most complete elements, humans are animals that have humanism, meaning creature which has an element of humanity, which has intellectual and psychological aspects as a complement to the commonness of beings (Qs At-Tiin, 95: 4) as well as having psychological aspects as the basis of its being called human (QS. Ar-Ra'd, 13 : 28) . creature without having the soul outlined by Allah is creature (humans) who do not have human values like animals. Human values include doing good, acting fairly towards safety (Qs An-Nahl. 90:16)

b. Holistic

Nursing views that humans are one thing creature which is holistic, consisting of bio-psycho-socio-spiritual, so that in providing nursing care the emphasis is on paying attention all aspect as a whole. The integrity of humans as a system that must be viewed as a whole, Islam sees that humans are creature who have physical elements, spirit and social environment as well as the need for self-reliance (spiritual). all of these elements are a unity in one individual

Caring as Basic Of Nursing

Nursing as a profession and based on public recognition is the science of nursing care/services (The health science of caring) (Lindberg, 1990). Caring is giving attention or appreciation to someone. Caring can also be interpreted as providing assistance to individuals or as a lawyer in individuals who are unable to meet their basic needs.

Caring is a basis for nursing services, which is manifested in interpersonal activities between nurses and clients. According to Gold (1978), the ability to care is influenced by the ability to express oneself, this illustrates that nursing is a service that has elements of compassion and the art of understanding people, expressing feelings and perceptions.

Islam has ordered humans to love each other and hate all kinds of damage, do things with polite behavior and patience in caring for them. client is a breath of nursing action that has been contained in the Al Qur'an as a basis that can be used in nursing services, as explained under This

And the good servants of the most merciful God (are) those who walk on the earth with humility and when ignorant people greet them, they say words (that contain salvation) (Qs Al-Furqan, sentence 63) Nurses are in a condition where they will meet people who need help and are in an unstable physical and emotional condition but nurses must remain patient (At Thuur, 52: 48) provide good service, use gentle and polite language (Qs Al-Honesty, sentence 3).

Command mankind (mankind) to do good and prevent (them) from evil deeds and be patient, against what befalls you (Qs Lukman, verse 17)

Nursing Paradigm

Nursing education (Ners), which is an educational program for higher education levels, is developed based on the above philosophical views on nursing which are guided by the Koran and Hadith, which look at four basic concepts, namely humans, health, environment/society and nursing, which are hereinafter known as nursing paradigm, from an Islamic perspective

Man

Humans as recipients of nursing care, whether individuals, families or communities, are creature who are whole and unique in their lives, experiencing cycles of growth and development and continuing their offspring.

Nursing views humans as creature complete with bio-psycho-socio components spiritual. It is very relevant to the Islamic view that humans are one thing creature which is complete and perfect in the process of creation, this is stated in the Qur'an.

"Indeed we have created human beings in their best form" (Qs At-Tiin, verse 4)

Man is creature which consists of aspects of Bio-psycho-socio-spiritual which is confirmed in the Koran, which is explained below:

a. Biological (Physical) Aspects

Man is said to be a physical aspect, because man having a body or form, can walk, listening, seeing and try to fulfill all their needs, need to eat and drink, and will experience damage as stated in the Koran.

And We did not make them (the messengers) a body that does not eat food and they do not (also) live forever (QS. Al Anbiya, verse 8).

b. Aspek Ruh

Humans can walk and move do his activities as creature, because there is an element

of spirit as mover without that, the body element is a physical figure that is silent and cannot do anything, as in the word of Allah SWT.

So when I have perfected his creation (man) and breathed into him the spirit (creation) me, then you (angels, jinn and devils) should bow with silencejud (QS.Shaad, ayat 72)

c. Aspect of the Soul

Humans are truly created perfect, by having nature His humanity is in the form of a psychological aspect that does not exist in humans creature others like animals consists from the soul, body and not own soul and reason so that humans are animals that have aspects of humanism because of their existence aspects soul given by the creator.

(namely) those who believe and their hearts become peaceful by remembering Allah, remember only by remembering Allah the heart becomes peaceful (QS, Ar-Rad, verse 28)

d. Social aspect

Humans as creature social which consists of various tribes and groups and their can not life yourself but must living together interdependence, is emphasized in Al Qur'an.

Hi humans indeed We created you from a male and a female and made you into nations and tribes so that you may know each other. (Qs Al-Honess, verse 13)

e. Aspect of reason

Humans are a thing creature which is given by reason, as a basis for life in order to be able to know and be grateful, without reason humans cannot process all phenomena around him, as in verse Al quran

Say, are those who know and those who do not know the same, indeed those who godly who can receive lessons (Az-Zumar, 9:39)

Humans who have been given a higher level of reason than creature others as well as Allah SWT insists for people who are knowledgeable and use their intellect, in the verse below

"Allah exalts those who believe among you and those who are given knowledge of various degrees (Qs Mujais, verse 11)

Healthy

Health is a condition in which there is a stability physical, emotional, free from disease and disability and have social and economic productivity. (WHO. Health Law No. 23 1999).

Health is an individual responsibility that must be realized in maintaining their life, through promotive, preventive and curative efforts. Health is determined by the ability of an individual, family, group or community to set realistic goals and the ability to

mobilize available energy and resources to achieve these goals effectively and efficiently. -.

In the Islamic view, health is a gift that must be maintained and interpreted as something that must be done grateful, and must be carefully considered as in hadith Bukhari and Muslims are said *that whoever healthy body, peace in his heart and has food for his daily life, then it is as if the whole world is bestowed upon him*, so in other words, health is a happy condition, and sometimes people often forget the consequences of the gifts given so that in the hadith also confirmed " *There are two things that people often neglect, namely health and free time*" (HR Bukhari and Muslim).

To achieve a healthy condition, Islam provides many instructions, including (QS Ar-Ra'd verse, 28)

"Remember, only by remembering Allah can your heart be at peace"

(HR. Ahmad and Al Haqi)

"Pay attention to five things forthcoming five things, namely 1) the period of your life before your death comes 2) the period of your health before illness comes, 3) the period luangmu before the coming of your narrowness 4) your youth before the coming of old age and 5) your rich time before the coming of poverty"

(Al Hadist)

"If you hear the news there is an epidemic disease in an area, then do not enter that area and if you are in it, do not come out of that area"

So, from an Islamic perspective, health is said to be a state of well-being both physically and spiritually and a productive state with the recommendation not to neglect free time. Apart from that, Islam also emphasizes the concept of health, if people are unhealthy or sick, don't be discouraged, but for every disease there is a cure and all kinds of diseases can be cured with the help of Allah SWT, as in the Koran and hadith below:

(QS. Asy-Syu'araa Verse 80)

"..when I am sick, God also heals".

For this reason, Islam emphasizes on humans to achieve a healthy condition, by immediately making efforts to treat it with the belief that every disease must have a treatment.

(HR. Ashabus Sunah)

"Seek treatment, O people, for indeed Allah has not sent down something disease without reducing the medication. except old age and death"

Environment

What is meant by environment in nursing are factors that can influence human health which include the environment external and internal, the internal environment is that

which comes from within the human itself which includes genetics, biological maturation, gender, emotions and predisposition against disease and behavioral factors while what is meant by environment external is the environment around humans, including the physical and biological, social, cultural and spiritual environments.

In Islamic view, humans are obligated to notice and protect the environment. Good external nor internally and make efforts to ensure that the environment remains beneficial for life.

a. Environment External

In Islam, the external environment has a much broader meaning, where the environment is described as everything that Allah SWT created around nature so that humans are more religious and can learn from it (Qs Al Baqarah, verse 164, . Qs Al Jaatsiyah, verses 3-7. Qs Al Araf, verse 57)

Caring for and protecting the environment is a behavior that is required in Islamic teachings, and the benefits are for human welfare itself, as in (Qs Al-Ankabut, verses 36-37). (Qs Al Baqarah, verse 60) (Qs Al Baqarah, ayat 11)

And remember when Moses asked for water for his people, then we said hit it the stone with your staff and then radiate from him twelve springs, indeed every tribe has known its drinking place (each one) eat and drink sustenance given by God, and don't you roam the face of the earth by doing damage: (Qs. Al. Baqarah, verse 60).

"And when it is said to them don't you are causing mischief on the face of the earth, they answered indeed we are the people which carry out repairs' (Qs Al Baqarah, verse 11)

In general health theory, it is said that disease or unhealthy conditions will occur if humans ignore the environment external. This is many millions of years ago, God has given His warning in His Worden forced when humans neglect to take care of the environment the external then humans will be miserable and bear all the consequences, such as all kinds of disasters.

And (we have sent) to the people of Madyan, their brother Shuaib then he said: O my people, worship God, expect (reward) the Last Day and do not wander on the face of the earth doing damage (36) then they deny shame, then they overwritten a terrible earthquake and they become corpses lying in their dwellings (Qs Al-Ankabut, verses 36-37)

b. Internal environment

The internal environment comes from humans which includes genetic factors, biological maturation, emotions and predispositions and behavior, in terms of perspective Islam

1) Genetic factors

Very Islamic organize to humans to pay attention to health starting from an early age, by carrying out preventive measures as confirmed in the word of Allah SWT and the hadith below

. . . . And associate with them appropriately. Then if you don't like them, (then be patient) because maybe you don't like something, even though God made it a lot of good. (Qs An-Nisaa, verse 19)

(HR Ibn Majah)

" Choose a seedbedbenih ku of those who are good because the offspring will retain the characteristics of their parents"

2). Factorbiological

Biological factors are factors within an individual that are able to influence a person's health. In the Islamic perspective, these biological factors are related to bodily functions, influenced by the food sources obtained, if the source not good will affect health status, especially spiritual health, as in hadith, *"It is said that every body that grows from something that is haram means hell is greater for him (HR Tirmidhi)*

3). Psychological

Elements of psychology is elements that can affect a person's health status, so it needs to be conditioned so that the situation becomes calm or peaceful, sometimes physically healthy, if the psychology is disturbed then the physical becomes sick, in the Koran it is stated that

That is, those who believe and their hearts become peaceful by remembering Allah, remember that only by remembering Allah do hearts become peaceful (Qs Ar-Ra'd, verse 28)

It is truly fortunate for those who cleanse their souls and truly a loss for those who pollute ithis soul (Qs A.sy -Syam,ayat 9-10)

4) Behavior

According to Bloom, behavior in the context of health is a factor that can influence a person's health status. In Islam, humans are emphasized on carrying out behaviors that can improve health jamen for their health and Allah SWT really likes people who behave in maintaining health, one form of which is maintaining cleanliness

. . . In it there are people who want to clean themselves, and Allah loves those who are clean (Qs At Taubah, verse 108)

Nursing

Nursing is a form of serviceprofessional which is partintegral of health services, based on nursing knowledge and tips, in the form of bio-psycho-socio-comprehensive spiritual, addressed to individuals, families and communities, both sick and healthy, covering the human life cycle. Nursing is assistance provided due to physical weakness and or mental health, limited knowledge, and lack of will to carry out daily activities independently. Help tooaddressed to primary health care providers in an effort to make improvementssystem health services so that it is possible for everyone to achieve a healthy and productive life.

The aim of nursing care is to achieve client independence in improving health status optimally so that nursing not only pays attention to preventing disease, but also improving health conditions. Nursing provides health services and careaddressed to and improvehealth and helping individuals to deal appropriately with problems in the form of unmet basic human needs as a result of incompetence, ignorance, and inability. Nursing as a science, studies the forms and causes of unmet basic human needs related to health through a fundamental study of the underlying matters, as well as studying various efforts to achieve these basic needs by optimally utilizing various existing and potential resources, so that humans can maintain, sustain, maintain and improveintegrity all basic needs. Nursing theories and conceptsimplemented in an integrated manner in organized stages in the form of the nursing process which is a method of solving problems scientifically, including assessment, determining nursing diagnoses, planning care actions, implementing and evaluating the results of nursing actions.

Nursing in an Islamic perspective is a manifestation of human function as caliphs and servants of Allah to carry out their humanity, help each other who have health problems and fulfill their needs.basically whether actual or potential, all activities are carried out by strengthening relationships which in modern nursing are called interpersonal relationships.

The nursing services provided are carried out comprehensively covering bio-psycho-socio-spiritual aspects to fellow humans and also more broadly (society). We believe that nursing began with the first prophet, namely Prophet Adam As, with the incident where the first death occurred increature alive, none other than his own child. At that time they wereconfusion about what should be done with dead humans, finally, guidance was sent down from Allah SWT.

Then God sent a raven to dig in the earth to show him (Qabil) how he should bury his brother's body. Said Qabil: "Woe to me, why didn't I?capable act like this crow, then I can bury my brother's corpse?" Therefore he became one of those who repent. (Qs Al Maidah, 31 : 5

In the time of the prophet Ayub AS, nursing was carried out when the prophet was affected by a skin disease, his wife, Siti Rahmah, always took care of her husband day and night, to fulfill the prophet's basic needs, in general.sincere and painstaking. During the time of the prophet Muhamad SAW, when fighting to spread Islam, many women joined their husbands to fight and fight, during that time they provided help and treatment to the troops who were injured and sick in the war, some of the nursing

figures at that time were:

Ruby bint Mu'awidz

In Hr Bukhari Muslim, it is said that Rubiyi was a woman on duty to give drink to the Muslims who are fighting, serve them, provide care and treatment for those who are injured.

Sinan, To the mind of Zivad

These two women were also intelligent people and devoted themselves to treating Muslims who were injured during war.

Ru'aidah Al Anshariyah

Ru'aidah is one person women from the Asdam tribe who treated injured people, cared for injured people in the camp, Ru'aidah's activities were immortalized in the book of Ahmad Muhamarram's poetry collection

" O Ru'aidah, teach love to people and increase its height dignity You, take the wounded and love them, wander around it from time to time, if people are sleeping snoring then don't you sleep to hear the moans of the sick"

Over the years, Ru'aidah remained at camp The Nabawi Mosque provides care and is a fragrant example of nursing services in the Islamic era.

Nursing Education Orientation

By anticipating the development of science and technology in the health sector, especially nursing, as well as the development of community needs and health development in the future, and starting from the goals of nursing education outlined above, the development and development of nursing education in Indonesia is oriented towards science and technology. , personality formation have morals karimah based on Islamic values and oriented to community needs. Educational orientation provides direction for the development of educational institutions, including various academic activities, and the development of resources in carrying out academic activities.

1. Science and Education Orientation

Nursing education is oriented towards science and technology, mean that nursing education institutions always follow developments in science and technology in the health sector, especially nursing. Through the educational curriculum, especially educational materials and various forms of learning experiences carried out in a learning environment equipped with the necessary educational facilities, it is possible

for students to follow andmaster development of nursing/health science and technology so that academic-professional attitudes and abilities can be developed and developed in students.

2. Community Orientation

Nursing education is community-oriented, providing direction that educational programs are oriented to the demands of current and future community needs. The educational curriculum is prepared based on educational goals derived from the demands of community needs and future health development. Teaching and learning activities or learning experiences are developed in the community.

3. Oriented to Insight and Personality Formation

Nursing education at PSIK-FKIK UIN Syarif Hidayatullah Jakarta , have other missionsform students who are qualified, also have faith and piety according to Islamic teachings, so that the curriculum created apart from containing professional competencies also adds cultural and scientific nuances and patterns based on the Koran and Hadith.

Nursing Education Conceptual Framework

Starting from the objectives of nursing education and educational orientation as described above, nursing education is structured based on a solid conceptual framework, whichimplement it as professional education, as described below.

I. Mastery of Science and Technology

The entire series of educational processes, including content and various forms of learning experiences, in nursing education programs and implemented in such a way as to enable students to understand andmaster nursing science and technology which is the main basis for implementing and/or nursing care to the community as well as developing knowledge and technology in the field of nursing. Ability to master knowledge groupsknowledge nursing and various techniques in nursing, achieved in stagesand systematic,through various forms of learning experiences, in a learning environment with an academic community and a conducive academic climate.

2. Solve problems scientifically

Ability to solve problems scientifically"scientific problem solving" students are grown and nurtured from an early age through a series of various forms of integrated learning experiences. This is the foundationmain to grow and develop the ability to understand and apply the nursing process which is the main method used by nursing education in implementing nursing care. Nursing process is a method of approaching and solving nursing problems scientifically, starting from assessment, determining nursing diagnoses, planning nursing actions, to evaluating and determining follow-up actions. In an integrated manner, critical thinking skills, scientific reasoning and thinking are developedalternative and abilitiesrecruitment correct decision.

3. Professional and Islamic attitude

Attitude and abilityprofessional is the foundationmain in carrying out services

and/or care guided by professional nursing ethics in professional life and further developing oneself as a nursing graduate. In an integrated manner, the ability to think, behave and act according to the professional code of ethics and Islamic values, namely akhlaqul karimah, as well as the ability to make clinical decisions, is developed and developed. Efforts to grow and develop attitudes and abilities professional Islamic studies are a long and ongoing process, requiring correct methods, within the academic community and society professional which is full of role models, namely the nursing professional community.

4. Active and Independent Learning

The will and ability to learn actively and independently, towards the development of the ability to direct one's own and continuous learning, is developed early on at the beginning of education and increases gradually until the end of education. Various forms of learning experiences are structured and carried out in a directed manner so that they can grow and develop built attitudes and learning abilities continue continuously in accordance with the principles of lifelong learning in accordance with the motto of Islamic teachings and the essence of the nursing profession.

5. Education in Society

Attitude and ability professional Nurses, who are required to dedicate themselves to society, are grown and nurtured throughout their education process through various forms of learning experiences carried out and developed in the community. Through learning experiences in real settings in society, especially health service settings, especially clinical learning experiences (PBK) and experience Field learning (PBL), students have the opportunity to practice working in the community, carry out professional socialization, make clinical decisions, be more sensitive and able to identify various nursing problems faced by the community. In addition, he is trained in solving nursing problems faced by clients, by utilizing nursing science and technology, as well as utilizing various existing resources and abilities. in society.



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Nursing Education Curriculum Structure
UIN Syarif Hidayatullah Jakarta

5

Rubayyi' bint Muawwidz

Her full name is Rubayyi' binti Mu'awwidz bin 'Afra' bin Hazm bin Jundab al-Anshariyah al-Najjariyah. Rubayyi' is a descendant of the tribe of 'Addi bin Najjar. She was a Medina woman who pledged allegiance to the Prophet at Ridwan's pledge.

Rubayyi' is a hadith narrator, in addition to that he also actively followed the war as a nurse. In a sahih hadith, Rubayyi' recounted "We went to war with the Prophet, our duty was to give water and serve the troops, and to send the fallen and wounded Muslims to Medina". This hadith was narrated by imam Muslim, while in the narration of imam Bukhari it reads "Our duty is to give water and treat wounded soldiers".

Vision, Mission and Goals of the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta

Vision

To become a center of excellence in *Nursing Science Study Programme* that integrates nursing science with Islamic values and competes effectively at the national and global levels.

Mission

1. To provide undergraduate nursing education that serves as a national reference for integrating nursing science with Islamic values.
2. To conduct innovative research that integrates nursing science with Islamic principles, contributing to scientific and technological advancement.
3. To promote a healthy society as a manifestation of a *rahmatan lil 'alamin* study programme through innovative research integrating nursing with Islamic principles, with the strengths in chronic, and continuing care.
4. To establish productive and sustainable collaborations with national and international nursing institutions to strengthen the Tri Dharma of Higher Education.
5. To Provide opportunities for graduates of madrasahs and Islamic boarding schools (*pesantren*) to pursue high-quality undergraduate nursing education.

Program Educational Objective

To produce nursing graduates who embody Islamic values and demonstrate global competitiveness.

Profile of Nurse Graduates from the Nursing

Graduates of the Nursing Science Study Programme are Bachelors of Nursing who are competent as providers of nursing care, communicators, Islamic health promoters and educators, managers and leaders, and researchers. They integrate Islamic values into clinical practice and are committed to advancing health and well-being at national and global levels.

Science Study Program at UIN Syarif Hidayatullah Jakarta

A graduate profile is a characteristic or role that a graduate can play in a particular field of expertise or field of work in society/the world of work. This profile is the educational outcome that will be aimed at. By establishing a graduate profile, it will provide direction for universities in carrying out the learning process and can provide guarantees to prospective students about what roles they will have after undergoing all the educational processes.

The profile of the graduates of the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta is as follows:



Figure 1. Profile of PSIK Nursing Graduates at UIN Syarif Hidayatullah Jakarta

Nurse Graduate Profile Description

Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta

The description of the graduate profile of the Nursing Science Study Program at UINSyarif Hidayatullah Jakarta is as follows:

No	Profile	Profile Description
1	Care Provider	Nurses who plan and provide nursing care to individuals, families, groups and communities in the healthy and sick range in clinical, family and community settings to meet basic human needs in a comprehensive, evidence-based, conscious and law-abiding manner, by prioritizing morals as the embodiment of the people the rahmatan lil alamin
2	Communicator	Nurses who communicate effectively and therapeutically with client systems, health teams, and communities and are culturally sensitive
3	Islamic Health Educator and promoter	Nurses with Islamic insight and cultural sensitivity in educational practices and health promotion for clients, families and communities to achieve independence in caring for themselves
4	Managers and Leaders	Nurses who manage nursing care for clients, families, groups and communities by demonstrating Islamic leadership traits and coordinating with the health team to achieve client care goals
5	Researcher	Nurses who use scientific methods in research and nursing practice by integrating nursing science and Islam as a form of Islamic contribution to scientific progress and restoring the existence of Muslim scientists in the field of nursing as well as being beneficial for the benefit of the people

Learning Outcomes

Learning outcomes are an expression of educational objectives, which is a statement about what students are expected to know, understand and be able to do after completing a learning period. Learning Outcomes are abilities obtained through

internalization of knowledge, attitudes, skills, competencies and accumulated work experience (Presidential Decree No. 8 of 2012 concerning the Indonesian National Qualifications Framework).

The learning achievements of the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta are as follows:

Code LO	Graduate Learning Outcomes
LO 1	Demonstrate devotion to Allah SWT, uphold humanity, and practice professionalism, ethics, legality, morality, and cultural sensitivity by integrating nursing science with Islamic values.
LO 2	Perform professional duties using logical, critical, systematic, creative, and innovative thinking, collaborate effectively, demonstrate social responsibility, and uphold scientific accountability to the nursing profession and clients, grounded in Islamic values.
LO 3	Apply nursing science and technology with consideration for humanistic values, scientific principles, and ethics while upholding Islamic principles.
LO 4	Evaluate nursing care to enhance service quality in clinical and community settings, consistent with Islamic values
LO 5	Deliver Islamic-based health education and communicate effectively in clinical practice and scientific contexts.
LO 6	Analyze the organization of nursing care and coordinate with healthcare teams while demonstrating Islamic leadership to achieve client outcomes.
LO 7	Conduct scientific research in nursing science and technology to address health problems through the integration of nursing and Islamic knowledge.
LO 8	Produce, communicate, and innovate in nursing science and technology in accordance with ethical and Islamic standards.
LO 9	Engage in lifelong learning to develop professional expertise guided by Islamic values.

Study Period and Credit Load

Study Period is a scheduled study period that students must take in accordance with the required time span. Meanwhile, SKS is an abbreviation for Semester Credit Unit which is the study load for each course. So the credit load is the number of credits that a student will undertake while undergoing nursing education at UIN Syarif Hidayatullah Jakarta.

The minimum study period at the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta consists of 9 semesters which will last for 4.5 years with details of 7 semesters or 3.5 years at the academic stage and 2 semesters or 1 year for Nursing Professional Education. Meanwhile, the credit load is 146 at the academic education stage, and 36 credits at the Nurse Education stage.

Gayness Matrix for Graduate and LO Profiles

No	Graduate Profile	Graduate Learning Outcomes								
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9
1	Care Provider	✓	✓	✓	✓	✓				✓
2	Communicator	✓	✓	✓		✓	✓		✓	
3	Islamic Health Educator and Promotor.	✓	✓	✓	✓	✓				
4	Managers and Leaders	✓.	✓		✓		✓		✓	✓
5	Researcher	✓	✓			✓		✓	✓	✓

Study Materials and Lectures

N O	SUBJECT	Course Description	Course Leraning Outcome	Study Materials
1	Become an Islamic Nursing Student (LO 1,2,9)	Through the module to become a Muslim nurse student, students will have competence in the fields of adult learning, Islamic stress management, reference search, as well as how to study at PSIK FIKES UIN Syarif Hidayatullah, and mastery of technology that supports learning based on Islamic principles and values including etiquette in seeking knowledge	<ol style="list-style-type: none"> 1. Able to explain the role of Muslims in science (LO 1.9) 2. Able to apply Muslim manners in learning (LO 1) 3. Able to apply <i>student-centered learning</i> continuously (LO 9) 4. Able to use study skills in the courses studied (LO 2) 5. Able to use technology to support learning (LO 2) 6. Able to evaluate self's ability to learn throughout life (LO 1.9) 	<ul style="list-style-type: none"> • Studying at university and study tips • The obligation to seek knowledge for Muslims • Formation of personal character and morals for Muslim nursing students • PBL philosophy and <i>konsep student center learning</i> • Method introduction <i>medical terminology</i> • Computer+networking+e-Learning • Microsoft word • Power point • Microsoft excel • Reference Manager • The Internet in nursing • Succes skill and success nurse
2	Nursing Philosophy and Theory (LO 1,2,3,4,5,7,9)	Discusses the philosophy, paradigm, and conceptual models and theories of nursing from both a general and Islamic perspective, the principles of a holistic approach and the practice approach of Muslim nurses in the context of nursing.	<ol style="list-style-type: none"> 1. Understand nursing philosophy (LO 2.3) 2. Applying the concept of nursing paradigm and nursing paradigm in an Islamic perspective (LO 1,2,3) 3. Apply selected nursing theories in a variety of situations (LO 2.3) 4. Analyze the principles of a holistic approach in the context of nursing (LO 5, 7.9) 	<ol style="list-style-type: none"> 1. Nursing philosophy and paradigm <ol style="list-style-type: none"> a. Definition of Nursing Theory and theories b. Components of a theory c. The relationship between nursing paradigms and theories d. Type or level of theory e. Selected nursing theories (Nightingale, Henderson, Peplau, Watson, Orem, Roy) f. Middle range theory in nursing 2. nursing paradigm concept <ol style="list-style-type: none"> a. Holistic care concept: holism, humanism, principles of a holistic approach in the context of nursing; b. Nursing paradigm

				<ul style="list-style-type: none"> c. The relationship between nursing paradigms and theories 3. Concepts change. 4. system concepts and systems approaches in health services 5. nursing from an Islamic perspective
3	Basic Nursing Concepts (LO,1,2,3,4,5,9)	<p>This course discusses the basics of being a Muslim nurse, health and health professions from an Islamic perspective. This includes concepts discussed <i>caring</i> throughout the human life cycle, the concept of human growth and development, professional standards in practice in nursing practice including nursing ethics and legal aspects in nursing practice both at home and abroad, including IPE and IPC by integrating Islamic knowledge in each topic of discussion.</p>	<ul style="list-style-type: none"> 1. Applying the concept of "caring" in everyday life (LO 1,2,3) 2. Applying professional standards in nursing services which are an integral part of the health service system (LO 1,2,3,5) 3. Basics of Islamic nursing LO 1,2,3,4,5) 4. Apply ethical legal principles to decision making in the nursing context (LO 2,3,4 5. identify Interprofessional health (1,2,3,4,5,9) 	<ul style="list-style-type: none"> 1. Caring concept <ul style="list-style-type: none"> a. Understanding caring b. Nursing theory about caring c. Applications of caring in everyday life and nursing practice d. Difference between caring and curing 2. Nursing services in the Health service system 3. Nursing as a profession <ul style="list-style-type: none"> a. The role of professional nurses b. Standards of professional nursing practice 4. Interprofesional education and interprofessional collaboration <ul style="list-style-type: none"> a. Konsep interprofessional Education and Colloborative Practice (IPE, IPC) b. Team and team work: team work culture of the IPE team that facilities or inhibits colloborations c. Communication in IPE Team: bierachhy within the IP team, and communication effectiviness d. Values and ethics for interprofesisionL Practice 5. Ethics and law in nursing <ul style="list-style-type: none"> a. Moral and ethical principles b. Ethic of care c. Nursing code of ethics d. Ethical issues in nursing e. Legal principles in ethical practice f. Legal aspects in nursing g. Legal protection in Nursing practice h. Nursing advocacy

				<p>i. Ethical legal decision making</p> <p>6. Islamic aspects of basic nursing concepts</p>
4	Basic Biomedical Sciences (LO 1,2,3,7)	<p>This course is part of a group of sciences which discusses the concepts of biology, physics, biochemistry, nutrition by paying attention to the environment and scientific ethics, as well as concepts of human anatomy and physiology in maintaining body homeostasis which integrates qauliyah and kauniyah verses in each discussion</p>	<ol style="list-style-type: none"> 1. Connecting the Koran as a basis for the construction of science with the functions of the human body. (LO 1.3) 2. Applying the concepts of cell biology and genetics as an approach in solving nursing problems (LO 2.3) 3. Applying the principles of physics (biomechanics and bioelectricity) as an approach in solving nursing problems (LO 2.3) 4. Analyze nursing problems using biochemical and nutritional principles as part of a holistic approach to nursing (LO 3.7) 5. Explain the concepts of human anatomy and physiology as an approach to solving nursing problems (LO 1, 2,3,7) 6. Explain the physiological mechanisms of the human body in various activities 7. Explain the physiological mechanisms of the human body in maintaining body homeostasis (LO 1,2,3,7) 	<ol style="list-style-type: none"> 1. Cell biology and genetics concept <ul style="list-style-type: none"> a. Principles of physics in nursing b. Principles of biomechanics in nursing 2. Bioelectricity in the human body <ul style="list-style-type: none"> a. Biochemical principles in the human body: acid-base balance, body fluids, metabolism of carbohydrates, proteins, lipids, purines and pyrimidines b. Nutrition: Macro and micro nutrients, nutritional adequacy figures, individual nutritional needs, assessment of individual nutritional status, basics of clinical diets 3. General structure and function of the human body <ul style="list-style-type: none"> a. Terms in anatomy and division of body regions b. Various networks c. Respiratory system d. Endocrine system e. Reproduction system f. Urinary system g. They cover the system h. Musculoskeletal system i. Respiration system j. Cardiovascular system k. Digestive system and body metabolism l. Basic immune system 4. Bioelectricity concept <ul style="list-style-type: none"> a. Atoms and ions electric charge, current potential and electrical resistance b. Electric potential in various cell states (signal transduction, resting membrane

				<p>potential, depolarization, hyperpolarization, action potential)</p> <p>c. Impulse delivery in the body and synaptic transmission: endplate potential, formation of excitatory post synaptic potential (EPSP) and inhibitory post synaptic potential (IPSP).</p> <p>d. Use of electricity for the body</p> <p>5. Reflection curve</p> <ol style="list-style-type: none"> Understanding homeostatic and body control systems: positive and negative feedback mechanisms Definition and components of the reflex arc <p>6. Electrolyte fluid balance</p> <ol style="list-style-type: none"> Compartmentation and composition of body fluids Acid base theory The degree of acidity of the solution or pH Electrolyte and non-electrolyte solutions Body buffer system Isotonic, hypotonic, hypertonic solutions <p>7. The connection between genetics and God's prohibition of marrying a mahram, except for the children of Prophet Adam (the story of Habil and Qabil)</p> <p>8. The miracle of God's creation on the structure and function of the body</p> <p>9. God created the universe full of balance</p> <p>10. Islamic views on genetic engineering</p>
5	Islamic Studies (LO 1,2,3,4)	Islamic studies courses discuss the meaning, origins, types, elements and functions of religion	1. Able to explain the meaning, origins, types, elements and functions of religion for human life on a reference basis	<p>1. Islamic Studies; scope, methods,</p> <p>2. Religion and its various related aspects.</p> <ol style="list-style-type: none"> Definition and Objectives of Islamic Studies; Understanding Religion in terms of language and terms

	<p>for human life; understanding of Islam, characteristics, similarities and differences with other religions, sources and main points of Islamic teachings. This course also discusses aspects of Islamic teachings regarding worship, spiritual and moral training, Islamic history and culture, politics, education, da'wah, society and gender equality in aspects of Islamic teachings, contemporary issues regarding Islam's contribution to the civilization of the Islamic world. In this course, the Interprofessional Education learning method is applied, which aims to introduce from the start communication and collaboration between health profession students.</p>	<ol style="list-style-type: none"> 2. Have the ability to conclude the meaning of Islam, its characteristics, similarities and differences with other religions, sources and main points of Islamic teachings 3. Capable understand aspects of Islamic teachings regarding worship, spiritual and moral practice, Islamic history and culture, politics, education, da'wah, society and gender equality in Islam. 4. Have communication and collaboration skills between health profession students in the study of Islamic studies. 5. Having the ability to explain aspects of Islamic teachings about theology, philosophy, Sufism/Tareqat, jurisprudence and Islamic reform in a comprehensive, whole and refreshing way. 6. Have the ability to explain contemporary issues regarding Islam's contribution to world civilization; the development of Islam in the world, especially Europe/West, Islam as a world religion and civilization; 7. Have the ability to explain Islam in Indonesia comprehensively and rationally with regard to the entry of Islam into Indonesia, Islamic 	<ol style="list-style-type: none"> c. The origins of religion d. All kinds of religions <p>It is. Goals and functions of religion Scope of Islamic Studies;</p> <ol style="list-style-type: none"> 3. Human need for religion is convincingly based on the postulates of naqli and aqli. <ol style="list-style-type: none"> a. Understanding human nature normatively, psychologically, sociologically, culturally and philosophically; human nature: spirituality and its powers, and dynamics: rebuilding character according to the Sufis (internalization model) b. Human privilege; c. Human weakness; d. Human need for religion in an effort to maintain physical and spiritual health 4. Comprehensive Islamic teachings, differences with other religions and integration of health and Islamic sciences <ol style="list-style-type: none"> a. Understanding Islam in terms of language and terms; b. Vision and Mission of Islamic teachings; c. The aim of Islamic teachings (Maqashid al-Syar'iyah: Preserve the soul, religion, mind, property and descendants; d. Outline of the scope of Islamic teachings: Regulating the affairs of the world and the hereafter. <p>It is. Existence of Islam and other religions/beliefs;</p> <ol style="list-style-type: none"> f. Understanding the principles of Islamic teachings and their differences and similarities with principles, principals and dasae. g. Various principles of Islamic teachings; h. Similarity of Islamic teaching principles with other religions; i. Differences between the principles of Islamic teachings and other religions. j. behavior in dealing with people of different religions k. Health profession as an effort to achieve the vision and mission of Islamic teachings
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		<p>Archipelago, Islamic kingdoms in Indonesia, the birth of religious and social organizations in Indonesia, challenges and opportunities for the development of Islam in the future, as well as efforts to create a person who with an Islamic, modern and Indonesian perspective.</p>	<p>I. Empathetic tolerance between students from various health professions</p> <p>5. understanding, function and various sources of Islamic teachings and their content and being able to understand the concept of health and illness based on the Koran and Al Hadith</p> <ol style="list-style-type: none"> Understanding the sources of Islamic teachings and their differences and similarities with the principles, principles and basis of Islamic teachings. The position of the Qur'an as a source of Islamic teachings: Content, knowledge of the Qur'an, Methods and Patterns of interpretation of the Qur'an. The position of al-Sunnah as a source of Islamic teachings: Content, Ulum al-Hadith, and the function of hadith in relation to the Qur'an. Al-Ra'yu as a source of Islamic teachings: the function of ijihad, the conditions of mujahid. <p>It is. Ways to handle sharia problems related to health problems</p> <ol style="list-style-type: none"> the concept of health and illness in the Qur'an and Hadith <p>6. the principles of Islamic teachings: faith, Islam and Ihsan; faith, knowledge and charity in an academic and comprehensive manner based on naqli and aqli arguments, as well as examples of their practice</p> <ol style="list-style-type: none"> Basic Islamic Teachings about Faith: the meaning, faith is the pillar of faith, its essence, asthma, nature and actions; Angels, Jinns, Devils and Satans, Prophets, Messengers, and Saints, the Day of Judgment, destiny and the nature of human actions, and the function of faith in life. The main Islamic teachings about Islam: understanding Islam, the pillars of Islam, and the function of Islam in life. The main Islamic teachings about Ihsan: understanding Ihsan, and the function of Islam in life. The relationship between faith, knowledge and charity. <p>It is. Professional attitudes in the health sector are based</p>
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			<p>on Islamic teachings which are reflected in Islamic values</p> <p>f. An attitude that is able to understand the concepts of faith, Islam and ihsan in carrying out health professional duties.</p> <p>g. Professional attitudes in the health sector are based on Islamic teachings which are reflected in Islamic values</p> <p>h. An attitude that is able to understand concepts; faith, Islam and ihsan in carrying out the duties of the health profession.</p> <p>7. Worship and spiritual training and its relationship with moral construction in Islam; the principle of ideal ethics (al-akhlak al-fadhilah/akhlak al-karimah)</p> <p>a. Definition and function of Worship;</p> <p>b. All kinds of worship: Mahdah and Ghair Mahdah;</p> <p>c. Relationship between worship and spiritual practice;</p> <p>d. Mahdah's Wisdom of Worship in the construction of noble morals.</p> <p>It is. Wisdom of worship on health comprehensively</p> <p>8. Islamic history and civilization, periodization of Islamic history and its characteristics.</p> <p>a. Definition and function of studying Islamic history and civilization.</p> <p>b. Periodization of Islamic History and Culture: Classical, Middle and Modern and their characteristics;</p> <p>c. Muslim experts on Islamic history and civilization.</p> <p>d. learn from the history of success and collapse of Islamic civilization/history</p> <p>It is. The history of thibbun nabawi</p> <p>9. Social institutions regarding da'wah and education in Islam and their function in life.</p> <p>a. Definition of da'wah and education;</p> <p>b. Various forms of preaching and educational institutions: Darul Arqam, Suffah, Mosque, Kuttab, Madrasah and so on. And health services</p> <p>c. Muslim experts in the fields of da'wah and health (Presentation-Muslim Figures from UIN)</p>
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			<ul style="list-style-type: none"> c. Various Philosophical Schools and Their Thought Styles. d. The main themes discussed in Islamic philosophy. <p>15. Position of Sufism. Thariqat Islam and the principles of its teachings in a comprehensive way.</p> <ul style="list-style-type: none"> a. Understanding and function of Sufism/thariqat, similarities and differences with the flow of kebatinan. b. The background of the birth of Sufism/Islamic tariqat; c. Various Flows of Sufism/Thariqat and Patterns of Thought. d. The main themes discussed in Islamic Sufism/Thariqat. <p>16. The position of Islamic Jurisprudence and the principles of its teachings in a comprehensive manner.</p> <p>17. Contribution of Islam to European and Western civilization objectively and critically.</p> <ul style="list-style-type: none"> a. The meaning and function of Islamic civilization, similarities and differences with al-al-hadharah and al-tamaddun. b. The background of the birth of Islamic civilization; c. Form and Pattern of Islamic Civilization. d. The style of European/Western civilization that has been influenced by Islamic civilization. <p>It is. Islam's contribution to the development of health science in Europe and the West</p> <p>18. the Islamic concept of Rahmatan lil 'alamin with its various aspects related objectively and comprehensively.</p> <ul style="list-style-type: none"> a. The meaning and function of Islam Rahmatan lil 'alamin are the similarities and differences with Cultural, ideological and exclusive institutions. b. Akar-akar Islam Rahmatan night 'alamin c. Mengelola Islam Rahmatan lil 'alamin dengan penguatan prinsip demokrasi (al-ta'arruf, syura, al-ta'awwun, al-mashlahah al-ummah, al-'adl, dan al-taghyir), embaga on al (kalimatun sawa, al-amanah, husn al-dzann, al-takaful wa al-tawwun, al-salam and al-'afwu), and embaga on (al-luthf wa al-rahmah, al-ukhuwah, laa taklif maa
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			<p>laa yuthaq, tasamuh , al-musawwa, al-hurriyah, and al-tawaasuth).</p> <p>d. The role of Islam rahmatan lil 'alamin in overcoming the global crisis.</p> <p>19. The history of the arrival of Islam to Indonesia is based on convincing evidence.</p> <ol style="list-style-type: none"> Various theories about the process of Islam entering Indonesia. Various channels that support the entry of Islam into Indonesia. Figures who support and hinder the entry of Islam into Indonesia. The influence of Islam in social, national and state life in Indonesia. <p>20. Islamic kingdoms in Indonesia and their progress and decline</p> <ol style="list-style-type: none"> Names of Islamic Kingdoms in Indonesia; Various advances that have been achieved by Islamic governments The influence of the Islamic kingdom on the progress of Indonesian society. Islamic Sultanate during the Dutch and Japanese Colonial Period. <p>It is. The fusion of the Islamic sultanate into the Republic of Indonesia</p> <p>21. The influence of Islam on the birth of social, religious and political institutions in Indonesia</p> <ol style="list-style-type: none"> Definition and function of social, religious and political institutions in Indonesia. Background of the birth of socio-religious and political institutions in Indonesia. Various socio-religious and political institutions: Muhammadiyah, NU, Persis, PPP, PKB, etc. The role of socio-religious and political institutions in forming the Spirit of Nationalism, Patriotism, Youth Pledge, NKRI, Pancasila, UUD 45, Bhinneka Tunggal Ika, and defending the Republic of Indonesia. <p>22. Various challenges and opportunities faced by Muslims in building civilization.</p>
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7	Practice Qiroah and Worship (LO 1,2,3)	Discussing good and true worship, funeral care as well as discussing the basics of reading the Qur'an properly and correctly, memorizing short surahs and selected surahs	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of qira'ah & worship as a reflection of piety to Allah SWT [C2, A3] [LO-1] 2. Students are able to read the Koran with tartil [P3, LO-2] 3. Students are able to demonstrate their memorization of verses from the Koran related to health [P3, LO-2] 4. Realize it by practicing mahdloh worship and daily mahdloh ghoiru 5. [P3, LO-1] 6. Demonstrate guidance in worship to meet the Islamic spiritual needs of sick people (P3, LO2) 	<ol style="list-style-type: none"> 1. The Urgency of Reading the Qur'an 2. Makhroj letter hija`iyyah 3. Ghunnah reading 4. Reading Mad 5. Ghorib reading 6. Humans from an Islamic perspective 7. Mahdah worship and mahdah ghoiru 8. Pain from an Islamic perspective 9. Purify when healthy and sick 10. Prayer when healthy and sick 11. Sacred to death and its guidance
8	Indonesian (LO,1,2,3, 5)	Studying Indonesian for the purposes of written and oral communication in accordance with the rules of good and correct academic writing which an academic must have, the importance of Muslim nurses learning the language both spoken and written and as a means of improving the communication competence of Muslim nurses by taking ibrah from the story of Rasulullah Zaid's friend bin Thabit	<ol style="list-style-type: none"> 1. Explain the importance of language skills in carrying out their profession as a professional Muslim nurse (LO 1,2,3,5) 2. Students are able to use Indonesian well and correctly in discussions and presentations (LO 2.3) 3. Students can use the correct scientific writing method in the given writing task (LO 2,3) 4. Students are able to use the methods for making a resume using good and correct Indonesian with an Islamic approach in making a resume or summary of a topic (LO 2,3,5) 	<ol style="list-style-type: none"> 1. Development of the Indonesian Language 2. Use of letters and words 3. Punctuation, absorption elements, and transliteration 4. Diction/Word Choice 5. Effective sentence 6. Scientific Ethics/plagiarism 7. Scientific Notation 8. Scientific criticism 9. Scientific Articles (papers and essays) 10. Introduction (background, problem statement, purpose and benefits) 11. Chapter 2 (review of theory, related research, theoretical framework) 12. Research methods 13. Results, discussion, conclusions and suggestions 14. Publication manuscript (abstract) 15. Manuscript 16. Write well, correctly, appropriately, politely and Islamically 17. Write and communicate well, correctly, appropriately, politely and Islamically

				<p>18. Honesty in writing and using other people's rights (siddik)</p> <p>19. The role of language in the spread of Islam</p> <p>20. The Prophet's friend who is a linguist, and the wisdom of the Prophet's command to Zaid bin Thabit to learn the language, Shayar islam (publication of research results for the benefit of the people)</p>
9	Basic Nursing Communication (1,2,3,4,5,9)	Studying the principles and etiquette of communication in general and in Islam, along with their application in the context of health services in general and specifically in providing nursing care intended for individuals, groups, families and communities as well as within health teams for various settings, both clinical and community practice, including trends in the development of communication technology in the health sector and how a Muslim nurse responds to them	<ol style="list-style-type: none"> 1. Students are able to explain and differentiate general communication concepts and communication ethics in Islam in fostering interpersonal relationships with individuals in various situations (LO 1,2,3) 2. Students are able to explain and differentiate the concept of effective communication in fostering interpersonal relationships (LO 1,2,5) 3. Students are able to analyze the factors that influence communication (LO 1,2,3,5) 4. Students are able to analyze the influence of socio-cultural background in communication (LO 3.5) 5. Students are able to analyze trends and issues in health communication (LO 9) 6. Students are able to simulate effective communication in interpersonal relationships with clients, families, groups, fellow nurses and other health workers (LO 2,4,5) 	<ol style="list-style-type: none"> 1. Communication concepts in general <ul style="list-style-type: none"> - Definition of communication - Communication components - Form of communication - Goals and functions of communication 2. Types of communication <ul style="list-style-type: none"> - Verbal communication: <ul style="list-style-type: none"> Words and meanings - The influence of words on actions - Nonverbal communication: <ul style="list-style-type: none"> □ Nonverbal form of communication □ Interpret nonverbal messages 3. effective communication concept: <ol style="list-style-type: none"> a. Factors that influence communication: Credibility of the message giver, message content, suitability to the message content, message clarity, continuity and consistency, channel, target capability b. Communication in social context and cultural background (cultural diversity) and beliefs c. Communication in health services, especially multidisciplinary communication d. Perspectives, trends and communication issues in health services

				<ul style="list-style-type: none"> e. Effective communication in interpersonal relationships with clients, families, groups, fellow caregivers and health workers <p>4. Islamic Integration</p> <ul style="list-style-type: none"> a. The role and arguments of communication in Islam (in dealing with fellow humans, with Allah, in Da'wah) b. Communication ethics in Islam c. Communication in the digital era from an Islamic perspective d. MUI fatwa on social media
10	Health Education and Promotion (LO 2,3,4,5,8,9)	Discusses the theory of health promotion and health education for clients, concepts and theories of teaching and learning, concepts and theories of health promotion and development of education and health promotion programs for clients, as well as health promotion concepts and efforts from an Islamic perspective.	<ol style="list-style-type: none"> 1. Students are able to analyze the role of nurses in health education and promotion (LO 2,3,4) 2. Students are able to analyze concepts, theories and teaching and learning principles in client health education programs in order to overcome, prevent and improve client health (LO 5,8,9) 3. Students are able to analyze the concepts and theories of health promotion in preventing and improving client health (LO 5,8,9) 4. Students are able to analyze several models in health promotion (LO 2,3,8) 5. Students are able to analyze the factors that influence the implementation of education and health promotion (LO 5,8,9) 6. Students are able to design 	<p>A. Basic concepts of Health Promotion (Promkes)</p> <ol style="list-style-type: none"> 1) Definition of Promkes 2) History of health promotion 3) Health promotion vision and mission 4) Health promotion strategy 5) Scope of Promkes 6) Communication in health education <p>B. The role of nurses in education and health promotion includes various settings:</p> <ol style="list-style-type: none"> 1) Individual & family 2) Health facilities, health institutions, workplaces and the public 3) Community organizations, professional organizations/NGOs/Media 4) Government institutions or politicians/private sector <p>C. Government policy on health promotion. (Health promotion trends and issues)</p> <ol style="list-style-type: none"> 1) Power 2) Implementation of work programs 3) Facilities and infrastructure <p>A. Basic concepts of Education</p> <ol style="list-style-type: none"> 1) Understanding health education 2) Pedagogical education and andragogy

		<p>health education programs according to client needs in accordance with Islamic principles (LO 3,4,5,8,9)</p>	<p>3) Goals of health education 4) Educational limitations Health 5) Health education process B. The concept of learning in education 1) Understanding learning 2) Learning process 3) Learning theory 4) Characteristics of learning activities 5) The ability to think in learning according to Bloom 6) Creation of an Extension Event Unit (SAP) C. Health education educational methods and media; 1) Understanding health education methods 2) Health education methods 3) Understanding media 4) Macam2 media 5) Disadvantages and advantages 6) Targets achieved through the use of media A. Healthy paradigm in health promotion 1) Health and disease concept 2) Definition of health and wellness 3) Healthy paradigm 4) Indonesia is healthy B. Health promotion theory in nursing 1. Health belief model (Nola J pender) 2. Model HBM (health belief model) – Hochbaum, etal 3. Model SCT (social cognitive theory) – Bandura 4. Preceed dan Procedd model Models in Health Promotion 1) Model TPB-Model (theory of planned behaviour) 2) Model (stages of change model)/ transtheoretical model DiClemente. 3) Model IMB (information motivation behaviour)- Fisher 4) Health promotion model- Tannahill 5) Model promkes- Beattie 6) Promkes model- French & Adam </p>
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				<p>7) Health promotion model- Caplan & Hollan 8) Health promotion model- Tones 9) Preceed dan Procedd model</p> <p>A. Determinants and changes in behavior</p> <ol style="list-style-type: none"> 1) determinants of behavior change: <ul style="list-style-type: none"> • Teori Lawrence green, • Teori Snehandu B.Kar • Teori WHO 2) forms of behavior change <ul style="list-style-type: none"> • Natural change (Natural change) • Planned change (Planned change) • Willingness to change (Readiness to change) 3) Behavior change strategies <p>Behavior change theory</p> <ul style="list-style-type: none"> • Organismic Stimulus Theory (SOR) • Festinger Theory (Dissonance Theory) • Function Theory <p>Developing client health education programs</p> <ol style="list-style-type: none"> 1. Identify Client learning needs 2. Client health education goals 3. Educational principles, methods, techniques and strategies 4. Instructional Media 5. Implementation of health education 6. Evaluation of health education <p>Integration (nursing science and Islam)</p> <p>Health Promotion from an Islamic perspective</p> <p>Paradigm of health and health in Islam and its fiqh rules</p> <p>Islamic views on human behavior</p>
11	Basic Nursing Science (LO 1,2,3,7)	Discusses the concepts of pathology, pathophysiology, microbiology and parasitology in various conditions as a basis for studying advanced	<ol style="list-style-type: none"> 1. Students are able to explain the concepts of pathology and pathophysiology that occur in the given problem. (LO 2,3,7) 2. Students are able to explain the causes of disease based on science and the Koran (LO 	<ol style="list-style-type: none"> 1. Basic concepts of pathology and pathophysiology 2. Infectious agents: viruses, bacteria, fungi, parasites, rickettsia and chlamydia 3. The role of nurses in examinations for patient supporting data (laboratory examinations, x-rays, etc.) 4. The source of disease in science and the Qur'an 5. Types of diseases in Islamic view

		science and its perspective in Islam.	<p>1.3)</p> <p>3. Students are able to explain the differences in the infection process of various infectious agents based on structure, life cycle, and mechanisms causing damage to host cells. (1, 3, 7)</p> <p>4. Students are able to explain the basic concepts of specimen management and examination of other supporting data according to the problem given. (LO 2,3,7)</p>	
12	Nursing Pharmacology (LO 1,3,4,5)	Discusses the concept of pharmacology in nursing and the impact of drugs on body systems as a basis for studying advanced sciences or skills. Islamic integration: Thibbun Nabawi, rukhshah in medicine, expert in Islamic medicine. Including discussing medical etiquette in Islam including the MUI Fatwa on Medicine and Treatment	<p>1. Students are able to explain the legal aspects of medication management by nurses, (LO 1.3)</p> <p>2. Students are able to explain the etiquette in administering medicine and the relevance of the MUI Fatwa in the concept of halal and haram medicine and treatment (LO 1.3)</p> <p>3. Students are able to conclude the differences in classification/classification of drugs based on their specific activity (LO 3,4,5)</p> <p>4. Students are able to explain the pharmacokinetics and pharmacodynamics of drugs in the body. (LO 3,4,5)</p> <p>5. Students are able to explain the indications and contraindications of drugs (LO 3,4,5)</p>	<p>1. Explain the legal aspects of medication management by nurses</p> <p>2. Conclude the differences in classification/categorization of drugs based on their specific activity</p> <p>3. Practical Classification of Types of Drugs (Free, Limited Free, etc.)</p> <p>4. Explain the pharmacokinetics of drugs in the body</p> <p>5. Explain the pharmacodynamics of drugs in the body</p> <p>6. Explain the indications and contraindications for drugs</p> <p>7. Explain the side effects of the drug</p> <p>8. Explain drug interactions</p> <p>9. Explain dosage calculations</p> <p>10. Practicum for calculating drug doses</p> <p>11. Explain drug toxicology</p> <p>12. Identify checks used to prevent medication errors</p> <p>13. Explain the principles of drug administration</p> <p>14. Practical Application of Patient Safety in administering drugs (6 Correct Medications), and the effects of repeated drug administration</p> <p>15. Explain how to administer drugs: (Oral, Sublingual, skin topical, Eyes, nose, Inhaler, Vaginal & Suppository, Subcutan, Intracutan, Intramuscular, Intravenous)</p>

		<p>6. Students are able to explain the side effects of drugs (LO 3,4,5)</p> <p>7. Students are able to explain drug interactions</p> <p>8. Students are able to explain how to administer and calculate doses (LO 3,4,5)</p> <p>9. Students are able to explain drug toxicology (LO 3,4,5)</p> <p>10. Students are able to discuss drug management in children and the elderly (LO 3,4,5)</p> <p>11. Students are able to analyze medication management issues in home care (LO 3,4,5)</p> <p>12. Students are able to identify checks used to prevent medication errors (LO 1, 3,4,5)</p> <p>13. Students are able to explain drugs and their impact on the body system (LO 3,4,5)</p> <ul style="list-style-type: none"> a. Nervous system b. Respiratory system c. Cardiovascular system d. Digestive system e. Endocrine system f. Other body systems (chemotherapy) <p>13. Students are able to explain treatment regarding herbal and dietary supplement therapy (LO 3,4,5)</p> <p>14. Students are able to explain thibbun nabawi and rukhsah based treatment in treatment (LO 3,4,5)</p>	<p>16. Practicum on types of medicinal preparations (solid, liquid, special dosage forms, etc.), as well as the purpose of their use, preparing mixed medicines.</p> <p>17. Discuss drug management in children and the elderly</p> <p>18. Evaluate the reasons why patients are non-adherent to drug treatment</p> <p>19. Analyzing medication management issues in home care</p> <p>20. Standards of medicines in home care services</p> <p>21. Type of medication (free, limited free, etc.)</p> <p>22. Authority to administer medicines in Home Care services</p> <p>23. Explain the various types of drugs and their effects on the body's systems</p> <p>24. Nervous system</p> <p>25. Respiratory system</p> <p>26. Cardiovascular System</p> <p>27. Digestive system</p> <p>28. Endocrine system</p> <p>29. Other body systems</p> <p>30. Explain the concept of herbal medicine</p> <p>31. Explain dietary supplement therapy</p> <p>32. Integration (nursing science and Islam)</p> <p>33. Material About:</p> <ul style="list-style-type: none"> 34. The concept of seeking healing 35. Integration of Islam in skills 36. The concept of medicine in the Islamic view 37. The Islamic concept of: everything must be according to the rules, anything excessive (drug dosage) is not good 38. Integration of Islam in skills 39. The Islamic concept of being careful before acting: preventing mistakes 40. Integration of Islam in skills <p>The concept of medicine in Islam</p>
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			15. Students are able to evaluate the reasons why patients are non-adherent to drug treatment. (LO 3,4,5)	
13	Fulfillment of Basic Human Needs (LO 1,2,3,4,5,7,9)	This course discusses the concepts, principles and clinical skills of nursing to help meet various human needs (activity and exercise, oxygenation, fluids, nutrition, elimination, comfort, cleanliness and self-care), the position of basic human needs (eg Henderson, Abraham Maslow) in the context of the most basic human needs in the Islamic view (1. The need to protect religion, 2. Protect yourself, 3. Moral needs, 4. Protect offspring, 5. Protect property) including the integration of qauliyah and kauniyah verses in every discussion	<ol style="list-style-type: none"> 1. Students are able to provide the required training activities with an Islamic approach (LO 1,2,3,4,5,7,9) 2. Students are able to provide oxygenation needs with an Islamic approach (LO 1,2,3,4,5,7,9) 3. Students are able to provide fluid, electrolyte and fluid-electrolyte balance needs with an Islamic approach (LO 1,2,3,4,5,7,9) 4. Students are able to provide rest and sleep needs with an Islamic approach (LO 1,2,3,4,5,7,9) 5. Students are able to provide nutritional needs using an Islamic approach (LO 1,2,3,4,5,7,9) 6. Students are able to provide elimination needs with an Islamic approach (LO 1,2,3,4,5,7,9) 7. Students are able to provide comfort and safety needs with an Islamic approach (LO 1,2,3,4,5,7,9) 8. Students are able to provide hygiene and personal care needs with an Islamic approach (LO 1,2,3,4,5,7,9) 	<ol style="list-style-type: none"> 1. concepts and principles of basic human needs according to Henderson 2. Concept of Basic Human Needs 3. Henderson's Need Theory: 14 Basic Human Needs 4. Nursing Care According to Henderson 5. master the principles, concepts, techniques and procedures for implementing nursing care/practice carried out independently or in groups, to meet basic human needs 6. Anatomy and physiology of respiration, urine elimination and sleep 7. Pathophysiology of ineffective airway clearance, risk of urge incontinence, effects of coffee, disturbed sleep patterns 8. Nursing assessment of the need for oxygenation, urine elimination and sleep 9. examination to support disorders of oxygenation, urine elimination and sleep 10. Nursing diagnosis: ineffective airway clearance, risk of urinary incontinence, disturbed sleep patterns 11. nursing interventions: positioning, effective coughing exercises, oxygen therapy, urine elimination management, self-care support: tub/chapter, urination exercises; education on rest activities, sleep support, positioning, calming techniques 12. oxygen therapy: low flowrate and high flowrate oxygenation fulfillment skills skill procedures: providing semi-fowler's position, fowler's position, prone position, administering nasal cannula oxygen, effective coughing exercises, breathing exercises

			<p>elimination need fulfillment skills The procedure helps to urinate and defecate in bed concepts, techniques and procedures for implementing nursing care/practice carried out independently or in groups, to meet basic human needs</p> <ol style="list-style-type: none"> 14. Anatomy and physiology of fluids and electrolytes, skin integrity 15. pathophysiology, risk of fluid and electrolyte balance disorders, risk of skin integrity disorders 16. Assessment of fluid and electrolyte needs, skin integrity 17. nursing diagnosis of risk of fluid and electrolyte balance disorders; risk of skin integrity disorders 18. nursing interventions supporting self-care eating and drinking, education on dehydration, electrolyte management, fluid management, education on mobilization techniques; skin management, 19. supporting examination of fluids and electrolytes, skin integrity 20. skills to fulfill needs safely and comfortably 21. skill procedures for installing and removing linen, bed linen, blankets (bed making) 22. skills in providing lateral positions, sims and massage of bone prominent areas 23. concepts, techniques and procedures for implementing nursing care/practice carried out independently or in groups, to meet basic human needs 24. Anatomy and physiology of disorders of comfort and nutrition 25. pathophysiology of disturbances in comfort and nutrition 26. Assessment of comfort and nutrition 27. nursing diagnosis of disturbance of comfort, risk of nutritional deficit 18. nursing interventions: cold compresses, hot compresses, activity and rest education, relaxation;
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			<p>nutritional management nausea management' support self-care: eating and drinking</p> <p>Pain management</p> <ol style="list-style-type: none"> Anatomy and physiology of pain Pathophysiology of Pain Pain Assessment Nursing diagnoses <p>skills to fulfill nutritional needs</p> <ol style="list-style-type: none"> Food preparation procedures The procedure helps the patient eat in bed Eating manners and prayers <p>body mechanics and nursing</p> <ol style="list-style-type: none"> Body mechanics definition for nurses goals and benefits of body mechanics for nurses principles of body mechanics body mechanics techniques Patient transport <p>master the principles, concepts, techniques and procedures for implementing nursing care/practice carried out independently or in groups, to meet basic human needs</p> <ol style="list-style-type: none"> Anatomy and physiology of mobilization, fecal elimination pathophysiology of mobility impairment, constipation, and risk of falls Assessment of mobility disorders, constipation, and risk of falls examination to support mobility disorders, risk of falls nursing diagnosis of impaired physical mobility, constipation and risk of falls nursing interventions for mobility disorders, constipation, and risk of falls <ol style="list-style-type: none"> skills for meeting moving and security needs Skill procedures: moving the patient from the wheelchair to the bed, moving the patient from the bed to the wheelchair, gradual mobilization & application of restraints skills to fulfill self-care needs
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				<ol style="list-style-type: none"> 4. Skill procedures: oral hygiene, bathing the patient, massaging bone prominences, caring for nails, washing hair, 5. Islam 6. Overview of faith and health 7. Order to avoid all danger 8. Health in Islam: nutrition, breathing, movement, orders to take care of one's health (orders of ablution-wisdom orders of ablution with running water with the current hygiene concept, washing hands with running water, orders of bathing including junub bathing, shiwak/brushing teeth, cutting nails, shaving pubic hair, plucking armpit hair, cutting nails) 9. Fiqh of worship for patients with urinary incontinence and oxygenation disorders 10. Adab doing Istinja 11. Eating etiquette and prayers, including orders to maintain a sitting eating position if possible 12. Healthy sleep in the style of the Prophet Muhammad S.A.W 13. Integration of Islam in skills procedures 14. Pain management with dhikr and murotal al-Quran (relaxation practices in Islam) 15. Body mechanics in prayer
14	Nursing process and critical thinking (LO 1,2,3,4,5,9)	Discusses the concept of critical thinking of a Muslim nurse, the function of reason in Islam, thinking as worship, the prophet Ibrahim's faith in critical thinking, the concept of critical thinking in nursing and	<ol style="list-style-type: none"> 1. Students are able to apply the concept of critical thinking in nursing and the obligation of Muslims to think critically (LO 1,2,3,4,5,9) 2. Students are able to apply the nursing process including the diagnostic process in establishing nursing diagnoses that are appropriate to the 	the concept of critical thinking in nursing <ol style="list-style-type: none"> 1. Definition of critical thinking 2. Critical thinking skills 3. Attitude critical thinking 4. Why is critical thinking important for nurses? 5. Critical thinking model 6. terminology berpikir kritis, clinical reasoning, clinical judgment 7. Nursing process and critical thinking

	<p>the nursing process of assessment, diagnosis, planning, action and evaluation.</p>	<p>case (LO 1,2,3,4,5,9)</p>	<p>8. stages of the problem solving process 9. steps to improve clinical skills 10. the nursing process as a form of the nurse's critical thinking process Application of critical thinking processes to real life (using concept maps) nursing assessment The concept of critical thinking in nursing a. Definition of the nursing process b. Stages of the nursing process c. Nursing documentation as a legal aspect d. Nursing assessment <ul style="list-style-type: none"> - Data type - Data source - Types of assessment: initial and ongoing assessment; special needs assessment, assessment focus; complete assessment - How to carry out the assessment: history taking, physical examination and diagnostic examination - Documentation of study results: assessment sheets, narratives, graphs establish nursing diagnoses according to Indonesian standards Nursing diagnosis & critical thinking process <ul style="list-style-type: none"> - definition of nursing diagnosis - Difference between nursing diagnosis & doctor's diagnosis - various types of nursing language standards in the world triple N, ICPN - SDKI as the Indonesian nursing standard - Types of nursing diagnoses according to theory & SDKI - Classification of nursing diagnoses according to the IDHS - The process of establishing a nursing diagnosis (process of diagnostic reasoning/data analysis) Nursing planning & critical thinking <ul style="list-style-type: none"> - Definition of nursing planning - nursing outcomes and nursing interventions </p>
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				<ul style="list-style-type: none"> - Types of nursing planning (initial & ongoing nursing planning; discharge planning) - Things that must be considered when making a nursing plan: policies and procedures, protocols, integrated notes, critical pathway/clinical pathway - How to determine outcomes and documentation according to nursing outcome standards (SLKI) - How to determine nursing interventions and documentation according to nursing intervention standards (SIKI) according to the diagnosis made <p>Nursing implementation</p> <ul style="list-style-type: none"> - Definition of nursing implementation and SIKI - Stages of implementation of nursing interventions: set priorities, prepare the patient - How to encourage clients to participate in nursing implementation - Collaboration, coordination and delegation in carrying out nursing interventions - Nursing implementation documentation <p>Nursing evaluation & critical thinking</p> <ul style="list-style-type: none"> - Evaluation type - How to evaluate nursing - Nursing evaluation and revision <p>Integration (nursing science and Islam)</p> <ol style="list-style-type: none"> 1. Man as a perfect being with Reason, wisdom, in the perspective of Islam 2. God's command to always think and think about God's greatness. 3. Kauniyah verses about health
15	Pancasila (LO 1,2,6)	Discusses Pancasila as one of the pillars of Indonesian nationality, the foundation of the state, national ideology, as a reference and	<ol style="list-style-type: none"> 1. Students are able to analyze, think rationally, be critical in dealing with problems in social, national and state life. (LO 1,2,6) 2. Students are able to demonstrate intellectual 	<ol style="list-style-type: none"> 1. Pancasila in the study of Indonesian history <ol style="list-style-type: none"> a. Pancasila as the basis of the state <ol style="list-style-type: none"> 1) The Relationship between Pancasila and the Preamble to the '45 Constitution 2) Explanation of Pancasila in the body of the UUD'45

		<p>inspiration for responding to the challenges of national life, the relevance of Muslim nurses understanding and implementing Pancasila in nursing service practice and understanding the harmony of Pancasila in Islam</p>	<p>responsibility in recognizing problems and providing solutions based on Pancasila values (LO 1,2,6)</p> <p>3. Able to explain the basic truth that Pancasila is an ideology that is suitable for the pluralistic Indonesian nation and is in harmony with Islam (Bhinneka Tunggal Ika). (LO 1,2,6)</p> <p>4. Able to understand and explain Pancasila as a philosophical system (LO 1,2,6)</p> <p>5. Able to understand and make Pancasila an ethical system (lifestyle) (LO 1,2,6)</p>	<p>3) Implementation of Pancasila in making state policies in the fields of politics, economics, social culture and law</p> <p>b. Pancasila as state ideology</p> <ol style="list-style-type: none"> 1) Understanding ideology 2) Pancasila and world ideology 3) Pancasila and religion <p>c. Pancasila as a philosophical system</p> <p>d. Pancasila as an ethical system</p> <p>e. Pancasila as the basis for the value of developing science:</p> <ol style="list-style-type: none"> 1) Divine values as a basis for the development of science 2) Human values as a basis for the development of science 3) The value of unity as a basis for the development of knowledge <p>2. Pancasila, NKRI and nationalism from an Islamic perspective</p> <p>3. Pancasila is in harmony with Islamic teachings</p>
16	Psychosocial and Cultural in Nursing (LO 1,2,3,9)	<p>Discusses concepts in general and from an Islamic perspective regarding:</p> <p>psychosocial in nursing practice which includes self-concept, spiritual health, sexuality, stress adaptation and the concepts of loss, death and grieving as well as in the context of Islamic views (LO 1, 2, 3)</p> <p>theoretical concepts of health anthropology which includes discussions related to culture in general, hospital culture, The</p>	<p>1. Apply various psychosocial concepts in nursing practice which include self-concept, spiritual health, sexuality, stress adaptation and the concepts of loss, death and grieving as well as in the context of Islamic views (LO 1, 2, 3)</p> <p>2. Apply theoretical concepts of health anthropology in providing culturally sensitive nursing care to patients by paying attention to local culture and Islamic values. (LO 1,3, 9)</p> <p>3. Apply the theoretical concepts of transcultural nursing in providing culturally sensitive nursing care to patients (LO 2,3,9)</p>	<p>1. Psychosocial concepts in nursing</p> <ol style="list-style-type: none"> a. Self concept b. Spiritual concept c. Sexuality concept d. The concept of stress and adaptation e. Concept of loss, death and mourning <p>2. The concept of culture in nursing</p> <ol style="list-style-type: none"> a. Anthropology of Health b. Transculturalism in nursing <p>3. Culture in Islamic perspective</p> <p>4. Between religion and culture in an Islamic perspective</p>

		<p>etiology of disease is viewed from culture and perceptions of health and illness as well as culture-based responses to health and illness. Apart from that, it also discusses transcultural theoretical concepts in nursing which include transcultural perspectives in nursing, theory <i>culture care Leininger</i>, cultural studies and the application of transcultural nursing to various health problems and throughout the human life cycle. Including Islamic views in responding to cultures that support and do not support health.</p>		
17	Nursing therapeutic communication (LO 2,5,7)	<p>Discusses the principles of therapeutic communication in general and from an Islamic perspective along with their application in the context of health services in general and specifically in providing nursing care</p>	<ol style="list-style-type: none"> 1. Students are able to apply the basic basics of therapeutic communication by imitating the Prophet in communicating with various age levels and various conditions. (LO 2.5,) 2. Students are able to carry out therapeutic communication with clients, families, special groups or other health workers using communication stages, presenting themselves 	<ol style="list-style-type: none"> 1. Therapeutic communication concept <ul style="list-style-type: none"> a. Basic principles in therapeutic communication b. Helping relationship c. The goals of therapeutic communication 2. Nurse characteristics that facilitate the therapeutic relationship 3. Self-awareness (intrapersonal awareness in interpersonal relationships 4. Be present therapeutically 5. Response and action dimensions 6. Stages in therapeutic communication

		<p>intended for individuals, groups, families and communities for various settings, both clinical and community practice, the communication etiquette of Muslim nurses .</p>	<p>and appropriate communication techniques by paying attention to the communication etiquette of Muslim nurses. (LO 2.5)</p> <p>3. Students are able to identify EBN / EBP in therapeutic communication practice (LO 7)</p>	<p>7. Techniques in therapeutic communication</p> <p>8. Barriers to therapeutic communication</p> <p>9. Therapeutic communication in children</p> <p>10. Therapeutic communication in the elderly</p> <p>11. Therapeutic communication in IGD clients</p> <p>12. Therapeutic communication in ICU clients</p> <p>13. Therapeutic communication addresses:</p> <ul style="list-style-type: none"> a. The client is angry b. Client complains c. Fussy clients <p>14. Communication with other Health teams</p> <p>15. Receive patients on the phone</p> <p>16. Call with another Health team</p> <p>17. Application of therapeutic communication to clients, families, groups or health workers</p> <p>18. Muslim nurses' communication is like the teachings of Rosulullah in communicating</p> <p>19. Verses/hadith related to communication</p>
18	Nursing Fiqh (LO 1,2,3,4,5,6,9)	<p>The nursing Fiqh module is a learning process that focuses on Islamic laws that will be applied by nurses in providing nursing care to Muslim patients from the fetus in the womb until death.</p>	<p>Able to consider Islamic law in preparing nursing care provided in accordance with valid references</p> <p>understand nursing science and Islamic law to provide nursing care based on the nursing process approach</p>	<p>1. Islamic jurisprudence in nursing</p> <p>2. Review spiritual Islam</p> <p>3. The nursing profession in Islamic views</p> <p>4. Islamic jurisprudence & spirituality</p> <p>5. Review the differences between fiqh, law and sharia</p> <p>6. Review of nursing care in meeting patient needs</p> <p>7. Benefits and objectives of applying Islamic jurisprudence in providing nursing care</p> <p>8. Mahzab in Islamic jurisprudence</p> <p>9. The basic laws of sharia: fardu, sunnah, halal, haram, makruh and mubah</p> <p>10. Emergencies in nursing care from an Islamic perspective</p> <p>11. Islamic nursing etiquette in caring for patients (keeping secrets, informed consent, respecting patient rights, interpersonal communication methods both with those of the same sex and those of the same sex, Islamic professional attire, seclusion and seclusion at work)</p> <p>12. Sharia law in treating patients includes:</p> <p>13. Protecting the private parts of patients and nurses</p>

				<ul style="list-style-type: none"> a. Definition of aurat according to Islamic jurisprudence b. The law of covering the private parts (uniforms/clothing of nurses and patients, physical or diagnostic examinations and medical/nursing procedures) c. Prohibition of looking at other people's private parts d. How to protect your private parts in special/emergency conditions 14. Nurse's physical appearance: dressing, grooming, when working 15. Fulfil. Patient rights 16. Inform consent 17. Maintain patient confidentiality 18. Interpersonal interaction etiquette: communication with patients, family, peers or work partners, especially of the opposite sex, fiqh ikhtilat and berkhawalt between nurses and doctors or nurses and patients 19. patient and nurse worship needs while on duty Integration (nursing science and Islam) 20. Role and Function of nurses; work as worship 21. Privacy, patient rights and obligations, maintaining private parts and etiquette in relationships between women and men. Spiritual fulfillment of patients, worship in Islam
19	Adult Nursing I (cardiovascular, respiratory and hematological systems) (LO 1,2,3,4,5,9)	Discusses meeting the needs of adult clients with impaired oxygenation, circulation and hematology needs. Providing nursing care in cases of respiratory, cardiovascular and hematological disorders is based on the nursing process by	<ol style="list-style-type: none"> 1. Explains the concept and scope of medical surgical nursing, the role of medical surgical nurses and medical surgical service standards as well as sharia nursing service standards. (LO 1,2, 3,) 2. Carrying out nursing care simulations for cases of respiratory, cardiovascular and hematological system disorders in adult clients by paying 	<ol style="list-style-type: none"> 1. the concept and scope of medical surgical nursing, the role of medical surgical nurses and medical surgical service standards 2. trends and issues of Health Disorders in adult clients <ul style="list-style-type: none"> a. Trends and Issues related to respiratory system disorders in adult clients b. Trends and Issues related to cardiovascular system disorders in adult clients c. Trends and Issues related to hematological system disorders in adult clients 3. analyzing research results (Evidence Based Practice/Nursing) regarding management

	<p>applying biomedical knowledge such as biology, histology, biochemistry, anatomy, physiology, pathophysiology, medical surgical nursing science, internal medicine, pharmacology, nutrition, surgery and rehabilitation. These system disorders include inflammatory disorders, degenerative disorders, malignancy and trauma which are included in the 10 largest cases locally, regionally, nationally and internationally. The scope of discussion starts from assessment to evaluation of client care. Nursing interventions include nursing modality therapy for various conditions including complementary therapy as well as integrating qauliyah, kauniyah and fiqh views on each subject.</p>	<p>attention to integrated legal and ethical aspects verses qauliyah, kauniyah (LO 1,2,3,4,)</p> <p>3. Carrying out health education simulations with cases of respiratory, cardiovascular and hematological system disorders in adult clients by paying attention to legal and ethical aspects taking into account fiqh (LO 1,2,3,4,5,9)</p> <p>4. Integrating research results into nursing care in dealing with respiratory, cardiovascular and hematological system problems (LO 9)</p> <p>5. Simulating the management of nursing care for a group of clients with respiratory, cardiovascular and hematological system disorders in adult clients by paying attention to legal and ethical aspects as well as sharia nursing service standards. (LO 1,2, 3,)</p> <p>6. Demonstrate the advocacy function in cases with respiratory, cardiovascular and hematological system disorders in adult clients (LO 4,5,9)</p> <p>7. Demonstrate nursing interventions in cases with respiratory, cardiovascular and hematological system disorders in adult clients in accordance with applicable standards with creative and innovative thinking to produce efficient and effective services. (LO 2,3,4,5,9)</p>	<p>a. Steps to find Evidence Based</p> <p>b. Analyzing research results to become evidence based practice</p> <p>4. analyzing cases with respiratory system disorders in adult clients</p> <p>a. Anatomy, physiology, physics and biochemistry related to the respiratory system</p> <p>b. Pathophysiology, pharmacology, and diet therapy in patients with respiratory system disorders (pulmonary TB, lung cancer, asthma, pneumonia, COPD, and Covid 19)</p> <p>c. Nursing Care for respiratory system disorders (Lung TB, Lung Cancer, Asthma, Pneumonia, COPD, and Covid 19): Assessment, data analysis, nursing diagnosis, intervention, implementation, and comprehensive evaluation, including bio-psycho-socio-spiritual.</p> <p>d. Health education for patients with respiratory system disorders (pulmonary TB, lung cancer, asthma, pneumonia, COPD, and Covid 19)</p> <p>e. Primary, secondary and tertiary prevention in respiratory cases</p> <p>f. Diagnostic and laboratory examinations for respiratory system problems</p> <p>g. Case management of respiratory system disorders is based on evidence based</p> <p>5. analyzing cases with cardiovascular system disorders in adult clients</p> <p>a. Anatomy, physiology, physics and biochemistry related to the cardiovascular system</p> <p>b. Pathophysiology, pharmacology, and diet therapy in patients with cardiovascular system disorders (Hypertension, Coronary Heart Disease, Heart Failure)</p> <p>c. Nursing Care for respiratory system disorders (Hypertension, Coronary Heart Disease, Heart Failure): Assessment, data analysis, nursing diagnosis, intervention, implementation and</p>
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			<p>comprehensive evaluation, including bio-psycho-socio-spiritual.</p> <ul style="list-style-type: none"> d. Health education for patients with cardiovascular system disorders (hypertension, coronary heart disease, heart failure) e. Primary, secondary and tertiary prevention in cardiovascular cases f. Diagnostic and laboratory examinations for cardiovascular system problems g. Case management of cardiovascular system disorders is based on evidence based <p>6. analyzing cases with hematological system disorders in adult clients</p> <ul style="list-style-type: none"> a. Anatomy, physiology, physics and biochemistry related to the hematological system b. Pathophysiology, pharmacology, and diet therapy in patients with hematological system disorders (Anemia, Leukemia, DHF) c. Nursing care for hematological system disorders (Anemia, Leukemia, DHF) Assessment, data analysis, nursing diagnosis, intervention, implementation and comprehensive evaluation, including bio-psycho-socio-spiritual. d. Health education for patients with hematological system disorders (anemia, leukemia, DHF) e. Primary, secondary and tertiary prevention in hematological cases f. Diagnostic and laboratory examinations for hematological system problems g. Case management of hematological system disorders <p>7. Nursing interventions on the respiratory system</p> <ul style="list-style-type: none"> a. WSD Treatment <p>8. Nursing interventions on the cardiovascular and hematological systems</p> <ul style="list-style-type: none"> b. ECG Recording and Interpretation c. Arterial blood collection techniques and AGD interpretation d. Test turnstile
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20	Basic Nursing Skills (LO 1,2,3,4,5,9)	Discusses nursing procedures which are the scientific basis for nursing practice which include vital signs, basic assessment and physical examination, infection control, medication administration procedures, as well as Islamic ethics in implementing nursing procedures	<ol style="list-style-type: none"> Able to carry out a comprehensive nursing assessment which includes measuring vital signs, nursing assessment and physical examination with attention to Islamic ethics (LO 1,2,3,4,9) Able to prepare patients who will undergo supporting examinations (LO 1,2,3,4,5,9) Apply infection control and patient safety principles and procedures (LO 3,4,5,9) Demonstrate intervention procedures in administering oral, parenteral, topical and suppository medications by applying correct principles (LO 2,3,4) Demonstrate simple wound care intervention procedures on 	<p>Basic skills in nursing</p> <ol style="list-style-type: none"> Vital signs measurement Physical examination Nursing assessment (anamnesis and secondary data collection) Preparation of patients for supporting examinations Procedures for preparing supporting examinations Basic infection control Safe patient handling Nosocomial infections Principles of medication administration Oral medication administration procedures Procedures for administering parenteral medications Topical medication administration procedures Procedure for administering suppository medication Principles of general wound care Simple wound care procedures Nurses' etiquette in providing nursing actions Prayers for patients

			simulated patients (LO 2,3,4,5)	18. Procedures for Muslim nurses in carrying out nursing actions
21	Adult nursing II (endocrine system, immunology, digestion, urination and male reproduction) (LO 1,2,3,4,5,9)	The focus of this course is on meeting the needs of adult clients with disorders of the endocrine, immunological, digestive, urinary and male reproductive systems. Providing nursing care in cases of disorders of the endocrine, immunological, digestive, urinary and male reproductive systems based on the nursing process by applying biomedical sciences such as biology, histology, biochemistry, anatomy, physiology, pathophysiology, medical surgical nursing science, internal medicine, pharmacology, nutrition, surgery and rehabilitation. Disorders of this system include inflammatory disorders, degenerative disorders, malignancy and trauma, which are	<ol style="list-style-type: none"> 1. Carrying out nursing care simulations with cases of endocrine, immunological, digestive, urinary and male reproductive system disorders in adult clients by paying attention to legal and ethical aspects based on Islamic values (LO 1,2,3,4,5,9) 2. Carrying out health education simulations with cases of endocrine, immunological, digestive, urinary and male reproductive system disorders in adult clients by paying attention to legal and ethical aspects based on Islamic values (LO 1,2,3,4,5,9) 3. Integrate research results into nursing care in dealing with endocrine, immunological, digestive, urinary and male reproductive system problems (LO 1,2,3,4,9) 4. Simulating the management of nursing care for a group of clients with endocrine, immunological, digestive, urinary and male reproductive system disorders in adult clients by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9) 5. Carry out advocacy functions in cases with endocrine, immunological, digestive, urinary and male reproductive system disorders in adult clients (LO 1,2,3,5) 	<ol style="list-style-type: none"> 1. Anatomy, physiology, chemistry, physics and biochemistry related to the endocrine, immunological, digestive, urinary and reproductive systems 2. Pathophysiology, pharmacology, and diet therapy in endocrine system disorders (DM and thyroid disorders), immunology (Rheumatism, SLE, and HIV/Aids), digestive (apanedicitis, colorectal Ca, hepatitis, liver cirrhosis, obstructive ileus, cholelithiasis/cholecystitis, gastritis), urination (chronic kidney disease and urolithiasis), reproductive system (BPH, Ca prostate) 3. Preparation, implementation and post-diagnostic and laboratory examinations on endocrine, immunological, digestive, urinary and reproductive system disorders 4. Comprehensive nursing care on the endocrine, immunological, digestive, urinary and reproductive systems 5. Health education and primary, secondary and tertiary prevention efforts for endocrine, immunological, digestive, urinary and reproductive system disorders 6. Results of research on the management of endocrine, immunological, digestive, urinary and reproductive system disorders (trends and issues, evidence based practice 7. Case management of endocrine, immunological, digestive, urinary and reproductive system disorders 8. The role and function of nurses as well as advocacy functions in cases with endocrine, immunological, digestive, urinary and reproductive system disorders 9. Nursing interventions (ABI, GDS, subcutaneous injection, NGT, gastric lavage, determining the type and amount of calories in the diet, fluid testing, enemas. Colostomy care, urinary catheter, dialysis, bladder irrigation, bladder training, administration of chemotherapy drugs, pain management, CCT) 10. Islamic practices in various health problems

		<p>included in the 10 largest cases locally, regionally, nationally and internationally. The scope of discussion starts from assessment to evaluation of client care by paying attention to Islamic values. Nursing interventions include Nursing modality therapy in various conditions including complementary therapies.</p>	<p>6. Demonstrate nursing interventions in cases with disorders of the endocrine, immunological, digestive, urinary and male reproductive systems in adult clients in accordance with applicable standards with creative and innovative thinking to produce efficient and effective services (LO 1,2,3,4,9)</p>	
22	Maternity Nursing (LO 1,2,3,4,5,9)	<p>Discusses efforts to improve the reproductive health of women of childbearing age, pregnant women, giving birth, postpartum, between the two periods of pregnancy and newborn physiology with an emphasis on preventive and promotive efforts using a nursing process approach by paying attention to legal and ethical aspects in clinical and community settings, as</p>	<p>1. Able to carry out a comprehensive nursing assessment which includes measuring vital signs, nursing assessment and physical examination (LO 1,2,3,9)</p> <p>2. Able to prepare patients who will undergo supporting examinations (LO 2,3,5)</p> <p>3. Apply infection control and patient safety principles and procedures (LO 1,2,3,4,5,9)</p> <p>4. Demonstrate intervention procedures in administering oral, parenteral, topical and suppository medications by applying correct principles (LO 1,2,3,4,5,9)</p> <p>5. Demonstrate simple wound care intervention procedures on</p>	<p>1. Scope of Women's Health</p> <p>a. Reproductive anatomy and physiology</p> <ul style="list-style-type: none"> - Female reproductive system and sexual response <p>b. Pregnancy</p> <ul style="list-style-type: none"> - Conception and fetal development - Anfis pregnancy - Maternal and fetal nutrition - Nursing care for pregnant women <p>c. Labor</p> <ul style="list-style-type: none"> - Essential factors and the birth process - Pain management - Fetal assessment - Intranatal nursing care <p>d. Post partum</p> <ul style="list-style-type: none"> - Post partum physiology - Nursing care in post partum - Home visit

	<p>well as various discussions from relevant Islamic views (pregnancy process, practices when carrying a baby, carrying a baby, breathing in the human spirit, postpartum period, rules and sunnah for newborns: call to prayer, tahnik, giving good names, shaving hair, sunnah, breast milk , aqiqah, prayers for new born babies, etc.), including integrating qauliyah verses, kauniyah and fiqh views on each subject.</p>	<p>simulated patients (LO 1,2,3,4,5,9)</p>	<ul style="list-style-type: none"> e. Teenagers <ul style="list-style-type: none"> - Sexuality in adolescents - Teenage pregnancy - Becoming a parent in adolescence f. Principles of nursing ethics <ul style="list-style-type: none"> - Autonomy, beneficence, justice, non-maleficence, moral rights, community values and norms and nursing advocacy 2. Reproductive system nursing care 3. Assessment and promotion of Women's Health 4. Primary, secondary and tertiary prevention efforts in the reproductive system 5. Trends and issues in maternity nursing: family centered maternity care 6. Evidence based practice in maternity nursing 7. Case management in the reproductive system (classification of reproductive system cases and priority of reproductive system problems 8. Antenatal skills: <ul style="list-style-type: none"> a. Leopold's maneuver and fetal heart rate calculation b. Measuring the height of the uterine fundus during pregnancy c. Determining gestational age d. Calculating estimated parturition e. Calculate the estimated fetal weight f. Pregnancy exercise 9. Intranatal skills : <ul style="list-style-type: none"> a. Do an internal check b. Observe the progress of labor (partograph) c. Observe contractions d. Labor pain management e. Perform an amniotomy f. Perform an episiotomy g. Assist in the birth of a baby
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23	Reproductive Health Nursing (LO 1,2,3,4,5,9)	This course discusses efforts to improve the reproductive health of women of childbearing age, pregnant women, giving birth, postpartum, between two pregnancies in risky conditions and problems related to reproductive system disorders with an	1. Providing nursing care for women of childbearing age (reproductive age), couples of childbearing age, women in the childbearing period (pregnancy, giving birth and after giving birth) in risky conditions and problems related to disorders of the reproductive system with an emphasis on preventive and promotive efforts using nursing process approach and paying attention to legal and ethical	<ul style="list-style-type: none"> 1. Pathophysiology and management (supporting examinations and therapeutic implications in nursing) related to women's health problems during the reproductive period <ul style="list-style-type: none"> a. Bleeding disorders <ul style="list-style-type: none"> 1) Early pregnancy bleeding, late pregnancy bleeding. 2) Postpartum bleeding 3) Hemorrhagic Shock 4) Coagulation disorders during pregnancy a. Maternal Infection <ul style="list-style-type: none"> 1) Sexually transmitted disease

	<p>emphasis on preventive and promotive efforts using the nursing process approach and pay attention to legal and ethical aspects in clinical and community settings</p>	<p>aspects in clinical and community settings (LO 1,2,3,4,5,9)</p> <p>2. Carrying out health education simulations for women of childbearing age (reproductive age), couples of childbearing age, women during the childbearing period (pregnancy, giving birth and after giving birth) in risky conditions and problems related to disorders of the reproductive system with an emphasis on preventive and promotive efforts who uses a nursing process approach and pays attention to legal and ethical aspects in clinical and community settings (LO 1,2,3,4,5,9)</p> <p>3. Integrating research results relating to women of childbearing age (reproductive age), couples of childbearing age, women in the childbearing period (pregnancy, giving birth and after giving birth) in risky conditions and problems related to disorders of the reproductive system with an emphasis on preventive and promotive that uses a nursing process approach and pays attention to legal and ethical aspects in clinical and community settings (LO 1,2,3,4,5,9)</p> <p>4. Simulating the management of nursing care for women of</p>	<p>2) TORCH infection 3) Virus Infection (Covid-19) 4) Human Papillomavirus Infection 5) Genital tract infection 6) Post partum infection 7) HIV infection</p> <p>b. Diseases during pregnancy</p> <ol style="list-style-type: none"> 1) DM 2) Hyperemesis gravidarum 3) Hypertension in pregnancy 4) Cardiovascular disorders during pregnancy 5) Anemia <p>c. Risky delivery</p> <ol style="list-style-type: none"> 1) Dystocia 2) Premature 3) Aftermath <p>d. Family planning</p> <p>e. Menstrual disorders:</p> <ol style="list-style-type: none"> 1) Hypogonadotropic Amenorrhea 2) Dysmenorrhea 3) Endometriosis <p>f. Infection: Pelvic inflammatory disease</p> <p>g. Infertility</p> <ol style="list-style-type: none"> 1) Investigation of female infertility 2) Investigation of male infertility <p>h. Climacterium</p> <ol style="list-style-type: none"> 1) Climacteric symptoms 2) Post-climacteric symptoms <p>i. Birth trauma</p> <ol style="list-style-type: none"> 1) Urinary incontinence 2) Genital Fistula <p>j. Violence:</p> <ol style="list-style-type: none"> 6. Breast cancer 7. Malignancies of the reproductive organs (cervical cancer, endometrial cancer, ovaries) <p>k. Violence against women</p> <p>2. Reproductive System Nursing Care</p> <p>a. Reproductive System Assessment</p>
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		<p>childbearing age (reproductive age), couples of childbearing age, women in the childbearing period (pregnancy, giving birth and after giving birth) in risky conditions and problems related to disorders of the reproductive system with an emphasis on preventive and promotive that uses a nursing process approach and pays attention to legal and ethical aspects in clinical and community settings (LO 1,2,3,4,5,9)</p> <p>5. Demonstrate nursing interventions for women of childbearing age (reproductive age), couples of childbearing age, women in the childbearing period (pregnancy, giving birth and after giving birth) in risky conditions and problems related to disorders of the reproductive system with an emphasis on preventive and promotive efforts uses a nursing process approach and pays attention to legal and ethical aspects in clinical and community settings (LO 1,2,3,4,5,9)</p>	<p>b. Nursing diagnosis of reproductive system disorders</p> <p>c. Nursing planning/implementation/evaluation of reproductive system disorders</p> <p>d. Nursing care documentation</p> <p>1. Health service system for patients with reproductive system disorders (referral, PMO, Gakin, Jamkesmas)</p> <p>2. Women's Health Assessment and Promotion</p> <p>3. Primary, secondary and tertiary prevention efforts in the reproductive system</p> <p>a. Realize</p> <p>b. Sunset Vagina</p> <p>c. Pap Smear Observation</p> <p>d. IVA observation</p> <p>e. Colposcopy Examination Observation</p> <p>f. Observe ultrasound results</p> <p>g. Interpretation of Laboratory results</p> <p>h. Operation Preparation</p> <p>i. Chemotherapy Preparation</p> <p>j. Radiotherapy Preparation</p> <p>k. Reflex Examination</p> <p>l. Observe vaginal fluids</p> <p>n. Edema Observation</p> <p>a. <i>Trend and Issue</i> Maternity nursing related to women's health problems</p> <p>b. <i>Evidence based practice</i> in maternity nursing</p> <p>c. Case management in the Reproductive System (classification of reproductive system cases and priority of reproductive system problems)</p> <p>d. Related procedures</p> <ol style="list-style-type: none"> 1. Helping with pap smears, IVA examinations 2. Breast self-examination (BSE) 3. Providing counseling on contraceptives 4. Installing an intrauterine device 5. Administer contraceptive injections 6. Conduct family counseling 7. Islamic views on various reproductive health
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24	Nursing Information System (LO 2,3,5,9)	<p>Explain and improve nursing students' abilities and practices regarding the concept and scope of nursing information systems, as well as Islamic views on the development of information systems, digitalization of health services</p>	<ol style="list-style-type: none"> 1. Students understand the theories and concepts of information technology, information systems in general and for nursing (LO 2,3) 2. Students understand trends and issues in information systems in information technology in general and information technology for nursing care (LO 2,3,5,9) 	<ol style="list-style-type: none"> 1. Information technology in nursing 2. Limitations of general information technology to nursing services 3. The role of information technology for nursing care services 4. The impact of technology on users of nursing care 5. Health service technology system <ul style="list-style-type: none"> a. Information Systems b. Information system management c. Benefits and obstacles of using information systems d. Application of information systems in patient care 6. Manners in using advances in information systems
25	Citizenship Education (LO 1,2,3)	<p>Discusses contextual issues of citizenship, develops positive attitudes and displays behavior that supports the spirit of nationalism and love of the homeland, supports civilized democracy, awareness of law and diversity, and the Koran as one of the foundations of citizenship education</p>	<ol style="list-style-type: none"> 1. Analyzing contextual problems in Civics, developing positive attitudes and displaying behavior that supports the spirit of nationalism and love of the country and is in line with Islamic values (LO 1,2,3) 2. Analyzing contextual problems in Civics, developing positive attitudes and displaying behavior that supports civilized democracy that is in line with Islamic values (LO 1,2,3) 3. Analyze contextual problems in Civics, develop positive attitudes and display behavior that supports legal awareness and diversity and is in line with Islamic values (LO 1,2,3) 	<ol style="list-style-type: none"> 4. Civics as an element in personality development 5. National identity 6. State and constitution 7. Rights and obligations of citizens 8. Indonesian Democracy 9. State and constitution 10. The rule of law and human rights 11. Geopolitics/archipelagic insight 12. Indonesian Geostrategy/resilience 13. National integration 14. Nationalism in Islam
26	Nursing English(LO 5.8)	<p>Discusses basic English language skills, namely speaking, listening, reading and writing, including</p>	<ol style="list-style-type: none"> 1. Read and explain medical and/or health team instructions regarding patient medical records in English (LO 5.8) 2. Identify commands/instructions 	<ol style="list-style-type: none"> 1. introduce themselves and other people <ul style="list-style-type: none"> Personal introduction - Greetings - To be - Simple question

	<p>aspects of grammar and vocabulary within the scope of nursing services and work both in clinical/community practice and in classroom learning. As well as the importance of a Muslim mastering language and his role in da'wah as a Muslim nurse.</p>	<p>in English conversations in class or simulated health care settings (LO 5.8)</p> <p>3. Write/document reports on nursing care activities provided to patients (LO 5.8)</p> <p>4. Communicate English actively in classroom learning and in health care simulations (LO 5.8)</p>	<p>- Simple past</p> <p>- Simple Present</p> <p>2. Describe jobs and nurse daily activity</p> <ul style="list-style-type: none"> - Noun and pronoun - Vocabulary on health jobs and daily activities - Simple present <p>3. Admit patients</p> <p>Hospital admission</p> <ul style="list-style-type: none"> - vocabulary on hospital admission - simple past - simple present - explain location and give direction <p>4. Location</p> <ul style="list-style-type: none"> - Location - Preposition of Place - Expressing Permission - Polite Question <p>Direction</p> <ul style="list-style-type: none"> - Giving Direction - Polite Question <p>5. Recognize and know the functions of health equipment around hospital</p> <p>Health equipment</p> <ul style="list-style-type: none"> - Equipment in and around hospitals - Noun - Simple present <p>6. keep hygiene procedures</p> <p>Hygiene</p> <ul style="list-style-type: none"> - Word order - Gerund & Infinitives - Modals in English - Frequency adverb - Simple Present Tense <p>7. take patients' historical health for hospital admission</p> <p>Hospital admission</p> <ul style="list-style-type: none"> - Vocabulary on hospital admission - Simple present
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				<ul style="list-style-type: none"> - Simple past <p>8. take patients' vital signs including; blood pressure, temperature,pulse and respiratory rate) Vital signs</p> <ul style="list-style-type: none"> - Types of vital sign including: blood pressure, temperature,pulse and respiratory rate - Simple present <p>9. monitor patients Monitoring patients</p> <ul style="list-style-type: none"> - Pronunciation on vocabulary to monitor patients - Simple present & past - The active and passive verbs - Word-order <p>10. report and record (nursing handover)</p> <ul style="list-style-type: none"> - Nursing Handover - Simple past - Vocabulary on nursing handover - Numbers and dates in English <p>11. Refer patients through telephoning Telephoning</p> <ul style="list-style-type: none"> - Expression in telephoning - simple present & past - Vocabulary on telephoning - Effective strategies on telephoning <p>12. introduce Informed consent</p> <ul style="list-style-type: none"> - Informed Consent - Vocabulary - simple past, present, and future
27	Adult Nursing III (musculoskeletal system, integument, sensory perception and innervation) (LO 1,2,3,4,5,9)	Discusses meeting the needs of adult clients with disorders of the musculoskeletal system, integument, sensory perception and nervous system. Providing nursing care	1. Carrying out nursing care simulations with cases of disorders of the musculoskeletal system, integument, sensory perception and innervation in adult clients by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9)	<p>1. Anatomy, physiology, chemistry, physics and biochemistry related to the musculoskeletal system, integument system, sensory perception system and nervous system</p> <p>2. Pathophysiology, pharmacology and diet therapy (musculoskeletal disorders, integument, sensory perception and innervation.</p>

	<p>in cases of disorders of the musculoskeletal system, integument, sensory perception and innervation based on the nursing process by applying biomedical sciences such as biology, histology, biochemistry, anatomy, physiology, pathophysiology, medical surgical nursing science, internal medicine, pharmacology, surgery, nutrition, and rehabilitation. Disorders of this system include inflammatory disorders, degenerative disorders, trauma, which are included in the 10 largest cases, both local and regional. National and international. As well as discussing topics from an Islamic perspective.</p>	<ol style="list-style-type: none"> 2. Carrying out health education simulations with cases of disorders of the musculoskeletal system, integument, sensory perception and innervation in adult clients by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9) 3. Integrating research results into nursing care in overcoming problems of the musculoskeletal system, integument, sensory perception and innervation (LO 1,2,3,4,9) 4. Simulating the management of nursing care for a group of clients with disorders of the musculoskeletal system, integument, sensory perception and innervation in adult clients by paying attention to legal and ethical aspects (LO 1,2,3,4,9) 5. Carrying out advocacy functions in cases with disorders of the musculoskeletal system, integument, sensory perception and innervation in adult clients (LO 1,2,3,5) 6. Demonstrate nursing interventions in cases with disorders of the musculoskeletal system, integument, sensory perception and innervation in adult clients in accordance with applicable standards with creative and innovative thinking so as to produce efficient and effective services (LO 1,2,3,4,9) 7. 	<ol style="list-style-type: none"> 3. Comprehensive nursing process on the musculoskeletal system, integument, sensory perception and innervation 4. Preparation, implementation and post-diagnostic and laboratory examinations for musculoskeletal, integument, sensory perception and nervous system disorders 5. Health education and primary, secondary and tertiary prevention efforts for musculoskeletal, integument, sensory perception and innervation disorders 6. Results of research on the management of musculoskeletal, integument, sensory perception and innervation disorders 7. The role and function of care for musculoskeletal, integument, sensory perception and nervous system disorders 8. Nursing interventions for musculoskeletal disorders, integument, sensory perception and innervation (body movement, early ambulation, use of walking aids, fixation and immobilization, ROM, Wound care, eye irrigation, eye drops, ear irrigation, ear drops, neurological examination (GCS, pupils, motor function, sensibility function, cranial nerve function, meningeal stimulation signs, assessing the risk of decubitus (Norton scale, Braden scale) 9. Roles and manners of Muslim nurses
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28	Nursing for healthy and acutely ill children (LO 1,2,3,4,5,9)	<p>This course is a nursing skills course that focuses on the response of children and families at every stage of development from neonates to late adolescence, whether in health or acute illness, in the community or being treated in hospital, as well as nursing interventions both independent and collaborative. . This course is also an integration and application of basic nursing knowledge, basic nursing science and Islam which leads students to learn more about how to provide professional (holistic) nursing care, provide health education, carry out advocacy functions for clients and their families by implementing effective communication, and create decisions by considering legal and ethical aspects. Student learning activities are oriented towards achieving systematic,</p>	<ol style="list-style-type: none"> 1. Understand the concept of pediatric nursing in the context of family and Islam (LO 1,2,3) 2. Carry out nursing care simulations for acutely ill children and their families, by developing critical, logical and ethical thinking patterns, using therapeutic communication and paying attention to cultural aspects and respecting the ethnic, religious or other factors of each patient which are unique according to the child's stage of growth and development based on science and Islam, (LO 1,2,3,4,5) 3. Able to demonstrate nursing interventions both independently and collaboratively in healthy and acutely ill conditions by applying basic nursing science concepts and basic nursing knowledge according to SOPs as well as applying child nursing principles (family centered care and traumatic care), legal and ethical. (LO 1,2,3,4,5,9) 4. Able to provide health education simulations to children and families as primary, secondary and tertiary prevention efforts with a communication approach to children (LO 1,2,3,4,5,9) 5. Able to carry out advocacy functions for children and families who experience various disorders to defend clients' rights so they can make decisions 	<ol style="list-style-type: none"> 1. Pediatric nursing perspectives in the family context <ol style="list-style-type: none"> a. Mortality, morbidity b. Kep philosophy. children: FCC, Atraumatic Care c. The role of pediatric nurses d. Trends in pediatric nursing issues 2. Growth and Development <ol style="list-style-type: none"> a. Understanding Growth and Development b. Patterns and principles of growth and development c. Factors that influence growth and development d. Child growth and development based on age level (neonates to teenagers) <ol style="list-style-type: none"> a. Physiological development b. Psychosexual development c. Psychosocial development d. Cognitive development e. Moral development e. Developmental problems in children at every age level f. <i>Anticipatory guidance</i> g. <i>Health promotion</i> h. <i>Sex education</i>, a. The role of play in development <ol style="list-style-type: none"> 1) Game classification 2) Play function 3) Toy b. Communication <ol style="list-style-type: none"> a. Communication process b. Communication with children according to their growth and development stages c. Communication techniques with children according to their growth and development stages d. Communication with parents e. Communication with children with special needs <ol style="list-style-type: none"> 1) Immunization concept 4. Physical assessment and child development <ol style="list-style-type: none"> a. Physical examination <ol style="list-style-type: none"> 1) Growth measurement 2) Physiological measurements (head to toe) 3) Progress check
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	<p>comprehensive and critical thinking skills in applying concepts using the nursing process approach as a basis for solving problems and developing professional attitudes (development of soft skills) through several relevant learning models.</p>	<p>6. legally and legally (LO 1,2,3,4,5,9)</p> <p>6. Able to collaborate with health sources in the community, make patient referrals, document IMCI assessments correctly, demonstrate IMCI treatment, demonstrate health education for children and families (LO 1,2,3,4,5,9)</p>	<p>6. Denver II</p> <p>7. SDIDTK</p> <p>a. Pathophysiology, pharmacology and nursing care for children with nutritional disorders and their impact on meeting basic human needs (in the family context):</p> <ul style="list-style-type: none"> a. Obesity, b. CTF c. Failure to grow <p>b. Pathophysiology, pharmacology and nursing care in high risk infants and their impact on meeting basic human needs (in the family context):</p> <ul style="list-style-type: none"> 1. Prematurity 2. LBW, 3. RDS, 4. asphyxia, 5. Hyperbilirubinemia <p>c. Pathophysiology, pharmacology and nursing care for children with body system disorders and their impact on fulfilling basic needs</p> <ul style="list-style-type: none"> a. Respiratory system: ARI, pneumonia, bronchitis, bronchiolitis, Covid-19 b. Digestive system: Diarrhea, malabsorption syndrome, typhoid c. Neurological system: Febrile seizures, Epilepsy, Meningitis, Encephalitis, Hydrocephalus d. Integument system: Dermatitis, Burns <p>d. Nursing interventions for infants and children:</p> <ul style="list-style-type: none"> a. General skills <ul style="list-style-type: none"> i. Communication techniques with children according to age stages ii. Play therapy iii. Restraint methods and therapeutic hugs iv. Installation of infusion v. Giving blood transfusions vi. Liquid calculations vii. Safe drug administration
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			<ul style="list-style-type: none"> a. Determination of drug dosage b. Oral drug administration c. Intramuscular administration of drugs d. Subcutaneous and intradermal drug administration e. Intravenous drug administration f. Giving medication rectally viii. Providing education to families b. Special skill <ul style="list-style-type: none"> 1) High risk baby care procedures <ul style="list-style-type: none"> 1) Newborn care 2) Bathing the baby 3) Umbilical cord care 4) Ballard score 5) PMK 6) Phototherapy baby care 7) The correct and appropriate way to breastfeed 8) Giving MP ASI 9) Providing education to families 2) Respiratory function treatment procedures: <ul style="list-style-type: none"> 1) TTV monitoring 2) Oxygen therapy 3) Inhalation therapy 4) Suctioning 5) Chest physiotherapy 6) Providing education to families 3) Digestive function care procedures <ul style="list-style-type: none"> 1) Installation of NGT 2) Providing nutrition via NGT 3) Administration of total parenteral nutrition (TPN) 4) Anthropometric measurements 5) Providing education to families 4) Neurological function treatment procedures: <ul style="list-style-type: none"> a. Treating seizures in children b. Providing education to families 5) Physical examination of children (head to toe) 6) Child development screening: Denver II and SDIDTK e. Educational simulation: <ul style="list-style-type: none"> a. <i>Anticipatory guidance in infants and teenagers</i>
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				<p>b. <i>Health promotion</i> in infants and teenagers The advocacy function of nurses</p> <p>f.</p> <ol style="list-style-type: none"> 1. Child abuse dan Neglect 2. Tipe-tipe child abuse 3. Prevention of child abuse and neglect 4. Legal issue terkait child abuse dan neglect <p>g. Assessment and demonstration:</p> <ol style="list-style-type: none"> 1. Demonstrate and document care for sick toddlers using the IMCI approach 2. Caring for sick young babies using the MTBM approach
29	Nursing for chronic and terminally ill children (LO 1,2,3,4,5,9)	This course focuses on the response of children and their families to every development from neonates to the end of adolescence, whether in conditions of chronic, terminal illness and special needs, in the community or being treated in hospital, as well as nursing interventions both independent and collaborative in accordance with Islamic principles. .	<ol style="list-style-type: none"> 1. Understand the concept of nursing for children with chronic/terminal illnesses in a family context according to Islamic principles. (LO 1, 2,3) 2. Carry out nursing care simulations for chronic/terminally ill children and families by developing critical, logical and ethical thinking patterns, using therapeutic communication and paying attention to cultural aspects and respecting the unique sources of ethnicity, religion or other factors of each patient, including the family's obligation to provide spiritual support. and psychosocial in families and sick children. (LO 1,,2,3,4,5,9) 3. Demonstrate nursing interventions both independently and collaboratively for children and families suffering from chronic/terminal illness by applying basic nursing science 	<ol style="list-style-type: none"> 1. Concept of caring for children with chronic/terminal illnesses <ol style="list-style-type: none"> a. Pathophysiology, pharmacology and nursing care for children and families with body system disorders and their impact on meeting basic needs: <ol style="list-style-type: none"> - Cardiovascular system, rheumatic fever, genitourinary system, NS, GNA, GNC, ARF, GGC, hematological system, anemia, leukemia, thalassemia, ITP, retinoblastoma, immunological system, HIV AIDS, DHF, SLE, endocrine system, DM Juvenill b. Pathophysiology, pharmacology and nursing care for children and families with congenital disorders in various body systems and their impact on meeting basic needs: <ol style="list-style-type: none"> 1) Cardiovascular System ASD/VSD, PDA, TOF 2) Digestive System: Hirschprung, anal atresia, hepatic duct atresia, labioschizis, and/or palastochisis, Hirschprung 3) Genitourinary System: Hypospadias, Wilms Tumor 4) System Musculoskeletal: CTEV, DDH 5) Neurological System: Cerebral Palsy

		<p>concepts and basic nursing knowledge according to SOPs based on patient beliefs and applying the principles of atraumatic care, legal and ethical (LO 1, 2, 3, 4,5,9)</p>	<p>c. Nursing care for children with special needs:</p> <ol style="list-style-type: none"> 1) Mental retardation 2) Down Syndrome 3) Autism 4) ADHD <p>2. Perioperative care in children</p> <p>3. Nursing Interventions for infants and children with chronic/terminal illness:</p> <ol style="list-style-type: none"> a. Giving chemotherapy b. Desferal administration c. Oral mucositis treatment d. Colostomy care e. Injury care f. Feeding babies/children with labio and/or palatoschisis g. Palliative care h. Health Education for children and families <p>4. Pediatric nursing perspectives in the family context</p> <ol style="list-style-type: none"> a. Mortality, morbidity b. Kep philosophy. children: FCC, Atraumatic Care c. The role of pediatric nurses d. Trends in pediatric nursing issues <p>5. Growth and development</p> <ol style="list-style-type: none"> a. Understanding Growth and Development b. Patterns and principles of growth and development c. Factors that influence growth and development d. Child growth and development based on age level (neonates s.d teenagers) <ol style="list-style-type: none"> 1) Physiological development
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			<ul style="list-style-type: none"> 2) Psychosexual development 3) Psychosocial development 4) Cognitive development 5) Moral development e. Developmental problems in children at every age level f. <i>Anticipatory guidance</i> g. <i>Health promotion</i> h. <i>Sex education</i>, 3. The role of play in development <ul style="list-style-type: none"> a. Game classification b. Play function c. Toy 4. Communication <ul style="list-style-type: none"> a. Communication process b. Communication with children according to their growth and development stages c. Communication techniques with children according to their growth and development stages d. Communication with parents e. Communication with children with special needs. Immunization concept 5. Physical assessment and child development <ul style="list-style-type: none"> a. Physical examination <ul style="list-style-type: none"> 1) Growth measurement Physiological measurements (head to toe) <ul style="list-style-type: none"> b. Development check <ul style="list-style-type: none"> 1) Denver II 2) SDIDTK 6. Pathophysiology, pharmacology and nursing care for children with nutritional disorders and their impact on meeting basic human needs (in the family context): <ul style="list-style-type: none"> a. Obesity, b. CTF c. Failure to grow 7. Pathophysiology, pharmacology and nursing care in high risk infants and their impact on meeting basic human needs (in the family context): <ul style="list-style-type: none"> a. Prematurity b. LBW,
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			<ul style="list-style-type: none"> c. RDS, d. asphyxia, e. Hyperbilirubinemia <p>8. Pathophysiology, pharmacology and nursing care for children with body system disorders and their impact on fulfilling basic needs</p> <ul style="list-style-type: none"> a. Systemrespiration: ARI, Pneumonia, bronchitis, bronchiolitis, Covid-19 b. Digestive system: Diarrhea, malabsorption syndrome, typhoid c. Neurological system: Febrile seizures, Epilepsy, Meningitis, Encephalitis, Hydrocephalus d. Integument system: Dermatitis, Burns <p>*Note: Basic concepts include Understanding Etiology Signs and symptoms Complications Pathophysiology Diagnostic examination Management</p> <p>9. Nursing interventions for infants and children:</p> <ol style="list-style-type: none"> 1. General skills <ul style="list-style-type: none"> a. Communication techniques with children according to age stages b. Play therapy c. Restraint methods and therapeutic hugs d. Installation of infusion e. Giving blood transfusions f. Liquid calculations g. Safe drug administration <ol style="list-style-type: none"> 1) Determination of drug dosage 2) Oral drug administration 3) Intramuscular administration of drugs 4) Subcutaneous and intradermal drug administration 5) Intravenous drug administration 6) Giving medication rectally
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			<p>h. Providing education to families</p> <p>2. Special skill</p> <p>a. High risk baby care procedures</p> <ul style="list-style-type: none"> 1) Newborn care 2) Bathing the baby Umbilical cord care 4) Ballard score 5) PMK 6) Phototherapy baby care 7) The correct and appropriate way to breastfeed 8) Giving MP ASI 9) Providing education to families <p>b. Respiratory function treatment procedures:</p> <ul style="list-style-type: none"> 1) TTV monitoring 2) Oxygen therapy 3) Inhalation therapy 4) Suctioning 5) Chest physiotherapy 6) Providing education to families <p>c. Digestive function care procedures</p> <ul style="list-style-type: none"> 1) Installation of NGT 2) Providing nutrition via NGT 3) Administration of total parenteral nutrition (TPN) 4) Anthropometric measurements 5) Providing education to families <p>d. Neurological function treatment procedures:</p> <ul style="list-style-type: none"> 1) Treating seizures in children 2) Providing education to families <p>e. Physical examination of children (head to toe)</p> <p>f. Child development screening: Denver II and SDIDTK</p> <p>10. Educational simulation:</p> <ul style="list-style-type: none"> a. <i>Anticipatory guidance in infants and teenagers</i> b. <i>Health promotion</i> in infants and teenagers <p>11. The advocacy function of nurses</p> <ul style="list-style-type: none"> a. Child abuse dan Neglect b. Tipe-tipe child abuse c. Prevention of child abuse and neglect d. Legal issue terkait child abuse dan neglect <p>12. Assessment and demonstration:</p>
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				<p>a. Demonstrate and document care for sick toddlers using the IMCI approach</p> <p>b. Caring for sick young babies using the MTBM approach</p> <p>Integration (nursing science and Islam) Related arguments that can be studied QS. 23: 14; (Al-Mu'minun)<i>The process of human occurrence, semen, a lump of flesh, bones, humans</i> QS 23: 14 (Al-Mu'minun)<i>about the process of fetal formation from blood to bones</i> The concept of parents and children includes youth in the Islamic view Rights and obligations of parents towards children in Islam Children's rights and obligations in Islam</p>
30	Psychiatric Nursing (LO 1,2,3,4,5,9)	This course discusses nursing care for clients who experience mental disorders, Islamic views on mental disorders, recovery from mental disorders with a holistic approach and person-centered care is the focus of this course, including therapeutic relationships individually and in the family context and implementation. nursing modality therapy including Islamic psychotherapy. Mentalnursing care for	<ol style="list-style-type: none"> 1. Simulating nursing care for clients who experience low self-esteem and social isolation (LO 1,2,3,4,5,9) 2. Carry out nursing care simulations for clients who experience delusions and hallucinations (LO 1,2,3,4,5,9) 3. Carry out nursing care simulations for clients who experience violent behavior and are at risk of suicide (LO 1,2,3,4,5,9) 4. Carry out nursing care simulations for clients who experience self-care deficits (LO 1,2,3,4,5,9) 5. Carrying out nursing care simulations for children with special needs, rape victims, domestic violence victims, trafficking victims, prisoners, 	<ol style="list-style-type: none"> 1. Nursing care for clients who experience low self-esteem and social isolation 2. Nursing care for clients who experience delusions and hallucinations 3. Nursing care for clients who experience violent behavior and are at risk of suicide 4. Nursing care for clients who experience self-care deficits 5. Nursing care for clients and families due to Covid-19 and the chronic disease HIV-AIDS 6. Nursing care for children with special needs, victims of: rape, domestic violence, trafficking, prisoners, street children 7. Recovery concept: recovery characteristics, supportive model and environment 8. Management of clinical and community professional psychiatric nursing services 9. Therapy modalities: pharmacology, somatic therapy, and pharmacology, TAK, family therapy, occupational therapy, and rehabilitation, and environmental therapy 10. Psychiatric nursing care for special groups and clients who use drugs <p>Therapy for mental disorders from an Islamic perspective</p>

		<p>special groups and clients who use drugs is also a topic of discussion in this course. This course also integrates Islamic views and Islamic therapy on psychosocial problems and mental disorders.</p>	<ol style="list-style-type: none"> 6. street children (LO 1,2,3,4,5,9) 7. Analyze the concept of recovery and supportive environment in treating clients with mental disorders (LO 1,2,3,4,5) 7. Apply management of clinical and community professional mental nursing services (LO 1,2,3,4,5) 4. Simulate therapy modalities (LO 1,2,3,4,5,9) 5. Carrying out nursing care simulations with NAPZA (LO 1,2,3,4,5,9) 	
31	Dying and palliative nursing (LO 1,2,3,4,5,9)	<p>This course studies nursing perspectives and palliative care concepts, ethics, policies, techniques for delivering bad news, communicators, psychological needs of palliative patients, pain management, various types of complementary therapies, religious and cultural insights regarding chronic illness. Islamic integration: definition of death in Islam, preparation before death, signs of death in Islam, overcoming problems related to other people's deaths, meaning of death,</p>	<ol style="list-style-type: none"> 1. Explain the nursing perspective and the concept of palliative care (LO 1.9) 2. Explain ethics and policies regarding palliative care (LO 1.9) 3. Communicate with patients and families receiving palliative care (LO 2, 3.4, 5.9) 4. Explain the pathophysiology of terminal disease (LO 2, 3, 9) 5. Conduct bio, psycho, socio, spiritual and cultural assessments (1,2, 3, 4, 9) 6. Develop a nursing care plan for terminally ill patients (1, 2, 3, 4,5, 9) 	<ol style="list-style-type: none"> 1. Nursing perspective 2. Palliative nursing concept 3. Ethics – law in palliative care 4. National policy regarding palliative care 5. Principles of communication in palliative care 6. Pathophysiology of various chronic and terminal diseases 7. Physical and psychological assessment 8. A spiritual overview of palliative care 9. Nursing care for terminal illness patients (palliative care) 10. Pain management 11. Complementary therapies in various health care settings

		benefits of remembering death), including janaiz fiqh		
32	Community Nursing Concepts (LO 1,2,3,4,5,9)	<p>This course discusses basic concepts of community health and nursing, health programs & government policies in dealing with priority health problems in Indonesia, community nursing care and discussions related to issues and trends in community health problems. This course is useful in understanding the basic concepts of community nursing and various special areas in community nursing, especially related to health problems that commonly occur in Indonesia and understanding the mechanism for guaranteeing community nursing services, as well as issues/trends that occur and/or the prerequisites for taking community nursing courses. II. Islamic</p>	<ol style="list-style-type: none"> 1. Able to analyze concepts that support community nursing practice as well as community concepts in Islam (LO 1, 2,3) 2. Able to analyze theories and conceptual models in community nursing (LO 2,3,4,5,9) 3. Simulates the community nursing care process (LO 2,3,4,5) 4. Able to evaluate health programs/policies in overcoming major health problems in Indonesia (LO 2,3,4,5,9) 5. Able to discuss trends and issues in nursing services (LO 2,3,4,9) 	<ol style="list-style-type: none"> 1) Introduction to community health and basic concepts of community nursing <ol style="list-style-type: none"> a. Understanding Health, healthy indicators, characteristics and healthy behavior b. Community health: understanding community, stages of prevention c. Basic epidemiology and population 2). Community as client <ol style="list-style-type: none"> a. Understanding community nursing b. History of the development of community nursing c. Principles of community nursing d. Theories and conceptual models in community nursing 3) Community nursing care <ol style="list-style-type: none"> a. The role, function and ethics of nurses in community nursing b. Community nursing theories and models c. Community nursing process d. Standards of practice in community nursing e. Evaluation programL definition, benefit objectives, stages, methods/tools f. Community ID teaching and learning process g. Complementary therapies in the community 4). Health programs/policies in overcoming major health problems in Indonesia <ul style="list-style-type: none"> • The concept of Health development in Indonesia • Health service system and regional autonomy era policies • Eradication of infectious diseases and environmental health • Community Health coaching program • Public health center • PHN 5). Issues and trends in community nursing services

		integration: the concept of society/community in Islam and the role of Muslim nurses in the health of the people.		Islamic integration a. The concept of society in Islam b. The concept of civil society c. Indicators of a good society in Islam d. Rosululloh's model in building society e. Da'wah and Health f. Nurses as preachers in the health sector g. The purpose of da'wah in an Islamic perspective h. . Da'wah message through medicine
33	Research Methodology & Islamic Scientific Traditions (LO 5,7,8,9)	Discusses philosophy of science, research concepts, development of nursing research, research process, research dimensions, hypothesis testing selection procedures, descriptive statistics, hypothesis testing, comparative, categorical variable hypothesis testing, correlation testing, research proposals, research ethics, and writing research results. Islamic integration: Muslims' obligation to science, the Koran as a source of knowledge, the character of Muslim researchers, Islamic research methods, the role of Muslim scientists in	1. Explain the concept, types and principles of research (LO 5,) 2. Describe the procedures and procedures for conducting research (LO 5) 3. Identifying sources of nursing research problems (LO 5) 4. Identifying appropriate research methods in a research plan (LO5) 5. Identify basic ethical principles and their importance in research (LO 5) 6. Prepare a simple research proposal (LO 5,7, 8, 9)	1. Research problem a. Identify the research topic b. Source of discovery of research problems c. Identification of problems d. Type of research problem e. Problem criteria f. Problem characteristics g. Things that need to be considered in determining the problem h. Survey literature 2. Formulation of the problem a. Library review writing b. Theoretical framework and hypotheses 3. Types of research a. Scope of nursing research b. Quantitative and qualitative c. Case reports, case studies and literature reviews 4. Population, sample and sampling a. Understanding population, sample and sampling b. Calculate the sample size c. Desain sample (probability dan non probability sample) 5. Research instrument a. Type of research instrument

		<p>the development of knowledge, especially in the health sector</p>	<p>b. Test the validity and reliability of the instrument</p> <p>6. Methods and data types</p> <ul style="list-style-type: none"> a. Observation method, interview b. Data type: primary, secondary c. Questionnaire and measurement methods <p>7. Data analysis</p> <ul style="list-style-type: none"> a. Process and analyze data b. Hypothesis testing c. Determine statistical tests <p>8. Prepare a research proposal</p> <ul style="list-style-type: none"> a. Research proposal b. Purpose of the proposal c. Type of proposal d. Benefit from the proposal <p>9. Research ethics</p> <ul style="list-style-type: none"> a. Research ethical interests b. Basic principles of nursing research ethics c. Ethical test <p>10. Presentation of research results and discussion</p> <ul style="list-style-type: none"> a. Analysis of quantitative, qualitative data and literature review results according to the research design b. Presentation of data and analysis of research results <p>11. Scientific writing techniques (title, abstract, table list, images, attachments, citations, bibliography, paraphrase, summary of bibliography writing, manuscript creation</p> <p>12. Islamic integration</p> <p>13. Islam and research</p> <p>14. Source of knowledge for Muslim scientists</p> <p>15. The tradition of seeking knowledge in Islam (scientific research tradition</p> <p>16. The obligation of Muslim scientists towards knowledge</p>
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				17. Manners in using knowledge
34	TOEFL Preparation English (LO 1.9)	Learn the basics and practice of English for Toefl.	<ol style="list-style-type: none"> 1. This course is designed to improve students' competence in using English both orally and in writing. 2. Students are able to use the English they learn in class and practice it when taking the TOEFL. 3. Students are given training starting from the use of the simplest structures to more complex structures 	<ol style="list-style-type: none"> 1. Structure <ul style="list-style-type: none"> - Clauses - Subject Verb agreement, - Noun and Pronoun 2. Reading <ul style="list-style-type: none"> - Finding main idea - organization of ideas including Order of importance, Compare and contrast, and - Cause and effect 3. Listening <ul style="list-style-type: none"> - Focus on second line - Avoid similar sound - Choose answers with synonym 4. Structure <ul style="list-style-type: none"> - Passive structure - Inverted Subject and Verbs 5. Reading <ul style="list-style-type: none"> - Stated Detail Questions - Unstated Detail Questions 6. Listening <ul style="list-style-type: none"> - Draw conclusion about who, where, and what - listen for negative expression - listen for double negative expression - listen for "almost negative" expression - listen for expression of agreement - listen for emphatic expression of surprise 7. Structure <ul style="list-style-type: none"> - Sentence with multiple clauses - Reduced Clause 8. Reading <ul style="list-style-type: none"> - Inferences - Pronoun Reference 9. Listening <ul style="list-style-type: none"> - Longer Conversation

				<ul style="list-style-type: none"> - Determine who, what, and where the conversation take place - Anticipate the questions <p>10. Structure</p> <ul style="list-style-type: none"> - Adjective and Adverb Articles - Comparative and Superlative <p>11. Vocabulary & overall review questions</p> <ul style="list-style-type: none"> - where in the passage something is found - determine the tone of the passage - determine the author's purpose in writing the passage - determine which course the passage might be a part of <p>12. Structure</p> <ul style="list-style-type: none"> - Parallel Structure - Articles <p>13. Structure</p> <ul style="list-style-type: none"> - Usage - make and do - like, alike and unlike - other, another, and others - Preposition <p>14. Listening</p> <ul style="list-style-type: none"> - Determine who, what, and where the conversation take place - Anticipate the questions
35	Family Nursing (LO 1,2,3,4,5,9)	This course focuses on achieving students' ability to provide nursing care to individuals in the family and family context at various stages of family development and health problems that are common as the	<ol style="list-style-type: none"> 1. Able to analyze the concept of family, family nursing and its application to family nursing care including the concept of family from an Islamic perspective (LO 1,2,3,9) 2. Able to analyze theories, concepts, evidence-based interventions to support family nursing care (LO 2,3,9) 3. Able to organize family nursing 	<ol style="list-style-type: none"> 1. The concept of family and family nursing <ol style="list-style-type: none"> a. Family Concept b. Prosperous family concept c. Family nursing concept d. Scope of family nursing e. Family nursing trends and issues f. Family nursing process g. Family nursing care according to growth and development needs h. Nursing care for families with health problems that

	<p>focus of care. The discussion includes concepts, theories related to family nursing practice, the family nursing process and ethical, cultural and Islamic aspects relevant to family nursing practice.</p> <p>Islamic integration: The concept of family in Islam, the purpose of having a family, stages of family development in Islam. Four types of families in Islam, the role of Muslim nurses in family health, as well as discussing family jurisprudence that is relevant to nursing practice</p>	<p>care at each stage of family development and health problems that are common in families in Indonesia (LO 2,3,4,5, 9)</p> <p>4. Able to analyze ethical concepts, cultural competence and pay attention to Islamic values in various roles of family nurses in counseling, advocacy, education, and as providers of nursing services (LO 1, 2,3,5,9)</p> <p>5. Able to identify the impact of health problems on the family on the development of the nursing family (LO 2.9)</p>	<p>are common in Indonesia</p> <p>3. Family nursing care</p> <ul style="list-style-type: none"> a. The concept of family nursing care b. Family assessment c. Formulation of family nursing problems d. Family nursing diagnosis e. Priority of family nursing diagnosis f. Family nursing planning : <ul style="list-style-type: none"> - Direct care - Counseling - ADL fulfillment - Family nursing counseling g. Implementation and evaluation of family nursing <p>The concept of family in Islam Family nurses as a medium for preaching in the health sector The goals of Muslim nurses in kep practice. family Work guide for Muslim nurses Muslim family fiqh Healthy and sick families in the Islamic view Islamic views on the stages of family development and their duties in each development Solving problems in Muslim families The role and values of the Muslim family Muslim family communication The function of the family in Islam Principles of problem solving in Muslim families Sickness wisdom for individuals and families The behavior of Muslim families when facing a family member who is sick Healthy lifestyle of Muslim families (family halaqah, halal food and thoyib)</p>
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36	Community Aggregate Nursing (LO 1,2,3,4,5,9)	<p>Focuses on aggregate community nursing care and addresses various issues and trends in community health problems in the context of primary health care with an emphasis on health promotion, disease prevention and health maintenance. The discussion also covers management in special areas in nursing, including school health nursing, occupational health, home care, quality assurance of community nursing services, trends in community nursing with an emphasis on health, disease prevention and health maintenance as well as identifying community-based interventions related to Islam</p>	<ol style="list-style-type: none"> 1. Develop a community nursing care plan focused on promotion (LO 1, 2,3,4,5) 2. Providing nursing care at home (LO 1, 2,3,4,5,9) 3. Providing nursing care to aggregates in the Community: School Health (LO 1, 2,3,4,5,9) 4. Providing nursing care to the aggregate in the Community: Child and Adolescent Health (LO 1,2,3,4,5,9) 5. Providing nursing care to the aggregate in the Community: Women's and Men's Health (LO 1,2,3,4,5,9) 6. Providing nursing care to the aggregate in the Community: Elderly Health (CP 1,2,3,4,5,9) 7. Providing nursing care to aggregates in the Community: Vulnerable Populations: Mental illness, disability, and neglected populations (LO 1,2,3,4,5,9) 8. Providing nursing care to the aggregate in the community: with population health problems: infectious diseases, pandemic COVID 19 (LO 1, 2,3,4,5,9) 9. Providing nursing care to the aggregate in the community: population health problems: chronic diseases (LO 1,2,3,4,5,9) 10. Practicing complementary therapies in community nursing care (LO 1,2,3,4,5,9) 	<ol style="list-style-type: none"> 1. Health promotion <ol style="list-style-type: none"> a. Health promotion concept b. Health promotion program c. Home care concept d. The concept of a healthy archipelago e. Tourism health concept 2. School Health Nursing <ol style="list-style-type: none"> a. School Health Nursing Concept b. School health nursing care c. School health business program 3. Aggregate aspects in the community: Health of children and adolescents 4. Aggregate care in the community: Women's and Men's Health 5. Aggregate Inspector in the community (Community, nursing home) <ol style="list-style-type: none"> a. Assessment: functional status, cognitive status, depression scale, risk of falls, balance b. Nursing diagnosis c. Plan/implementation (Health Education, TAK, direct care) <ul style="list-style-type: none"> - Fulfilling the basic needs of the elderly - ROM/mobilization/ambulation - Fulfillment of social needs d. Evaluation 6. Community Health Officer for vulnerable populations <ol style="list-style-type: none"> a. Street children b. Disaster area c. Work area (simple industrial/household) d. Correctional setting e. Area rural 7. Community Specialist with population health problems: infectious diseases and the COVID 19 pandemic 8. Community Health Officer Population Health Problems: Chronic diseases 9. Complementary therapy 10. Types of complementary therapies
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				<p>a. <u>Complementary therapy concept</u></p> <p>b. <u>The role of nurses in complementary therapies</u></p> <p>c. Mind body spirit therapy (Imagery, Music intervention, Humor, Yoga, Biofeedback, Meditation, Journaling, storytelling, Animal-Assisted Therap</p> <p>d. Manipulative and body based therapiesMassage, Tha chi, Relaxation Therapies, Exercise)</p> <p>e. Biologically based therapies (Aromatherapy, Herbal medicines, Functional food and nutraceuticals)</p> <p>f. Energy therapies (Light therapy, Healing touch, Reiki, Accupressure, Reflexology</p> <p>11. Focus on complementary therapies</p> <p>12. Complementary therapy techniques</p> <p>13. Health promotion program</p>
37	Gerontics Nursing (LO 1,2,3,4,5,9)	Discusses the basic concepts of gerontic nursing, gerontic nursing theory and nursing care in meeting the basic needs of the elderly, its application to nursing care regarding the bio, psycho, social and spiritual needs of the elderly targeting individuals, families and groups/communities. In addition, this course discusses Islamic views on aging and the elderly and the human	<ol style="list-style-type: none"> 1. Explain the concepts and theories of aging used in gerontic nursing correctly, including the concept of the elderly in Islam and Muslim obligations towards the elderly (LO 1,2,3,9) 2. Demonstrate therapeutic communication strategies in accordance with the problems and developmental conditions of the elderly (LO 1,2,3,4,5) 3. Able to organize nursing care (assessment, data analysis, formulate diagnosis and plan nursing interventions) for the elderly (LO 1,2,3,4,5,9) 	<ol style="list-style-type: none"> 1. Concepts and theories of aging in gerontic nursing <ol style="list-style-type: none"> a. Basic concepts of gerontic nursing b. Theories of aging c. Bio-psycho-socio-cultural changes that commonly occur in the aging process d. National elderly health program e. Strategy issues and activities to promote the health and welfare of the elderly as well as support for people involved in caring for the elderly 2. Therapeutic communication is appropriate to the problems and development of the elderly <ol style="list-style-type: none"> a. Communication with the elderly b. Communication with family groups with the elderly c. Communication problems are common in the elderly d. Formulation of nursing diagnoses in elderly with communication problems

		<p>obligation to be kind to the elderly.</p>		<ul style="list-style-type: none"> e. Planning nursing actions for elderly people with communication problems 3. Gerontic nursing care <ul style="list-style-type: none"> a. Nursing care (assessment, data analysis, nursing diagnosis, intervention) in the elderly with physiological changes b. Nursing care (assessment, data analysis, nursing diagnosis, intervention) for the elderly with psychosocial and spiritual changes in the elderly 4. Concept and Position of the Elderly in Islam <ul style="list-style-type: none"> 1. weaker hand, which is listed in Surat Hud verse 15-16. 2. blurred vision, <u>stated in Surah Al Israverse 72.</u> 3. feeling more sensitive as in Surat Luqman verse 22. Also fragile eaten by loneliness in Surat Al An'am verse 32. 4. Fourth, one by one the teeth fall out as in Surah Ali Imron verse 145. 5. Fifth, fragile and porous bones as in Surat An Nisa verse 78 6. Sixth, gray hair appears as in Ali Imran verse 185. <ul style="list-style-type: none"> 1. Bones weakened, full of gray hair 2. QS. Maryam 19: Verse 4 3. Age is very leverage QS. Maryam 19: Verse 8)
38	Nursing Leadership and Management (LO 1,2,5,6, 9)	<p>This course studies how to manage a group of nurses using management roles and functions in order to provide nursing care to clients in a nursing service setting at the ward level in a hospital. Develop</p>	<ol style="list-style-type: none"> 1. Distinguish between various theories, types of leadership, roles and functions of nursing management in the management of nursing care (LO 1.2) 2. Develop a nursing management plan for a ward unit in accordance with the stages of planning preparation and service accreditation standards (LO 1,2, 	<ol style="list-style-type: none"> 1. Leadership, roles and functions of nursing management 2. Nursing management planning 3. Organizing function 4. Nursing staff is in accordance with the needs of the ward 5. Directing function 6. Quality control of nursing care and services 7. Conflict in ward nursing care

		<p>collaborative skills in achieving organizational goals and apply leadership concepts, management roles and functions. Emphasis on the topic of the role and function of the nursing unit manager. Islamic integration: humans as caliphs, especially nurses as caliphs in their field, the concept of leadership in Islam, Muslim nurses must be able to become leaders and managers. Islamic leadership concept, Ibrah from the leadership of the Prophet Muhammad SAW, postulates about leadership.</p>	<p>5, 9)</p> <p>3. Determine organizing function activities in accordance with organizing principles (LO 1,2,6,9)</p> <p>4. Plan simple nursing staff in accordance with nursing room needs (LO 1,2,5,6,9).</p> <p>5. Simulating the activities of the ward manager in the direction function (LO 1,2,5,6,9)</p> <p>6. Develop quality control efforts for nursing care and services (LO 1,2, 9)</p> <p>7. Planning conflict resolution in the implementation of inpatient nursing care (LO 1,2,5,9)</p> <p>8. Play a role in the conference & consideration process according to management concepts (LO 1,2, 5,6, 9)</p>	<p>8. Conference and consideration according to management concept</p> <p>9. Management and arrangement of work flow in the implementation of handling COVID 19 patients</p> <p>10. Advocate for hospital management in the effectiveness and efficiency of patient service and healing processes</p> <p>11. Interpersonal adaptation and managing emotions in dealing with burnout for COVID/other disease patients</p>
39	Emergency Nursing (LO 1,2,3,4,5,9)	<p>Discusses the concept and planning of ethical, legal and culturally sensitive nursing care for clients who have actual problems and risks that occur suddenly or cannot be predicted and without or accompanied by environmental conditions that cannot</p>	<p>1. Applying philosophy, holistic concepts and emergency nursing processes (LO 1,2,3,4,9)</p> <p>2. Able to apply the Nursing process to patients in the emergency nursing area (LO 1,2,3,4,5,9)</p> <p>3. Carrying out nursing care simulations with emergency, emergent and emergency cases related to disorders of various systems in individuals by paying attention to legal and ethical aspects. (LO 1,2,3,4,5,9)</p>	<p>1. Philosophy, holistic concept and emergency nursing process</p> <p>a. Emergency nursing concept</p> <p>b. The role and function of emergency nurses</p> <p>c. Legal and culturally sensitive ethics in emergency nursing</p> <p>d. The effects of emergency conditions on patients and families</p> <p>e. End of life issues in emergency nursing</p> <p>f. Trauma mechanism</p> <p>2. Nursing Process for patients in the emergency nursing area</p> <p>a. Emergency nursing process</p>

	<p>be controlled, and the client's condition threatens danger. Nursing care planning is developed in such a way that it is hoped that it can prevent or reduce death or disability that may occur.</p> <p>Islamic integration: Islamic propositions about emergency situations in the health context, rukhshah for both patients and helpers during emergency situations (example: help to patients who need a long time, the story of rufaidah who set up an emergency tent during the war with the Prophet)</p>	<ol style="list-style-type: none"> 4. Carrying out health education simulations with emergency cases, emergencies and emergencies related to multi-systems in individuals of various age levels by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9) 5. Integrating research results into nursing care in overcoming problems related to emergencies, emergencies and emergencies related to various systems (LO 3,4,9) 6. Carrying out simulations on the management of nursing care for individuals with emergencies, emergencies and emergencies related to various systems by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9) 7. Carrying out advocacy and communication functions in emergency cases, emergencies due to disruption of various systems (LO 1,2,5) 8. Demonstrate nursing intervention in emergencies in accordance with applicable standards by thinking creatively and innovatively so as to produce efficient and effective services (LO 1,2,3,4,5,9) 	<ol style="list-style-type: none"> b. Primary and secondary assessment c. Triage <ol style="list-style-type: none"> 3. Management of nursing care for emergency cases includes: intervention and collaboration and independent (medical, pharmacological and dietary) cases as follows: <ol style="list-style-type: none"> a. Shock: hypovolemic; septic hyperglycemia b. Non-traumatic emergencies <ul style="list-style-type: none"> - Angina - Acute Myocardial Infarction - Cardiac arrest - Status asthmaticus - Respiratory failure - Stroke - Abdominal bleeding: melena - Acute Kidney disease - Overdose and poisoning c. Trauma emergencies <ul style="list-style-type: none"> - Head trauma - Burns 4. Health education simulation for emergencies, emergencies and emergency cases (AMI, Stroke, Diabetes, Prevention of injury in traffic accidents) 5. Latest research related to management/nursing care for cases: (AMI, Stroke, Diabetes, Prevention of injury in traffic accidents) 6. Comprehensive case management in patients who experience emergency, urgent and emergent conditions due to disorders of various systems, especially in the top 10 cases as follows: (Shock, AMI, stroke, diabetes, status asthmatis, head trauma, burns, musculoskeletal trauma, fractures, HIV AIDS, COVID 19) 7. Advocacy and communication functions in emergency cases <ol style="list-style-type: none"> a. The role of the emergency nurse b. Communication in emergency nursing
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				<ul style="list-style-type: none"> c. Ethical framework for ethical decision making d. Ethical dilemmas in the area of emergency nursing e. Advocacy function for emergency patients <p>8. Nursing interventions in emergencies are in accordance with applicable standards</p> <ul style="list-style-type: none"> a. Primary survey and secondary survey (assessment of the emergency nursing area_ b. Triage c. Bidding d. Airway clearance and cervical control e. BCLS <p>A. SDKI, SLKI, SIKI</p> <p>B. Emergency worship fiqh</p> <p>C. Thibbun Nabawi Poisoning</p> <p>D. RJP or talqin (zoominar)</p> <p>E. Guidance after death</p> <p>F. Dhikr guidance</p> <p>G. Integration of Islam in skills procedures</p> <p>Body mechanics in prayer</p>
40	Biostatistik (LO 1, 7,8)	<p>This course discusses statistical principles, levels of measurement, graphical presentation, descriptive measures of summary statistics, dispersion and association of inferential statistics, hypothesis testing, and applications in interpreting nursing research literature. Al-Quran verses containing</p>	<ol style="list-style-type: none"> 1. Students are able to process the statistical data provided according to the objectives (LO 1,7) 2. Students are able to present the results of data analysis in the form of tables, diagrams, graphs, etc. (LO, 1,7,8) 3. Students are able to determine whether there is a relationship between two variables using bivariate statistical tests according to the type of data that has been categorized (LO 1, 7) 	<ol style="list-style-type: none"> 1. Statistical science 2. Data presentation techniques 3. Bivariate statistical test 4. The importance of statistical knowledge for Muslim nurses

		mathematical/statistical concepts, religion as a basis for decision making (honesty)		
41	Critical Nursing(LO 1,2,3,4,5,9)	<p>Discusses the concept and planning of ethical, legal and culturally sensitive nursing care for clients who experience critical and life-threatening conditions. Nursing care planning is developed in such a way that it is hoped that it can prevent or reduce death or disability that may occur.</p> <p>Islamic integration: critical concepts, withdrawing life support in Islam, euthanasia in the Islamic view during critical conditions, spiritual guidance during critical times: worship, spirituality, and death</p>	<p>a. Applying philosophy, holistic concepts and critical nursing processes (LO 1,2,3,4,9)</p> <p>b. Carry out nursing care simulations with critical cases related to disorders of various systems in individuals by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9)</p> <p>c. Carrying out health education simulations with critical cases related to disorders of various body systems in individuals by paying attention to legal and ethical aspects (LO 1,2,3,4,5,9)</p> <p>d. Integrating research results into nursing care in overcoming problems related to critical cases related to various body systems (LO 3,4,9)</p> <p>It is. Carrying out simulations on managing nursing care for individuals with critical cases related to various systems by paying attention to legal and ethical aspects (LO</p>	<p>1. Philosophical, holistic concepts and critical nursing processes</p> <p>a. Critical nursing concept</p> <p>b. The role and function of critical nurses</p> <p>c. Nursing process in the critical nursing area</p> <p>d. Effects of critical conditions on patients and families</p> <p>e. End of life issues in critical nursing, psychosocial and spiritual aspects of Islam</p> <p>2. Critical nursing care in various systems with attention to legal and ethical aspects</p> <p>a. Pathophysiology, pharmacology and diet therapy in critical cases and their implications for nursing in various body systems'</p> <p>b. Critical nursing care (assessment, data analysis, nursing diagnosis, intervention, implementation and comprehensive evaluation including bio-psycho-social and cultural, spiritual in various systems)</p> <p>c. Legal ethics in critical nursing cases</p> <p>3. Case analysis by integrating research results</p> <p>a. The results of the research are related to problems in critical cases of sharing systems</p> <p>b. Trends and issues related to problems in critical cases sharing systems (HIV AIDS, COVID-19, SARS, bird flu)</p> <p>c. Evidence based practice in managing problems in critical cases of various body systems</p> <p>4. Health Education in critical cases</p> <p>5. Primary, secondary and tertiary contamination of critical patients due to disorders in various body systems</p> <p>6. Nursing action skills in critical patients in various body systems</p>

			<p>1,2,3,4,5,9)</p> <p>f. Carrying out advocacy functions in critical cases related to various body systems (LO 1,2,5)</p> <p>g. Demonstrate nursing interventions in critical cases in accordance with applicable standards with creative and innovative thinking to produce efficient and effective services (LO 1,2,3,4,5,9)</p>	<p>7. The role and function of nurse advocacy in critical cases</p> <p>8. Use and care of mechanically ventilated patients:</p> <ul style="list-style-type: none"> a. Principles of mechanical ventilation management b. Indications of side effects from using a mechanical ventilator <p>9. Treatment of patients using a mechanical ventilator</p> <p>10. End of life issues from an Islamic perspective; Islamic spirituality</p> <p>11. nutrition in the Islamic view</p> <p>12. Pain therapy in Islam</p> <p>13. brainstem death in an Islamic survey</p> <p>14. Sedation in the Islamic view</p> <p>15. The jurisprudence of mechanical ventilation</p> <p>16. Spiritual Islam</p> <p>17. Pray and say basmalah when starting the action</p> <p>18. Purify & pray for patients on ventilators</p> <p>19. Cleanse and pray</p> <p>20. Prayer and remembrance</p> <p>21. Body mechanics in prayer</p>
42	Islamic Entrepreneurship in Nursing (LO 1,2,3,4,5,7,8,9)	Discusses the basic concepts of entrepreneurship, characteristics of entrepreneurs, entrepreneurial pathways, business opportunities, business feasibility studies, business plans, business marketing with digital marketing and business evaluation, especially in the health and nursing fields.	<p>1. able to identify concepts and business opportunities in Islamic entrepreneurship (LO 1, 2)</p> <p>2. Applying Islamic principles in entrepreneurship (LO 1,2,3, 4,5,6,7,8,9)</p>	<p>1. sky business.</p> <p>2. Rasulullah's business strategy</p> <p>3. The key to success in your business</p> <p>4. Code of ethics for Muslim entrepreneurs (abandon usury, turn to alms)</p> <p>5. Team building concept (marketing and sales)</p> <p>6. Building a Brand through market research (Practice)</p> <p>7. financial management</p> <p>8. Fiqh muamalah</p>

		Including a discussion of muamalah fiqh.		
43	Continuous Chronic Disease Care Management (LO 1,2,3,4,5,9)	This course discusses the concepts and practices of chronic disease management from the hospital to care in the community, discharge planning, concepts and programs for self-management of chronic diseases with a focus on individual, family involvement, and Islamic views on illness and treatment.	When students are faced with cases of chronic diseases that are common in Indonesia, they are able to organize nursing care by focusing on self-care skills, family and community involvement by paying attention to ethics, morals, law, culture and universal Islamic values as rahmatan lil alamin. (C6, A5, P4)	<ol style="list-style-type: none"> 1. The concept of chronic disease 2. Chronic disease management from community hospitals 3. The impact of chronic disease on individuals (bio-psycho-social), families and society 4. Social support for chronic disease care 5. Discharge planning in chronic disease management 6. Self Management Program 7. Pharmacological management in long-term treatment 8. Use of alternative treatments for chronic diseases and their considerations 9. Referral to chronic disease management 10. Islamic view of illness
44	Disaster Nursing (LO 1,2,3,4,5,9)	This course discusses the concept, types, classification and characteristics of disasters and the impact of disasters on health, principles of disaster emergency management, disaster preparation, systematic assessment, nursing actions during the disaster phase, psychosocial and spiritual care for disaster victims, care for vulnerable populations, ethical and legal aspects of	<ol style="list-style-type: none"> a. Explain the integrated disaster management system which is integrated into the health service system in a comprehensive and systematic manner as well as Islamic disaster studies. (LO 1,2,3) b. Carry out assessment simulations quickly, precisely and systematically on conditions before, during and after a disaster (LO 1,2,3) c. Carrying out health education simulations about preventing and managing the bad impacts of disasters (disaster mitigation) by integrating adult learning principles and theories based on evidence based practice with an Islamic approach (LO 1,2,3,5) d. Demonstrate helping disaster victims and disaster management by paying attention to the safety of 	<ol style="list-style-type: none"> 1. Integrated disaster management system <ol style="list-style-type: none"> a. Introduction to disaster nursing b. The impact of disasters on health c. Integrated disaster management system d. Health service system e. Ethical and legal aspects in disaster nursing f. Disaster management planning g. Policy development and planning h. Endemic Covid 19 2. Disaster assessment and surveillance techniques <ol style="list-style-type: none"> a. Disaster triage concepts and models b. Systematic assessment before, during, and after disasters among victims, survivors, vulnerable populations, and community-based c. Disaster surveillance d. Documentation and reporting of disaster assessment results 3. Prevention and management of the negative impacts of

	<p>disasters, protection for staff, interdisciplinary approaches, post-disaster recovery and application of evidence based practice in disaster nursing. Student learning activities are oriented towards achieving critical, systematic and comprehensive thinking skills in applying disaster nursing concepts with a holistic, ethical and culturally sensitive approach.</p> <p>Islamic integration: the concept of disaster in Islam and disaster stories in the Koran, Muslim attitudes towards burial disasters during disasters and the MUI fatwa.</p>	<p>victims and officers, environmental safety and security and using a disciplined approach by applying the concept of disaster nursing with a holistic, ethical and culturally sensitive approach (LO 1,2,3,4 ,5,9)</p> <p>e. Carrying out disaster management planning simulations in various areas (health services and non-health services) with an interdisciplinary approach and Islamic integration (LO 1,2,3,4,5,9)</p> <p>f. Carrying out post-disaster recovery simulations (LO 1,2,3,4,5,9)</p> <p>g. Carrying out Matra Health simulations (LO 1,2,3,4,5,9)</p> <p><i>Application evidence based practice in disaster nursing</i></p>	<p>disasters (disaster migration)</p> <ol style="list-style-type: none"> Disaster preparation and mitigation Application of Health Education in preventing and managing the negative impacts of disasters Community empowerment Education and preparedness Evidence of best practice in disaster nursing <p>4. Safe procedures for helping disaster victims and disaster management</p> <ol style="list-style-type: none"> Disaster emergency management (4 Cs: Command, control, coordination, and communication) Care for individuals and communities Psychosocial and spiritual care for disaster victims Care for vulnerable populations (elderly, pregnant women, children, people with chronic illnesses, disabilities, mental illness) Fulfillment of long-term needs Disaster management planning in various areas and community empowerment <ol style="list-style-type: none"> Disaster management application with a comprehensive approach to each phase (prevention, mitigation, planning/response/recovery) Risk reduction, disease prevention and health promotion Communication and dissemination of information Psychosocial and spiritual care for disaster victims Care for vulnerable populations (elderly, pregnant women, children, people with chronic illnesses, disabilities, mental illness) Protection and care for officers and care givers Inter and multidisciplinary team
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collaboration
viii. Community empowerment
ix. Matra Health

5. Explain the management of corpses during a disaster

- a. Understand the basic principles of the management of dead bodies in disasters.
- b. Review important epidemiological issues related to mass dead bodies.
- c. Understand principles of cadaver identification.
- d. Review techniques of dead body disposal in disasters.
- e. MUI fatwa on handling corpses during a disaster
- f. Fiqh of disaster
- g. The concept of ecology in the Qur'an
- h. Disaster in Al quran
- i. When is a disaster called calamity, bala', slander, and punishment
- j. Disaster prevention solution steps
 - Disaster management according to the Koran
 - Prayer when experiencing a disaster
 - Humans are caliphs on earth. Muslims' obligations to the environment
 - Involving Islamic aspects in creating disaster management guidelines
 - Accepting the destiny of Allah SWT Sincerely, patiently
 - Sincere and patient for helpers
 - Rehabilitation from a spiritual aspect
 - Obligation to help others
 - Muslims work professionally, working as part of worshiping Allah SWT
 - Help each other in emergencies
 - Management of corpses according to Islam during a disaster

45	Continuous Chronic Disease Care Management Practices (LO 1,2,3,4,5,6,7,8,9)	<p>Introduction of students to clinical nursing practice, especially regarding sustainable chronic disease management in various scientific fields and nursing service settings.</p> <p>Islamic integration: Attitudes and behavior of Muslim nurses based on morals and practice</p>	<p>When students are faced with cases of chronic diseases that are common in Indonesia, they are able to organize and implement nursing care by focusing on self-care skills, family and community involvement by paying attention to the concept of sustainable care, ethics, morals, law, culture and Islamic values. is universal as rahmatan lil alamin under the supervision of the clinical instructor and in accordance with the student's authority limits (C6, A5, P4)</p>	<ol style="list-style-type: none"> a. Chronic disease management from community hospitals b. The impact of chronic disease on individuals (bio-psycho-social), families and society c. Social support for chronic disease care d. Discharge planning in chronic disease management e. Self Management Program f. Pharmacological management in long-term treatment g. Use of alternative treatments for chronic diseases and their considerations h. Referrals for chronic disease management i. Islamic view of illness j. Implement nursing planning by applying nursing jurisprudence
46	Clinical Laboratory Introduction Practice (LO 1,2,3,4,5,6,7,8,9)	<p>Introduction of students to clinical nursing practice in various scientific fields and nursing service settings.</p> <p>Islamic integration: Attitudes and behavior of Muslim nurses based on morals and the application of nursing jurisprudence in service</p>	<p>When students are faced with a case of Introduction to Clinical Laboratory Practice, students are able to organize nursing care according to the problems they face, and can be implemented by paying attention to existing resources. by paying attention to the concept of sustainable care, ethics, morals, law, culture and universal Islamic values as rahmatan lil alamin under the supervision of the clinical instructor and in accordance with the limits of student authority (C6, A5, P4)</p>	<ol style="list-style-type: none"> a. Develop nursing care plans in accordance with professional standards and integrate Islamic values b. Conduct assessments regarding the basic needs of clients and families c. Establish nursing diagnoses related to impaired fulfillment of basic needs d. Develop nursing interventions and their rationale e. Implement nursing planning by applying nursing jurisprudence f. Conduct nursing evaluations g. Professional skills in fulfilling basic needs independently & completely (4), under supervision (3) and having seen or demonstrated by a clinical instructor or senior nurse (2)
47	Scripts (LO 1, 7,8,9)	<p>This course focuses on the application of research methodology, statistics, critical and</p>	<ol style="list-style-type: none"> 1. Able to identify research problems (LO 1) 2. Able to create research plans (LO, 1.7) 3. Able to conduct research 	<ol style="list-style-type: none"> 1. Research problems (research phenomena, science, cases, relevant concepts/theories, background, research topics and titles) 2. *DSVIA research method: Research design, research sample, variables, instruments, analysis

		<p>logical thinking to nursing problems which are the focus of attention. The process carried out is identifying research problems, making research proposals, conducting research, reporting research results.</p> <p>Islamic integration: research topics related to Islam and health, attitudes and behavior of Muslim nurses in conducting research</p>	<p>(primary, secondary data and literature review) (LO, 1,7,8)</p> <p>4. Able to prepare research reports in the form of a thesis (LO 1,7,8,9)</p> <p>5. Accountable for research results through thesis trials</p> <p>6. Able to draft articles from research results</p>	<p>3. Research reports (proposals, research results reports, manuscripts in journals, citations, reference manager)</p> <p>4. Attitudes and behavior of Muslim nurses in research (akhlaql karimah)</p> <p>5. Topik-topik Islamic reveled knowledge</p>
48	Shar'i Basic Professional and Nursing Skills (LO 1,2,3,4,5,6,8,9)	<p>This is the initial part of a series of professional stage nurse education processes. This is the initial part of a series of professional stage nurse education processes that will be followed by all students. The focus is on disturbances in meeting basic needs and implementing nursing actions to meet the needs of clients and families using the nursing process.</p> <p>Basic professional nursing is focused on honing students'</p>	<p>2. carry out assessments related to the basic needs of clients and families using an Islamic approach (1, 2, 3)</p> <p>3. establish nursing diagnoses related to basic needs disorders</p> <p>4. develop nursing interventions and rationale (5,6, 8)</p> <p>5. implement nursing planning (5, 6,8)</p> <p>6. carry out nursing evaluations (4)</p> <p>7. documenting nursing care (9)</p>	<p>1. Develop nursing care plans in accordance with professional standards and integrate Islamic values</p> <p>2. Conduct assessments regarding the basic needs of clients and families</p> <p>3. Establish nursing diagnoses related to impaired fulfillment of basic needs</p> <p>4. Develop nursing interventions and their rationale</p> <p>5. Implement nursing planning by applying nursing jurisprudence</p> <p>6. Conduct nursing evaluations</p> <p>7. Professional skills in fulfilling basic needs independently & completely (4), under supervision (3) and having seen or demonstrated by a clinical instructor or senior nurse (2) as follows:</p> <p>a. Fulfillment of oxygenation needs (Adjusting the semi-Fowler position (4), Monitoring the level of orientation (4), breathing exercises (4), Effective coughing techniques (4), Positioning (4), Effective coughing techniques (4), Breathing exercises (4), Pursed lip breathing exercises (4) Administering inhaled medication (4), administering nasal medication</p>

	<p>abilities so they are able to behave and act as professional nurses. The ability in question is the ability to carry out an analysis of disturbances to the basic needs of clients and families. Be caring at every opportunity to provide nursing care, foster interpersonal relationships with clients and their families, provide care when clients and families experience disruption in meeting basic needs.</p> <p>This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>(4), administering oxygen with a face mask (4), administering oxygen through a nasal cannula (4)</p> <p>b. Fulfillment of nutritional needs (Providing food (4), Enteral feeding (4), Feeding via NGT (4), Providing drinks (4), Monitoring body weight (4), Early detection of nutritional status (3), Monitoring nasogastric patency (4), Gastric residue monitoring (4), Nasogastric tube monitoring (4) Subcutaneous drug administration (4), Drug administration via nasogastric tube (4)</p> <p>c. Meeting fluid needs (Monitoring vital signs (4), Setting the supine position (4), Setting the Trendelenburg position (4) Monitoring intravenous access and infiltration (4), Monitoring urine intake and output (4) Taking specimen samples (4), Installation of intravenous access (4), Administration of intravenous drugs (4))</p> <p>d. Fulfillment of elimination needs Treatment of urinary incontinence (4), High fiber food facilities (4), Regular urination facilities (4), Manual fecal evacuation (3) Monitoring fecal elimination patterns (4), Monitoring urine elimination patterns (4), Monitoring bowel sounds (4) Constipation (3), education about cleansing and praying for clients with urinary catheters/stoma/incontinence (4) Giving suppository medication (4), giving stool softeners (4), installing a urinary catheter (4)</p> <p>e. Fulfilling the need for safety & comfort Providing cold compresses (4), Providing warm compresses (4), Providing guided imagination techniques (4), Providing relaxation techniques: general and dhikr (4), Providing music therapy/murotal quran/asmaul husna (4), Arranging a comfortable position (for example: pillow support, protecting joints during movement) (4), Providing a safe and comfortable environment (4), Identification of drug use (4), Identification of allergic reactions (4), Identification of safety risks (4), Monitoring the risk of falls (4), Installing safety equipment (4), Providing bed rest (4), Using personal</p>
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			<p>protective equipment (4), Facilitating stress relief before bed (4) Monitoring pain (4), Deep breathing relaxation techniques (4) , pressure ulcer prevention (4), self-monitoring of pain (4), infection prevention (4), fall prevention (4), family visits (family education) (4), skin care (4), intramuscular drug administration (4), Intraosseous drug administration (2), topical drug administration, vaginal drug administration (4)</p> <p>f. Fulfillment of activity and mobilization needs (Optimal body positioning for passive or active joint movement (4), Providing passive ROM exercises (4), Providing active ROM exercises (4), Physical mobilization support (3), Ambulation support (3), Elevation extremities (4) Activity tolerance monitoring (4) physical activity (4), ambulation (4), physical mobilization (4) Occupational therapy collaboration (4)</p> <p>g. Fulfillment of personal hygiene (client's oral care in bed (4), Self-care support: tub/baby (4), Self-care support: dressing (4), Self-care support: eating/drinking (4), Self-care support: bathing (4), Foot care (4), Nail care (4), Hair care (4) Personal care (4), Denture care (4), Foot care (4), Oral care (4), Hygiene promotion (4))</p> <p>h. Meeting sensory needs (Ear irrigation, nose care (4) Education on hearing aid care (3) Giving eye drops (4), Giving eye ointment (4), Cleaning the outer ear (4), Cleaning cerumen (4),</p> <p>1. Fulfillment of spiritual needs Spiritual support: wisdom for illness and healing from Allah (Tauhid) (4), support for the implementation of worship: tayammum, procedures for praying when sick (4), Support for spiritual development: general and Islamic (4), Care of corpses: general and Islam (3), guiding clients and families during the sacratul death (2), paying attention to gender issues in Islam (4) Identifying the need for spiritual support (4) Purifying oneself when sick (4), how to pray when sick, guidance on the sacratul death for the family</p>
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49	Psychiatric Nursing Professional Practice (LO 1,2,3,4,5,6,8,9)	<p>It is a stage that leads students to adapt to the profession to accept the gradual delegation of authority in carrying out mental nursing care provided to individuals, families and communities in a preventive, promotive, curative and rehabilitative manner as well as providing health education, carrying out advocacy functions for clients, make legal and ethical decisions and use the latest research results related to psychiatric nursing.</p> <p>This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<ol style="list-style-type: none"> 1. carrying out therapeutic communication in providing nursing care to clients with mental disorders (5) 2. use effective interpersonal skills in teamwork (1, 2, 3, 5, 6) 3. use technology and health information effectively and responsibly ((3) 4. provide nursing care to individuals, children and families who experience bio-psycho-socio-spiritual adaptation problems, especially mental disorders with core problems; hallucinations, delusions, low self-esteem, social isolation, suicidality, violent behavior and self-care deficits. Practical participants carry out the mental nursing process using an Islamic approach (1,2,3,4,5,6) 5. using ethical and legal decision-making steps (2, 9) 6. provide culturally sensitive care by respecting each client's unique ethnicity, religion or other factors (1,2,3,4,5,6) 7. collaborating various aspects in meeting clients' health needs (1,2,3,4,5,6) 	<ol style="list-style-type: none"> 1. Therapeutic communication in providing nursing care to clients with mental disorders 2. Interpersonal skills with mental disorders 3. Health technology and information effectively and responsibly 4. Nursing care for individuals, children and families who experience bio-psycho-socio-spiritual adaptation problems with core problems: hallucinations, delusions, low self-esteem, social isolation, suicide, violent behavior and self-care deficits 5. Ethical and legal decision making steps 6. Culturally sensitive care respects each client's unique ethnicity, religion or other factors 7. Collaboration of various aspects in meeting client health needs 8. Nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective 9. Quality care is holistic, continuous and consistent 10. The function of advocacy is to defend the client's right to make decisions for himself 11. Application of nursing fiqh according to the cases encountered 12. Application of akhlaql karimah as a Muslim nurse

			<ol style="list-style-type: none"> 8. demonstrate nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective (1,2,3,4,5,6) 9. develop critical, logical and ethical thinking patterns in developing mental nursing care. (1,2,3,4,5,6) 10. provide quality care holistically, continuously and consistently (1,2,3,4,5,6,9) 11. carry out advocacy functions to defend clients' rights to make decisions for themselves. 12. maintain a consistently safe environment through the use of quality management and risk management strategies 13. provide support to the care team by maintaining accountability for the nursing care provided. 14. creating a conducive work environment 15. develop self-potential to improve professional abilities 16. contribute to developing the nursing profession 17. use research results to be applied in providing nursing care. 	
50	Medical Surgical Nursing	It is a PPN program to be able to adapt the	<ol style="list-style-type: none"> 1. carry out effective communication in providing 	1. Cardiovascular System and Hematology Disorders

	<p>Professional Practice (LO 1,2,3,4,5,6,8,9)</p> <p>profession in accepting gradual delegation of authority when providing professional nursing care, providing health education, carrying out advocacy functions for clients, making legal and ethical decisions using the latest research results related to nursing for adults. The practice of the medical-surgical nursing profession includes nursing care for adult clients in the context of families who experience problems in meeting their basic needs due to disorders of one organ system or several body organ systems. This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>nursing care to adults</p> <ol style="list-style-type: none"> 2. Use effective interpersonal skills in teamwork 3. use technology and health information effectively and responsibly 4. using ethical and legal decision-making steps. 5. provides culturally sensitive care by respecting each client's unique ethnicity, religion or other factors 6. collaborating on various aspects in meeting the health needs of adult clients. 7. demonstrate nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective. 8. develop critical, logical and ethical thinking patterns in developing adult nursing care 9. provide quality care in a holistic, continuous and consistent manner 10. carry out advocacy functions to defend clients' rights to make decisions for themselves 11. maintain a consistently safe environment through the use of quality management and risk management strategies 12. carry out health services in accordance with applicable policies in the health sector 13. provides support to the care 	<ol style="list-style-type: none"> 2. Physiology of the cardiovascular system and hematology 3. Assessment of the cardiovascular system, hematology and peripheral circulation 4. Anamnesis related to the cardiovascular system, hematology and circulation with therapeutic communication 5. Physical examination (including identifying heart sounds) 6. Hematology physical examination 7. Physical examination of peripheral circulation 8. Electrocardiography 9. Supporting examinations of the cardiovascular, peripheral and hematological systems (preparation & post examination, types and results) 10. Nursing diagnosis of disorders of the cardiovascular system, peripheral circulation and hematology 11. Nursing interventions for cardiovascular disorders 12. Heart conduction disorders 13. Infection 14. Heart vascular circulation disorders 15. Heart structure disorders 16. Nursing interventions for peripheral circulation disorders 17. Violation of venous circulation 18. Arterial circulation disorders 19. Nursing interventions for hematological disorders 20. Disorders of blood production in the bone marrow 21. Disorders of blood formation 22. Bone marrow transplantation, transfusion of non-Muslim blood in the Islamic view according to the Koran and hadith 23. Management of patients with dysrhythmias and conduction problems. 24. Management of patients with structural heart disorders, infections and inflammation 25. Management of cardiac surgery patients 26. Digestive System Disorders
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		<p>team by maintaining accountability for the nursing care provided</p> <p>14. creating a conducive work environment</p> <p>15. develop self-potential to improve professional abilities</p> <p>16. contribute to developing the nursing profession</p> <p>17. use research results to be applied in providing nursing care.</p>	<p>27. Review of the anatomy and physiology of the digestive system</p> <p>28. Digestive system assessment, laboratory & diagnostic examinations to determine digestive system disorders: Gastroscopy, Colonoscopy, Proctosigmoidoscopy, Antroscopy, Ultrasound, MRI, gastric analysis, upper/lower digestive tract examination with barium, stool analysis</p> <p>29. Nursing care for digestive system disorders</p> <p>30. disorders around the mouth: tumors, disorders of the salivary glands, dysphagia, pain, burning sensation, achalasia, hiatal hernia, diverticula, esophageal spasm, trauma.</p> <p>31. eating disorders: anorexia nervosa, bulimia nervosa, obesity</p> <p>32. inflammatory and neoplastic: acute gastritis, chronic gastritis, peptic ulcer, gastric cancer, colon cancer.</p> <p>33. Congenital abnormalities: Hirschsprung, esophageal atresia with tracheoesophageal fistula.</p> <p>34. Gastrointestinal infections: appendicitis, peritonitis,</p> <p>35. hemoroid, fistula rektal, abscess fistula, tumor rectum.</p> <p>36. Medical and pharmacological management of patients with digestive disorders:</p> <ul style="list-style-type: none"> a. actions to overcome disorders of the digestive system: install SB tube, feeding through NGT, surgery, Stoma and others. <p>37. Endocrine System Disorders</p> <p>38. Review of the anatomy and physiology of the endocrine system:</p> <ul style="list-style-type: none"> a. liver metabolism, drug metabolism, bile formation, bilirubin excretion, gallbladder function <p>39. Endocrine system assessment</p> <p>40. Diagnostic evaluation of liver function, liver examination, liver function tests, other diagnostic examinations</p>
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				<p>g. Radioisotope examination</p> <p>h. Pengukuran urodinamik</p> <p>122. Management of patients with renal and urinary dysfunction</p> <p>123. Maintenance of adequate urinary drainage</p> <p>124. Catheterization</p> <p>125. Suprapubic bladder drainage</p> <p>126. Dialysis</p> <p>127. Hemodialysis</p> <p>128. Dialysis peritoneal</p> <p>129. Treatment of patients undergoing hemodialysis</p> <p>130. Patients undergoing kidney surgery</p> <p>131. Preoperative considerations</p> <p>132. Perioperative problems</p> <p>133. Postoperative management</p> <p>134. Renal and urinary system disorders.</p> <p>135. Application of nursing fiqh according to the cases encountered</p> <p>136. Application of akhlaqul karimah as a Muslim nurse</p>
51	Pediatric Nursing Professional Practice (LO 1,2,3,4,5,6,8,9)	<p>It is a PPN program to be able to adapt the profession in accepting gradual delegation of authority when providing professional nursing care, providing health education, carrying out advocacy functions for clients, making legal and ethical decisions using the latest research results related to nursing for children. Child nursing VAT covers children with various age levels</p>	<p>1. Carrying out effective communication in providing nursing care for children of various age levels in the family context</p> <p>2. Use effective interpersonal skills in teamwork</p> <p>3. use technology and health information effectively and responsibly</p> <p>4. Using the nursing process in solving the problems of child clients at various age levels in a family context with an Islamic approach in a clinical setting:</p> <p>a. Infants and children with thermoregulation disorders: MAS, RDS, Premature, and LBW, infectious diseases (Typhoid, neonatal sepsis,</p>	<p>a. Assessment of children's health status at all age levels: Taking current health history: main complaint, current complaints directly from the informant (child/mother/father) and indirectly (lab data, photos, EKG, EEG)</p> <p>b. Past medical history: Prenatal, intranatal, postnatal history, history of diet, illness, injury and previous surgery, allergies, medication, immunizations, growth (BB, TB, LK, LD, teeth) and development (independence and sociability, fine motor skills, language and reasoning, gross motor skills, habits) nutritional status of children</p> <p>c. Physical examination and assessment of development in babies and children, both normal and sick, at all ages</p> <p>a. Physical examination:</p>

	<p>(neonates, babies, toddlers, preschool, school and teenagers) in the family context which aims to optimize growth and development in healthy children, acutely ill children, and illnesses that threaten the child's life, children with social pediatric problems and integrated management of sick toddlers, using a nursing process approach in a clinical setting.</p> <p>This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>b. NEC, febrile seizures, Morbili), hyperbilirubinemia, burns.</p> <p>b. Babies and children with oxygenation problems due to neonatal asphyxia, RDS, ARI/Pneumonia, Asthma, Anemia, tuberculosis, thalassemia, congenital heart defects (ToF, PDA, VSD, ASD)</p> <p>c. Babies and children with malignant problems: leukemia, retinoblastoma, rhabdomyosarcoma, malignant lymphoma, meningoencephalocele, SOL, osteosarcoma, Wilm's Tumor</p> <p>d. Infants and children with elimination due to congenital abnormalities: Hirschprung, Anorectal malformation, Hypospadias, Labiopalatoskizis, esophageal atresia, gastoschisis, and omphalocele, obstructive ileus, pyloric stenosis.</p> <p>e. Infants and children with impaired fluid and electrolyte needs: Diarrhea, DHF, NS, acute and chronic glomerulonephritis, ARF and CKD.</p> <p>f. Babies and children with nutritional disorders: PEM/malnutrition, Juvenile DM, Obesity</p> <p>g. Babies and children with growth and development: Autism, ADHD, mental retardation</p>	<p>Growth : BB, TB, LK, skin thickness and LLA</p> <p>Physiological measurements: vital signs</p> <p>General appearance: awareness, assessment from head to toe (<i>head to toe</i>) and assessment per body system.</p> <p>Study of baby's reflexes</p> <p>b. Developmental review:</p> <p>DDST</p> <p>Growth and development at all age levels (neonates to adolescents) including cognitive, language, emotional, social and psychosexual)</p> <p>d. Family assessment: family structure, family function, home and environmental observations</p> <p>e. verbal and non-verbal communication techniques at various age levels.</p> <p>f. the concept of atraumatic nursing in assessment</p> <p>g. assessment of sick toddlers aged 2 months to 5 years using the IMCI approach</p> <p>h. assessment of sick young babies aged 1 week to 2 months using the MTBM approach</p> <p>i. lactation assessment and assistance activities</p> <p>j. Carrying out growth and development screening using DDST and SIDTK as well as SIDTK intervention</p> <p>k. Studying the child's and family's reaction to hospitalization</p> <p>l. Formulate disorders in fulfilling basic needs (physical, psychological, social, spiritual) which are associated with critical pathways (pathophysiological path/pathology of disease) at each age level of children with acute, chronic and life-threatening illnesses and formulate nursing problems.</p>
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			<p>pediatric clients in the family context</p> <p>q. Make classifications and actions from cases obtained at the Community Health Center, using the Integrated Management of Sick Toddlers (IMCI) approach</p> <p>r. Providing nursing care to children using the Integrated Management approach for Healthy Toddlers in the Community</p> <p>s. Provides support to the care team by maintaining accountability for the nursing care provided</p> <p>t. Creating a conducive work environment</p> <p>u. Developing self-potential to improve professional abilities</p> <p>v. Contribute to developing the nursing profession</p> <p>w. use research results to be applied in providing nursing care</p>	<p>bb. Determining actions on sick toddlers who do not need a referral</p> <p>cc. Determining action for sick young babies who do not require treatment</p> <p>dd. Implement action plans according to planning</p> <p>ee. Implement action plans according to nursing standards</p> <p>ff. Collaborate with other health workers if necessary</p> <p>gg. Carrying out documentation</p> <p>hh. Evaluate the results of nursing actions</p> <p>ii. Comparing with evaluation criteria, analyzing actions and modifying subsequent action plans</p> <p>jj. Review the results of treatment in implementing the MTBS/MTBM program.</p> <p>kk. Conduct SIDTK intervention evaluation</p> <p>ll. Application of nursing fiqh according to the cases encountered</p> <p>mm. Application of akhlaqul karimah as a Muslim nurse</p>
52	Maternity Nursing Professional Practice (LO 1,2,3,4,5,6,8,9)	<p>It is a PPN program to be able to adapt the profession in accepting gradual delegation of authority when providing professional nursing care, providing health education, carrying out advocacy functions for clients, making legal and ethical decisions using the latest research results related to</p>	<p>After following the maternity nursing professional practice, students are able to:</p> <ol style="list-style-type: none"> 1. carry out effective communication in providing ascep to pregnant women giving birth and postpartum both normal and at risk as well as problems with the reproductive system and their families (LO 1, 2, 3, 4, 5) 2. use effective interpersonal skills in teamwork(LO 1, 2, 3, 4, 5, 6) 3. use technology and health 	<p>a. Effective communication in providing nursing care</p> <p>b. Knowledge, ethical and legal frameworks in health systems related to nursing</p> <p>c. ethical decisions</p> <p>d. culturally sensitive care by respecting the unique ethnic, religious or other factors of each patient</p> <p>e. continuous and consistent quality of holistic care</p> <p>f. technology and health information effectively</p> <p>g. nursing process in solving client problems</p> <p>h. advocacy function to defend the client's right to make decisions for himself</p>

	<p>maternity nursing in the family context. Maternity nursing VAT is carried out in stages starting from prenatal. Intranatal and postnatal both normal and risky as well as problems with the reproductive system and the family. This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>information effectively and responsibly (LO 1, 2, 3, 4, 5, 6)</p> <p>4. using the nursing process for pregnant, giving birth and postpartum women both normal and at risk as well as problems in the reproductive system and family with an Islamic approach (LO 1, 2, 3, 4, 5, 6)</p> <p>5. provide culturally sensitive care by respecting each client's unique ethnicity, religion, or other factors (LO 1, 2, 3, 4, 5)</p> <p>6. Using ethical and legal decision-making steps: planning a family planning program (LO 1, 2, 3, 4, 5, 6)</p> <p>7. collaborating on various aspects in meeting the health needs of pregnant, giving birth, post-natal women, both normal and risky as well as problems with the reproductive system and their families. (LO 1, 2, 3, 4, 5, 6)</p> <p>8. demonstrate nursing technical skills in accordance with applicable standards and creatively and innovatively so that the services provided are efficient and effective (LO 1, 2, 3, 4, 5, 6, 8)</p> <p>9. develop a critical, logical and ethical mindset in developing maternity care (LO 1, 2, 3, 4, 5, 6)</p>	<p>i. principles of continuous quality improvement in practice</p> <p>j. nursing technical skills in accordance with SOP</p> <p>k. collaboration of various aspects in meeting clients' health needs</p> <p>l. therapeutic modalities as needed</p> <p>m. consistently safe environment through the use of quality management and risk management strategies</p> <p>n. health services in accordance with applicable policies in the health sector</p> <p>o. Collaborative nursing services</p> <p>p. support to the care team by maintaining accountability of the nursing care provided</p> <p>q. safe working environment</p> <p>r. Effective interpersonal skills in teamwork and delivery of nursing care by maintaining collaborative relationships</p> <p>s. designing, carrying out simple research processes and utilizing research results in an effort to improve the quality of nursing care</p> <p>t. Developing self-potential to improve professional abilities</p> <p>u. Application of nursing fiqh according to the cases encountered</p> <p>v. Application of akhlaqul karimah as a Muslim nurse</p>
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53	Nursing Management Professional Practice (LO 1,2,3,4,5,6,,7,8,9)	Nursing management PPN is a program that provides students with professional adaptation to be able to apply concepts related to management and leadership in nursing	<ul style="list-style-type: none"> 1. Uses effective interpersonal skills in teamwork (LO 1,2,3,4,5,6,7,8,9) 2. use technology and health information effectively and responsibly (LO 1,2,3,4,5,6,7,8,9) 3. apply nursing leadership and management functions (LO 	<ul style="list-style-type: none"> 1. Nursing management organization 2. Communication in nursing care management using effective interpersonal skills 3. Nursing leadership and management functions 4. Leadership style 1. Nursing care management: team/MPKP - Providing informed consent - Acceptance of referrals - Infection control

	<p>services that are appropriate to current conditions.</p> <p>Nursing management VAT includes planning, organizing, directing and controlling by applying various effective leadership styles. During practice students initiate effective and innovative nursing care in nursing services.</p> <p>This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<ol style="list-style-type: none"> 1,2,3,4,5,6,7,9) 4. planning the needs for facilities and infrastructure for nursing rooms in groups (LO 1,2,3,4,5,6,7,8,9) 5. organize nursing room management in groups (LO 1,2,3,4,5,6,7,8,9) 6. prevent and resolve conflicts within the team (LO 1,2,3,4,5,6,7,8,9) 7. provide direction to his team members (LO 1.2 3.4 5.6 7.8 9) 8. supervise team members (LO 1,2,3,4,5,6,7,8,9) 9. evaluate team members (LO 1,2,2,3,4,5,6,7,8,9) 10. apply an effective leadership style according to room conditions (LO 1,2,3,4,5,6,7,8,9) 11. implementing changes in nursing care and services (LO 1,2,3,4,5,6,7,8,9) 12. consistently maintain a safe environment through the use of quality management and risk management strategies LO 1,2,3,4,5,6,7,8,9) 13. provide support to the care team by maintaining accountability for the nursing care provided (LO 1,2,3,4,5,6,7,8,9) 14. creating a conducive work environment (LO 1,2,3,4,5,6,7,8,9) 15. develop personal potential to 	<ul style="list-style-type: none"> - Client transfers - Weigh in - Nursing rounds 1. Briefing of team members 2. Supervise team members 3. Evaluation of team members • Multidisciplinary conferences (pre & post conference) • Identify risk factors for work accidents • Need for nursing room facilities and infrastructure room conflict management SWOT Analysis Change planning Implementation of changes - EBP Nursing management - Itqon at work - Islamic Leadership: encouraging devotion, reading prayers and recitations (before work), encouraging work commitment, leaders who are fair, trustworthy, honest, The spiritual needs of the sick; spiritual nurse; work itqon Supervisor's morals Communication in Islam Duty to care for humans Application of nursing fiqh according to the cases encountered Application of akhlaql karimah as a Muslim nurse
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			<p>improve professional abilities (LO 1,2,3,4,5,6,7,8,9)</p> <p>16. contribute to developing the nursing profession (LO 1,2,3,4,5,6,7,8,9)</p> <p>17. use research results to apply in client management (LO 1,2,3,4,5,6,7,8,9)</p>	
54	Critical Emergency Nursing Professional Practice (LO 1,2,3,4,5,6,8,9)	<p>It is a PPN program to be able to adapt the profession in accepting gradual delegation of authority when providing professional nursing care, providing health education, carrying out advocacy functions for clients, making legal and ethical decisions using the latest research results related to emergency and critical care nursing.</p> <p>Emergency PPN includes nursing care in the family context for clients of various ages who experience problems meeting their basic needs due to disruption of one system (organ) or several systems (organs) of the body in</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Carrying out effective communication in providing medical care to clients of various age levels in emergency and critical situations. (LO 1, 2, 3, 4, 5) 2. Uses effective interpersonal skills in teamwork (LO 1, 2,3, 4, 5) 3. Using technology and Health information effectively and responsibly (LO 1, 2, 3, 4, 5, 8) 4. Using the nursing process in solving client problems at various age levels in emergency and critical situations due to disorders with an Islamic approach (LO 1, 2, 3, 4, 5, 6): <ul style="list-style-type: none"> a. Thermoregulation: trauma capitis b. Oxygenation: Myocardial Infarction, Respiratory Failure, thoracic trauma c. Meeting fluid and electrolyte needs: DM with ketoacidosis, thyroid 	<ol style="list-style-type: none"> a. Integrated Emergency Management System (SPGDT) in the Emergency Unit b. Orientation of emergency unit rooms, facilities and infrastructure c. Administration and care policies in the ER d. Triage emergency patients: early warning system (EWS) e. Patient handover in the emergency room f. Nursing care for patients with shock, myocardial infarction, head trauma, abdominal trauma, musculoskeletal trauma, overdose and poisoning, DKA, Hypoglycemia in emergence (red zone), and emergency (yellow zone) g. Islamic spiritual needs in emergency situations: talqin and worship in the emergency room h. Education for patients and families in emergency situations i. Collaboration techniques with other health professional partners j. Documentation of nursing care using information system technology in hospitals k. Evidence Based Practice in Emergency Installations: a review of research journals l. Covid 19 pandemic case: patient overload 2. Rapid assessment in the triage and disaster triage room 3. Cardiopulmonary Resuscitation 4. Airway clearance: <i>head tilt chin lift, jaw thrust, in line</i> 5. Removal of solid obstruction in the airway with McGill forceps

	<p>an emergency situation. This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>d. crisis</p> <p>5. Physical safety: poisoning, poisonous animal stings</p> <p>6. Using decision-making steps (LO 1, 2, 3, 4, 5, 6)</p> <p>7. Collaborating various aspects in meeting the health needs of clients of various age levels in emergency and critical situations (LO 1, 2, 3, 4, 5, 6)</p> <p>8. Demonstrate nursing technical skills in accordance with applicable standards or creatively and innovatively so that services are provided efficiently and effectively to clients of various ages in emergency and critical situations; resuscitation/ CPR/ BHD (LO 1, 3, 4, 5, 6)</p> <p>9. Develop a critical, logical and ethical mindset in developing nursing care for clients of various age levels in triage and critical situations (LO 1, 2, 3, 4, 5, 6)</p> <p>10. Carry out advocacy functions for clients of various age levels in emergency situations (triage) and are critical to maintaining clients' rights to be able to make decisions for themselves (LO 1, 2, 3, 4, 5, 6)</p>	<p>6. ECG interpretation</p> <p>1. Press wrap installation</p> <p>2. Code blue activation</p> <p>3. Fluid resuscitation</p> <p>4. Installation of neck collar</p> <p>5. Wound suturing</p> <p>6. Shutter installation</p> <p>7. Monitor for symptoms of overdose</p> <p>8. Emergency medication administration via sublingual, intravenous, intramuscular.</p> <p>9. Terapi oksigen : nasal canul, NRM, RM, high flow oxygen, ventilator mekanik</p> <p>10. Taking arterial and/or venous blood samples</p> <p>Patient handover in the ICU</p> <p>a. Nursing care for patients with shock, myocardial infarction, head trauma, abdominal trauma, musculoskeletal trauma, overdose and poisoning, DKA, continued hypoglycemia from the emergency room/surgical room/other rooms</p> <p>b. Caring for patients with mechanical ventilation</p> <p>c. Islamic spiritual needs in critical conditions: talqin, dhikr and worship in the emergency room</p> <p>d. Education for patients and families in critical condition</p> <p>e. Documentation of nursing care using information system technology in hospitals</p> <p>f. <i>Evidence Based Practice</i> in the intensive care unit: research journal review,</p> <p>1. Hemodinamik monitoring</p> <p>2. Cardiopulmonary resuscitation</p> <p>3. Ventilation support with bag valve mask</p> <p>4. Respiratory monitoring and respiratory failure</p> <p>5. Perawatan Endo Tracheal Tube (ETT)</p> <p>6. Monitoring for signs of shock</p> <p>7. Installation of OPA and NPA)</p> <p>8. Tracheostomy care</p> <p>9. CVP monitoring</p> <p>10. Code blue activation</p> <p>11. Use of syringe pump</p> <p>12. Fluid monitoring/fluid resuscitation</p>
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55	Gerontic Nursing Professional Practice (LO 1,2,3,4,5,6,8,9)	<p>It is a PPN program to be able to adapt the profession in accepting gradual delegation of authority when providing professional nursing</p>	<ul style="list-style-type: none"> 1. carry out effective communication in providing nursing care to elderly clients (LO 5) 2. using the nursing process in solving problems of elderly clients with an Islamic 	<ul style="list-style-type: none"> 1. Effective communication in providing nursing care to elderly clients 2. Effective interpersonal skills in team work 3. Health technology and information effectively and responsibly 4. Nursing process in solving problems of elderly clients 5. Ethical and legal decision making steps

	<p>care, providing health education, carrying out advocacy functions for clients, making legal and ethical decisions using the latest research results related to gerontic nursing. The professional practice of gerontic nursing focuses on elderly clients with actual, risk and potential health problems and to improve the client's quality of life. This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>approach:</p> <ul style="list-style-type: none"> a. Oxygenation due to COPD, hypostatic pneumonia, Decompensation cordis, hypertension b. Elimination: BPH c. Meeting fluid and electrolyte needs: Diarrhea d. Nutrition: KEP e. Physical safety and physical mobility: arthritis fractures <p>(LO 1, 2, 3, 4, 5, 6)</p> <p>3. provide culturally sensitive care by respecting the ethnicity, religion or other factors of each unique elderly client (LO 1, 2, 3, 4, 5, 6)</p> <p>4. collaborate on various aspects in meeting the health needs of elderly clients (LO 1, 2, 3, 4, 5, 6)</p> <p>5. demonstrate nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective (LO 1, 2, 3, 4, 5, 6, 8)</p> <p>6. carry out advocacy functions to defend clients' rights to make decisions for themselves (LO 1, 2, 3, 4, 5, 6)</p> <p>7. consistently maintain a safe environment through the use of quality management and risk management strategies (LO 1, 2, 3, 4, 5, 6)</p> <p>8. use research results to apply them in providing nursing care (LO 1, 2, 3, 4,</p>	<ul style="list-style-type: none"> 6. Culturally sensitive care by respecting the ethnicity, religion or other factors of each elderly client 7. Collaboration of various aspects in meeting the health needs of elderly clients 8. Nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective 9. Quality care in a holistic, continuous and consistent manner 10. The function of advocacy is to defend the client's right to make decisions for himself 11. EBP in gerontic nursing <ul style="list-style-type: none"> 1. Prayers for the elderly 12. Application of nursing fiqh according to the cases encountered 13. Application of akhlaql karimah as a Muslim nurse
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			5, 6, 9)	
56	Community Family Nursing Professional Practice (LO 1,2,3,4,5,6,8,9)	<p>It is a PPN program to be able to adapt the profession in accepting gradual delegation of authority when providing professional nursing care for primary, secondary and tertiary prevention to families with actual, risk and potential health problems. Students also receive training to carry out advocacy functions, make legal and ethical decisions using the latest research results related to family and community nursing. Family and community PPN focuses on implementing government policies and programs regarding public health and family empowerment through cross-program and sectoral collaboration. The focus of the family nursing VAT with a load of 2 credits, its implementation is integrated with</p>	<ol style="list-style-type: none"> 1. Carrying out effective communication in providing nursing care to individuals in the family and the family as a unit (LO 1, 2, 3, 4, 5, 6) 2. Use effective interpersonal skills with families (LO 1, 2, 3, 4, 5, 6) 3. use technology and health information effectively and responsibly (LO 1, 2, 3, 4, 5, 6) 4. using the nursing process in solving family problems with an Islamic approach (LO 1, 2, 3, 4, 5, 6) 5. Collaborating with related elements in the community in implementing family nursing care (LO 1, 2, 3, 4, 5, 6) 6. Using ethical and legal decision-making steps: planning a family planning program (LO 1, 2, 3, 4, 5, 6) 7. provide culturally sensitive care that respects the ethnicity, religion, or other factors of each individual in the family (LO 1, 2, 3, 4, 5, 6) 8. collaborate various aspects in meeting family health needs (LO 1, 2, 3, 4, 5, 6) 9. Demonstrate nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective. (LO 1, 2, 3, 4, 5, 6) 10. Develop interventions that are creative and appropriate to the family's abilities, especially in 	<ol style="list-style-type: none"> 1. Effective communication in providing nursing care to individuals in the family as a unit 2. Effective interpersonal skills with families 3. Health technology and information effectively and responsibly 4. The nursing process in solving family problems 5. Collaboration with related elements in society in implementing family nursing care 6. Ethical and legal decision making steps 7. Culturally sensitive care by respecting the ethnicity, religion or other factors of each individual in the family 8. Collaboration of various aspects in fulfilling family health 9. Nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective 10. Creative interventions that suit the family's abilities, especially in promotive and preventive aspects, modality/complementary therapy according to the family's needs 11. Critical, logical and ethical mindset in developing family nursing care 12. Quality family nursing care in a holistic, continuous and consistent manner 13. The advocacy function is to defend the family's right to make decisions for themselves 14. EBP in family nursing 15. Application of nursing fiqh according to the cases encountered 16. Application of akhlaql karimah as a Muslim nurse Community: <ol style="list-style-type: none"> 1. Communication in providing community nursing care 2. The nursing process from the results of the group assessment stage and analyzing the results 3. Implementation of actions or procedures to meet the needs of families and groups in the community

	<p>community nursing which has a study load of 3 credits, VAT for the family nursing profession is managed by students individually in accordance with the four basic human needs according to Henderson (1966). Meanwhile, community PPN implements community nursing practice by students in groups who are placed in areas at the Rukun Warga (RW) level. This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>	<p>11. promote and preventive aspects (LO 1, 2, 3, 4, 5, 6) 12. develop a critical, logical and ethical mindset in developing family nursing care (LO 1, 2, 3, 4, 5, 6) 13. provide quality family nursing care in a holistic, continuous and consistent manner (LO 1, 2, 3, 4, 5, 6) 14. carry out advocacy functions to defend the family's right to make decisions for themselves (LO 1, 2, 3, 4, 5, 6) 15. maintain a consistently safe environment through the use of quality management and risk management strategies (LO 1, 2, 3, 4, 5, 6) 16. provide support to the care team by maintaining accountability for the nursing care provided (LO 1, 2, 3, 4, 5, 6) 17. creating a conducive work environment through partnerships with other health professions and policy makers in the community (LO 1, 2, 3, 4, 5, 6) 18. Developing personal potential related to intervention skills to improve professional abilities (LO 1, 2, 3, 4, 5, 6) 19. contribute to developing the nursing profession by developing a partnership network with various institutions that care about families both nationally and internationally (LO 1, 2, 3, 4, 5, 6, 9) use research results to apply in</p>	<p>4. Evaluate actions or procedures to meet the needs of families and groups in the community and plan follow-up actions 5. Principles of health education targeting clients, colleagues and health teams in the field of nursing 6. Therapeutic communication with clients, colleagues and health teams 7. EBP in community nursing 8. Application of nursing fiqh according to the cases encountered 9. Application of akhlaqul karimah as a Muslim nurse</p>
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			<p>providing family nursing care (LO 1, 2, 3, 4, 5, 6)</p> <p>20. able to carry out modality/complementary therapy according to family needs (LO 1, 2,3, 4, 5, 6)</p>	
57	<p>Professional Practice Islamic Complementary Nursing (LO 1,2,3,4,5,6)</p>	<p>Islamic complementary nursing professional practice is a course that leads students to understand the professional role of a nurse who is able to apply and develop complementary and alternative knowledge in nursing care based on scientific evidence, and is able to strive for its use to improve people's living standards and preserve national culture. Nursing as a health profession cares for patients by taking a holistic approach (bio, psycho, socio, cultural, spiritual)</p>	<p>1. Carry out effective communication in providing nursing care to individuals who use complementary therapies (LO 1, 2, 3, 4, 5, 6)</p> <p>2. Use effective interpersonal skills both with complementary health/therapists, colleagues or other health professions (LO 1, 2, 3, 4, 5, 6)</p> <p>3. Use technology and health information effectively and responsibly (LO 1, 2, 3, 4, 5, 6)</p> <p>4. Using the nursing process to solve individual problems with an Islamic approach (LO 1, 2, 3, 4, 5, 6)</p> <p>5. Collaborate with related elements (puskesmas, aspetri, PD POTJI, Perpari, IIMF, etc.) in implementing Islamic complementary nursing care (LO 1, 2, 3, 4, 5, 6)</p> <p>6. Using ethical and legal decision making steps: in choosing complementary therapies that suit the client's condition (LO 1, 2, 3, 4, 5, 6)</p> <p>7. Provide culturally sensitive care by respecting each individual's ethnicity, religion, or other factors (LO 1, 2, 3, 4, 5, 6)</p> <p>8. Collaborate various aspects in meeting individual health needs (LO 1, 2, 3, 4, 5, 6)</p> <p>9. Demonstrate technical nursing skills including complementary therapy in</p>	<p>1. Thibbun nabawi</p> <p>2. Cupping/hijama</p> <p>3. Ruqyah</p> <p>4. Herbal therapy</p> <p>5. massage (reflexology massage, acupressure massage)</p> <p>6. Application of nursing fiqh according to the cases encountered</p> <p>7. Application of akhlaql karimah as a Muslim nurse</p> <p>1.</p>

	<p>in synergy with complementary therapy as one of the nurses' independent interventions in providing nursing care both in hospital and community settings. The current trend is that the government is opening up the widest possible opportunities for nurses to be involved in Traditional Health Services (Yankestrand) with the issuance of Law no. 38 concerning Nursing article 30 paragraph 2 and PERMENKES Number 26 of 2019 concerning nurses' independent practice using complementary therapy approaches and alternative side by side with conventional</p>	<p>accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective. (LO 1, 2, 3, 4, 5, 6)</p> <p>10. Develop complementary skills interventions that are creative and appropriate to individual abilities, especially in promotive and preventive aspects (LO 1, 2, 3, 4, 5, 6)</p> <p>11. Carry out an advocacy function to defend the patient's right to make decisions for themselves (LO 1, 2, 3, 4, 5, 6)</p> <p>12. Able to maintain patient and self-safety in providing complementary nursing care (LO 1, 2, 3, 4, 5, 6)</p> <p>13. Provide support to patients and their families who wish to utilize complementary therapies to maintain and improve their health status (LO 1, 2, 3, 4, 5, 6)</p> <p>14. Contribute to developing the nursing profession by developing a partnership network with various institutions that have an interest in complementary therapies both nationally and internationally (LO 1, 2, 3, 4, 5, 6, 9)</p> <p>15. Using research results to apply them in providing complementary nursing care (LO 1, 2, 3, 4, 5, 6)</p>	
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		therapy in hospitals and community health centers or community settings.		
58	Specialization (LO 1,2,3,4,5,6,8,9)	<p>The professional specialization course is a clinical learning process that applies nursing concepts and principles to provide nursing care to newborn to elderly clients in the room or place of the student's choice for deeper study. This course is part of a professional course, where in this course students are expected to be proficient in a certain area.</p> <p>As explained above, the specialization area which is used as a practice area is the place or land chosen by students to learn more deeply about everything in the area of interest. However, currently considering the Covid-19 pandemic conditions, the area/land that can</p>	<p>When faced with patients/clients: individuals or families who are experiencing problems, the area of nursing chosen is in accordance with the student's specialization pay attention to the concept of sustainable care, ethics, morals, law, culture and universal Islamic values as rahmatan lil alamin under the supervision of the clinical instructor and in accordance with the limits of the student's authority</p>	<ol style="list-style-type: none"> 4. Effective communication in providing nursing care to clients with problems: Critical care, Hemodialysis nursing, Intraoperative nursing, Medical surgical care, Wound care 5. Effective interpersonal skills in team work 6. Health technology and information effectively and responsibly 7. The nursing process in resolving client problems with disorders in areas with critical care, hemodialysis nursing, intraoperative nursing, medical surgical care, wound care 8. Ethical and legal decision making steps 9. Culturally sensitive care by respecting the ethnicity, religion or other factors of each elderly client 10. Collaboration of various aspects in meeting clients' health needs in areas with critical care, hemodialysis nursing, intraoperative nursing, medical surgical care, wound care 11. Nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective 12. Quality care in a holistic, continuous and consistent manner 13. The function of advocacy is to defend the client's right to make decisions for himself 14. EBP in areas with critical care, hemodialysis nursing, intraoperative nursing, medical surgical care, wound care 15. Application of nursing fiqh according to the cases encountered 16. Application of akhlaqul karimah as a Muslim nurse

		<p>be used as a place for student practice is limited because it is chosen taking into account student safety, applicable health protocols and the physical, mental and financial readiness of the students. The specialization courses proposed currently include the specializations in Community Nursing, Mental Nursing and Wound Care. This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>		
59	Final Scientific Work (LO 2,4,7,9)	<p>This course begins with practice according to the student's specialization (pediatric nursing, maternity nursing, medical surgical nursing, psychiatric nursing, community nursing and gerontic</p>	<p>When faced with patients/clients: individuals or families who experience problems in the area of nursing specialization, students are able to compose a final scientific work based on nursing care with a scientific approach as a problem solving strategy, identifying phenomena of nursing needs/problems, and implementing interventions</p>	<ol style="list-style-type: none"> 1. Primary case management nursing care is described using the nursing process approach: assessment, diagnosis, planning, intervention, evaluation 2. Writing scientific papers 3. Application of EBP in scientific writing 8. Application of nursing fiqh according to the cases encountered 9. Application of akhlaql karimah as a Muslim nurse

	<p>nursing). The next activity is preparing a report according to the selected case. This course focuses on the scientific approach as a problem solving strategy, identifying phenomena of nursing needs/problems, implementing interventions according to evidence-based practice. The practice vehicles used are hospitals, health centers and communities. The introductory material used is Indonesian. Learning outcomes: When faced with patients/clients: individuals or families who experience health problems in the nursing specialization area, including children, maternity, medical surgery, mental health, community and gerontics, students are able to prepare a final scientific work based on nursing care with a scientific approach as a solution strategy.</p>	<p>according to evidence-based practice</p>	
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	<p>problems, identification of nursing needs/problem phenomena, and implementation of interventions according to evidence-based practice</p> <p>This PPN is an application of knowledge, attitudes and skills related to Islamic nursing practice by prioritizing morals and the application of nursing jurisprudence in service.</p>		
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Fiqh

LO Gayness Matrix and Courses

Graduate Learning Outcomes (LO)	Become an Islamic Nursing Student	Nursing Philosophy and Theory	Basic Nursing Concepts	Basic Biomedical Sciences	Fulfillment of Basic Human Needs	Islamic Studies I	Arabic language	Indonesia
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8
LO 1	√	√	√	√	√	√	√	√
LO 2	√	√	√	√	√	√		√
LO 3		√	√	√	√	√		√
LO 4		√	√		√	√		
LO 5		√	√		√		√	√
LO 6								
LO 7		√		√	√			
LO 8							√	
LO 9	√	√	√		√		√	

Graduate Learning Outcomes (LO)	Basic Nursing Communication	Health Education and Promotion	Basic Science of Nursing	Nursing Pharmacology	Basic Nursing Skills	Nursing process and critical thinking	Pancasila	Islamic Studies 2	Pray practice	Qiroah practice
	MK 9	MK 10	MK 11	MK 12	MK 13	MK 14	MK 15	MK 16	MK 17	MK 18
LO 1	√		√	√	√	√	√	√	√	√
LO 2	√	√	√		√	√	√	√	√	√
LO 3	√	√	√	√	√	√		√	√	√
LO 4	√	√		√	√	√		√	√	
LO 5	√	√		√	√	√		√	√	
LO 6							√	√		
LO 7			√							
LO 8		√								
LO 9	√	√			√	√		√		

Graduate Learning Outcomes (LO)	Psychosocial and Cultural in Nursing	Nursing therapeutic communication	Nursing Fiqh	Adult Nursing I (cardiovascular system, respiratory and hematology)	Maternity Care	Nursing Information System	Citizenship Education	Islam and Knowledge	Practice of Clinical Introduction to Fulfill Basic Human Needs
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8	MK
LO 1	√		√	√	√		√	√	√
LO 2	√	√	√	√	√	√	√		√
LO 3	√		√	√	√	√	√	√	√
LO 4			√	√	√				√
LO 5		√	√	√	√	√			√
LO 6			√						√
LO 7									√
LO 8		√				√			√
LO 9	√		√	√	√			√	√

Graduate Learning Outcomes (LO)	Reproductive Health Nursing	Adult Nursing II (endocrine system, digestion, urination and immunology)	Nursing for healthy and acutely ill children	Mental health and psychosocial nursing	Patient Safety and Occupational Health Safety	Islamic Complementary Nursing	Islamic Entrepreneurship in Nursing	Nursing English	Practice Introduction to Maternity Nursing Clinics
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8	MK
LO 1	√	√	√	√		√	√		√
LO 2	√	√	√	√	√	√	√		√
LO 3	√	√	√	√		√	√		√
LO 4	√	√	√	√	√	√	√		√
LO 5	√	√	√	√	√	√	√	√	√
LO 6									√
LO 7						√	√		√
LO 8						√	√	√	√
LO 9	√	√	√	√		√	√		√

Graduate Learning Outcomes (LO)	Adult Nursing III (musculoskeletal system, integument, sensory perception and nerves)	Nursing for chronic and terminally ill children	Psychiatric Nursing	Dying and palliative nursing	Community Nursing Concept	Research Methodology & Islamic Scientific Tradition	English TOEFL Preparation	Introduction to Pediatric Nursing Clinical Practice	Introduction to Psychiatric Nursing Clinical Practice	Introduction to Adult Nursing Clinical Practice
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8	MK	MK
LO 1	√	√	√	√	√		√	√	√	√
LO 2	√	√	√	√	√			√	√	√
LO 3	√	√	√	√	√			√	√	√
LO 4	√	√	√	√	√			√	√	√
LO 5	√	√	√	√	√	√		√	√	√
LO 6								√	√	√
LO 7						√		√	√	√
LO 8						√		√	√	√
LO 9	√	√	√	√	√	√	√	√	√	√

Graduate Learning Outcomes (LO)	Community Aggregate Nursing	Family Nursing	Gerontic Nursing	Nursing Leadership and Management	Emergency Nursing	Biostatistics	Introduction to Family and Community Nursing Clinical Practice	Practical Introduction to Gerontic Nursing Clinics
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8
LO 1	√	√	√	√	√	√	√	√
LO 2	√	√	√	√	√		√	√
LO 3	√	√	√		√		√	√
LO 4	√	√	√		√		√	√
LO 5	√	√	√	√	√		√	√
LO 6				√			√	√
LO 7						√	√	√
LO 8						√	√	√
LO 9	√	√	√	√	√		√	√

Graduate Learning Outcomes (LO)	Critical Nursing	Disaster Nursing	Continuous Care Management of Chronic Diseases	Practice Introduction to Critical Emergency Nursing Clinics	Practice Introduction to Nursing Management Clinic	Thesis
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6
LO 1	√	√	√	√	√	√
LO 2	√	√	√	√	√	
LO 3	√	√	√	√	√	
LO 4	√	√	√	√	√	
LO 5	√	√	√	√	√	
LO 6			√	√	√	
LO 7			√	√	√	√
LO 8						√
LO 9	√	√	√	√	√	√

Graduate Learning Outcomes (LO)	PP Basic Professional and Nursing Skills Syar'i	PP Mental Nursing	PP Medical Surgical Nursing	PP Child Nursing	PP Maternity Nursing
	MK 1	MK 2	MK 3	MK 4	MK 5
LO 1	√	√	√	√	√
LO 2	√	√	√	√	√
LO 3	√	√	√	√	√
LO 4	√	√	√	√	√
LO 5	√	√	√	√	√
LO 6	√	√	√	√	√
LO 7					
LO 8	√	√	√	√	√
LO 9	√	√	√	√	√

Graduate Learning Outcomes (LO)	PP Nursing Management	PP Critical Emergency Nursing	PP Gerontic Nursing	PP Community Family Nursing	PP Islamic Complementary Nursing	PP Specialization	Final Scientific Work
	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7
LO 1	√	√	√	√	√	√	

LO 2	√	√	√	√	√	√	√
LO 3	√	√	√	√	√	√	
LO 4	√	√	√	√	√	√	√
LO 5	√	√	√	√	√	√	
LO 6	√				√	√	
LO 7							√
LO 8					√	√	
LO 9	√	√	√	√	√	√	√

COMPETENCY ANALYSIS PER YEAR

YEAR 5

Able to design and deliver holistic nursing care that integrates biopsychosocial, cultural, and spiritual dimensions for patients across diverse healthcare settings under supervision, and to produce and disseminate scholarly work based on case-based approaches and the application of Islamic values in nursing practice

YEAR 4

Able to design and simulate nursing care for older adults, critically ill patients, and disaster settings. Moreover, able to manage nursing services and disseminate research findings, as well as apply Islamic values in nursing practice

YEAR 3

Able to design and simulate holistic nursing care that integrates biopsychosocial, cultural, and spiritual dimensions for patients with chronic diseases and palliative needs, as well as adult and community populations across clinical, family, aggregate, and community settings, and to demonstrate leadership in critical and non critical care environments. In addition, able to design research proposals and apply Islamic values across all domains of nursing care

YEAR 2

Able to design and simulate nursing care for women of reproductive age and for healthy and ill children using information technology, integrating biopsychosocial, cultural, and spiritual dimensions, and fundamental Islamic jurisprudence (fiqh), as well as applying Islamic values across all domains of nursing care.

YEAR 1

Able to explain basic concepts and nursing theories, fundamental biomedical knowledge, core Islamic concepts, and the foundations of Islamic nursing, as well as demonstrate readiness for university study and competence in academic scientific writing.

Subject Group Matrix

Undergraduate Program Subject Group Matrix

Smt	SKS	Number of WKS	GRADUATE PROGRAM COURSE GROUP / D4		
			Mandatory Constitutional Court	Choice MK	MONSTER
1	23	8	4 sq m	-	4 MK (Become an Islamic nursing student, Islamic Studies 1, Arabic, Indonesian)
2	23	9	6 sq m	-	3 MK (Pancasila, Worship Practice, Qiroah Practice)
3	22	8	5 sq m	-	3 MK (Nursing jurisprudence, citizenship education, Islam and knowledge)
4	22	8	5 sq m	-	3 MK (Islamic complementary nursing, Islamic entrepreneurship in nursing, nursing English)
5	23	8	7 sq m	-	1 MK (TOEFL Preparation English)
6	24	8	7 sq m	-	1 MK (Continuous care management of chronic diseases)
7	9	3	1 sq m	-	2 MK (Continuous chronic disease management practices, clinical laboratory introduction practices)
Total	146	52	35	0	17

Nursing Professional Education Program Subject Group Matrix

Smt	SKS	Number of WKS	GRADUATE PROGRAM COURSE GROUP / D4		
			Mandatory Constitutional Court	Choice MK	MONSTER
8	17	5	5 MW	-	-
9	19	7	5 sq m	-	2 MK (Islamic complementary nursing, specialization)
Total	36	12	10	0	2

Distribution of courses

Stages of a Bachelor of Nursing

Semester 1

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103101	Become an Islamic Nursing Student	2	1	1
FIK6103102	Nursing Philosophy and Theory	3	3	0
FIK6103103	Basic Nursing Concepts	3	3	0
FIK6103104	Basic Biomedical Sciences	4	3	1
UIN6032201	Islamic Studies	4	4	0
UIN6033205	Practice Qiroah and Worship	2	0	2
FIK6103201	Indonesian	2	1	1
		20	15	5

Semester 2

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103105	Basic Nursing Communication	2	1	1
FIK6103106	Health Education and Promotion	3	2	1
FIK6103107	Basic Science of Nursing	3	2	1
FIK6103108	Nursing Pharmacology	3	2	1
FIK6103109	Fulfillment of Basic Human Needs	4	3	1
FIK6103110	Nursing process and critical thinking	3	3	0
NAS6112201	Pancasila	2	2	0
		20	15	5

Semester 3

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103111	Psychosocial and Cultural in Nursing	2	2	0
FIK6103112	Nursing therapeutic communication	3	2	1
FIK6103202	Nursing Fiqh	2	2	0
FIK6103115	Adult Nursing I (cardiovascular system, respiratory and hematology)	4	3	1
FIK6103114	Basic Nursing Skills	3	1	2
FIK6103116	Maternity Nursing	4	2	2
FIK6103117	Nursing Information System	2	1	1
NAS6112202	Citizenship Education	2	2	0
FIK6103113	Nursing English	2	1	1
		24	16	8

Semester 4

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103119	Reproductive Health Nursing	2	1	1
FIK6103118	Adult Nursing II (endocrine system, digestion, urination and immunology)	4	3	1
FIK6103120	Nursing for healthy and acutely ill children	4	3	1
FIK6103121	Mental health and psychosocial nursing	3	2	1
FIK6103122	Patient Safety and Occupational Health Safety	2	1	1
FIK6103203	Islamic Complementary Nursing	3	2	1
UIN6021204	Arabic language	3	2	1
UIN6032202	Islam and Knowledge	3	3	0
		24	14	7

Semester 5

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103123	Adult Nursing III (musculoskeletal system, integument, sensory perception and innervation)	4	3	1
FIK6103124	Nursing for chronic and terminally ill children	2	2	0
FIK6103125	Psychiatric Nursing	3	2	1
FIK6103126	Dying and palliative nursing	2	1	1
FIK6103127	Community Nursing Concept	2	2	0
FIK6103129	Research Methodology & Islamic Scientific Tradition	4	3	1
FIK6103204	English TOEFL Preparation	2	1	1
FIK6103128	Family Nursing	4	3	1
		23	17	6

Semester 6

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103130	Community Aggregate Nursing	3	2	1
FIK6103131	Gerontic Nursing	4	3	1
FIK6103132	Nursing Leadership and Management	4	3	1
FIK6103133	Emergency Nursing	4	3	1
FIK6103134	Biostatistics	2	1	1
FIK6103135	Critical Nursing	3	2	1
FIK6103205	Islamic Entrepreneurship in Nursing	2	1	1
FIK6103137	Continuous Care Management of Chronic Diseases	2	2	0
	Total	24	17	7

Semester 7

KODE M.A.	SUBJECT NAME	SKS	T	P
FIK6103136	Disaster Nursing	2	1	1
FIK6103139	Continuous Chronic Disease Care Management Practices	1	0	1
FIK6103138	Introduction to Clinical Laboratory Practice	4	0	4
FIK6103301	Thesis	4	0	4
		13	4	9

Stages of Nurse Professional Education

Semester 8

KODE M.A.	SUBJECT NAME	SKS	T	P	RPS
FIK7104101	Shar'i Basic Professional and Nursing Skills	2	0	2	
FIK7104102	Psychiatric Nursing	3	0	3	
FIK7104103	Medical Surgical Nursing	6	0	6	
FIK7104104	Pediatric Nursing	3	0	3	
FIK7104105	Maternity Nursing	3	0	3	
		17	0	17	

Semester 9

KODE M.A.	SUBJECT NAME	SKS	T	P	RPS
FIK7104106	Nursing Management	2	0	2	in
FIK7104107	Critical Emergency Nursing	3	0	3	in
FIK7104108	Gerontic Nursing	2	0	2	in
FIK7104109	Community Family Nursing	5	0	5	in
FIK7104201	Islamic Complementary Nursing	2	0	2	in
FIK7104202	Interest	3	0	3	
FIK71041010	Final Scientific Work	2	0	2	
		19	0	19	



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA



Program Studi
Ilmu Keperawatan & Profesi Ners

Sebagai salah satu program studi dengan akreditasi A, program studi ilmu keperawatan dan profesi ners menyelenggarakan pendidikan yang terintegrasi antara nilai-nilai keislaman dan keperawatan sehingga menghasilkan lulusan yang kompetitif, berkualitas dan religius.

6

Right to Learn Implementation Planning

A circular portrait of a man and a woman in traditional Islamic clothing (baju melayu and batik) is positioned on the right side of the banner.

Umm Sulaim

Like Umm Athiyah, Umm Sulaim is also a friend whose name is often mentioned, because of her closeness to the Prophet SAW. The mother of the little one who became *khadim* The Prophet - Anas bin Malik - also narrated many hadiths.

In several narrations, both narrated by his son Anas and narrated by him himself, it is often said that Umm Sulaim went to war with the Prophet. There she joins other women, tending to the wounded young men and giving them water.

Right to Learn Implementation Plan

In the Nursing Study Program, the implementation of the right to learn is integrated at the stages of undergraduate education and professional nursing education. The course on implementing learning at the undergraduate stage is a course that contains *early exposure* namely a course that contains students' introduction to the practice of the nursing profession in practice venues, both clinic-based such as hospitals, and community-based, namely an introduction to professional practice in the community. There are two courses in semester 7, namely Continuous Chronic Disease Care Management Practice (1 SKS) and Introduction to Clinical Laboratory Practice (4 SKS).

Apart from that, the implementation of the right to learn is also introduced at the Nurse Professional Education level, namely professional practice after students have completed education at undergraduate level for 2 (two) semesters.



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA



Semester Learning Plan

7

Ku'aibah bint Sa'd

Her full name is Ku'aibah bint Sa'ad al-Aslamiyah. Ku'aibah is a nurse who helps Rufaidah treat Muslim soldiers injured in the war. Ku'aibah is also listed as the person who also handled Sa'ad bin Muadz. Her job is as a nurse, while the one who guides the course of treatment is Rufaida

Semester Learning Plan (RPS)

Semester Learning Plans for courses in the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta, both at undergraduate and professional nurse education levels can be accessed at the following link:

<https://drive.google.com/drive/u/1/folders/1wyOFSOn45V3qFP461rQ9AVIfcq4iMoTm>

Islamic Integration

The integration of Islam in the Nursing Science education curriculum at UIN Syarif Hidayatullah Jakarta is carried out in accordance with the Islamic integration guidelines at FIKES UIN Syarif Hidayatullah, namely the curriculum integration pattern is to make Islam a way of life with the following details: (1) Islamic values as a basis for implementing the competencies possessed by graduates, or (2) Islamic values provide inspiration for the development of general sciences. With these efforts, of course the competencies possessed by graduates will be more comprehensive and varied, reflecting pious intellectuals.

The integration model applied is by:

1. Separated curriculum model Islamic courses and other courses are given separately. With this model, students gain two knowledge competencies at once, even though they are still separate and have to struggle hard to integrate what they have learned. In the learning process, Islamic courses are taught by lecturers who are graduates of Islamic studies, while other courses are taught by lecturers according to their scientific competencies. In the discussion process, each lecturer presents papers according to their field, they do not have to master both. This model can be implemented in the first semester, as for eyes studying given are:
 - Islamic Studies
 - Arabic language
 - Worship Practices
 - Practical Qira'ah
2. Correlated curriculum model This model provides certain Islamic/general subjects which allow them to be integrated directly. The application of this pattern can be done by providing the core material of a course for laterat the end The discussion is integrated with other fields. This model can be implemented on both eyesstudying given are:
 - Islam and Science/Fiqh of Health
3. Integrated curriculum model Curriculum that provides space for the implementation of several variations of science integration, in other words, the integrated curriculum pattern can be realized through the application of a diversity of methodologies and approaches, mastering several scientific disciplines, or the convergence of religious knowledge and other sciences for the purpose of creating new knowledge. This model can be implemented by directly applying it to the knowledge in the study program. All courses in the Nursing Science Study Program, both at the undergraduate and

professional education stages, have Islamic integration input. More complete Islamic input for each course can be found in the course RPS.

Interprofessional Education

Interprofessional education (IPE) is defined as an implementation of learning that is attended by two or more different professions in order to improve collaboration and service quality. The implementation of IPE can be carried out in all learning, whether at the undergraduate stage or clinical education stage, so as to create professional health workers.

Several experts stated that IPE is a basis for forming collaboration. As is Mendez's opinion *you at the.*, (2008) IPE has potential as a medium for collaboration between health professionals by instilling basic knowledge and skills between professionals during education. IPE is important in helping to develop existing concepts of cooperation between professionals by promoting positive attitudes and behavior between the professions involved.

FIKES UIN Syarif Hidayatullah Jakarta, consists of several study programs, namely the public health study program, nursing study program, and pharmacy study program. Therefore, IPE is also developed at both the academic and professional stages. There are several courses at the academic and professional stages that are used as a vehicle for interprofessional education which will continue to be developed into various other activities.

Specialization in Professional Education

As an effort to provide provisions for a specific competency according to student interests. The specializations at PPN UIN Syarif Hidayatullah Jakarta are: 1. Complementary, (cupping, herbal), 2. Intensive Care Unit, 3. NICU- PICU, 4. Hemodialysis). 5. Operation Room, 6. Wound Care) and 7. Emergency Room. These types of specialization will be opened according to student interests during professional education.

Specificity of Continuous Chronic Disease Management

One of the special competencies in the Nursing Science study program is competency in ongoing chronic disease management. This chronic disease management competency will be achieved both throughout education, namely at the academic and professional education stages. In the academic stage, apart from being given in several courses, continuous chronic disease management courses are also given, while professional education is included in all nursing professional education courses.



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA



Umm Sinan al-Aslamiyah

Umm Sinan al-Aslamiyah was a resident of the village, when the Prophet migrated to Medina Umm Sinan came to the Prophet, pledged allegiance and embraced Islam. The mother of Tsubaitah binti Handzalah is also famous as a hadith narrator.

When Umm Sinan saw the Prophet's war party heading towards Khaibar, Umm Sinan approached the Prophet and asked for permission to join the other women who were helping to give water and treat the wounded troops.

"O Messenger, I want to go with you to Khaibar, I will give you drink, help care for sick Muslims and help treat injured troops."

Rasulullah replied "follow,,, may God bless you. Some of your friends also asked me for permission, some from your tribe and some other women. Will you go and join them? or join me?" "with you, O Messenger..." replied Umm Sinan. "Okay, then join my wife, Umm Salamah".

Curriculum Policy and RPS

Curriculum evaluation in the Nursing Science Study Program at UIN Syarif Hidayatullah is carried out periodically, various inputs as material for curriculum evaluation are obtained through: regular academic meetings for the study program, evaluation meetings every semester, input from alumni through tracer studies, input from stakeholder, as well as directions and policies from UIN Syarif Hidayatullah related to academics. This is used as material for evaluation both in improving the curriculum and implementing the curriculum.

PSIK began implementing a KBK-based curriculum in 2012, which then underwent curriculum improvements in line with strengthening the vision and mission of the university, the direction of academic policy from the university which continued to strengthen the vision and mission of the nursing science study program as well as academic policies related to the evaluation of the nursing study program curriculum which was carried out in 2015, and 2017, so later known with the 2015 Nurse Education Curriculum and the 2017 Nurse Education Curriculum.

Along with strengthening the Curriculum Based on Graduate Learning Achievements, in 2021 the Nursing Study Program will evaluate the curriculum based on the 2021 Indonesian Nursing Education Curriculum, which was prepared by AIPNI (Association of Indonesian Nursing Education Institutions) as well as the direction of academic policy from UIN Syarif Hidayatullah University Jakarta which focuses on strengthening Islamic integration in education within the UIN Syarif Hidayatullah Jakarta environment.

This change in the curriculum has an impact on the evaluation and revision of the RPS for each existing course in order to achieve the LOset by the Nursing Science Study Program, so that finally the Nursing Education Curriculum of UIN Syarif Hidayatullah Jakarta can be fully structured which then needs to be given Decree by the Dean of the Faculty of Health Sciences.

Study Program Determines Courses and Lecturers

The determination of courses in the 2021 UIN Syarif Hidayatullah Nursing Education Curriculum was carried out by the Nursing Science Study Program with reference to the 2021 Indonesian Nursing Education Curriculum, which was prepared by AIPNI (Association of Indonesian Nursing Education Institutions), the academic policy direction of UIN Syarif Hidayatullah University, Jakarta. focuses on strengthening Islamic integration, including Islamic integration in nursing education at UIN Syarif Hidayatullah Jakarta.

The study program determines lecturers for each course by taking into account the field of knowledge and expertise of each lecturer who is appointed as the person in charge of each existing course. In each course there is no limit on the number of instructors for each course, the restrictions are based more on the expertise needs of the instructors on each lecture topic.

The study program monitors and evaluates the implementation of lectures (availability of RPS, lecture

journals, attendance)

Monitoring of lecture materials is carried out by the coordinator of each course, together with the head of study program and study program secretary. The coordinator of each course monitors this by looking at lecture progress notes written by each lecturer on the lecturer's absence sheet for each course. Meanwhile, the head of study program and study program secretary carry out monitoring by holding regular academic meetings to discuss the progress of lectures in each subject. Apart from that, every time before the mid-semester and final semester exams, the head of the study program always holds a meeting to see the progress of the lectures so that if there is a problem, a solution can be immediately discussed.

The study program makes improvements to potential irregularities (monitoring)

Monitoring is carried out on various aspects, namely suitability of lecturers in teaching with the RPS that has been determined, aspects of the presence of lecturers and students, which are carried out through recap of attendance and lecture topics given. This monitoring is carried out by the Head of Study Program, secretary of study program, student reports, as well as routine meeting agendas carried out by the study program, so that existing problems can be immediately identified and solutions to each existing problem can be provided.

The study program follows up on the evaluation results to improve or improve the next cycle.

Efforts made by the study program in follow-up to improve evaluation of curriculum implementation:

- a) Regular meeting of the Study program
- b) Conduct in-house training according to the evaluation results
- c) Monitoring the implementation of EDOM as material for lecturer evaluation
- d) Create an SOP regarding the assessment system
- e) Hold training on student assessment
- f) Send lecturers to appropriate training
- g) Input from external reviewers regarding nursing education
- h) Use of the AIS (Academic information system) system

The study program submits a report to the faculty leader

The study program conveys to the faculty leadership the implementation and evaluation of the curriculum which is carried out periodically, both at regular faculty meetings and semester evaluation meetings.



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA



METHOD AND EVALUATION LEARNING

9

Ummu Ziyad al-Asyja'iyah

This female friend was famous for her bravery, dedicating herself to helping Muslims in war. In Abu Daud's history, it is said that Umm Ziyad and six other women went to Khaibar without the Prophet's knowledge.

When the Prophet found out about that, the Prophet seemed to show an angry face, then the Prophet said "Who gave you permission to participate in this war?" They replied "we came herewith equipment and medicine for the wounded troops, carrying bows, and provisions of food.

We also prepare ghazal poetry and we intend to help in the path of God".

Hearing this, the Prophet permitted it.

When the Muslims succeeded in conquering Khaibar, the women also received a share of dates like the men who fought in the war.

Learning in Nurse Education with a curriculum based on Graduate Learning Outcomes(LO) uses a student-focused method or *Student Centered Learning* (SCL) both at the undergraduate nursing education stage and the professional nurse education program.

7.1 Learning and Evaluation Methods at the academic stage of Bachelor of Nursing education

Learning Methods in Undergraduate Nursing Education

Education methods at the undergraduate nursing education stage which will be implemented in the Nursing Science study program at UIN Syarif Hidayatullah Jakarta, include the following:

- a. *Small Group Discussion* : learning and carrying out a role assigned to him or practicing/trying various models (computers) that have been prepared
- b. *Role-Play & Simulation* : learning and carrying out a role assigned to him or practicing/trying various models (computers) that have been prepared
- c. *Case Study* : reviewing cases by paying attention to the characteristics of the conditions of the case
- d. *Discovery Learning (DL)* : searching, collecting and compiling existing information to describe knowledge
- e. *Self-Directed Learning (SDL)* : planning learning activities, implementing and assessing one's own learning experience
- f. *Cooperative Learning (CL)* : Discuss and conclude problems/assignments given by the lecturer in groups
- g. *Collaborative Learning (CbL)* : Work together with group members in carrying out assignments and create process designs and assessment forms based on their own group consensus.
- h. *Contextual Instruction (CI)* : Discussing the concept (theory) in relation to real situations and conducting field studies/immersion in the real world to study the suitability of the theory
- i. *Project Based Learning (PjBL)* : Carrying out tasks (in the form of projects) that have been designed systematically by showing performance and taking responsibility for the results of their work in the forum
- j. *Problem Based Learning and Inquiry (PBL)* : Learn by digging/looking for information (*inquiry*) and utilize this information to solve factual problemsdesigned by the lecturer

The following table explains a summary of student and lecturer activities in each learning model

No	Learning Model	Student Learning Activities	Lecturer Activities
1	Small Group Discussion	<ul style="list-style-type: none">• form groups (5-10)• choose discussion material• present paper and discuss in class	Make a material plandiscussion and discussion rules. Become a moderator and review at the end of each session student discussion.

2	Simulation	<ul style="list-style-type: none"> • learn and carry out a role assigned to him. • or practice/trying various models (computers) that have been prepared. 	<p>Designing situations/activities that are similar to real ones, this could be in the form of role playing, computer models, or various simulation exercises.</p> <p>Discusses student performance.</p>
3	Discovery Learning	<ul style="list-style-type: none"> • search, collect and organize existing information to describe knowledge. 	<p>Providing data, or instructions (methods) to explore the knowledge that students must learn.</p> <p>Check and provide reviews of student independent learning results.</p>
4	Self-Directed Learning	<ul style="list-style-type: none"> • plan learning activities, implement and assess their own learning experiences. 	<ul style="list-style-type: none"> • as a facilitator. provide direction, guidance and confirmation of the learning progress that individual students have made.
5	Cooperative Learning	<ul style="list-style-type: none"> • Discuss and conclude the problems/assignments given by the lecturer in groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Design and monitor the learning process and learning outcomes of student groups. <input type="checkbox"/> Prepare a problem/case or form of assignment to be completed by students in groups.
6	Collaborative Learning	<ul style="list-style-type: none"> • Work together with group members in carrying out assignments • Create process designs and assessment forms based on the consensus of their own group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Design tasks that are open ended. <input type="checkbox"/> As a facilitator and motivator.
7	Contextual Instruction	<ul style="list-style-type: none"> • Discuss concepts (theories) in relation to real situations • Conduct field studies/immerse yourself in the real world to study the suitability of the theory. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explaining theoretical research material and relate it with real situations in everyday life, or professional, or managerial, or entrepreneurial work. <input type="checkbox"/> Prepare assignments for students to study in the field
8	Project Based Learning	<ul style="list-style-type: none"> • Carrying out tasks (in the form of projects) that have been systematically designed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Design a systematic assignment (project) so that students learn knowledge and skills through a structured and complex
No	Learning Model	Student Learning Activities	Lecturer Activities
		<ul style="list-style-type: none"> • Demonstrate performance and take responsibility for the results of their work in the forum. 	<p>search/examination (inquiry) process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formulate and carry out guidance and assessment processes.

9	Problem Based Learning	<ul style="list-style-type: none"> • Learn by exploring/looking for information (inquiry) and utilizing this information to solve factual problemsdesigned by the lecturer. 	<input type="checkbox"/> Design tasks to achieve certain competencies <input type="checkbox"/> Create instructions (methods) for students in finding solutions to problems chosen by the students themselves or determined.
9	Problem Based Learning	<ul style="list-style-type: none"> • Learn by exploring/looking for information (inquiry) and utilizing this information to solve factual problemsdesigned by the lecturer. 	<input type="checkbox"/> Design tasks to achieve certain competencies <input type="checkbox"/> Create instructions (methods) for students in finding solutions to problems chosen by the students themselves or determined.

Evaluation of Learning at the Bachelor of Nursing stage

Evaluation is an assessment that shows the current state or final condition (Brown & Knight, 1994). Evaluation materials are prepared based on learning objectives and competencies that must be achieved by students.

Evaluation Objectives

Evaluation of learning outcomes is carried out with the aim of:

- As feedback for students in improving their learning efforts
- As feedback for lecturers regarding their lectures
- To ensure accountability of the learning process
- To motivate students
- To diagnose students' strengths and weaknesses

Valuation Method

Evaluation of Learning Achievement

Several methods of evaluating learning achievement that can be carried out, one of which is by measuring the level of students' abilities (Miller's Pyramid):

Score 1 Know and explain

(Theoretical knowledge regarding this skill, both concepts, theories, principles, as well as indications, how to do it, complications, and so on)

Score 2 Have you ever seen or demonstrated it?

(Have theoretical knowledge of the skill and have seen a demonstration). Score 3 Have done or have applied under supervision (have theoretical knowledge regarding skills and have apply these skills several times under supervision).

Score 4 Able to perform independently (have theoretical knowledge of this skill and have experience to use and apply this skill independently).

Assessment Evaluation Strategy

Evaluation methods used to measure learning achievement:

- 1) OSCE (*Objective Structured Clinical Examination*)

- 2) Written Test (*Essay, MCQs, Short Answer Question*)
- 3) Problem (*Case Study*)
- 4) *Reflective Learning*
- 5) Observation
- 6) *Oral Test*
- 7) Presentation
- 8) Project
- 9) Report

Process Evaluation

1. Implementation Evaluation
2. Evaluation of Lecturers by Students
3. Evaluation of Lecturers by Lecturers

Learning and Evaluation Methods at the Nursing Professional Stage

Learning methods at the professional stage focus on implementing the delegation of authority from the preceptor to the students. Meanwhile, evaluation activities at the professional stage are more focused on proving that students have the specified competencies and are accompanied by independence in carrying out their competencies as a reflection of the authority they have.

Learning Methods in professional education programs

Students' learning methods at the professional stage include:

- Case discussion
- Case Presentation
- Small scientific seminar
- Nursing procedural activities
- Client nursing care
- Rotate duties according to the preceptor

Evaluation of Professional Program Education

- *Log book*
- *Direct Observational of Procedure skills- Analysis* - *Case test/test case (SOCA – Student Oral Case Analysis)*
- *Critical insidence report.*
- *OSCE*
- *Problem solving skill*
- *Complete case, short case*
- *Portfolio*

Evaluation of learning achievements

Each learning achievement is evaluated in several ways, namely:

- log book
- report to the preceptor/mentor

- reporting process to the following departments
- official evaluation format of education (*direct observational procedure skills test; case test/test cases*).
- *Student Oral Case Analyses (SOCA)*
- *Critical incidence report.*

In the learning process, the focus of emphasizing mastery of learning outcomes is through delegation of authority. Apart from that, there are several additional learning outcomes that students must also consider having because they will become practitioners. These learning outcomes include the ability to communicate, the ability to develop oneself and others (clients), the ability to maintain a healthy, safe and secure work environment, improve services, the ability to perform in a quality manner, equality and difference.

Evaluation of learning achievements to determine graduation from the Study Program is carried out in the form of a competency test before graduation. The competency test takes the form of a nursing skills competency test and an Islamic nursing competency test. When professional program students are declared to have passed, they are given the title Nurse and have the right to take the Indonesian Nurse Competency Test (UKNI). When students have not graduated from UKNI, the study program will identify and provide enrichment for students until the student in question graduates from UKNI and will be facilitated in making a STR (registration certificate).

10

CLOSING REMARKS



Umayyah bint Qais al-Gifariyah

Umayyah bint Qais was a teenager from the Abi Dzar al-Ghifary tribe. She is only 14 years old, but she is interested in the nursing field. Umayyah intended to join the adult women who volunteered for the Khaibar war, at that time Umayyah was accompanied by the Prophet. Umayyad experienced menstruation for the first time while heading to Khaibar with the Prophet.

The Prophet gave the young child a necklace, this necklace became a source of pride for Umayyah, he did not want to take off the necklace given to him by Rasulullah SAW until he died. When he was young, Umayyah actively helped as a nurse. When he was older, Umayyah was also active in narrating hadith from the Prophet SAW.

Curriculum is a very vital tool in education, including nursing education, for this reason the curriculum that has been prepared is very important to always review in order to achieve nurse graduates who have the competencies expected by professional organizations in order to meet the needs of society and have competence. characteristic of the institution that educates him, in this case the Nursing Science Study Program at UIN Syarif Hidayatullah Jakarta. Therefore, input from stakeholders is very much needed in the continuous improvement process, so that nurse graduates from UIN Syarif Hidayatullah Jakarta become graduates who excel both in their abilities as nurses and in having good morals. Amen, Rabbal Alamin