

DESCRIPTION OF COURSE UNIT
according to the ECTS User's Guide 2015

Course unit title	Education Foundations
Course unit code	22010111C01
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	1 st year
Semester/trimester when the course unit is delivered	First Semester
Number of ECTS credits allocated	2.88 ECTS 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Fahim Khasani, M.A.
Learning outcomes of the course unit	CLO-1: Able to criticize the concepts and components of Islamic Education CLO-2: Able to examine human nature and its implications for education as a scientific discipline CLO-3: Able to evaluate the foundation of Islamic education CLO-4: Able to analyze education policies in the era of disruption and industry 5.0 CLO-5: Design learning plans by curriculum developments
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	

Course content	<ol style="list-style-type: none"> 1. Basic concepts and understanding of Islamic education (M-1) 2. Basic elements of Islamic education (M-1) 3. Direction and Function of Islamic Education (M-1) 4. Human existence and the need for Islamic education (M-2) 5. Education as a scientific discipline (M-2) 6. Philosophical and ideological foundations of Islamic education (M- 3) 7. Psychological and pedagogical foundations of Islamic education (M- 3) 8. Sociological and cultural foundations of Islamic education (M-3) 9. Legal and political foundations of Islamic education (M-3) 10. Insights into the development of education policy in pre-Independence, Independence, Reformation Era, and Society 5.0 (M-4) Era 11. Insight into the National Education System from an Islamic education perspective (M-4) 12. The concept of democracy and educational innovation in forming a civil society in the Era of Disruption and the Era of Society 5.0 (M-4) 13. The idea of lifelong education (M-4) 14. Relationships and responsibilities between schools, families, and communities in the implementation of education
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Ananda WP garuge, (1970), Toward Better Education Management, International Education Years 2. Edgar H Schei dan Dianne W. Kommers, (1972) Professional Education, New York: McGraw Hill Book Company 3. Muhammad Naquib Al-Attas, (1997), The Concept of Education in Islam: a Framework for an Islamic Philosophy of Education, (Kuala Lumpur: ISTAC) 4. Abdul Kadir, dkk. (2017), Dasar-dasar Pendidikan, Jakarta: Prenada Media 5. Al-Nahlawi, Abdurrahman, (1995), Ashul al-Tarbiyah Islamiyah wa Asalibaha fi al-Baiti wa al-Madrasah wa al-Mujtama', (Jakarta: gema Insani Press) 6. Arief Rachman, (2007), Home-Schooling: Rumah Kelasku, Dunia Sekolahku, Jakarta: Penerbit Buku Kompas. 7. Arifin, Muzayyin, (2010), Filsafat Pendidikan Islam, Jakarta: Bumi Aksara. 8. A.R.S. Abdullah, (1991), Educational Theory: A Quranic Outlook, Bandung: Diponegoro 9. Binti Maunah, (2009), Landasan Pendidikan, Yogyakarta: Teras. 10. E. Mulyasa, (2003), Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi, Bandung: Remaja Rosdakarya. 11. M. Fahim Tharaba, (2016), Dasar-dasar Pendidikan Islam, Malang: Dreamleterabuana 12. HAR Tilaar dan Ace Suryadi, (1994), Analisis Kebijakan Kurikulum, Bandung: Remaja Rosdakarya 13. Nana Syaodih Sukmadinata, (2003), Landasan Psikologi

	<p>Proses Pendidikan, Bandung: Remaja Rosdakarya.</p> <p>14. Redja Mudyahardjo, (2001), Pengantar Pendidikan: Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia, Jakarta: Raja Grafindo Perkasa.</p> <p>15. Tim MKDK IKIP Surabaya, (1995), Pengantar Pendidikan: Bagian I, Surabaya: University Press IKIP Surabaya.</p> <p>16. __, (1995), Pengantar Pendidikan: Bagian II, Surabaya: University Press IKIP Surabaya.</p> <p>17. Umar Tirtarahardja, dan S. N. La Sulo, (2005), Pengantar Pendidikan, Jakarta: PT Rineka Cipta.</p> <p>18. UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional dan UU No. 14 Tahun 2005 tentang Guru dan Dosen, Jakarta: Visimedia.</p> <p>19. Zahara Idris, (1991), Dasar-dasar Kependidikan, Padang: Angkasa Raya, dll.</p>
Planned learning activities and teaching methods	Lectures, Group discussions, Project Based Pbl, and Problem-Based (PBL), practicum.
Language of instruction	Indonesian
Assessment methods and criteria	Assignments, Midterms, Final Examination, practicum, and Presentation.

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

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

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

The final score is obtained using the following formula:

Final score =

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

C. SCORING GUIDELINES

The scoring guidelines are as follows:

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

D. Assessment Sheet

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

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

Malang, _____

Lecturer

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

A. Assessment Aspects

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

B. Final Course Score Calculation

Na = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

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

Note: n = total task

I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

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