

DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

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| 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) | |

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| 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 Asalibah 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 |

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| | <p>Proses Pendidikan, Bandung: Remaja Rosdakarya.</p> <p>14. Redja Mulyahardjo, (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 |

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|---|-----------------------|--------------------------------|--|--|--|---|
| 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 |
|---|-----------------------|--------------------------------|--|--|--|---|

B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i -th task
- $Substances_i$ 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/Portfo lio/Mind Map (Substance 20%) | Discussion/Pr esentation/Ob servation/Cas e 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

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

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

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 |