



## **DESCRIPTION OF COURSE**

### **UNIT**

according to the ECTS User's Guide 2015

Course unit title	Curriculum and Learning
Course unit code	22010111C03
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	2 <sup>nd</sup> Year
Semester/trimester when the course unit is delivered	Third 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)	Siti Ma'rifatul Hasanah, M.Pd
Learning outcomes of the course unit	CLO-1: Able to analyze the basic concepts and areas of curriculum and learning study, the history of the PAI curriculum in Indonesia CLO-2: Able to examine the nature, position, function, and role of curriculum in madrasas, schools, and other Islamic educational institutions. CLO-3: Able to analyze the curriculum development process and curriculum development using a systems approach and curriculum development models CLO-4: Able to design the development of materials, strategies, and evaluation of learning in the 2013 Curriculum
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"> <li>1. The nature, meaning, and position of the curriculum in madrasas, schools, and other Islamic educational institutions</li> <li>2. History of PAI Curriculum Development in Indonesia</li> <li>3. The foundations for curriculum development include: Religious Foundations, Philosophical Foundations, Psychological Foundations, Sociological Foundations</li> <li>4. Curriculum function: (adjustment, integration, differentiation, preparation, selection, and diagnostic) and curriculum role: (conservative, creative, and critical/evaluative).</li> <li>5. The principles of curriculum development include: Effectiveness, efficiency, sustainability, and flexibility, centered on the potential, development, needs, and interests of students and their environment, as well as diverse and integrated</li> <li>6. Curriculum development process, systems approach in curriculum development, and basics of curriculum development based on community needs (stakeholders)</li> <li>7. Factors influencing curriculum development; Philosophical Factors, Sociological Factors, Psychological Factors, Facilities and Infrastructure Factors, and Change) Curriculum development model; separated subject curriculum, correlated curriculum, learned-centered design, problem-centered design</li> <li>8. Various approaches to curriculum development: Academic, Humanistic, Technological, and Social Reconstruction Subjects</li> <li>9. Curriculum Model: Curriculum Decentralization and Curriculum Centralization</li> <li>10. Concept of the 2013 curriculum (Foundations for developing the 2013 curriculum, 2013 curriculum and learning outcomes, Teaching and Learning Activities for the 2013 curriculum, and Assessment of the 2013 curriculum)</li> <li>11. Practice developing content according to the subject syllabus / thematic</li> <li>12. Practice developing learning approaches or strategies from the subject/thematic syllabus</li> <li>13. Practice developing evaluation/assessment of learning from the subject/thematic syllabus</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Supriyatno, T., &amp; Salamah, U. (2020). <i>Implementation of Curriculum Innovation and Islamic Education Learning Basic Education/Implementasi Inovasi Kurikulum dan Pembelajaran Pendidikan Agama Islam Pendidikan Dasar</i>. Al-Mudarris: Journal Of Education, 3(1), 1-14.</li> <li>2. Abdul Malik Karim Amrullah, <i>Falsafah pendidikan Ulul Albab: Pengembangan kurikulum berbasis KKNi dan SNPT UIN Maulana Malik Ibrahim Malang</i>.</li> <li>3. Ali, N. (2019). Pengorganisasian kurikulum dan pembelajaran pada sekolah kejuruan di lingkungan pesantren. <i>J-MPI: Jurnal Manajemen Pendidikan Islam</i>, 4(1), 48-59.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Ali, N. (2019). Integrative curriculum of religion and science at special pesantren for university students. <i>Ulul Albab</i>, 20(1), 95.</li> <li>5. Amin, M., &amp; Rasmuin, R. (2019). Dinamika kurikulum madrasah berbasis pesantren pada abad ke-20: Analisis historis implementasi kurikulum madrasah. <i>Tadbir: Jurnal Studi Manajemen Pendidikan</i>, 3(1), 1-16.</li> <li>6. Hamalik, Oemar, (1990). <i>Pengembangan Kurikulum: Dasar-dasar dan Perkembangannya</i>. Bandung: Mandar Madu.</li> <li>7. Hamalik, Oemar, (2006). <i>Manajemen Pengembangan Kurikulum</i>. Bandung: Remaja Rosdakarya.</li> <li>8. Majid, Abdul &amp; Dian Andayani, (2004). <i>Pendidikan Agama Islam Berbasis Kompetensi, Konsep dan Implementasi Kurikulum 2004</i>. Bandung: Remaja Rosdakarya.</li> <li>9. Muhaimin, (1991). <i>Konsep Pendidikan Islam, Sebuah Telaah Komponen Dasar Kurikulum</i>. Solo: Ramadani</li> <li>10. Muhaimin, (2005). <i>Pengembangan Kurikulum Pendidikan Islam di Sekolah, Madrasah dan Perguruan Tinggi</i>. Jakarta: Rajawali Press</li> <li>11. Mulyasa, Enco, (2002). <i>Kurikulum Berbasis Kompetensi</i>. Bandung: Remaja Rosdakarya.</li> <li>12. Mulyasa, Enco, (2006). <i>Kurikulum Tingkat Satuan Pendidikan</i>. Bandung: Remaja Rosdakarya.</li> <li>13. Mulyasa, Enco, (2014). <i>Pengembangan dan implementasi Kurikulum 2013</i>. Bandung: Remaja Rosdakarya.</li> <li>14. Nurgiantoro, Burhan, (1988). <i>Dasar-dasar Pengembangan Kurikulum: Sebuah Pengantar Teoritis dan Pelaksanaan</i>. Yogyakarta: BPPE.</li> <li>15. Nasution, S. (1982). <i>Asas-asas Kurikulum, cet. VI</i>. Bandung: Jemmars</li> <li>16. Putra, R. A., Dewi, P. R., Jalaludin, A., &amp; Amrullah, A. M. K. (2021). Strategi Pengembangan Kurikulum Perspektif Pendekatan Total Quality Management (Tqm) Di Pendidikan Tinggi. <i>Edukatif: Jurnal Ilmu Pendidikan</i>, 3(5), 2135-2145.</li> </ol>
Planned learning activities and teaching methods	Lecture, Group discussion, Pbl Cooperative
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examinations, practicum, and Presentations.

## 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	<b>Active Participation</b> (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	<b>Material Understanding</b> (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	<b>Argumentative Ability</b> (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	<b>Listening Skills</b> (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

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

The final score is obtained using the following formula:

Final score =

- $s_i$  score is the score obtained by the student on the i-th task
- $Substances_i$  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/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/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**

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

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

Note: n = total task

I = 1<sup>st</sup> 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