

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

Course unit title	The History of Islamic Education
Course unit code	22010111D02
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	Two Semester
Number of ECTS credits allocated	3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88×27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Prof. Dr. Triyo Supriyatno, M.Ag
Learning outcomes of the course unit	CLO-1: Able to classify the scope of the study and the benefits of studying the History of Islamic Education CLO-2: Able to categorize Islamic education during the apostolic period in Mecca and Medina, Khulafaur-Rasyidin, Umayyad and Abbasid CLO-3: Able to analyze the role of Islamic educational institutions (Surau/langgar/mosque) CLO-4: Able to evaluate the growth and development of Islamic boarding school education, madrasas, Islamic higher education CLO-5: Able to examine the contribution of the Islamic organizations Muhammadiyah and Nahdlatul Ulama
Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co- requisites (if applicable)	
Course Content	1. History: dimensions of yesterday, present and tomorrow (future predictions) and a glance at the History of Islamic Education (SPI). 2. SPI as a scientific discipline: Definition, scope, benefits, development methods (SPI), postulates about the history of Islamic education

	<p>3. History of Pre-Islamic Education and the Apostolic Period: (Pre-Islamic education model, Education during the apostolic period of the Prophet Saw. in Mecca and Medina)</p> <p>4. SPI During the Caliphate Period: (Codification of the Koran, Development of da'wah outside Arabia, Development of Halaqah)</p> <p>5. SPI during the Umayyad Period: (Halaqah, Dissemination of the Al-Qur'an, Birth of Hadith Science, Birth of Fiqh Science, Birth of Kuttab)</p> <p>6. SPI during the Abbasid Period: (Rulers' policies in the scientific field, Islamic education models, Islamic education financing policies, the birth of Nidzamiah universities, the birth of 'ulama' in various fields)</p> <p>7. SPI after the collapse of the Abbasids: (Scientific developments in Spanish Cordoba, the role of the Fatimids, Mamluks and Mughals in the scientific field, the birth of Al-Azhar College in Egypt, the birth of science and Sufism scholars)</p> <p>8. History of Islamization of the Archipelago; Major theories about the arrival of Islam in Indonesia</p> <p>9. Islamic Education Institutions: Surau/langgar/mosque</p> <p>10. History of the Growth and Development of Islamic Boarding Schools in Indonesia</p> <p>11. History of the Growth and Development of Madrasas in Indonesia</p> <p>12. History of the Growth and Development of Islamic Higher Education (PTI) in Indonesia</p> <p>13. Contribution of Islamic organizations in the development of Islamic education in Indonesia</p>
Recommended or required reading and other learning resources/tools	<p>1. Al-Syalabi, Ahmad. (1961). <i>Tarikh al- Tarbiyah al-Islamiyah</i>. Kairo.</p> <p>2. A. Fatah Yasin, (2018). <i>Dimensi-dimensi Pendidikan Islam</i>. Malang: UIN-Press</p> <p>3. Amin, Ahmad. (1991). <i>Islam dari Masa ke Masa</i>. Bandung : PT. Remaja Rosdakarya, Cetakan 2.</p> <p>4. Azyumardi Azra. <i>Jaringan UlamaTimur Tengah dan Kepulauan Nusantara Abd XVII dan XVIII</i></p> <p>5. Deliar Noer. <i>Gerakan Modern Islam di Indonesia 1900-1942</i>.</p> <p>6. Djumhur, I., & Danasaputra. (1974). <i>Sejarah Pendidikan</i>. Bandung: CV. Ilmu.</p> <p>7. Hamka. (1976). <i>Sejarah Umat Islam IV</i>. Jakarta: Bulan Bintang, Cet. II.</p> <p>8. Hamka. (1981). <i>Sejarah Umat Islam I</i>. Jakarta: Bulan Bintang, Cet. VI.</p> <p>9. Hamka. (1981). <i>Sejarah Umat Islam II</i>. Jakarta: Bulan Bintang, Cet. V.</p> <p>10. Hamka. (1981). <i>Sejarah Umat Islam III</i>. Jakarta: Bulan Bintang, Cet. IV.</p> <p>11. Hasan Asari. <i>Menyingkap Zaman Keemasan Islam; Kajian atas Lembaga-lembaga Pendidikan Islam</i></p>

	<p>12. Hasjmy, A. (1993). <i>Sejarah Kebudayaan Islam</i>. Jakarta :PT. Bulan Bintang, Cetakan ke 4.</p> <p>13. Karel A. Steenbrink. (1986). <i>Pesantren Madrasah Sekolah; Pendidikan Islam dalam Kurun Modern</i>. Jakarta: LP3ES</p> <p>14. Khozin. (2006). <i>Jejak-jejak Pendidikan Islam di Indonesia; Rekonstruksi Sejarah untuk Aksi</i>. Malang: UMM-Press</p> <p>15. Syalabi, Ahmad. 19. <i>Sejarah Kebudayaan Islam 2</i>. Jakarta Pusat: Pustaka al-Husna, Cetakan ke V.</p> <p>16. Syalabi, Ahmad. (1990). <i>Sejarah Kebudayaan Islam 1</i>. Jakarta Pusat: Pustaka al-Husna, Cetakan ke VI.</p> <p>17. Syalabi, Ahmad. (1993). <i>Sejarah Kebudayaan Islam 3</i>. Jakarta Pusat: Pustaka al-Husna, Cetakan ke I.</p> <p>18. Yunus, Mahmud, (1995). <i>Sejarah Pendidikan Islam di Indonesia</i>. Jakarta: Mutiara Sumber Widya.</p> <p>19. Zuhairini. dkk., (1997). <i>Sejarah Pendidikan Islam</i>. Jakarta: Bumi Aksara.</p>
Planned learning activities and teaching methods	Lectures, Cooperative Learning, Case studies, Problem Based Learning, Project Based Learning
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, 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 =

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

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

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