

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

Course unit title	Study of Qur'an Hadith Material at Elementary Level (SD/MI)
Course unit code	22010111D03 -
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)	Dr. H. Zeid B. Smeer,Lc, M.A; Abdul Fattah, M.Th.I; Benny Afwadzi, M.Hum; Mohammad Rohmanan,M.Th.I
Learning outcomes of the course unit  Langsung CPMK, tanpa CPL	CLO-1: Faithful to God Almighty, able to improve a religious, humanist and non-discriminatory attitude. CLO-2: Play a role in improving the quality of life of the community, nation and state with the spirit of Pancasila, nationalism, law abiding, empathy, a spirit of independence and entrepreneurship. CLO-3: Internalize academic values, norms, ethics and demonstrate responsibility for work in their field of expertise. CLO-4: Able to develop an Islamic Religious Education curriculum in madrasas/schools which includes learning planning, learning implementation and technology-based and contextual learning evaluation CLO-5: Able to construct the material substance, structure, concepts and scientific mindset of Islamic Religious Education which includes the scientific fields of al-Qur'an-hadith, creeds, jurisprudence, and the history of Islamic culture. CLO-6: Able to develop innovative scientific structures, curriculum design and research in the field of Islamic Religious Education based on Islam rahmatan lil alamin.

	<p>CLO-7: Able to analyze and practice theories or concepts in Tajwid al-Qur'an</p> <p>CLO-8: Able to analyze short letters in the Koran and integrate them with the realities of life</p> <p>CLO-9: Able to analyze the hadiths of the Prophet and integrate them with the realities of life</p> <p>CLO-10: Able to design Al-Qur'an and Hadith material thematically according to elementary level students (Primary School/Madrasah Ibtidaiyah)</p> <p>CLO - 11: Able to develop material suitable for elementary level students (Primary School/Madrasah Ibtidaiyah)</p>
Mode of delivery (face-to-face, distance learning) Prerequisites and co-requisites (if applicable)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	<ol style="list-style-type: none"> <li>1. Tajwid 1: Al qamariyah and Al syamsiyah, ghunnah, qalqalah, and the rule of bread and tanwin (idzhar, ikhfa', idgham bi ghunnah, idgham when ghunnah, and iqlab)</li> <li>2. Tajwid 2: Laws of mim sukun (ikhfa' syafawi, idzhar syafawi, idgham mutamatsilain, mutajannisain, mutaqqarribain), waqaf, washal, tafkhim, tarqiq, and jawazul wajhain.</li> <li>3. Tajwid 3: Mad thabi'i, mad far'i, and gharib.</li> <li>4. Short surrah /choice 1: Surat al-Fatihah, al-Nas, al-Falaq, al-Ikhlash, al-Nashr, al-Kafirun, and al-Ma'un</li> <li>5. Short letters/choice 2: Surat al-Humazah, al-Takatsur, al-Qari'ah, and al-Zalzalah</li> <li>6. Short surrah/choice 3: Surat al-Bayyinah, al-Qadr, and al-Alaq</li> <li>7. Short surrah /choice 4: Surat al-Tin, al-Insyira, and al-Dhuha</li> <li>8. Hadith 1: Hadith about the obligation to pray and do good to others</li> <li>9. Hadith 2: Hadith about cleanliness and the importance of learning</li> <li>10. Hadith 3: Hadith about congregational prayer, brotherhood, piety, intention, and friendship</li> <li>11. Hadith 4: Hadith about the characteristics of hypocrites, loving orphans, the priority of giving, and righteous deeds</li> <li>12. Verses of the Qur'an and hadith about diversity</li> <li>13. Al-Qur'an verses and hadiths about the preservation of nature and the environment</li> <li>14. Al-Qur'an verses and hadiths about moderation in religion</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. 'Abd Al-Hayyi Al-Farmawi, <i>Al-Bidayah fi Al-Tafsir Al-Mawdu'i</i>, Dirasah Manhajiyyah Mawdu'iyah, (t.tp.: t.p, 1976).</li> <li>2. Arifa, Laily Nur (2021) <i>Model pembelajaran baca tulis Al-Quran bagi siswa disleksia: Sequential Exploratory Research Di SD Anak Saleh dan SDN Summersari III Malang</i>. Doctoral thesis, Universitas Islam Negeri Maulana Malik Ibrahim.</li> <li>3. Bashori Alwi, <i>bilQalam</i>, jilid 1-6, Malang, PIQ Malang</li> <li>4. <i>Metode membaca al-Qur'an Baghdadiyah</i></li> <li>5. <i>Metode membaca al-Qur'an Ummi</i></li> </ol>

	<ol style="list-style-type: none"> <li>5. Sa'ad Riyadh, 2007. <i>Mengajar al-Qur'an pada Anak</i>. Surakarta: Ziyad</li> <li>6. Waryono Abdul Ghafur, Tafsir Sosial. (Yogyakarta: Elsaq, 2005).</li> <li>7. M. Dawam Rahardjo. Ensiklopedi Al-Qur'an, Tafsir Sosial Berdasarkan Konsep-Konsep Kunci, (Jakarta: Paramadina, 1996).</li> <li>8. Sahabuddin, et.al. (ed) Ensiklopedi Al-Qur'an, Kajian Kosakata, (Jakarta: Lentera Hati, 2007).</li> <li>9. Abdul Fattah, and Benny Afwadzi, (2016) Pemahaman hadits tarbawi Burhan al Islam al Zarnuji dalam kitab <i>Ta'lim al Muta'allim. Ulul Albab</i>, 17 (2). pp. 197-217. ISSN 2442-5249</li> <li>10. Abdul Fattah, "Tafsir Tematik Islam Moderat Perspektif Al-Quran." <i>MAGHZA: Jurnal Ilmu Al-Qur'an dan Tafsir</i> 5.2 (2020): 156-172.</li> </ol>
Planned learning activities and teaching methods	Lectures,, case studies, cooperative Pbl, Project Based Learning, Problem Based Learning
Language of instruction	Indonesian
Assessment methods and criteria	Observation, Written Test, Portofolio

## 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	<b>Teamwork</b> (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
- $Substancs_i$  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**

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

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

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