

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

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course unit title                                                                                     | Study of Aqidah Akhlaq Secondary Level (SMP/MTS, SMA/MA/SMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Course unit code                                                                                      | 22010111D08                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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/trimest            | 2 <sup>nd</sup> year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Semester/trimester when the course unit is delivered                                                  | Fourth Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Number of ECTS credits allocated                                                                      | 4.32 ECTS.<br>3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester)<br>In total 4.32 x 27.5 hours per semester = 118.8 hours per semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Name of lecturer(s)                                                                                   | Fahim Khasani, M.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Learning outcomes of the course unit                                                                  | <p>CLO-1: Able to classify the basic principles of Creed (Aqidah) and Monotheism (Tauhid), recognize forms of polytheism (syirik), commendable and condemnable behavior in Islam, and enumerate the attributes of Allah in al-asma' al-husna (the beautiful names of Allah).</p> <p>CLO-2: Able to analyze concepts in Creed (Aqidah) and Morality (Akhlaq), and understand the interrelationships among these concepts in the context of life.</p> <p>CLO-3: Able to determine the knowledge of Creed (Aqidah) and Morality (Akhlaq) in daily life practices, including avoiding condemnable behavior and practicing commendable behavior.</p> <p>CLO-4: Able to value assess the understanding and practices related to Creed (Aqidah) and Morality (Akhlaq), and developing a deeper personal understanding.</p> |
| Mode of delivery (face-to-face, distance learning)<br>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. Creed(Aqidah) and Monotheism: Definition, principles, methods of improvement in daily life.</li> <li>2. Polytheism (syiriq) in Islam: Definition, types, behaviors of polytheists, and ways to avoid it.</li> <li>3. Morality and Improvement: Definition, virtues/vices, types, and methods of improvement.</li> <li>4. Strengthening Faith in Allah through His Attributes in al-Asma' al-Husna: al-Muqsith, al-Waarits, al-Hafidz, al-Walii, al-Waduud, ar-Raafi', al-Mu'iz, al-Afuww, al-Mujib, al-Hadi, al-Khaliq, al-Hakim, al-Wakil, al-Matin.</li> <li>5. Cultivating Commendable Behavior: Definition, forms and examples, positive values, and behaviors such as Husnuzh-zhan, Raja', and repentance.</li> <li>6. Avoiding Condemnable Behavior: Definition, forms and examples, negative values, and avoiding arrogance, deceit, hypocrisy, injustice, and discrimination.</li> <li>7. Kalam Science : Definition, the relationship between kalam science and other disciplines.</li> <li>8. Mid-Semester Exam (UTS) / Stage I Exam</li> <li>9. Schools of Kalam and Their Figures: Khawarij, Murjiah, Shiah, Jabariyah, Qadariyah, Ash'ariyah, Al-Maturidiyah, Mu'tazilah, and others like transformative theology and liberation theology.</li> <li>10. Cultivating Commendable Behavior (Continued): Definition, examples, and positive values in dressing, adorning, traveling, hosting, and receiving guests.</li> <li>11. Avoiding Condemnable Behavior (Continued): Definition, examples, and negative values of major sins (intoxication, gambling, adultery, theft, drug consumption).</li> <li>12. Understanding Sufism: Definition, origins, terms, and examples of its practice in daily life.</li> <li>13. Cultivating Commendable Behavior (Continued): Definition, examples, and positive values in justice, contentment, righteous deeds, unity, and harmony.</li> <li>14. Avoiding Condemnable Behavior (Continued): Definition, forms, negative values in extravagance, wastefulness, and causing discord.</li> <li>15. Exemplary Stories: Prophet Joseph (Yusuf), Prophet Job (Ayub), Prophet Solomon (Sulaiman), and Ulul Azmi</li> </ol> |
| Recommended or required reading and other learning resources/tools | <ol style="list-style-type: none"> <li>1. Mahmud Syaltut, <i>Islam Sebagai Aqidah dan Syariah Jilid 1 – IV</i>, pen. Musthofa A. Ghani, Jakarta: Bulan Bintang.</li> <li>2. Al Ghazali, (1985) <i>Ihya Ulumuddin jilid 1-8</i>, pen, Ismail Yakub, Jakarta: CV Faizan.</li> <li>3. Ibn Qayim al jauziyah, (2009) <i>Syifaul Alif Masailil Qadha qal Qadar</i>, pen. Abdul Ghafar, <i>Qadha dan Qadhar Ulasan tuntas Masalah Takdir</i>, Jakarta: Pustaka azzam.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

4. Umar Sulaiman al Asqar, (2005) *Al yaum al akhir*, pen. Irfan Salim, *Ensiklopedia Hari Kiamat Dari Sakaratul Maut Hingga Surga-Neraka*, Jakarta: Serambi Ilmu Semesta.
5. Abul Qasim Abdul Karim Al Qusyairi An Naisaburi, (2002) *Risalah Qushairiyah*, pen. Umar Farur, *Risalah Qusyairiyah Sumber Kajian Ilmu Tasawuf*, Jakarta: Pustaka amani.
6. A.Hanafi, (1989) *Pengantar Teologi Islam*, Jakarta: Pustaka Al Husna, li Huquqillah, pen, Abdul Halim, Sebuah karya Klasik Tasawuf : Memelihara Hak-Hak Allah, Pustaka Hidayah, Jakarta, 2002
7. Syaikh Makarm Al Syirozi, *Al Akhlaq fi Al Quran jilid 1-3*, Madrasah Ali bin Abi Thalib ,
8. Syaikh Abdul Qadir al Jailani, (2010) *Sir al asrar fi Ma Yahtaj Ilahy al Abror*, pen. Abdul Majid, *Rahasia Di atas Rahasia Menjadi Kekasih Allah*, Yogyakarta: Diva Press.
9. Syaikh Abdul Karim Ibnu Ibrahim Al Jaili, (2005) *Insan kamil*, pen. Misbah el majid, *Insan kamil Ikhtiar Memahami Kesejatian Manusia dengan sang Khaliq hingga akhir Zaman*, Surabaya: Pustaka hikmah Perdana.
10. Said Hawwa, (2010) *Al-Mustakhlash fi Tazkiyatun Nafs*, pen. Tim Kuwais, *Kajian penyucian Jiwa Tazkiyatun Nafs Intisari Ihya Ulumuddin*, Pena pundi Aksara.
11. Ibrahim Madkour) , (2004) *Fi Al Falsafah al Islamiyah Manhaj wa tatbiqub al Juz al sani*, pen, Yudian Wahyudi, *Aliran dan Teori Filsafat Islam* Jakarta: Bumi Aksara.
12. Al Faqih Abul Laits as Samarqandhy, (1999) *Tanbihul Ghafilin*, pen. Abu Juhaidah, *Tanbihul Ghafilin Nasehat Bagi yang lalai*, Jilid 1 dan 2, Jakarta: Pustaka Amani.
13. Taufik Abdullah (et al), (2002) *Ensiklopedi Tematis Jilid 4*, Jakarta: PT Ichtiar Baru Van Hoeve.
14. Muhaimin, et al, (1994) *Dimensi-Dimesni Studi Islam, Karya Abditama*, Surabaya.
15. Syaikh Muhammad bin Syami bin Mathain Syaibah, (2014) *Kitab tauhid Al Ibadah*, pen. Muhammad thalib, Jakarta: Lembaga Dakwah dan Taklim.
16. Sri Mulyati, (2006) *Tasawuf Nusantara Rangkaian Mutiara Sufi Terkemuka*, Jakarta: Prenada Media group.
17. Akhmad Taufik, dkk, (2005) *Sejarah pemikiran dan Tokoh Modernisme Islam*, Jakarta: Raja Grafindo Persada.
18. Muhammad Alim, (2006). *Pendidikan Agama Islam Upaya Pembentukan Pemikiran dan Kepribadian Muslim*, Bandung: Rosdakarya.
19. Said Hawwa, (2006) *Tarbiyatuna Al Ruhiah*, pen. Abdul Munip, *Pendidikan Spiritual*, Yogyakarta: Mitra Pustaka.
20. Amin Syukur dan Masyharuddin, (2002) *Intelektualisme tasawuf Studi Intelektualisme Tasawuf Al Ghazali*, Yogyakarta: Pustaka Pelajar.
21. Ahmad Janan Asifudin, (2004) *Etos Kerja Islami*, Surakarta: Muhammadiyah universitah Press.

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|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p>22. Ahmad Mahmud Subhi, (2001) <i>Al Falsafah Al Akhlaqiyah fi Al Fikr Al islammi: Al Aqliyun wa al Dzauqiyyun</i>, pen. Yunan Askaruzzaman, <i>Filsafat Etika Tanggapan Kaum Rasionalis dan Intusionalis Islam</i>, Jakarta: Serambi Ilmu Semesta.</p> <p>23. Abdullah bin Abdul Hamid al Asari, (2006) <i>Al Wajiz fi Aqidah al Salaf Al sholeh</i>, pen. Izzudin Karimi, <i>Ringkasan Keyakinan Islam</i>, Surabaya: Fitrah Mandiri sejahtera.</p> <p>24. Yusuf bin Abdillah bin Yusuf, (2008) <i>Asyratus Saaa'ah</i>, pen. Beni sarbeni, <i>Hari Kiamat Sudah Dekat !</i>, Jakarta: Pustaka ibn Kasir.</p> <p>25. Muhammad Abdul Qadir Ahmad atho', (1989). <i>Makarim Al Akhlaq</i>, <i>Darul Kutub Al Ilmiyah</i>, Lebanon: Beirut.</p> <p>26. Ahmad Amin, (1994). <i>Etika (Ilmu Akhlak)</i>, pen, Farid Ma'ruf, Jakarta: Bulan Bintang.</p> <p>27. Ibn Rusyd, (2004) <i>Tahafut al Tahafut</i>, pen. Khalifurahman, <i>Tahafut at Tahafut Sanggahan terhadap Tahafut al Falasifah</i>. Yogyakarta: Pustaka Pelajar.</p> |
| Planned learning activities and teaching methods | Lecture, Case study, 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><br>(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><br>(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><br>(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><br>(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 =

- $x_i$  score is the score obtained by the student on the i-th task
- $Substancex_i$  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<br>(25%)      |                  |   |   |   |   |             |
| 2                          | Material Understanding<br>(25%)    |                  |   |   |   |   |             |
| 3                          | Argumentative Ability<br>(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/<br>Articles/Book<br>Review/Article<br>Review/Portfolio/<br>Mind Map<br>(Substance 20%) | Discussion/Presentation/<br>Observation/Cas<br>Study/Project<br>(Substance 20%) | Midterm<br>Exams<br>(Substance 30%) | Final Exams<br>(Substance 30%) | Assessment of<br>Attitude<br>(Observation/Self-<br>Assessment/Peer<br>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    |