

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

Course unit title	Qira'atul Kutub
Course unit code	22010111D14
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	4.32 ECTS 3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 4.32 x 27.5 hours per semester = 118.8 hours per semester
Name of lecturer(s)	Dr. H. Bakhruddin Fannani, M.A.
Learning outcomes of the course unit	<p>CLO-1: Able to analyze various written discourses in Arabic, the characteristics of written discourses in Arabic, ideas, and the structure of Arabic discourses.</p> <p>CLO-2: Capable of analyzing in detail both orally and in writing, general Arabic discourses, and examining the thoughts within Arabic discourses, reflecting them in daily life.</p> <p>CLO-3: Analyzing reading techniques in Arabic systematically, logically, creatively, innovatively, and with intellectual curiosity to explore various Islamic values at an individual and group level within academic and non-academic communities.</p> <p>CLO-4: Analyzing ideas and criticizing Arabic perspectives effectively, both generally and within the concept of Islam as a scholarly paradigm.</p> <p>CLO-5: Analyzing the characteristics of foreign language grammar used in reading Arabic discourses to enhance the quality of Islamic Religious Education in schools/madrasahs.</p> <p>CLO-6: Analyzing the explicit and implicit meanings of Arabic</p>

	<p>discourses in general, which strongly relate to the improvement of Islamic Religious Education in schools/madrasahs.</p> <p>CLO-7: Analyzing the substance, structure, concepts, and mindset of Arabic discourses in general and within Islam from the aspects of the Qur'an-Hadith, as well as other literature.</p> <p>CLO-8: Analyzing the rules of reading Arabic discourses in general and within Islam, as well as their assessment and evaluation.</p>
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 reading material from Book of Sirah lil Jami', pages 9- 18, covers the following topics: the lineage of Prophet Muhammad (peace be upon him), the Quraysh tribe, the birth of Prophet Muhammad (peace be upon him), his upbringing, his early days, the death of his mother, and his upbringing by his grandfather.</li> <li>2. These texts seem to be excerpts from a book titled "Sirah lil Jami'". Each reading material includes specific pages and topics related to the life of Prophet Muhammad (peace be upon him). Here is a brief summary of each reading material:</li> <li>3. Reading Material 2 (Pages 19-28): Covers topics such as the childhood of Prophet Muhammad (peace be upon him), his role as a shepherd, the character of Prophet Muhammad, his marriage, the Black Stone, Prophet Muhammad's wisdom, and the revelation in the cave of Hira.</li> <li>4. Reading Material 3 (Pages 29-38): Discusses events like the revelation hiatus, the return of revelation, the invitation to people, the first converts to Islam, the secret and public invitation to Islam, and the continued revelation.</li> <li>5. Reading Material 4 (Pages 39-46): Covers the public invitation to Islam, the defamation of Prophet Muhammad's reputation, the harm and torture faced, and the migration to Abyssinia (Ethiopia).</li> <li>6. Reading Material 5 (Pages 47-58): Focuses on the second migration, persecution of Muslims, the threats against Abu Talib, the conversion of Hamza and Umar to Islam, the attempts to entice Prophet Muhammad, the boycott, negotiations, and the continuation of the boycott and invitation.</li> <li>7. Reading Material 6 (Pages 59-66): Discusses events like the</li> </ol>

	<p>death of Abu Talib, seeking help and support, the Night Journey and Ascension, the pledge at Aqaba, the Islamization of Yathrib (Medina), and the pledge of allegiance.</p> <ol style="list-style-type: none"> <li>8. Reading Material 7 (Pages 67-78): Covers events such as the pursuit by the people of Yathrib, the beginning of migration, attempts to kill the Prophet, conspiracies to assassinate Prophet Muhammad, his escape, the Prophet's migration, the pursuit of the Prophet, the journey of migration, and arrival at Quba.</li> <li>9. Reading Material 8 (Pages 81-88): Focuses on the establishment of an Islamic community, brotherhood, the treaty with the Jews, and the communication between the Quraysh (Mecca) and the Jews about fighting.</li> <li>10. Reading Material 9 (Pages 89-98): Discusses topics like changing the Qibla (direction of prayer), the Battle of Badr, preparations, the march, seeking counsel, the approaching armies, the wells of Badr, and the day of the meeting between the two armies.</li> <li>11. Reading Material 10 (Pages 99-106): Covers the aftermath of the Battle of Badr, the echoes of the battle, the return of the victorious army, the captives, the breach of the peace treaty, and the Jews of Qaynuqa.</li> <li>12. Reading Material 11 (Pages 107-114): Discusses new conflicts, leaving for the region of Uhud, the Battle of Uhud, and the disobedience to the Prophet's command.</li> <li>13. Each section appears to delve into various significant events and aspects of Prophet Muhammad's life and the early days of Islam.</li> <li>14. Reading Material 12 (Pages 115-122): Covers topics such as the losses of the battle, the departure of Jews from the city, the Battle of the Trench (Khandaq), seeking counsel, the siege, the journey to Mecca, and the Treaty of Hdaybiyyah.</li> <li>15. Reading Material 13 (Pages 123-130): Discusses the Muslims' anger, the impact of the treaty, inviting kings to Islam, the diplomatic missions to Negus, the ruler of Abyssinia (Ethiopia), to Muqawqis, the ruler of Egypt, to Kisra, the ruler of Persia, and to Caesar, the ruler of the Romans.</li> <li>16. Reading Material 14 (Pages 131-137): Focuses on the Battle of Khaybar, the Battle of Mu'tah, the day of the meeting between two armies, the breach of the Treaty of Hdaybiyyah, preparations to enter Mecca, and the destruction of idols.</li> </ol>
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<p>Recommended or required reading and other learning resources/tools</p>	<ol style="list-style-type: none"> <li>1. Fattah, Abdul (2022), Efektivitas Pemanfaatan Kitab Kuning Terhadap Pemahaman Matakuliah Pengembangan Materi Qur'an Dan Hadis Bagi Mahasiswa PAI UIN Maulana Malik Ibrahim Malang. Research Report. UIN Maulana Malik Ibrahim Malang, Malang</li> <li>2. Zuhdi, A. (2022) Pendidikan Karakter Dalam Perspektif Kitab Ayyuhal Walad Implikasinya Terhadap Perubahan Kepribadian Remaja Pada Era . Research Report. UIN Maulana Malik Ibrahim Malang, Malang</li> <li>3. Arifa, Laily Nur (2021) Model pembelajaran baca tulis Al-Quran bagi siswa disleksia: Sequential Exploratory Research Di SD Anak Saleh dan SDN Sumbersari III Malang. Doctoral thesis, Universitas Islam Negeri Maulana Malik Ibrahim.</li> <li>4. Rohmanan, M., &amp; Arminsa, M. L. S. (2020). Tafsir Al-Baghawi: Metodologi, Kelebihan dan Kekurangan. Al-Dzikra: Jurnal Studi Ilmu al-Qur'an dan al-Hadits, 14(1), 135–160. doi: 10.24042/al-dzikra.v14i1.4480</li> <li>5. Afwadzi, Benny and Miski, Miski (2020) Pemikiran hadis shī'ah Zaydiyyah al-Şan'ānī dan kontribusinya dalam pengembangan Islam moderat di Indonesia. Research Report. Project Management Unit Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang.</li> <li>6. Afwadzi, Benny (2019) Menelusuri pemahaman semiotis sarjana Muslim dalam kitab syarah hadis: studi kitab Faḥḥ al-Bārī Sharḥ Şaḥīḥ al-Bukhārī. Research Report. Lembaga Penelitian dan Pengabdian kepada Masyarakat, Malang.</li> <li>7. Mukorrobin, M. and Fattah, Abdul (2019) Proses belajar dalam prespektif al-Ghazali : studi kitab Ayyuha al-Walad. Islamuna: Jurnal Studi Islam, 6 (1). pp. 1-18. ISSN 2407-411X</li> <li>8. Mamdouh Nouruddin, <i>as-Seerah li al-Jami': Ru'yah Ta'limiyyah</i>, Dar al-Andalus</li> <li>9. Fauzan al-Fauzan, <i>Mudzakkirah Dawrah Tadrîbiyah li Mu'allimi al- Lughah al-Arabiyah</i></li> <li>10. Tafsir ayat-ayat al-Qur'an: al-Qalam 17-20; al-Baqarah 259; Yasin 13-15; al-A'raf 73; Shâd 41-42; Âli 'Imrân 144; al-Baqarah 250-251</li> <li>11. al-Arabiyah bayna Yadaika</li> <li>12. Zaghlul Raghib al Najjar, <i>Azmah al- Ta'lîm al-Mu'âshir, wa Hulûlûhâ al- Islâmiyyah</i></li> <li>13. Syalabi, Ahmad. (1977). <i>Târîkh al-Tarbiyah al-Islâmiyyah</i>. Mesir: Nahdatul Misriyah</li> <li>14. Musthafa Amin, <i>Târîkh al-Tarbiyah</i></li> <li>15. Abu al Hasan Ali al Hasani an Nadawi, <i>Nahwa al-Tarbiyah al- Islâmiyyah al- Hurrah fî al-Hukûmat wa al-Bilâd al-Islâmiyyah</i></li> <li>16. Muhammad Sa'id Ramadhan al Buthy, <i>Tajribah al-Tarbiyah al- Islâmiyyah fî Mîzân al-Bahts</i></li> <li>17. Husain Ahmad Amin, <i>Al-Mi'ah al- A'zham fî Târîkh al Islam</i></li> <li>18. Ali Fikri, Ahsan al Qashash</li> <li>19. Muhammad Ra'fat Pasya, <i>Târîkh al Shahâbah</i></li> <li>20. CD. Mawsu'ah al-Kutub al-Tis'ah</li> <li>21. Majalah Mujtaba, edisi bahasa Arab</li> </ol>
<p>Planned learning activities and teaching methods</p>	<p>Lecture, Group Discussions, Simulation, Cooperative Problem-Based Learning (PBL).</p>

Language of instruction	Indonesian,
Assessment methods and criteria	There are Assignments, Midterms, Final Examinations, and Presentations. Observation, Performance-based Assessment, Written Tests, Oral Tests.

## 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

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**

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

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

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