Course unit title	Ethics of PAI Teaching Profession
Course unit code	22010111D16
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	3rd year
Semester/trimester when the course unit is delivered	Fifth 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)	Prof. Triyo Supriyatno
Learning outcomes of the course unit	CLO-1 : Capable of analyzing the framework of thought and the ethical foundation of the Islamic Religious Education (PAI) profession in both Islamic and non-Islamic educational institutions CLO-2: Capable of analyzing the core body of knowledge, the values, and the position of the PAI teacher's persona CLO-3 : Capable of analyzing the professional ethics of teachers and the code of ethics for teachers, competencies, and ethics management CLO-4 : Capable of analyzing the development of PAI (Islamic Religious Education) teachers from pre-independence times, the evolution of teachers before the independence era, up to the wider mandate in Teacher Education Institutes (LPTK) in Indonesia CLO-5 : Capable of analyzing the policy regulations regarding teachers (Significance of the Teacher Law and Teacher Regulation).

Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	1. The framework of thought and ethical foundation of the PAI (Islamic Religious Education) teacher profession within both Islamic and non-Islamic educational institutions 2. The scope of study on the ethics of PAI (Islamic Religious Education) teacher profession 3. Ethics, morality, and values (understanding ethics, morality, and values; differences between ethics, morality, and values; and the domain of instrumental values and Islamic values) 4. The core body of knowledge regarding the values of the PAI (Islamic Religious Education) teacher's persona 5. Teacher professional ethics (Understanding teacher professional ethics, Basic concepts of teacher professional ethics, and Development of teacher professional ethics) 6. Teacher Code of Ethics (Understanding the teacher code of ethics, The necessity of a teacher code of ethics, Identifying the formulation of the teacher code of ethics, and Analyzing attitudes and ethics in the professional development of teachers) 7. Development of PAI (Islamic Religious Education) teachers (Teacher development before the independence era, Teacher evolution pre-independence, and Expanded mandates in Teacher Education Institutes in Indonesia) 8. The role of teachers (Teachers as educators and instructors, Teachers in guidance duties) 9. Teachers as professional individuals (Understanding profession, Characteristics of teachers as a profession, and Professional competencies of teachers) 10. Regulatory policies regarding teachers (Significance of the Teacher Law, and significance of the Teacher Regulation) 11. Competencies of PAI teachers (Understanding competencies, Personality, Pedagogical, Professional, Social, Leadership) 12. Development of teacher competencies and profession (Individual and group development, Subject-Teacher Working Group (MGMP) development, Curriculum-based development, Teacher training development, Role of Teacher Education Institutes (LPTK) in professional development, and Professional commitment) 13. Teacher certification and professional education program (Purpose and objectives of the teaching profession, Fundamental guidelines for teacher certification implementation, Process of completed certification, Basis for the Teacher Professional Education (PPG), and Mechanisms of the PPG implementation) 14. Management of teacher professional ethics (Understanding management, Position of management in teacher professional ethics, Scope of management in teacher professional ethics [Planning, Organizing, Implementation, and Monitoring])

Recommended or required reading and other learning resources/tools	1. Zuhdi, Ahmad and Nuril, Nuzulia and Suprayuga, Igif Rizekiya (2020) Pedoman praktik kerja lapangan online. UIN Maliki Press, Malang. ISBN 978-623-232-674-3 2. Hambali, Muh. (2019). Manajemen Pengembangan Etika Profesi Guru: Suatu Pendekatan Baru Kepemimpinan Berbasis Core Values. Yogyakarta: DIVA Press. 3. Mujtahid. (2011) Pengembangan Profesi Guru, Malang: UIN Maliki Press. 4. Tafsir, Ahmad. (2011). Filsafat Ilmu, Rosdakarya, Bandung 5. an-Nahlawi, Abdurrahman. (1989).Prinsip-prinsip dan Metode Pendidikan Islam, CV Diponegoro, Bandung. 6. Nata, A., & Fauzan. (2005). *filsafat pendidikan Islam*. Gaya Media Pratama. 7. Nata, H. A. (2012). *Manajemen pendidikan: Mengatasi kelemahan pendidikan Islam di Indonesia*. Kencana. 8. Harefa, A. (2000). *Menjadi manusia pembelajar*. Penerbit Buku Kompas. 9. Mulyasa, E. (2008). Menjadi Guru Profesional Menciptakan Pembelajaran yang Kreatif dan Menyenangkan. *Bandung: PT Remaja Rosdakarya*. 10. Suprayogo, I. (1999). *Reformulasi Visi Pendidikan Islam*. Stain Press. 11. Syah, M. (1997). Psikologi pendidikan dengan pendekatan praktek. *Bandung: PT. Remaja Rosdakarya*. 12. Rohmat, M. (2004). Mengartikulasikan pendidikan nilai. *Bandung: Alfabeta*. 13. Darsono, P. (2006). Budaya Organisasi, Kajian tentang Organisasi, Media, Budaya, Ekonomi, Sosial, dan Politik. *Jakarta: Diadit Media*. 14. Poerwadarminta, W. J. S. (1966). Kamus umum bahasa Indonesia. *(No Title)*. 15. Abdullah, M. Y. (2006). *Pengantar studi etika*. PT RajaGrafindo Persada. 16. Rapar, Jan Hendrik .(1996) Pengantar Filsafat (Yogyakarta: Kanisius, Pus Wilayah. 17. Wiryokusumo, Iskandar, & Usman Mulyadi, 1988. Dasar-dasar Pengembangan Kurikulum, Jakarta: Bina Aksara.
Planned learning activities and teaching methods	Lecture, Group Discussion, Problem-Based Learning (PBL)
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, and Presentation. Observation, Written Tests, Oral Tests.

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

B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

· $_i$ score is the score obtained by the student on the i-th task

· Subtances$_i$ 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/Case 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)

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

Note: n = total task

$\quad\quad$ 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