

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

Course unit title	Teaching Material Development
Course unit code	22010111D27
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	3 rd year
Semester/trimester when the course unit is delivered	Sixth 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. Laily Nur Arifa, M.Pd.I
Learning outcomes of the course unit	CLO-1: Able to analyze the dimensions, structure, and character of the Islamic Religious Education subject. CLO-2: Capable of examining the steps involved in creating teaching materials for Islamic Religious Education subjects. CLO-3: Competent in composing teaching materials for the Islamic Religious Education subject. CLO-4: Proficient in creating teaching materials for the Islamic Religious Education subject.
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	<ol style="list-style-type: none"> 1. Concepts and scope of Islamic Religious Education material (M-1) 2. Structure of knowledge in Islamic Religious Education (M-1) 3. Mindset and characteristics of Islamic Religious Education knowledge (M-1) 4. Foundation and objectives of developing teaching materials for Islamic Religious Education (M-1) 5. Designing the steps for developing teaching materials for Islamic Religious Education (M-2)

	<ol style="list-style-type: none"> 6. Compiling the steps for developing teaching materials for Islamic Religious Education (M-2) 7. Principles of developing Islamic Religious Education materials (M-2) 8. Developing teaching materials for Islamic Religious Education in Elementary School (M-3) 9. Developing teaching materials for Islamic Religious Education in Junior High School (M-3) 10. Developing teaching materials for Islamic Religious Education in Senior High School (M-3) 11. Developing teaching materials for Qur'an and Hadith in Islamic Elementary/ Junior/ Senior High School (M-3) 12. Developing teaching materials for Faith and Morals in Islamic Elementary/ Junior/ Senior High School (M-3) 13. Developing teaching materials for Islamic Jurisprudence in Islamic Elementary/ Junior/ Senior High School (M-3) 14. Developing teaching materials for Islamic Culture and Civilization in Islamic Elementary/ Junior/ Senior High School (M-3)
Course Content	<ol style="list-style-type: none"> 1. Tajwid 1: Al qamariyah dan Al syamsiyah, ghunnah, qalqalah, dan hukum nun sukun dan tanwin (idzhar, ikhfa', idgham bi ghunnah, idgham bila ghunnah, dan iqlab) 2. Tajwid 2: Hukum mim sukun (ikhfa' syafawi, idzhar syafawi, idgham mutamatsilain, mutajannisain, mutaqqarribain), waqaf, washal, tafkhim, tarqiq, dan jawazul wajhain. 3. Tajwid 3: Mad thabi'i, mad far'i, dan gharib. 4. Surat-surat pendek/pilihan 1: Surat al-Fatihah, al-Nas, al-Falaq, al-Ikhlas, al-Nashr, al-Kafirun, dan al-Ma'un 5. Surat-surat pendek/pilihan 2: Surat al-Humazah, al-Takatsur, al-Qari'ah, dan al-Zalzalah 6. Surat-surat pendek/pilihan 3: Surat al-Bayyinah, al-Qadr, dan al-Alaq 7. Surat-surat pendek/pilihan 4: Surat al-Tin, al-Insyirah, dan al-Dhuha 8. Hadis 1: Hadis tentang kewajiban salat dan berbuat baik terhadap sesama 9. Hadis 2: Hadis tentang kebersihan dan keutamaan belajar 10. Hadis 3: Hadis tentang salat berjamaah, persaudaraan, takwa, niat, dan silaturahmi 11. Hadis 4: Hadis tentang ciri-ciri orang munafik, menyayangi anak yatim, keutamaan memberi, dan amal saleh 12. Ayat Al-Qur'an dan hadis tentang keragaman 13. Ayat Al-Qur'an dan hadis tentang pelestarian alam dan lingkungan 14. Ayat Al-Qur'an dan hadis tentang moderat dalam beragama
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Mayer, Richard E. (2020). Multimedia learning 3rd edition. Cambridge University Press.

	<ol style="list-style-type: none"> 2. Campbell-Smith, Shandy, dkk. (1994). Penulisan Bahan-Bahan Pelajaran. <i>Jakarta: Depdikbud.</i> 3. Holden, Christopher, et al. (2015). Mobile Media Learning. Lulu.com; Illustrated edition. 4. Smaldino, Sharon E., Debora L. Lowter, James D. Russell. (2011). Instructional Technology & media for Learning (Teknologi Pembelajaran dan Media untuk Belajar). <i>Jakarta: Kencana Prenada Media Group.</i> 5. Sadiman, Arief S. (dkk). (2014). Media Pendidikan: Pengertian Pengembangan, dan Pemanfaatannya. <i>Jakarta: PT Raja Grafindo Persada.</i> 6. Musfion, H. M. (2012). Pengembangan media dan sumber pembelajaran. <i>Jakarta: PT. Prestasi Pustakaraya.</i>
Planned learning activities and teaching methods	Lecture, cooperative, Case Studies, Cooperative Problem-Based Learning (PBL), Project-Based Learning (PBL), Problem-Based Learning (PBL).
Language of instruction	Indonesian
Assessment methods and criteria	Observasi, Tes Tulis, 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	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 =

- 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 (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

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

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

Note: n = total task

I = 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