

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

Course unit title	Capita Selecta Islamic Education
Course unit code	22010112E02
Type of course unit (compulsory, optional)	Optional
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	4 th year
Semester/trimester when the course unit is delivered	Seventh 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 2.88 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Dr. H. Abdul Malik Karim Amrullah, M.Pd.I
Learning outcomes of the course unit	CLO-1: Students are able to analyze the meaning and area of study of education selectivity CLO-2: Students are able to analyze the dynamics of Islamic education from various points of view CLO-3: Students are able to analyze and measure the effectiveness of education decentralization policies in Indonesia CLO-4: Students are able to measure, plan and implement SBM in schools/madrasahs CLO-5: Students are able to formulate steps and classify Committee Empowerment strategies CLO-6: Students are able to analyze the history of the rise of madrasahs and Islamic boarding schools as well as Islamic and Western paradigms
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	1. Study materials 2. Sociology of Islamic Education 3. Contemporary Discourse on Islamic Education

	4. History of Islamic education 5. Islamic education and cultural knowledge 6. Islamic education curriculum
Recommended or required reading and other learning resources/tools	1. Fadjar, A. M. (1999). <i>Reorientasi Pendidikan Islam</i>. Jakarta: Fajar Dunia. 2. Azra, A. (1999). <i>Pendidikan Islam: tradisi dan modernisasi menuju milenium baru</i>. Logos Wacana Ilmu.. 3. Jalal, F., & Supriadi, D. (2001). Reformasi pendidikan dalam konteks otonomi daerah. 4. Arifin, M. (2000). <i>Kapita selekta pendidikan: Islam dan umum</i>. Bumi Aksara.. 5. Hasbullah. (2006). <i>Otonomi pendidikan: kebijakan otonomi daerah dan implikasinya terhadap penyelenggaraan pendidikan</i>. RajaGrafindo Persada. 6. Imam, S. (2004). <i>Pendidikan Berparadigma Al-Qur'an</i>. Malang, UIN press. 7. Mas' ud, A., Ismail, S. M., Huda, N., & Kholiq, A. (2002). <i>Dinamika pesantren dan madrasah</i>. Kerjasama Fakultas Tarbiyah, IAIN Walisongo dengan Pustaka Pelajar, Yogyakarta. 8. Muhaimin, & Abd Mujib. (1993). <i>Pemikiran Pendidikan Islam: Kajian Filosofik dan Kerangka Operasionalnya</i>. Bandung: Trigenda Karya. 9. Muhaimin, A. M. (1991). <i>Konsep Pendidikan Islam, Telaah Komponen Dasar Kurikulum</i>. Solo: Romadhoni. 10. Muhaimin, M. (2003). <i>Arah Baru Pengembangan Pendidikan Islam</i>. Jakarta: Nuansa Cendekia. 11. Muhaimin. (2005). <i>Pengembangan kurikulum pendidikan agama Islam: di sekolah, madrasah, dan perguruan tinggi</i>. RajaGrafindo Persada.. 12. Muhaimin, M. (2007). <i>Paradigma Pendidikan Islam</i>. 13. Muhaimin, M. (2001). <i>Paradigma Pendidikan Islam; Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah</i>. Bandung: Rosdakarya. 14. Muhaimin, M. (2015). <i>Aktualisasi pengembangan PAI sebagai pendidikan karakter : Studi multikasus di MTsN gondanglegi dan MTS Surya Buana Malang</i>. Research Report. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, Malang. 15. Mulyasa, E. (2007). <i>Menjadi kepala sekolah profesional</i>. Bandung: Remaja Rosdakarya. 16. Sahlan, Asmaun. (2016). <i>Strategi pengembangan budaya akademik dan religius dalam menghasilkan lulusan berkarakter Ulul Albab: Studi kasus di UIN Maulana Malik Ibrahim Malang</i>. Research Report. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, Malang. 17. Sulalah, S. (2010). <i>Pendidikan Multikultural</i>. Malang: UIN-Press.

	18. Tafsir, Ahmad. (1994). <i>Perbandingan Pendidikan; Studi Perbandingan Tentang Beberapa Aspek Pendidikan Barat Modern, Islam dan Nasional</i>. Surabaya: Karya Abditama. 19. Indonesia, P. R. (2003). Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. <i>Jakarta: Kementrian Riset, Teknologi, Dan Pendidikan Tinggi..</i> 20. UU No. 22 tahun 1999 tentang Otonomi Daerah. 21. UU No. 34 Tahun 2004 tentang Otonomi Daerah. 22. Perpres, No 8 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia. 23. Martin van Bruinesen. (2000). <i>Tarekat dan Kitab Kuning</i>. 24. Karel A Stenbrink. (1984). <i>Sekolah, Madrasah dan Pesantren</i>. 25. Supriadi, D. (1999). <i>Mengangkat citra dan martabat guru</i>. Adicita Karya Nusa. 26. Tafsir, A., Supardi, A., Basri, H., Mahmud, M., Kurahman, O. T., Fathurrahman, P., ... & Suryana, Y. (2004). <i>Cakrawala pemikiran pendidikan Islam</i> (Vol. 1). Mimbar Pustaka: Media Tranformasi Pengetahuan.
Planned learning activities and teaching methods	Lecture, Cooperative, case study, collaborative Pbl, cooperative Pbl, Project Based Pbl, and Problem Based Pbl.
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, and Presentation, 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
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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

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

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

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

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