

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

Course unit title	Preaching Method
Course unit code	22010112E17
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	5, 76 ECTS 4 credits equal to 5.76 ECTS. (1 ECTS = 27.5 hours per semester) In total 5.76 x 27.5 hours per semester = 158.4 hours per semester
Name of lecturer(s)	Abu Bakar, M.Pd.I
Learning outcomes of the course unit	CLO-1: able to improve the ability to understand the concepts of da'wah in the al-Quran, al-Hadith and in social phenomena in the past, contemporary and future CLO-2: able to discover methodological power to determine and find da'wah methods that suit the needs of the people being preached (mad'u); CLO-3: able to classify various approaches, rules and principles of da'wah; CLO-4: able to take part in carrying out academic research according to da'wah methodology CLO-5: able to construct da'wah methodology comprehensively and have special characteristics.
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"> 1. Introductory Lecture: Learning contract and concept map of the Da'wah Method 2. Anatomy of da'wah science; 3. Mabadi 'asrah

	<ol style="list-style-type: none"> 4. Definition, Sources and Basic Methodology of Da'wah 5. Scope of Da'wah Methodology 6. Normative Da'wah Methodology Approach 7. Methodological Approach to Socio-Cultural Da'wah 8. Principles of da'wah methods based on the Koran and Al-Hadith 9. The function of da'wah methodology in developing da'wah 10. Standards and criteria for selecting da'wah methods 11. Various methods of preaching 12. Development of da'wah methods 13. Model of implementing da'wah methods 14. Analysis and evaluation of the application of da'wah methods
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Kholik, Abdurrahman Abdul. (2002). <i>Metode dan Strategi Dakwah Islam</i>. Bandung, Pustaka Setia. 2. Kusnawan, Aep. (2009). <i>Dimensi-dimensi Ilmu Dakwah</i>. Widya Padjadjaran. 3. Muhyiddin, Asep. (2002). <i>Metode Pengembangan Dakwah</i>. Bandung, Pustaka Setia. 4. Faiz, Ahmad. (1977). <i>Thariqud Da'wah fi Dhilalil Qur'an</i>. 5. Islahi, Amin Ahsan. (1985). <i>Metode Dakwah Menuju Jalan Allah</i>. 6. Ahmad, Amrullah. (1983). <i>Dakwah Islam dan Perubahan Sosial</i>. 7. Aziz, Ali. (2013). <i>Ilmu Dakwah</i>. Jakarta: Kencana. 8. Ali Makhfudh, Hidayatul Mursyidin. 9. Ahmad Faiz, Tariq al-Da'wah fi dilalil Qur'an. 10. Al-Qathani, A. (1994). <i>Dakwah Islam Dakwah Bijak</i>. Jakarta: Gema Insani Press. 11. Ishlahi, A. A. (1986). <i>Metode Dakwah: Menuju Jalan Allah</i>. Pustaka Nasional. 12. Dermawan, A. (2002). <i>Metodologi Ilmu Dakwah</i>. Lesfi. 13. Mahmud, Ali. (1995). <i>Dakwah Fardiyah</i>. Jakarta, GIP.. 14. Yaqub, A. L. (2008). Sejarah dan Metode Dakwah Nabi (Jakarta: Pustaka Firdaus). In the <i>International Conference on English Language Teaching</i>. 15. Irfan, H. (2002). <i>Dakwah Bi Al-Hikmah</i>. 16. Puteh, M. Jakfar. (1993). <i>Dakwah di Era Globalisasi</i>. Yogyakarta, AK Group. 17. Munir Muhammad al-Ghadban, Al-Manhaj al-Haraki li al-Sirah al-Nabawiyah. 18. Suparta, Munzier. (2006). <i>Metode Dakwah</i>. Jakarta, Kencana. 19. Natsir, M. (1978). <i>Fiqhud Dakwah</i>. DDII. 20. Machendrawaty, N., & Kusnawan, A. (2003). <i>Teknik debat dalam Islam</i>. 21. Sulaiman, Nashir Bin. (1995). <i>Al-Hikmah</i>. Bandung, Pustaka Hidayah.

	21. Al-Madhkali, Rabi Ibn Hadi. <i>Manhajul Anbiya fi Da'wah ilallah fihi al-hikmah wa aql</i> .
Planned learning activities and teaching methods	Lecture, cooperative learning, 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.

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/Portfo lio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/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)

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

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