

DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

Course unit title	Learning to Read and Write the Qur'an
Course unit code	22010112E20
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	2.88 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)	Mohammad Rohmanan, M.Th.I
Learning outcomes of the course unit	CLO-1: Able to analyze and identify the rules for reading and writing the al-Quran CLO-2: Able to interpret the reading and writing of the Quran well and correctly CLO-3: Able to analyze and categorize various methods of reading and writing the al-Quran. CLO-4: Able to create and implement creative, effective, and innovative learning to read and write the al-Quran
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"> Theories of Tajweed science and its practice: Makharijul Letters, Nun Sukun and Tanwin Laws, Mim Sukun Laws, Mad Laws, and Gharib Readings Theories of Writing the al-Quran History and development of the method of reading and writing the al-Quran in Indonesian Various methods of reading and writing the al-Quran in Indonesia

	<p>5. Implementation of the Al-Qur'an reading and writing method in schools/madrasas</p> <p>6. Implementation of the Al-Qur'an reading and writing method at TPQ/TPA</p> <p>7. Problem-solving implementation of reading and writing methods in schools/madrasas and TPQ/TPA</p>
Recommended or required reading and other learning resources/tools	<p>1. Ahmad Tafsir, (1995). Metodologi Pengajaran al-Qur'an dengan benar, Surabaya. Klaten. Kitabah.</p> <p>2. As'ad Humam, Iqro', jilid 1-6</p> <p>3. Bashori Alwi, bil Qalam, jilid 1-6, Malang, PIQ Malang</p> <p>4. Dahlan Salim Zarkasyi, Qiroaty, jilid 1-6,</p> <p>5. Departemen Kementerian Agama Republik Indonesia, Al-Qur'an dan Terjemahnya</p> <p>6. Mahfud Salahuddin, (1986). Media pendidikan al-Qur'an. Surabaya. Bina Ilmu</p> <p>7. Metode membaca al-Qur'an Baghda diyah</p> <p>8. Metode membaca al-Qur'an Ummi</p> <p>9. Sa'ad Riyad, (2007). Mengajar al-Qur'an pada Anak. Surakarta: Ziyad.</p> <p>10. Thoriqoh baca tulis dan menghafal Yanbu'a, Kudus: PP. Tahfidzul Qur'an Yanbua Kudus.</p>
Planned learning activities and teaching methods	Lecture, Cooperative Learning, Case Study, Collaborative PBL, Cooperative PBL, Project Based PBL, Problem-Based PBL
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, Presentation, Observation, Written Test, Portfolio

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