

Preface

Alhamdulillah, we thank God for the presence of Allah SWT. for the abundance of His Grace, Taufik, and Hidayah so that we can complete the preparation of the curriculum document for the Islamic Religious Education Study Program Faculty of Tarbiyah and Teacher Training (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang. Shalawat and greetings may continue to be poured out to the Prophet Muhammad SAW as a role model, great example, and scientific spirit that inspired Muslims throughout the ages.

This curriculum document was prepared by the PAI Study Program team, which involved several parties, including faculty leaders, experts, stakeholders, alumni, lecturers, and academic staff. This curriculum was developed to serve as a guide in managing the PAI study program for the next five years. This curriculum update refers to policies in Indonesia, including the Indonesian National Qualifications Framework (KKNI), National Higher Education Standards (SNPT), Independent Learning and Independent Campus (MBKM), and the values of excellence developed by universities, faculties, and study programs.

With the completion of the preparation of this curriculum document, we hope to improve the quality of learning and become a guide for lecturers, employees, and students. We realize that the results of the preparation of this curriculum document still need improvement, so we invite readers to submit constructive thoughts, ideas and ideas so that the curriculum document becomes perfect.

The results of preparing the PAI Study Program curriculum document will become the main foothold in academic management, especially as a guide for lecturers, employees and students, as well as to improve the academic climate that excels with an international reputation at the Universitas Islam Negeri Maulana Malik Ibrahim Malang campus.

With the completion of the preparation of this curriculum structure, we would like to thank:

1. The Chancellor of UIN Maulana Malik Ibrahim Malang, continues to support the department's management so that he never stops producing great works as a milestone for the university's progress.
2. The Dean of the Faculty of Tarbiyah and Teacher Training and all other dean leaders who have encouraged the PAI study program to improve its professional academic quality.
3. The entire curriculum drafting team and all parties that we cannot mention one by one have contributed to preparing this curriculum document.

Finally, the prayer that the good deeds of the compilation team will receive the best reply from Allah SWT and be recorded as righteous deeds. Jazakumullahu Khoiran Katsira.

Malang, 10 November 2022
Head of PAI Study Program,

signed
Mujtahid

DECREE OF

**THE DEAN OF THE FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

Number: B-4292/Un.3.1/FITK/PP.00.9/7/2022

concerning
**THE CURRICULUM OF THE ISLAMIC EDUCATION STUDY PROGRAM
FOR THE ACADEMIC YEAR 2022-2023**

**BY THE GRACE OF GOD ALMIGHTY
THE DEAN OF THE FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

considers: a. that for the orderly and smooth process of education and teaching as well as the orderly administration of education implementation at the Faculty of Tarbiyah and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang, it is necessary to regulate the implementation of the curriculum for the 2022/2023 academic year;
b. that based on the consideration in (a) above, it is necessary to issue a Dean's Decree on the Curriculum of the Faculty of Tarbiyah and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang for the academic year 2022/2023

refers to: a. the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education
b. Government Regulation number 4 of 2014 concerning the Implementation and Management of Higher Education
c. the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 3 of 2020 concerning National Standards for Higher Education
d. the Regulation of the Minister of Religion Republic of Indonesia Number 15 of 2017 concerning the Statutes (Organizational and Working Procedures) of Universitas Islam Negeri Maulana Malik Ibrahim Malang,
e. the Rector's Decree Number 36 14 UN 3 HK 05 06 2018 concerning the Academic Guidelines for Lecturers at UIN Maulana Malik Ibrahim Malang,
f. the Rector's Decree of Universitas Islam Negeri Maulana Malik Ibrahim Malang number 21 14 of 2020 concerning the Determination of General Courses (MKU) and University Specific Courses (MKKU) at Universitas Islam Negeri Maulana Malik Ibrahim Malang,
g. the Rector's decision number 112 of 2021 dated January 12, 2021 concerning the Curriculum Guidelines at Universitas Islam Negeri Maulana Malik Ibrahim Malang 2021,

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h. the Rector's Decree number 31 46 of 2021 dated August 31, 2021 concerning the Educational Guidelines of Universitas Islam Negeri Maulana Malik Ibrahim Malang 2021

DECIDES

to determine :

**First : THE CURRICULUM FOR THE ISLAMIC EDUCATION STUDY PROGRAM,
FACULTY OF TARBIYAH AND TEACHER TRAINING IN THE 2022/2023
ACADEMIC YEAR;**

Second : the curriculum of the 2022/2023 academic year as the basis for the implementation of academic activities at the Faculty of Tarbiyah and Teacher Training as stated in the appendix of this Decree;

Third : that this stipulation is valid, and if there is a mistake in the future, an appropriate correction will be made

This decree is conveyed to the people concerned to be understood and implemented properly.

written in Malang
on 21 July 2022
by the Rector/KPA
Dean,

Nur Ali

a copy has been provided to:

1. the Rector;
2. Vice Rectors;
3. Heads of Bureau;
4. Heads of Study Programs;
5. the Head of Academic Affairs;
6. the Head of Financial Affairs;
7. Archives

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A. PROFILE OF STUDY PROGRAM

Study Program (PS) : Islamic Education

Department : Islamic Education

Faculty : Faculty of Tarbiyah and Teacher Training University : Universitas Islam Negeri Maulana Malik Ibrahim Malang Number of Decree of Study Program

Establishment (*): Number 60 Year 1961 Date of Decree of Study Program

Establishment : 18 July 1961 Month and Year the Study Program Began Operating : 18 July 1961 Number of Decree of Operational Permit (*): Dj.II/56/2005

Dj.II/867/2010 Date of Decree of Operational Permit : 28 March 2005 6 December 2010

Current Accreditation : A

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B. BACKGROUND

Curriculum development and updating of the Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang is based on the following considerations:

The **first** consideration is the government policies concerning the Indonesian National Qualification Framework (KKNI), National Standards of Higher Education (SNPT), and Independent Learning – Independent Campus (MBKM). Changes in education policies and paradigms in Indonesia as well as science and technology

development in today's world have prompted very rapid changes in various aspects of life. The existence of new varieties of professions encourages dynamic changes in economic, social, educational, and cultural aspects. The university, therefore, must be quickly and accurately responsive, adaptive, and dynamic to the changes. In addition, the university encourages the transformation of learning in order to better equip and prepare higher education graduates who are ready to enter their era without eroding the cultural roots of their nation.

The Minister of Education and Culture issued the Independent Learning, Independent Campus (MBKM) policy as a strategic step in anticipating the above changes. Universities must prepare graduates to be skillful, flexible, and agile as true learners. In addition, the curriculum should be rearranged and aligned with the context of the era. Regulations are being prepared to redesign the old curriculum by referring to Permendikbud No. 3 of 2020, giving students the right to study outside their study program for 3 semesters. This strategy is intended to provide students with additional abilities in accordance with the current varieties of professions.

This policy opens up wide opportunities for students to improve their hard skills and soft skills, according to their passions and goals. Learning can be done anywhere,

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and is no longer limited to classrooms, libraries and laboratories, but can be in villages, industrial areas, workplaces, service centers, research laboratories, and society. Cooperation and relations between universities and the world of work act as a pillar supporting the progress of the nation and driving the progress of world civilization.

The **second** consideration is the results of policy evaluation through the management board meeting of UIN Maulana Malik Ibrahim Malang at Singhasari Resort Hotel Batu City (10/4/2018). This meeting focused on evaluating the performance results of all work units at UIN Malang, both academic and non academic programs. Prof. Dr. Abd. Haris, M.Ag, Rector of UIN Malang, considered this meeting as an evaluation standard of educational institutions at UIN Malang. The meeting created strategic policies as targets in the work program in accordance with the University Policy Guidelines (GBHU), and the management board of UIN Malang agreed to change the vision and missions to suit the needs of market share, especially for stakeholders using the services of UIN Malang. The university has needed to reformulate the vision and missions according to the stakeholders' expectations.

The formulation of the vision is based on four points, namely to become an excellent, trusted, competitive, and internationally reputable university. This vision must be consistently lived and realized by the academic community of UIN Malang. Although the vision has changed, the philosophy has not, which remains the *ulul albab* diction. All efforts to change have been carried out with a systematic approach and adjustments to modern management according to the current needs. The Rector emphasizes that this university aspires to become a world class university with an international reputation.

The Vice Rector for Academic Affairs, Dr. Zainuddin, MA. has explained his plan for academic priority programs, which include preparations for the professor program, preparations for the Indonesian National Qualification Framework (KKNI) for all study programs, the 1000-book program at UIN Malang, and the ASEAN University Network-Quality Assurance (AUN-QA) certificates. All study programs are encouraging their lecturers to immediately continue their studies to the doctoral program. Meanwhile, those who already have their doctoral degree are expected to immediately prepare for their professor program.

An urgent academic program encourages each study program to have a

standardized curriculum that is based on KKNi and SNPT. Conceptually, KKNi has four scientific parameters, namely science, knowledge, practical knowledge (know-how), and skills.

The academic program also encourages all lecturers at UIN Malang to write both textbooks and research books. The lecturers are expected to be more productive with this 1000-book-writing program.

The campus projection towards an international reputation or world class university also affects the redesigning and improvements of curricula. The university has taken strategic steps to achieve these goals by facilitating eight study programs at UIN Maliki Malang with participation in international accreditation. The management board of the university has socialized FIBAA (Foundation for International Business Administration Accreditation) to the study programs applying

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in 2022. The Islamic Education Study Program is one of the study programs proposed for international accreditation (15/11/2021).

The **third** consideration refers to the strategic plan for the development of Universitas Islam Negeri Maulana Malik Ibrahim Malang as stated in the Roadmap to 2030, which is directed at three basic stages: First, in the short term (2005-2010), to achieve institutional establishment and academic reinforcement. Second, in the medium term (2011-2020), to achieve regional recognition and reputation. Third, in the long term (2021-2030), to achieve international recognition and reputation.

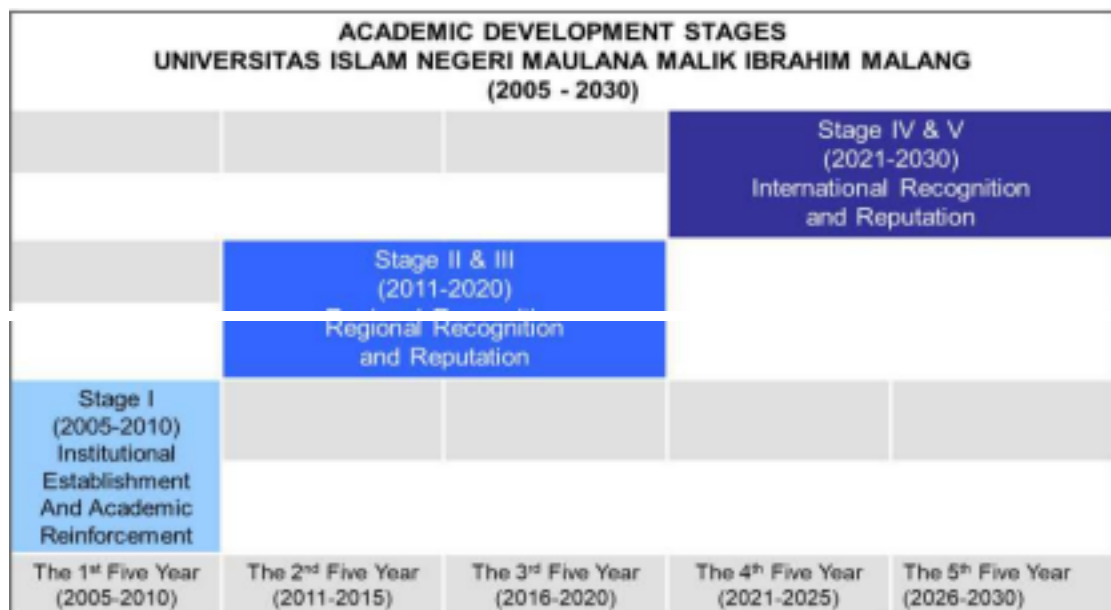


Figure 1 Academic Development Stages

C. CURRICULUM BASIS

The curriculum of the Islamic Education study program, Faculty of Tarbiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang has been formulated based on strong philosophical, sociological, psychological, historical, and juridical foundations.

1. The Philosophical Foundation provides philosophical guidelines in designing, implementing, and improving the quality of education (Ornstein & Hunkins, 2014), and in how knowledge is studied and learned so that students understand the nature of life and have the abilities that can improve their quality of life both individually and in society (Zais, 1976)
2. The Sociological Foundation plays an important role in curriculum development as an educational instrument consisting of goals, materials, learning activities and a positive learning environment to gain experiences that are relevant to the

learners' personal and social development (Ornstein & Hunkins, 2014, p. 128). A curriculum should pass on culture from one generation to the next generation. Culture is understood as part of group knowledge (Ross, 1963: 85). However, the curriculum should also release learners from the confines of their own cultural capsulation which is biased, being not aware of the weaknesses of their own culture. Cultural capsulation can lead to a reluctance to understand other cultures (Zais, 1976, p. 219)

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3. The Psychological Foundation plays an important role in curriculum development, creating a curriculum that can continuously encourage students' curiosity and motivate lifelong learning. It facilitates students to learn so that they are able to realize their role and function in their environment and think critically and have higher order thinking. The curriculum should optimize the development of students' potential to become the desired human being (Zais, 1976, p. 200); facilitate students to learn to become complete human beings who are free, responsible, confident, moral or have good character, are able to collaborate, be tolerant, and are fully educated with an eagerness to contribute to the achievement of the ideals stated in the preamble of the 1945 Constitution.
4. The Historical Foundation plays an important role in curriculum development, creating a curriculum that can facilitate students to learn according to their era. It passes on the cultural values and history of the nations in the past and transforms them in the era in which learners are studying, preparing them to live better in the era of change in the 21st century, have an active role in the industrial era 4.0, and be able to identify the signs of the industrial revolution 5.0.
5. The Juridical Foundation is the legal basis or reference in designing, developing, implementing, and evaluating the curriculum, as well as part of the university quality assurance system to ensure the implementation of the curriculum and the achievement of the curriculum objectives. The following are some of the legal foundations needed in the preparation and implementation of the curriculum:
 - a. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586)
 - b. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
 - c. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning the Indonesian National Qualification Framework (KKNI); d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013, concerning the Implementation of the KKNI in the Higher Education Sector;
 - e. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education
 - f. Regulation of the Minister of Religious Affairs Number 1 of 2016 concerning Diplomas, Academic Transcripts, and Certificates of Companion for Religious Higher Education Diplomas
 - g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning Quality Assurance

Systems in Higher Education;

- h. Regulation of the Minister of Research, Technology and Higher Education Number 59 of 2018, concerning Diplomas, Certificates of Competence, Professional Certificates, Academic Titles and Procedures for Writing Titles in Higher Education;

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- i. Decree of the Minister of Research, Technology and Higher Education No. 123 of 2019 concerning Internships and Recognition of Industrial Internship Credits for Undergraduate and Applied Undergraduate Programs.
- j. Regulation of the Minister of Education and Culture No. 30 of 2020, concerning the National Standards for Higher Education;
- k. Regulation of the Minister of Education and Culture No. 5 of 2020, concerning Accreditation of Study Programs and Universities
- l. Regulation of the Minister of Education and Culture No. 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Permits for Private Universities.
- m. Regulation of the Minister of Education and Culture No. 22 of 2020, concerning the Strategic Plan of the Ministry of Education and Culture.
- n. Decree of the Director General of Islamic Education Number 2500 of 2018 concerning Graduate Competency Standards and Graduate Learning Outcomes of Undergraduate Study Programs at Islamic Religious Colleges and Faculty of Islamic Religion at Higher Education
- o. PMA Number 40 of 2018 concerning the Statute of UIN Maulana Malik Ibrahim Malang
- p. Guidelines for preparing higher education curriculums in the industrial era 4.0 to support Independent Learning-Independent Campus (MBKM) in 2020

D. OBJECTIVES OF CURRICULUM DEVELOPMENT

The objectives of curriculum development in the Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang are:

1. To respond to the development of science and technology in the 21st century which changes the way people view their occupation/profession, causing Higher Education Standards (SN-Dikti) to follow these changes. According to the Directorate General of Higher Education of the Ministry of Education and Culture, SN-Dikti has undergone three changes in six years, namely changes from Permenristekdikti No. 49 of 2014 to Permenristekdikti No. 44 of 2015, and lastly to Permendikbud No. 3 of 2020 which is the basis of constructing a curriculum that is aligned with the policy of the Ministry of Education and Culture regarding Independent Learning-Independent Campus (MBKM)
2. To follow the rules in Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) and Law Number 12 of 2012 concerning Higher Education and to encourage the Islamic Education study program to conform to these provisions. KKNI encourages the study program to improve the quality of Indonesian Human Resources (HR) whose qualification level is based on the level of ability stated in the learning outcomes in accordance with what is formulated in KKNI level 6.
3. To reconstruct and produce a body of knowledge of Islamic Education emphasizing the balanced distribution of study materials and learning outcomes, conformity with learning approaches, assessment patterns, and material packaging or course learning outcomes (CPMK). The construction results in a body of knowledge of Islamic Education used as a basis in designing a holistic curriculum; planning, implementing and evaluating the learning process.

4. To produce a curriculum for the Islamic Education study program that is on target in accordance with the scientific spirit of Islamic Education; a basis and theory of learning that can be offered at national and international levels. The reformulation of the curriculum of the Islamic Education study program is conformed to the development of science and technology, KKNI, SN-Dikti and MBKM which have become the latest regulations in Indonesia. The development of the curriculum is directed to be adaptive to the development of society in the Industrial 4.0 era, producing Islamic Education graduates who possess new literacy skills including data literacy, technological literacy, and human literacy with noble character based on moderate Islam and Islamic values *rahmatan lil alamin*.

E. SCIENTIFIC VISION OF STUDY PROGRAM

"To become a center for the study and development of Integrative Islamic education based on the latest learning theories and processes in order to produce prospective educators who have mastered science and technology, have *ulul Albab* character, and have an international reputation."

F. GOALS OF THE STUDY PROGRAM

1. To produce prospective Islamic Education teachers who have the attitude, knowledge, skills and values needed to become Islamic education educators as well as mentors and activists of Islamic education activities in schools/madrasah and other types of education in Islam.
2. To produce graduates who have competence as non-educational staff (research assistants/journalists/entrepreneurs in the field of education/ *mubaligh*/Islamic Education managers and activists).
3. To produce graduates who have competence in forming, managing and organizing, planning and implementing, supervising, monitoring and evaluating educational programs, as well as developing innovations in Islamic education programs.
4. To produce graduates who have mastered the research methodology of Islamic education and Islamic learning as an instrument to broaden scientific insights, Islamic values, arts, culture and civilization.
5. To review and develop the latest educational and learning theories in an integrative manner as well as the scientific structure of Islamic Education (Al Qur'an Hadith, Akidah Akhlak, Fiqh, Islamic Cultural History) through academic activities as the main foundation for prospective educators at the regional, national, and international level.
6. To review, develop and produce the latest educational and learning theories in an integrative manner as well as the scientific structure of Islamic Education (Al Qur'an Hadith, Akidah Akhlak, Fiqh, Islamic History of Islamic Culture) through competitive research in order to produce theoretical and practical findings beneficial for the development of science and technology.
7. To transform and transmit theoretical and practical findings of integrative education and learning as well as the scientific structure of Islamic Education (Al Qur'an Hadith, Akidah Akhlak, Fiqh, History of Islamic Culture) through community service (PkM) as a contribution to solving educational problems in the regional, national and international community.

8. To cultivate and internalize *ulul albab* values in academic and non-academic activities as an ethical basis for prospective educators who are professional and have moderate spirit.

G. STRATEGIES OF THE STUDY PROGRAM

1. Organizing excellent learning designed to produce graduates who are ready to become educators of Islamic Education in schools/madrasah and other types of Islamic religious education in home country and abroad.
2. Facilitating lecturers and students to conduct collaborative research in order to develop and apply educational and learning theories as well as the scientific structure of Islamic Education to be implemented in the field of formal, non formal and informal education at regional, national and international levels
3. Facilitating lecturers and students to collaboratively carry out community service in order to apply educational and learning theories as well as the scientific structure of Islamic Education to solve problems related to Islamic education that grow and develop in regional, national and international communities.
4. Building cooperation/partnership networks with universities, schools/madrasah, graduate users, and stakeholders in the home country and abroad to strengthen the capacity of tasks and functions of *Tridharma* of Islamic Education study program.
5. Producing excellent graduates with four main indicators, namely spiritual depth, moral nobility, breadth of knowledge and professional maturity in carrying out their duties as educators through academic (lectures) and non-academic activities (*ma'had* education, UKM, and others).
6. Internalizing and practicing *Ulul Albab* values and religious moderation in every academic and non-academic activity as an ethical basis that must be upheld by every lecturer and student.
7. Building an academic atmosphere that is integrated with curricular and non curricular activities, such as assignments, scientific publication facilities, trainings, internships, scientific discussions, seminars, student delegates in scientific forums, guest lectures, and community services.
8. Updating the curriculum in accordance with the needs of the community and stakeholders in national and international environment.

H. CURRICULUM EVALUATION

The curriculum review and update of the Islamic Education study program is based on the evaluation results outlined below:

First, the curriculum evaluation of the Islamic Education study program refers to an external analysis of the campus, considering inputs from: a) graduate users (stakeholders), who gave very good responses, as presented in **graph 1**; b) the results of a tracer study of Islamic Education graduates (as many as 81.99% have become educators/teachers, and the remaining 18.01% have become entrepreneurs/others) as shown in **graph 2**. The absorption of Islamic Education graduates in the world of work is very good, indicating the suitability of the knowledge obtained during study on campus; c) the *Tridharma* partnership programs between the study program and the world of work that support the learning process, such as internships, work practices, research and community services; and d) Indonesian associations of Islamic Education study programs as a means of communication between study programs

and providing recommendations of policies through the division of education and curriculum.



Chart 2 Graduate users

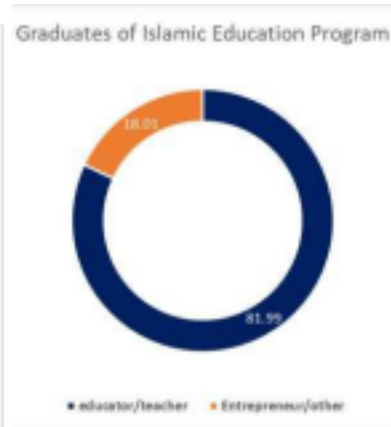


Chart 1 Graduates of Islamic

Education Program

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The **second** is internal evaluation from lecturers, academic staff, and students. Academic evaluation of the study program is carried out at the end of each semester with lecturers, and periodically 2-3 times per semester with student representatives per class for all year levels. In addition, input from education staff is also considered. The primary and important aspects are the study materials, lecture process, learning evaluation, practicum of basic teaching skills (KDM), and integration forms between research and lectures as well as between community services and lectures. The evaluation results are used as a reference to systematically improve the curriculum so that it can improve the academic quality of graduates.

From the considerations of the evaluation above, curriculum improvements are related to each other in an integrated manner, as shown in the figure below.

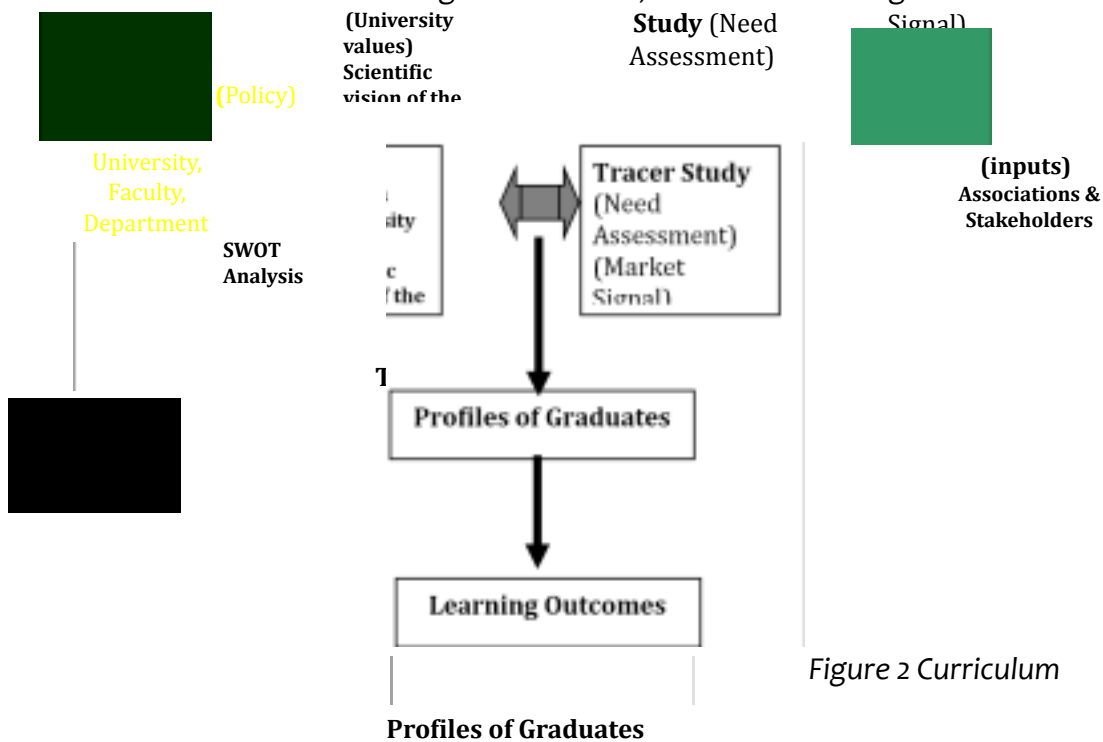


Figure 2 Curriculum

Profiles of Graduates

Evaluation Process 8

Learning Outcomes

F

I. GRADUATE PROFILES OF THE STUDY PROGRAM

Referring to the Decree of the Director General of Islamic Education No. 2500 of 2018, the formulation of the main profiles of Islamic Education study program is as follows:

Table 1 Description of Graduate Profiles of Islamic Education

No.	Graduate Main Profile Prospective Educators of Islamic Education	Description of Graduate Profile
1.		As Islamic Education educators and learning facilitators who are creative, innovative, leadership and Pancasila spirit based on Islamic teachings and ethics supported by skills in foreign languages and information technology in formal and non-formal educational institutions
	Other Profiles	
1.	Research Assistants	As research assistants who have basic research skills in the field of Islamic Education, leadership and Pancasila spirit based on Islamic teachings and ethics supported by skills in foreign languages and information technology
2.	Journalists	As journalists who have basic journalistic skills in education, leadership and Pancasila spirit based on Islamic teachings and ethics supported by skills in foreign languages and information technology
3.	Entrepreneurs and Learning Designers	As entrepreneurs of their own or other people's businesses who produce goods and services in the field of education, have managerial and nationalism spirit based on Islamic teachings and ethics supported by skills in foreign languages and information technology
4.	Mubaligh	As preachers who have basic abilities of preachers in conveying Islamic teachings to people who have the spirit of Pancasila based on Islamic teachings and ethics supported by skills in foreign languages and information technology
5.	Islamic Education Managers and Activists	As managers and activists in non-formal educational institutions who have managerial and leadership abilities, the spirit of Pancasila based on Islamic teachings and ethics supported by skills in foreign languages and information technology

J. LEARNING OUTCOMES

1. Learning Outcomes of Attitude

Table 2 Learning Outcomes of Attitude

Competence	Code	Description
(1)	(2)	(3)
ATTITUDE	S-01	Have strong faith to God Al Mighty, and show a religious, humanist and non discriminative attitude
	S-02	Able to take part in the improvement of life in society and community, uphold Pancasila, and have nationalism, obedience to law, empathy, independence and a spirit of entrepreneurship.
	S-03	Able to internalize academic values, norms, and ethics as well as show responsibility in the expertise field.

2. Learning Outcomes of General Skills

Table 3 Learning Outcomes of General Skills

Competence	Code	Description
(1)	(2)	(3)
GENERAL SKILLS	KU-1	Able to develop logical, critical, systematic, innovative, independent, excellent and measurable thinking with an interdisciplinary approach
	KU-2	Able to make appropriate decisions and write a scientific description in the form of a thesis or final project report which is valid, free of plagiarism and published nationally/internationally
	KU-3	Able to develop a network with supervisors and colleagues both inside and outside the institution, supervise, evaluate, and have foreign language skills

3. Learning Outcomes of Specific Skills

Table 4 Learning Outcomes of Specific Skills

Competence	Code	Description
(1)	(2)	(3)
SPECIFIC SKILLS	KK-1	Able to develop curriculum of Islamic Education for madrasah/schools including learning plan, learning implementation, and technology and contextual-based learning assessment.
	KK-2	Able to apply theories of education and learning in devising learning aids, conducting learning activities, and performing learning evaluation of Islamic Education at information technology and communication-based madrasah/schools
	KK-3	Able to actualize the benefits of Islamic Education learning in research, develop sustainable professionalism, and actualize social and religious abilities to shape professional educators
	KK-4	Able to apply professional and scientific development steps in a sustainable, independent and collective manner through self-development in realizing self-performance as a true educator/research assistant/"mubaligh"/edupreneur/journalist/activist of Islamic education.

4. Learning Outcomes of Knowledge Mastery

Table 5 Learning Outcomes of Knowledge Mastery

Competence	Code	Description
(1)	(2)	(3)
Knowledge Mastery	P-1	Able to analyze the philosophy of the Pancasila, citizenship, national insights and globalization
	P-2	Able to master the material substance, structure, concept, and points of view in Islamic Education which covers science of the Al-Qur'an and Al Hadiths, Aqidah-Moral, Fiqh, and The History of Islamic Civilization.

	P-3	Able to analyze the basic concepts of integrated general and Islamic education, including learning theory and process, learning strategies and evaluation in the implementation of Islamic Education in madrasah/schools
	P-4	Able to develop scientific structure, curriculum design and conduct innovative research in Islamic Education which reflects the value of “Islam rahmatan lil alamin”.
	P-5	Able to formulate theories on research/da'wah/edupreneurship/journalism/management of Islamic education within the framework of creative and innovative development of Islamic Education based on “ulul albab” values and information technology.

K. MAPPING AND PACKAGING OF STUDY MATERIALS, COURSES, AND CREDITS

Table 6 Packaging of Study Materials, Courses, and Credits

N O	C O L O R C O D E	CPL of the Undergraduate Program of Islamic Education															COURSES
		CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge					
		S-o ¹	S-o ²	S-o ³	K U- o ¹	KU- o ²	KU- o ³	KK-o ¹	K K- o ²	K K- o ³	K K- o ⁴	P- o ¹	P- o ²	P- o ³	P- o ⁴	P- o ⁵	
1		√	√	√				√					√		√		Studies on Al-Qur'an and Al-Hadiths
2		√	√	√				√					√		√		Studies on Al-Hadiths in Elementary Level (SD/MI)
3		√	√	√				√			√				√	√	Al-Quran Reciting
4		√	√	√				√		√			√		√		Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK)
5		√	√	√				√					√		√		Studies on Islamic Aqidah in Elementary Level (SD/MI)
6		√	√	√				√		√			√		√		Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK)
7		√	√	√				√					√		√		Theosophy
8		√	√	√				√					√		√		Studies on Fiqh
9		√	√	√				√					√		√		Studies on Islamic Fiqh in Elementary level (SD/MI)
10		√	√	√				√		√			√		√		Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK)

11		√	√	√				√		√			√		√		Ushul Fiqh
12		√	√	√				√		√			√		√		Masail Fiqh
13		√	√	√				√		√			√		√		Hikmatut Tasyri'
14		√	√	√				√					√		√		The History of Islamic Civilization

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N O	C O L O R C O D E	CPL of the Undergraduate Program of Islamic Education															COURSES
		CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge					
		S-o ¹	S-o ²	S-o ³	K U- o ¹	KU- o ²	KU- o ³	KK-o ¹	K K- o ²	K K- o ³	K K- o ⁴	P- o ¹	P- o ²	P- o ³	P- o ⁴	P- o ⁵	
15		√	√	√				√					√		√		Studies on the History of Islamic Civilization for Elementary level (SD/MI)
16		√	√	√				√		√			√		√		Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)
17		√	√	√					√	√				√			The Principles of Education
18		√	√	√					√	√				√			Developmental Psychology and Learning Theory
19		√	√	√					√	√				√			Curriculum and Learning Act
20		√	√	√					√	√				√			Management of Education
21		√	√	√			√		√					√			Basic Teaching Skills
22		√	√	√					√	√				√			Islamic Education Science
23		√	√	√				√		√			√		√		The History of Islamic Education
24		√	√	√					√	√			√	√			Specific Methods for Learning Activities in Islamic Education
25		√	√	√					√				√	√			Planning for Learning Activities in Islamic Education

26		√	√	√					√				√	√			Learning Evaluation in Islamic Education
27		√	√	√					√				√	√			The Development of Learning Sources and Media in Islamic Education
28		√	√	√			√			√					√		Leadership in Islam

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N O	C O L O R C O D E	CPL of the Undergraduate Program of Islamic Education															COURSES
		CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge					
		S-o ¹	S-o ²	S-o ³	K U- o ¹	KU- o ²	KU- o ³	KK-o ¹	K K- o ²	K K- o ³	K K- o ⁴	P- o ¹	P- o ²	P- o ³	P- o ⁴	P- o ⁵	
29		√	√	√				√	√					√			Analysis of Class Management
30		√	√	√				√	√					√			Analysis of Curriculum Development
31		√	√	√				√	√					√			Development of Learning Plans
32		√	√	√				√	√					√			Development of Learning Materials
33		√	√	√				√	√					√			Development of Learning Modules
34		√	√	√				√	√					√			Development of Instruments for Learning Assessment
35		√	√	√			√	√	√					√			Introduction to Educational Research
36		√	√	√			√	√	√	√			√	√			Teaching Practice
37		√	√	√	√				√		√					√	Social Theories in Education
38		√	√	√	√				√		√					√	Capita Selecta of Research in Islamic Education
39		√	√	√	√				√					√			Counseling
40		√	√	√					√				√	√			Comprehensive

4 1		√	√	√			√			√					√		Community Service
4 2		√	√	√	√	√	√			√						√	Thesis
4 3		√	√	√	√	√	√										Research Proposal Seminar
4 4		√	√	√			√			√	√					√	Management of Schools and Madrasah
4 5		√	√	√			√			√	√					√	Management of TPQ and Madrasah Diniyah
4 6		√	√	√			√			√	√					√	Leadership in Education Institution

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N O	C O L O R C O D E	CPL of the Undergraduate Program of Islamic Education															COURSES
		CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge					
		S-o ¹	S-o ²	S-o ³	K U- o ¹	KU- o ²	KU- o ³	KK-o ¹	K K- o ²	K K- o ³	K K- o ⁴	P- o ¹	P- o ²	P- o ³	P- o ⁴	P- o ⁵	
4 7		√	√	√			√			√	√					√	Techniques for Strategic Plan for Developing Educational Institution
4 8		√	√	√			√			√	√					√	Management for Inform Education
4 9		√	√	√			√			√	√					√	Entrepreneurship Education
5 0		√	√	√			√			√	√					√	Design for Visual Communication in Islamic Education
51		√	√	√			√			√	√					√	Economics in Islam
5 2		√	√	√			√				√					√	Marketing
5 3		√	√	√			√			√	√					√	Entrepreneur Models
5 4		√	√	√	√				√	√							The Professional Ethics of Teachers of Islamic Education
5		√	√	√	√							√					Pancasila

5																	
5 6		√	√	√	√							√					Civics Education
5 7		√	√	√	√							√					Philosophy of Science
5 8		√	√	√			√					√					Arabic I
5 9		√	√	√			√					√					Arabic II
6 0		√	√	√			√					√					Arabic III
6 1		√	√	√			√					√					Arabic IV
6 2		√	√	√	√		√					√	√				English I
6 3		√	√	√	√		√					√	√				English II
6 4		√	√	√	√							√					Indonesian

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N O	C O L O R C O D E	CPL of the Undergraduate Program of Islamic Education															COURSES
		CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge					
		S-o ¹	S-o ²	S-o ³	K U- o ¹	KU- o ²	KU- o ³	KK-o ¹	K K- o ²	K K- o ³	K K- o ⁴	P- o ¹	P- o ²	P- o ³	P- o ⁴	P- o ⁵	
6 5		√	√	√			√	√					√		√		Qiroatul Kutub
6 6		√	√	√	√	√					√					√	Research Models in Education
6 7		√	√	√	√	√					√					√	Techniques in Proposal Writing and Research Report
6 8		√	√	√	√	√					√					√	Publication of Scientific Articles in Reputable Journals
6 9		√	√	√	√	√					√					√	News Writing Techniques

70		√	√	√	√	√					√					√	Publication Techniques of Scientific Articles
71		√	√	√		√					√					√	Educational Statistics
72		√	√	√		√	√				√					√	Research Methodology in Education
73		√	√	√							√			√		√	Sociology of Religion
74		√	√	√							√			√		√	Dakwah Method
75		√	√	√							√			√		√	Sociology and Counseling for Islamic Dakwah
76		√	√	√							√			√		√	Sociology of Religion
77		√	√	√							√			√		√	Dakwah Management
78		√	√	√							√			√		√	Multicultural Education
79		√	√	√			√				√					√	Journalism Education
80		√	√	√			√				√					√	News Reporting Models
81		√	√	√			√				√					√	Journalism in Digital Literacy

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L. CURRICULUM MAP AND COURSE DISTRIBUTION BASED ON GRADUATE PROFILES

Table 7 Course Distribution based on Graduate Profile

N O.	COURSES	Attitude			General Skills			Specific Skills				Knowledge					P il
		C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
		L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		S	S	S	K	K	K	K	K	K	K	P	P	P	P	P	
		-	-	-	U	U	U	K	K	K	K	-	-	-	-	-	
		01	02	03	-	-	-	-	-	-	-	01	02	03	04	05	
					01	02	03	01	02	03	04						

[illegible]

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N O.	COURSES	Attitude			General Skills			Specific Skills				Knowledge					P il
		C	C	C	C	C	C	C	C	C	C	C	C	C	C		
		P	P	P	P	P	P	P	P	P	P	P	P	P	P		
		L 1	L 2	L 3	L 4	L 5	L 6	L 7	L 8	L 9	L 10	L 11	L 12	L 13	L 14	L 15	

		S - 0 1	S - 0 2	S - 0 3	K U - 0 1	K U - 0 2	K U - 0 3	K K - 0 1	K K - 0 2	K K - 0 3	K K - 0 4	P - 0 1	P - 0 2	P - 0 3	P - 0 4	P - 0 5	
1 3	Studies on Al-Qur'an and Al-Hadiths	√	√	√	√			√					√		√		
1 4	Studies on Fiqh	√	√	√	√			√					√				
1 5	Community Service	√	√	√		√	√				√						
1 6	The Principles of Education	√	√	√	√			√						√			
1 7	Developmental Psychology and Learning Theory	√	√	√	√			√						√			
1 8	Curriculum and Learning Activities	√	√	√	√			√						√			
1 9	Management of Education	√	√	√	√		√	√									
20	Educational Statistics	√	√	√	√	√				√						√	
2 1	Research Methodology in Education	√	√	√		√				√					√	√	
2 2	Basic Teaching Skills	√	√	√	√				√					√			
2 3	Islamic Education Science	√	√	√	√				√					√	√		
2 4	The History of Islamic Education	√	√	√	√				√					√	√		
2 5	Studies on Al-Hadiths in Elementary Level (SD/MI)	√	√	√	√			√		√			√				
26	Studies on Islamic Aqidah in Elementary Level (SD/MI)	√	√	√	√			√		√			√				
2 7	Studies on Islamic Fiqh in Elementary level (SD/MI)	√	√	√	√			√					√				

28	Studies on the History of Islamic Civilization for Elementary level (SD/MI)	√	√	√	√			√		√			√				
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N O.	COURSES	Attitude			General Skills			Specific Skills				Knowledge					P il
		C P L 1	C P L 2	C P L 3	C P L 4	C P L 5	C P L 6	C P L 7	C P L 8	C P L 9	C P L 10	C P L 11	C P L 12	C P L 13	C P L 14	C P L 15	
		S - 0 1	S - 0 2	S - 0 3	K U - 0 1	K U - 0 2	K U - 0 3	K K - 0 1	K K - 0 2	K K - 0 3	K K - 0 4	P - 0 1	P - 0 2	P - 0 3	P - 0 4	P - 0 5	
29	Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK)	√	√	√	√			√		√			√				
30	Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK)	√	√	√	√			√		√			√				
31	Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK)	√	√	√	√			√		√			√				
32	Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)	√	√	√	√			√		√			√				
33	<i>Ushul Fiqh</i>	√	√	√	√			√					√		√		
34	<i>Masail Fiqh</i>	√	√	√	√			√					√		√		
35	<i>Hikmatut Tasyri'</i>	√	√	√	√			√					√		√		
36	<i>Qiroatul Kutub</i>	√	√	√	√		√		√								
37	Counseling	√	√	√			√				√					√	
38	The Professional Ethics of Teachers of	√	√	√	√			√	√					√			

	Islamic Education																	
39	Specific Methods for Learning Activities in Islamic Education	√	√	√	√			√	√					√				
40	Planning for Learning Activities in Islamic Education	√	√	√	√			√	√					√				
41	Learning Evaluation in Islamic Education	√	√	√	√			√	√									

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N O.	COURSES	Attitude			General Skills			Specific Skills				Knowledge					P i l i n g T e c h
		C P L 1	C P L 2	C P L 3	C P L 4	C P L 5	C P L 6	C P L 7	C P L 8	C P L 9	C P L 10	C P L 11	C P L 12	C P L 13	C P L 14	C P L 15	
		S - 0 1	S - 0 2	S - 0 3	K U - 0 1	K U - 0 2	K U - 0 3	K K - 0 1	K K - 0 2	K K - 0 3	K K - 0 4	P - 0 1	P - 0 2	P - 0 3	P - 0 4	P - 0 5	
42	The Development of Learning Sources and Media in Islamic Education	√	√	√	√	√	√		√						√		
43	Leadership in Islamic Education	√	√	√	√		√			√	√		√	√			
44	Sociology of Religion	√	√	√	√		√			√	√						
45	Dakwah Management	√	√	√	√			√	√								
46	Analysis of Class Management	√	√	√	√			√	√								
47	Analysis of Curriculum Development	√	√	√	√		√	√	√								
48	Development of Learning Plans	√	√	√	√			√	√								

49	Development of Learning Materials	√	√	√	√			√	√								
50	Development of Learning Media	√	√	√	√			√									
51	Development of Instruments for Learning Assessment	√	√	√			√			√	√						
52	Introduction to Educational Units	√	√	√	√		√		√				√				
53	Teaching Practice	√	√	√	√	√	√										
54	Research Proposal Seminar	√	√	√	√		√			√			√				
55	Comprehensive	√	√	√		√	√	√	√				√	√	√	√	
56	Thesis	√	√	√	√			√		√				√	√		

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N O.	COURSES	Attitude			General Skills			Specific Skills				Knowledge					P il
		C P L 1	C P L 2	C P L 3	C P L 4	C P L 5	C P L 6	C P L 7	C P L 8	C P L 9	C P L 10	C P L 11	C P L 12	C P L 13	C P L 14	C P L 15	
		S O 1	S O 2	S O 3	K U O 1	K U O 2	K U O 3	K K O 1	K K O 2	K K O 3	K K O 4	P - O 1	P - O 2	P - O 3	P - O 4	P - O 5	I r l u t n Te ch
	ELECTIVES	√	√	√													
57	Social Theories in Education	√	√	√	√	√			√	√				√			
58	Capita Selecta of Research in Islamic Education	√	√	√	√	√				√	√				√	√	
59	Research Models in Education	√	√	√		√				√	√				√	√	

60	Techniques in Proposal Writing and Research Reports	√	√	√	√		√			√			√		√	√	
61	Publication of Scientific Articles in Reputable Journals	√	√	√		√				√	√					√	
62	Journalism Education	√	√	√						√	√	√		√	√	√	
63	News Writing Techniques	√	√	√	√		√				√					√	
64	News Reporting Models	√	√	√						√	√					√	
65	Journalism in Digital Literacy	√	√	√	√					√	√					√	
66	Techniques for Publishing Scientific Journals	√	√	√		√				√	√					√	
67	Entrepreneurship Education	√	√	√			√				√					√	
68	Design for Visual Communication in Islamic Education	√	√	√			√				√					√	
69	Economics in Islam	√	√	√	√		√				√					√	
70	Marketing	√	√	√	√		√				√					√	
71	Entrepreneur Models	√	√	√	√		√				√					√	

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N O.	COURSES	Attitude			General Skills			Specific Skills				Knowledge					P il
		C P L 1	C P L 2	C P L 3	C P L 4	C P L 5	C P L 6	C P L 7	C P L 8	C P L 9	C P L 10	C P L 11	C P L 12	C P L 13	C P L 14	C P L 15	
		S - 0 1	S - 0 2	S - 0 3	K U - 0 1	K U - 0 2	K U - 0 3	K K - 0 1	K K - 0 2	K K - 0 3	K K - 0 4	P - 0 1	P - 0 2	P - 0 3	P - 0 4	P - 0 5	I n t e r n e t e c h

72	Psychology of Religion	√	√	√	√		√	√	√					√	√				
73	Dakwah Method	√	√	√	√		√			√	√		√	√					
74	Sociology and Counseling for Islamic <i>Dakwah</i>	√	√	√	√		√			√	√		√	√					
75	Multicultural Education	√	√	√	√		√		√	√	√	√							
76	Al-Quran Reciting	√	√	√	√			√		√			√						
77	Management of Schools and Madrasah	√	√	√			√	√	√		√								
78	Management of TPQ and <i>Madrasah Diniyah</i>	√	√	√			√	√	√		√								
79	Leadership in Educational Institutions	√	√	√			√	√	√		√								
80	Techniques for Strategic Planning for Developing Educational Institution	√	√	√			√	√	√		√								
81	Management for Informal Education	√	√	√			√	√	√										

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M. COURSE DISTRIBUTION PER SEMESTER

Table 8 Course Distribution per Semester

NO .	COURSES	COURSE TYPE	CPL of the Undergraduate Program of Islamic Education														
			CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge				
			S-o ¹	S-o ³	S-o ⁴	KU- o ¹	KU- o ²	KU- o ³	KK- o ¹	KK- o ²	KK- o ³	KK- o ⁴	P- o ¹	P- o ²	P- o ³	P- o ⁴	P- o ⁵
Year 1																	
Semester 1																	
1	Pancasila	MKU	I,R	R	I								M	M			
2	Indonesian	MKU	I	I	I		R	I									
3	Arabic I	MKKU	I	I	I		R	R									
4	Arabic II	MKKU	I	I	I		R	R									
5	Philosophy of Science	MKKU	I	I	I	R	I						R				
6	Theosophy	MKKU	I,R	I	I	I	I							I			
7	The Principles of Education	MKKF	I	I	I					R				I			
8	Developmental Psychology and Learning Theory	MKKF	I	I	I									I			

9	Educational Statistics	MKKF	I	I	I			R		I				I			
	Semester 2																
10	Civics Education	MKU	I,R	R	I								M	M			
11	Arabic III	MKKU	I	I	I		R	R									
12	Arabic IV	MKKU	I	I	I		R	R									
13	The History of Islamic Civilization	MKKU	I	I	I	I				I				I			
14	Management of Education	MKKF	I	I	I					I				I			
15	Islamic Education Science	MKKIPS	I	I	I	I		I		I				I			
16	The History of Islamic Education	MKKIPS	I	I	I	I				I				I			
17	Sociology of Religion	MKKIPS	R	I	I	I					I			I			
18	<i>Dakwah</i> Management	MKKIPS	R	I	I					I			R	R			
Year 2																	
Semester 3																	
19	English I	MKKU	I	I	I		R	R									
20	Studies on Al Qur'an and Al Hadiths	MKKU	R	I	I	I			R	R				I			
21	Studies on Fiqh	MKKU	R	I	I	I			R	R				I			
22	Curriculum and Learning Activities	MKKF	I	I	I				M	R				I			
23	Research Methodology in Education	MKKF	I	I	I		M			I							

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NO .	COURSES	COURSE TYPE	CPL of the Undergraduate Program of Islamic Education														
			CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge				
			S-o ¹	S-o ³	S-o ⁴	KU-o ¹	KU-o ²	KU-o ³	KK-o ¹	KK-o ²	KK-o ³	KK-o ⁴	P-o ¹	P-o ²	P-o ³	P-o ⁴	P-o ⁵
24	Studies on Al Hadiths in Elementary Level (SD/MI)	MKKIPS	I	I	I	I			R	M				I			
25	Studies on Islamic Aqidah in Elementary Level (SD/MI)	MKKIPS	I	I	I	I			R	M				I			

[illegible]

56	Techniques in Proposal Writing and Research Report	MKPPPS	I	I	R		M										
57	Publication of Scientific Articles in Reputable Journals	MKPPPS	I	I	R		M										
Journalists																	
58	Journalism Education	MKPPPS	I	I	R		M										
59	News Writing Techniques	MKPPPS	I	I	R		M										

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NO	COURSES	COURSE TYPE	CPL of the Undergraduate Program of Islamic Education														
			CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge				
			S-o ¹	S-o ³	S-o ⁴	KU-o ¹	KU-o ²	KU-o ³	KK-o ¹	KK-o ²	KK-o ³	KK-o ⁴	P-o ¹	P-o ²	P-o ³	P-o ⁴	P-o ⁵
60	News Reporting Models	MKPPPS	I	I	R		M										
61	Journalism in Digital Literacy	MKPPPS	I	I	R		M										
62	Techniques for Publishing Scientific Journal	MKPPPS	I	I	R		M										
Entrepreneurs and Learning Designers																	
63	Entrepreneurship Education	MKPPPS	I	R	R	I											
64	Design for Visual Communication in Islamic Education	MKPPPS	I	I	R									I			
65	Economics in Islam	MKPPPS	I	I	R	I								I			
66	Marketing	MKPPPS	I	R, M	R												
67	Entrepreneur Models	MKPPPS	I	R	R												
Counselors and Muballigh																	
68	Psychology of Religion	MKPPPS	I	I	I	I				I				I			
69	Dakwah Method	MKPPPS	I	I	R									I			
70	Sociology and Counseling for Islamic Dakwah	MKPPPS	I	I	R									I			
71	Multicultural Education	MKPPPS	R	M	I	I							R	I			

72	Al-Quran Reciting	MKPPPS	M, A	I	I					R					I			
Islamic Education Managers and Activists																		
73	Management of Schools and Madrasah	MKPPPS	I	M	R										R			
74	Management of TPQ and Madrasah Diniyah	MKPPPS	I	M	R										R			
75	Leadership in Educational Institutions	MKPPPS	I	I	R										R			
76	Techniques for Strategic Planning for Developing Educational Institutions	MKPPPS	R	M	R				I						R			
77	Management for Informal Education	MKPPPS	I	M	R				I						R			
78	Community Service	MKKIPS	M, A	M	M	I, R	I, R	M, A	M, A	M, A								
79	Research Proposal Seminar	MKKIPS	I, R	R	M	M, A	M, A	M		I								
80	Comprehensive	MKKIPS	I, R	I, R	I, R	I, R	I, R	I, R		I								
Semester 7																		

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NO .	COURSES	COURSE TYPE	CPL of the Undergraduate Program of Islamic Education														
			CPL of Attitude			CPL of General Skills			CPL of Specific Skills				CPL of Knowledge				
			S-o ¹	S-o ³	S-o ⁴	KU-o ¹	KU-o ²	KU-o ³	KK-o ¹	KK-o ²	KK-o ³	KK-o ⁴	P-o ¹	P-o ²	P-o ³	P-o ⁴	P-o ⁵
81	Thesis	MKKIPS	M, A	R, M	M, A	M, A	M, A	R, M	R, M								

Note:

“I” indicates students are introduced to the outcome

“R” indicates the outcome is reinforced and students are afforded opportunities to practice

“M” indicates that students have had sufficient practice and can now demonstrate mastery

“A” indicates where evidence might be collected and evaluated for program-level assessment (collection might occur at the beginning and end of the program if comparisons across years are desired)

N. LEARNING FORMS AND METHODS

The Islamic Education study program uses various forms and methods of learning based on the Student-Centered Learning (SCL) approach. Learning by applying the concept of SCL allows students to play an active and independent role in the learning process, as well as being able to take responsibility and initiative to recognize their learning needs. The learning process in the program is carried out using various challenging strategies and techniques to encourage students to think critically, explore, create, and experiment with the use of various learning resources.

This is in accordance with the Regulation of the Minister of Education and Culture No.3 of 2020 article 11, paragraph 10 which states that one of the characteristics of the learning process that meets the minimum criteria for achieving Graduate Learning Outcomes, is an SCL process. Clause (1) states that the learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and discovering knowledge.

1. Characteristics of Ongoing Learning in the Islamic Education Study Program

The implementation of the learning process takes place in classrooms, microteaching laboratories, *ma'had*, libraries, and in beautiful campus parks. Learning that takes place in the Islamic Education Study Program has interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics, as illustrated by the following diagram:

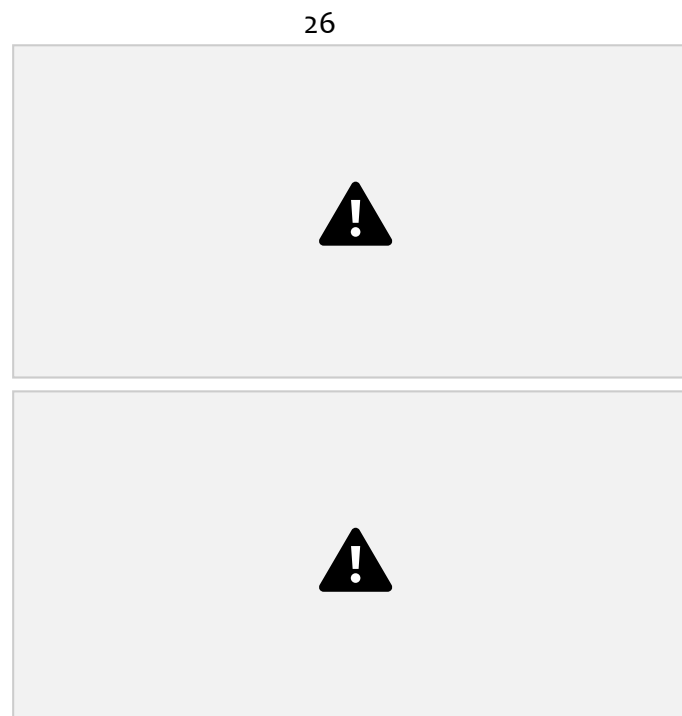


Figure 3 Learning Characteristics

First, the characteristic of **Interactive** is a graduate learning outcome achieved by prioritizing the process of two-way interaction between students and lecturers, students with students, students with *murobbi*, students with *musyrif*, and supported by an adequate *ma'had* environmental culture. The second, **Holistic**, is the learning process that encourages the formation of a comprehensive and broad mindset by internalizing a conducive learning atmosphere, both formally in lectures in the Islamic Education study program and non-formally by participating in programs in the *ma'had*.

The third, **Integrative**, is the learning outcomes of graduates achieved through an integrated learning process to meet the overall learning outcomes of one program unit through interdisciplinary and multidisciplinary approaches developed by the university, as well as the appreciation of *ulul Albab* values. The fourth characteristic, **Scientific**, refers to the learning outcomes of graduates achieved through a learning process that prioritizes a scientific approach so as to create an academic environment that is based on a system of values, norms, and rules of science and upholds religious, national, and community values that are *rahmatan lil alamin*.

The fifth, **Contextual**, is the learning outcomes of graduates achieved through a learning process that is tailored to the demands of the ability to solve problems in the realm of their expertise as prospective educators (teachers) of Islamic Religious Education in schools/madrasah. The sixth characteristic, **Thematic**, refers to the learning outcomes of graduates achieved through a learning process that is tailored to the scientific characteristics of the Islamic Education Study Program and is related to real problems through a transdisciplinary approach studied through curriculum design and study materials for each course.

The seventh, **Effective**, is the learning outcomes of graduates that are achieved in an appropriate manner and are concerned with the internalization of material properly and correctly within a period of 4 (four) years through offering (hierarchical) courses every semester. The eighth characteristic, **Collaborative**, refers to the

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learning outcomes of graduates that are achieved through joint learning processes that involve interaction between individual learners to produce capitalization of attitudes, knowledge, and skills both obtained directly in the learning process through lectures in the classroom, as well as outside the lecture process in activities such as the internship process, Fieldwork Practice, Professional Course Practice, and *ma'had* programs. The ninth and final characteristic, **student-centered**, is the learning outcomes of graduates that are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and discovering knowledge through observational studies, experiments, both in groups and individually.

2. Learning Models Applied

The student-centered innovative learning models applied in the learning of the Islamic Education Study Program are depicted in the following chart:

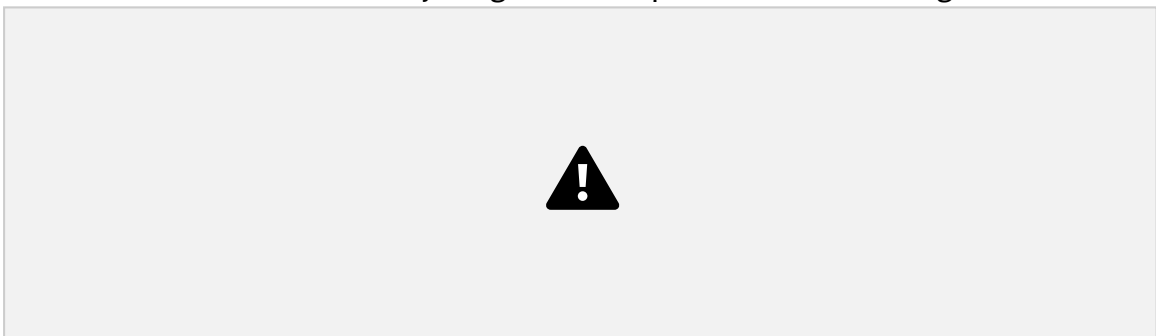




Figure 4 Learning Model

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The application of some of the methods mentioned above in courses in the Islamic Education Study Program can be seen in the following checklist table: *Table 9*

Learning Methods and Forms

NO	COURSE	Code	Learning Methods							Online Mode		Learning Forms			
			G r o u p D is c u s s i o n s	Si m u l a t i o n ^s	C a s e S t u d i e ^s	C o l l o r i a l d i s c u s s i o n s	C o o p e r a t i v e L e a r n i n g	P r o j e c t b a s e d L e a r n i n g	P r o b l e m - b a s e d L e a r n i n g	S e m i n a r s	A u d i o c a s t e d L e a r n i n g	L e c t u r e s	S e m i n a r s	Pr ac tic u m/ Fi e l d Pr ac tic e/Pr acti c e	Res earc h, Plan ning , Dev elop men t

NO	COURSE	Code	Learning Methods							Online Mode		Learning Forms			
			Group Discussion	Seminars	Cases Studies	Collaborative Learning	Cooperative Learning	Project-based Learning	Peer-to-peer Learning	Synchronous	Asynchronous	Lectures	Seminars	Practicum/Field Practice	Research, Planning, Development
26	Studies on Islamic Aqidah in Elementary Level (SD/MI)	22010111D04	√		√		√	√	√	√	√	√			√
27	Studies on Islamic Fiqh in Elementary level (SD/MI)	22010111D05	√		√		√	√	√	√	√	√			√
28	Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)	22010111D06	√		√		√	√	√	√	√	√			√
29	Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK)	22010111D07	√		√		√	√	√	√	√	√			√
30	Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK)	22010111D08	√		√		√	√	√	√	√	√			√
31	Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK)	22010111D09	√		√		√	√	√	√	√	√			√

32	Studies on the History of Islamic Civilization for Elementary level (SD/MI)	22010111D10	√		√		√	√	√	√	√	√			√
33	Ushul Fiqh	22010111D11	√				√		√	√	√	√			
34	Masail Fiqh	22010111D12	√		√		√		√	√	√	√			
35	Hikmatut Tasyri'	22010111D13	√		√		√		√	√	√	√			
36	Qiroatul Kutub	22010111D14	√	√			√			√	√	√			
37	Counseling	22010111D15	√		√		√		√	√	√	√			
38	The Professional Ethics of Teachers of Islamic Education	22010111D16	√						√	√	√	√			
39	Specific Methods for Learning Activities in Islamic Education	22010111D17	√	√			√	√	√	√	√	√			√
40	Planning for Learning Activities in Islamic Education	22010111D18	√	√			√	√	√	√	√	√			√
41	Learning Evaluation in Islamic Education	22010111D19	√	√			√	√	√	√	√	√			√
42	The Development of Learning Sources and Media in Islamic Education	22010111D20	√	√			√	√	√	√	√	√			√
43	Leadership in Islamic Education	22010111D21	√	√			√		√	√	√	√			
44	Sociology of Religion	22010111D22	√		√		√		√	√	√	√			
45	Dakwah Management	22010111D23	√	√			√	√		√	√	√			
46	Analysis of Class Management	22010111D24	√	√	√	√		√	√					√	√

NO	COURSE	Code	Learning Methods							Online Mode		Learning Forms			
			G r o u p D is c u s s i	Si m u l a t i o n ^s	C a s e S t u d i e ^s	C o o p e r a t i v e	C o o p e r a t i v e	P r o j e c t b a s e	P r o b l e m - b a s e	S y n c h r o n o u s	A s y n c h r o n o u s	L e c t u r e s	S e m i n a r s	Pr ac tic u m/ Fi e l d Pr ac tic e/Pr acti ce	Res earc h, Plan ning , Dev elop men t

			o n s			L e a r n i n g	e a r n i n g	d L e a r n i n g	e d L e a r n i n g						
47	Analysis of Curriculum Development	22010111D25	√	√	√	√		√	√					√	√
48	Development of Learning Plan	22010111D26	√	√	√	√		√	√					√	√
49	Development of Learning Materials	22010111D27	√	√	√	√		√	√					√	√
50	Development of Learning Media	22010111D28	√	√	√	√		√	√					√	√
51	Development of Instruments for Learning Assessment	22010111D29	√	√	√	√		√	√					√	√
52	Introduction to Educational Units	22010111D30	√	√	√	√		√	√					√	√
53	Teaching Practice	22010111D31	√	√	√	√		√	√					√	√
54	Research Proposal Seminar	22010111D32											√		√
55	Comprehensive	22010111D33								√	√			√	
56	Thesis	22010111D34			√			√	√				√		√
57	Social Theories in Education	22010112E01	√		√	√	√	√	√	√	√	√ *	√ * *	√	√
58	Capita Selecta of Research in Islamic Education	22010112E02	√		√	√	√	√	√	√	√	√ *	√ * *	√	√
59	Research Models in Education	22010112E03	√		√	√	√	√	√	√	√	√ *	√ * *	√	√
60	Techniques in Proposal Writing and Research Reports	22010112E04	√		√	√	√	√	√	√	√	√ *	√ * *	√	√
61	Publication of Scientific Article in Reputable Journals	22010112E05	√		√	√	√	√	√	√	√	√ *	√ * *	√	√
62	Journalism Education	22010112E06	√		√	√	√	√	√	√	√	√ *	√ * *	√	√
63	News Writing Techniques	22010112E07	√		√	√	√	√	√	√	√	√ *	√ *	√	√

70	Marketing	22010112E14	√		√	√	√	√	√	√	√	√	√	√	√
71	Entrepreneur Models	22010112E15	√		√	√	√	√	√	√	√	√	√	√	√
72	Psychology of Religion	22010112E16	√		√	√	√	√	√	√	√	√	√	√	√
73	Dakwah Method	22010112E17	√		√	√	√	√	√	√	√	√	√	√	√
74	Sociology and Counseling for Islamic Dakwah	22010112E18	√		√	√	√	√	√	√	√	√	√	√	√
75	Multicultural Education	22010112E19	√		√	√	√	√	√	√	√	√	√	√	√
76	Al-Quran Reciting	22010112E20	√		√	√	√	√	√	√	√	√	√	√	√
77	Management of Schools and Madrasah	22010112E21	√		√	√	√	√	√	√	√	√	√	√	√
78	Management of TPQ and Madrasah Diniyah	22010112E22	√		√	√	√	√	√	√	√	√	√	√	√
79	Leadership in Educational Institutions	22010112E23	√		√	√	√	√	√	√	√	√	√	√	√
80	Techniques for Strategic Planning for Developing Educational Institution	22010112E24	√		√	√	√	√	√	√	√	√	√	√	√
81	Management for Informal Education	22010112E25	√		√	√	√	√	√	√	√	√	√	√	√

a. Case Methods

Case methods involve case identification, alternatives to problem solving, case investigation using learning sources, and report writing. Cases are selected from study materials that have a direct correlation with students' needs, so these students are able to provide some solutions to solve the problem.

Case Methods undergo several steps. First, lecturers organize the class condition by ensuring that students are ready to learn and prepare the learning aids. Second, lecturers must be purposive in selecting certain cases used in this activity, meaning that case selection must not be done randomly. Students can choose the cases related to people, their surroundings, program, processes, society, or social unit. Third, the case method may use some techniques for the collection of data, some of which are commonly used, for example, observation, interview, and documentation analysis. Students act as the research instrument to choose the most suitable data collecting techniques appropriate for the chosen case and research atmosphere and

compile data simultaneously. The fourth stage is data analysis. After gathering the data, the researcher begins the next step of covering aggregation, organization, and classification of data into some manageable units. Aggregation is a process by which a researcher extracts specific data into general data in order to discover the general pattern. Data could be organized based on chronology, category, or typology. The fifth stage is refinement. Following the data gathering, the researcher needs to refine or reinforce new data into the specified category. In the sixth step, the researcher must compile new data from the research location or subjects to establish new categories. These new data could also be inserted into an existing category. The seventh and final stage is report writing. A report should be written as a communicative narrative and easy-to-follow flow of ideas, and describe one phenomena and social unity clearly. This is so that the readers are able to grasp the important information.

b. Project-Based Learning

Project-Based Learning demands students' active participation to acquire knowledge and skills in real life and projects by examining and responding to questions, problems, or authentic, interesting, and complex challenges. Students may involve themselves in projects they find meaningful for longer durations.

Project-based Learning has several advantages for students. First, it instills a harmony between mind and feeling, which means that students take an active role in PBL project as the project provides clear relevance between real life and learning activities. Students are encouraged to solve important and relevant problems for them and their community. Second, this method provides more comprehensive learning activities and greater retention than content knowledge. Thus, students will be more capable of implementing what they have learnt into a new situation. The third benefit is wider networking and career opportunities. Through this method, students interact with various community members, businesses and organizations, so that they are able to dig out career interest. Fourth, this method is purposive. A big project could serve as a bridge, leading students to transform being more capable of enhancing their intuition to set goals and make accurate decisions. Fifth, this learning method trains students' ability to achieve success because it gives students valuable experience in the working environment and equips them with life survival skills, such as how to take initiative, to

work with a strong sense of responsibility, to solve problems, to work in team, and to communicate ideas.

Project-Based Learning comprises 6 steps. First, the lecturer must formulate a question which relates to real-life problems, so the students are able to discover or to produce. The topic or theme presented in the question should reflect the real-life situation to encourage students to conduct extensive analysis. The second stage is to design a plan for the project, which requires collaborative teamwork between students and lecturers. This planning stage sets the rules and selects activities which leads students to provide excellent responses regarding the essential questions and integrates all aspects. At this stage, suitable tools and materials are chosen for use in the activities. The third stage is to set a schedule. The lecturer, together with the students, sets the deadline for project completion. The project must be accomplished within the required duration, so the teacher must help students to manage time. Students should have freedom and opportunity to explore new phenomenon while the lecturer must observe and remind the students about the research goal.

The fourth stage is to observe the project completion. It has been stated before that the lecturer gives freedom to the students to decide which strategy is suitable for the project; however, the lecturer still has the responsibility to observe how students conduct the project. In this case, the lecturer acts as a mentor who reminds the students to stay focused and follow the procedures during the research completion.

The fifth stage assesses the project outcome. This assessment is important to assist the educators in measuring achievement standards from each process and product. The lecturer evaluates progress of the students and gives constructive feedback. Following this, the lecturer sets other learning strategies. The assessment can be done by class presentation in which students present their project outcomes before the lecturer and their classmates. The sixth and final stage is evaluation. After the project-based learning comes to an end, both lecturers and students need to reflect upon the activities and products resulting from this project. This stage can be done either individually or in group. The lecturer should provide opportunities for the students to speak their minds and share experiences they have obtained during the project completion.

c. Group Discussion

Group discussion is one of learning methods in which students are involved in face-to-face interaction. Each group member has equal opportunity to contribute ideas and share experiences and information to make decision and solve problems. In a group discussion, group members will appoint one moderator and set the goals and agendas.

Group discussion has several principles, such as topic of discussion, group selection, and teamwork. Teachers must observe students' activities which are done in group or individually, motivate students, and guide them during the discussion. This method also requires learning sources and learning facilities to produce better results in addition to the supplementary assignment and materials which teacher has prepared.

Group discussion can be implemented by following some steps, namely: First, the preparation stage - in this stage, the lecturer must set the learning objectives, choose the types of discussion suitable for problems, and prepare supplementary materials. Second, the discussion is conducted - the lecturer usually does some activities during class discussion, for example, guide the students to follow the predetermined rules, lead the discussion to create a conducive class atmosphere, present the results of discussion,

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and open question and answer sessions among groups or between lecturer and students. The third stage is a closing, in which the lecturer will deliver conclusions for some important points, conduct a mini test to evaluate students' understanding on the material discussed, evaluate the discussion, and provide feedback to students.

d. Simulations

The simulation is a learning model whose main purpose is to imitate certain activities. Uno (2007) explains some activities which lecturers must prepare when choosing this method as learning activity. The first step is to explain the rules of the activity in order for the students to fully understand what they are going to do in the simulation. In doing so, the lecturer must clearly explain the activities and consequences. The second step is refereeing. Since simulations are designed to achieve goals with specified rules, lecturers must referee the simulation process to ensure that it goes smoothly. Coaching is the third step to anticipate students' fallacies in the activity. Lecturers must give suggestions, guidance, or explanations to prevent students from making the same mistakes. Discussion in the form of a reflection activity is the fourth step which also plays a pivotal role. Lecturers can conduct post-simulation activities by discussing some aspects, for example (a) to what extent simulation accurately portrays real-world problems; (b) obstacles the students encountered (c) what benefits the students gained from the activity; and (d) how to improve students' skills in simulation, among other topics.

Simulations consist of several steps in its implementation in the class. The first is

the Orientation Stage. In this stage, the lecturer presents various simulation topics and concepts that are to be integrated into the simulation, explains the rules of simulation and games, and describes the general technical insight in the simulation process. The second stage is the rehearsal stage. Students write a scenario about the roles, steps, reporting methods, what decisions must be taken and goals that must be set. Next, students rehearse their role in one short episode. The third stage is the Simulation Process. This stage involves the initiation of the activities and roles set, giving feedback and evaluation related to students' performance, clearing up any misconceptions, and continuing with the simulation. The fourth stage is debriefing. In this stage, the lecturer summarizes perception and incidence arising from simulation; summarizes obstacles and provides insight to students; analyzes processes; compares problems presented in the simulation and ones in real life; correlates simulation process and study materials, and evaluates and redesigns simulation.

e. Collaborative Learning

Collaborative learning can be defined as a collective intellectual effort between students and lecturers to understand each other, find solutions and invent products together (Smith dan Mac gregor, 1992).

Collaborative learning strongly encourages the principles of collaborative activity that serve as the important aspect in this learning method. These principles require each party to work together to achieve a goal and develop inter-dependence; each individual is responsible to learn and shape their attitude. Furthermore, students are able to learn, practice, and get feedback on their skills in collaborative learning. The feedback focuses on how these students practice their skills. The class is encouraged to perform as a cohesive working group in doing certain activities.

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Collaborative learning consists of some steps. In the first step, the lecturer divides students into several groups in which they will set learning objective and share responsibility. The second step is when each group reads, discusses, and take notes. The third step is the step in which each group works in synergy to identify, demonstrate, research, analyze, and formulate the answers or solution of the problem they have chosen. Fourth, after each member in this collaborative group agrees upon the method of problem solving, each writes a complete report. In the fifth step, the lecturer will randomly choose a group (all groups are expected to present their work before their classmates) to make a presentation concerning the results of discussion with their collaborative group. In this presentation, other groups will observe, scrutinize, compare the issue presented with what they have written and respond to the presentation. This activity can be conducted in 20-30 minutes. Sixth, each student with his or her collaborative group elaborate, infer, and revise (if necessary) the report they submit. Seventh, each collaborative group submits the portfolio containing the assignment they have accomplished. Eight, the lecturer makes corrections, provides comments, grades and returns the assignment, and discusses it in the following meeting.

f. Cooperative Learning

Cooperative learning is a learning model that emphasizes attitudes or behaviors together in work. In other words, learning is done by creating a number of groups with 2 - 5 students in each group, with the aim of motivating each member of the group to optimally achieve the goals. The principles of Cooperative Learning are; each group member (student) is responsible for everything done in his/her group; each group member must understand that all group members have the same goal; each group member must share equal tasks and responsibilities among group members; each group member will be evaluated; each group member shares leadership and needs skills to learn together during the learning process; and each group member will be

held individually responsible for the material handled in the cooperative group.

The cooperative learning model consists of 6 steps, namely (1) the lecturer conveys learning objectives and communicates the basic competencies to be achieved, as well as motivates students; (2) the lecturer provides information to students; (3) the lecturer informs student grouping; (4) the lecturer motivates and facilitates student work in learning groups; (5) the lecturer evaluates student learning outcomes related to the study materials that have been applied; and (6) the lecturer provides feedback and assesses each individual and group learning outcome.

g. Problem-Based Learning (PBL)

PBL is a learning model that encourages students to be the drivers of their own learning. It uses complex real-life problems as subject matter in the classroom to encourage students to develop skills in problem solving and understanding of concepts. It is implemented in various forms, for example, problem-based learning projects can involve students in the proposal of ideas and creation of their own project plans to solve community needs.

Students can work independently or in groups to create and design concepts, as well as launch their innovative products in front of classmates and/or community leaders. The principles of PBL are to challenge students to understand concepts at a deeper level; encourage students to make decisions that they can defend based on the data obtained; help achieve the objectives of the course being studied with previous

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knowledge and experience; facilitate students to be able to work collaboratively to solve complex problems at hand; and involve students in problem solving using various complex stages.

The advantages of applying PBL in lectures are, first, promoting independent learning - encouraging students to take the initiative, hone their creativity, and take responsibility for their own learning, so that they develop skills that will benefit themselves. Second, it encourages students to be more active and dynamic in the application of critical and sharp thinking to solve problems in the learning process.

Third, the skills that students develop are not only limited to courses and lectures in the classroom, but can also be transferred to solve problems outside the classroom. Fourth, many learning projects encourage students to work together to discover and solve problems, so they are challenged to build communication, compromise, and collaborate. Fifth, the successful implementation of PBL can provide satisfaction and increase students' self-esteem when they can solve problems with selected solutions and real learning products.



Chart 3 Learning methods/models

The forms of learning carried out in the Islamic Education Study Program are

lectures, seminars, field practice / professional work, and research. In addition, the Technological Pedagogical Content Knowledge (TPACK) approach is used by lecturers as a framework in designing how the learning process can actually take place effectively. Lecturers must be able to use information technology and advances in science and technology to select and determine appropriate learning media and teaching materials, coupled with reliable ICT skills.

O. ASSESSMENT OF LEARNING OUTCOMES

Assessment is the process of identifying, collecting, and preparing data and evidence to evaluate student learning processes and outcomes. Assessment of student learning processes and outcomes includes assessment principles; assessment techniques and instruments; assessment mechanisms and procedures; implementation of assessment; assessment reporting; and student graduation. Assessment considers

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important indicators related to honesty, discipline, communication, decisiveness, and confidence - skills that should be possessed by students.

Assessment of learning outcomes is used to evaluate student learning completeness and the effectiveness of the lecture process. In accordance with the decision of the minister of national education regarding the regulation of the minister of education and culture of the republic of Indonesia number 3 of 2020, the assessment of the process and student learning outcomes as referred to in paragraph (1) includes assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, implementation of assessment, assessment reporting, and student graduation.

Based on the results of the analysis of study materials, learning assessment during lectures in the Islamic Education Study Program can be described through the following table:

Table 10 Assessment Forms

N O.	Course	Code	Assessment Techniques					
			Obs erv atio n	Perf orm anc e	Wr itt en Ex am	Oral Exa m	Qu est io nn ai'r e	Por tfoli o
1	Pancasila	22000011A01	√		√			
2	Indonesian	22000011A03	√		√			
3	Arabic I	22000011B01	√	√	√			√
4	Arabic II	22000011B02	√	√	√	√		
5	Philosophy of Science	22000011B07	√	√	√	√		
6	Theosophy	22000011B09	√	√	√	√		
7	The Principles of Education	22010111C01	√	√	√	√		
8	Developmental Psychology and Learning Theory	22010111C02	√	√	√	√		

9	Educational Statistics	22010111C05	√	√	√	√		
10	Civics Education	22000011A02	√		√			
11	Arabic III	22000011B03	√		√			
12	Arabic IV	22000011B04	√		√			
13	The History of Islamic Civilization	22000011B08	√		√	√		
14	Management of Education	22010111C04	√		√			
15	Islamic Education Science	22010111D01	√	√				√
16	The History of Islamic Education	22010111D02	√		√			
17	Sociology of Religion	22010111D22	√		√			
18	<i>Dakwah</i> Management	22010111D23	√		√			
19	English I	22000011B05	√		√			
20	Studies on Al-Qur'an and Al-Hadiths	22000011B10	√	√	√			
21	Studies on Fiqh	22000011B11	√	√	√			
22	Curriculum and Learning Activities	22010111C03	√	√	√			
23	Research Methodology in Education	22010111C06	√		√			
24	Studies on Al-Hadiths in Elementary Level (SD/MI)	22010111D03	√		√			
25	Studies on Islamic Aqidah in Elementary Level (SD/MI)	22010111D04	√		√			√

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N O.	Course	Code	Assessment Techniques					
			Obs erv atio n	Perf orm anc e	Wr itt en Ex am	Oral Exa m	Qu est io nn ai'r e	Por tfoli o
26	Studies on Islamic Fiqh in Elementary level (SD/MI)	22010111D05	√		√			√
27	Studies on the History of Islamic Civilization for Elementary level (SD/MI)	22010111D06	√		√			√
28	<i>Qiroatul Kutub</i>	22010111D14	√		√			√
29	English II	22000011B06	√		√			√
30	Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK)	22010111D07	√		√			√

31	Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK)	22010111D08	√		√			√
32	Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK)	22010111D09	√		√			√
33	Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)	22010111D10	√		√			
34	Specific Methods for Learning Activities in Islamic Education	22010111D17	√		√			
35	Planning for Learning Activities in Islamic Education	22010111D18	√		√			
36	Learning Evaluation in Islamic Education	22010111D19	√	√	√	√		
37	Basic Teaching Skills	22010111C07	√		√			
38	<i>Ushul Fiqh</i>	22010111D11	√		√	√		
39	<i>Masail Fiqh</i>	22010111D12	√	√	√			√
40	<i>Hikmatut Tasyri'</i>	22010111D13	√	√	√			√
41	Counseling	22010111D15	√	√	√			√
42	The Professional Ethics of Teachers of Islamic Education	22010111D16	√	√	√			√
43	The Development of Learning Sources and Media in Islamic Education	22010111D20	√		√			
44	Leadership in Islamic Education	22010111D21	√		√			
45	Analysis of Class Management	22010111D25	√		√			
46	Analysis of Curriculum Development	22010111D26	√	√			√	√
47	Development of Learning Plan	22010111D27	√	√			√	√
48	Development of Learning Materials	22010111D28	√	√			√	√
49	Development of Learning Media	22010111D29	√	√			√	√
50	Development of Instruments for Learning Assessment	22010111D30	√	√			√	√
51	Introduction to Educational Units	22010111D31	√	√			√	√
52	Teaching Practice	22010111D32	√	√			√	√
53	Community Service	22000011B12	√	√			√	√
54	Research Proposal Seminar	22011111D32	√	√		√	√	√
55	Comprehensive	22011111D33	√	√	√	√		
56	Thesis	22011111D34	√	√		√		√

57	Social Theories in Education	22010112E01	√		√			√
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N O.	Course	Code	Assessment Techniques					
			Obs erv atio n	Perf orm anc e	Wr itt en Ex am	Oral Exa m	Qu est io nn aif e	Por tfoli o
58	Capita Selecta of Research in Islamic Education	22010112E02	√		√			√
59	Research Models in Education	22010112E03	√		√			√
60	Techniques in Proposal Writing and Research Report	22010112E04	√		√			√
61	Publication of Scientific Article in Reputable Journals	22010112E05	√		√			√
62	Journalism Education	22010112E06	√		√			√
63	News Writing Techniques	22010112E07	√		√			√
64	News Reporting Models	22010112E08	√		√			√
65	Journalism in Digital Literacy	22010112E09	√		√			√
66	Techniques for Publishing Scientific Journal	22010112E10	√		√			√
67	Entrepreneurship Education	22010112E11	√		√			√
68	Design for Visual Communication in Islamic Education	22010112E12	√		√			√
69	Economics in Islam	22010112E13	√		√			√
70	Marketing	22010112E14	√		√			√
71	Entrepreneur Models	22010112E15	√		√			√
72	Psychology of Religion	22010112E16	√		√			√
73	Dakwah Method	22010112E17	√		√			√
74	Sociology and Counseling for Islamic Dakwah	22010112E18	√		√			√
75	Multicultural Education	22010112E19	√		√			√
76	Al-Quran Reciting	22010112E20	√		√			√
77	Management of Schools and Madrasah	22010112E21	√		√			√
78	Management of TPQ and Madrasah Diniyah	22010112E22	√		√			√

79	Leadership in Educational Institutions	22010112E23	√		√			√
80	Techniques for Strategic Planning for Developing Educational Institution	22010112E24	√		√			√
81	Management for Informal Education	22010112E25	√		√			√

3. Assessment principles

In order for the assessment to run appropriately and effectively, the assessment of student learning outcomes in the Undergraduate Program of Islamic Education at UIN Malang refers to article 21 paragraph (2) letter a regarding assessment principles. These assessment principles include educational, authentic, objective, accountable, and transparent principles that are carried out in an integrated manner.

First, the **educative principle** is an assessment carried out to motivate students to improve their planning for learning tasks, provide an overview of how to learn for effective students, and help students achieve graduate learning outcomes. Second, the **authentic principle** is an assessment that is oriented towards the continuous learning

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process of students. Likewise, learning outcomes reflect the ability of PAI UIN Malang students during the lecture process.

Third, the objective principle is an assessment based on standards agreed upon between lecturers and students of the Islamic Education Study Program at UIN Malang and free from the influence of the subjectivity of the assessor (lecturer) and the assessed (student). Fourth, the principle of accountability is an assessment carried out in accordance with clear procedures and criteria, and agreed upon when conducting a lecture contract at the beginning of the academic year.

This agreement must also be understood by students, so that they fully understand the consequences of each assessment agreement. Fifth, the **transparent principle** is an assessment in which procedures and assessment results can be accessed by all stakeholders. This transparency is realized in the assessment table that can be accessed by lecturers, teaching staff and students in the Academic Information System.

4. Assessment Techniques

Various kinds of assessment techniques can be carried out in a complementary manner according to the competencies being assessed. Based on Bloom's taxonomy, the domains of competence assessed are cognitive, affective, and psychomotor domains. In detail, the assessment techniques are explained as follows:

Table 11 Assessment Techniques

Assessment Domains	Assessment Techniques
Attitude	Observation
General Skills	<ul style="list-style-type: none">● performance● written exam● oral exam● questionnaire● portfolio
Specific Skills	
Knowledge	
The final result of the assessment is an integration of the various assessment techniques and instruments used.	

First, the assessment of the attitude domain is carried out through observation, self assessment, assessment between students (students assess the performance of their colleagues in one field or group), and assessment of personal aspects that emphasize aspects of faith, noble character, confidence, discipline, and responsibility in interacting effectively with the social environment, the surrounding nature, and the world and its civilization.

Second, the assessment of the knowledge domain through **various forms of written and oral exams**, which technically can be carried out directly or indirectly. Directly means that lecturers and students meet face-to-face at the time of assessment, for example, during seminars or thesis examinations. Indirectly can be by using sheets of written exam questions.

Third, the assessment of the skills domain through **performance assessment** which can be organized through practicum, practice, simulation, field practice, and others, which allows students to improve their skills.

Referring to the assessment techniques mentioned in article 23, the assessment techniques in the Undergraduate Program of Islamic Education at UIN Malang consists of observation, performance, written tests, oral tests, questionnaires, and portfolios.

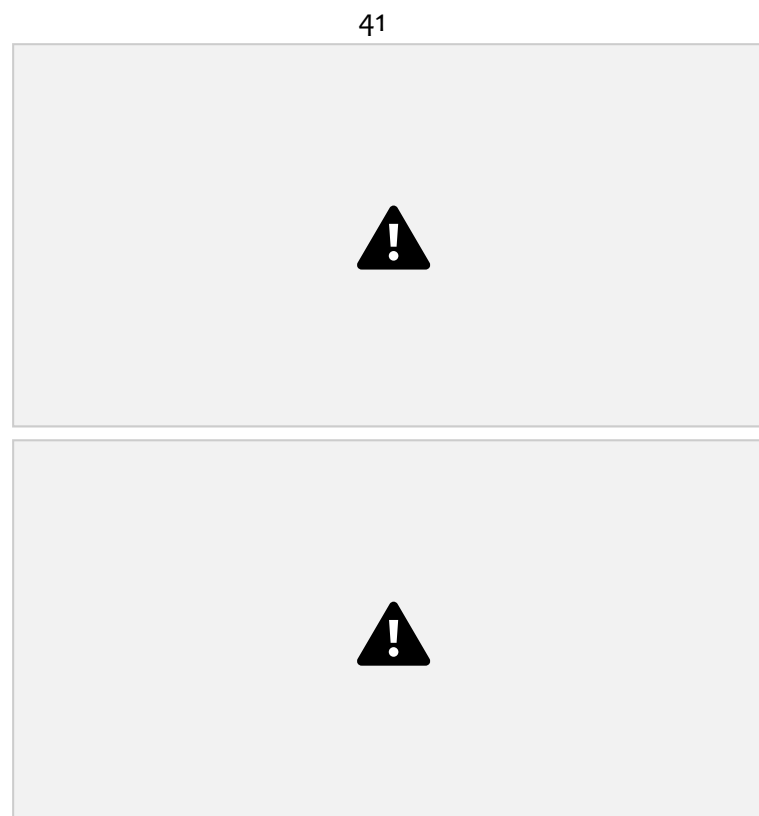


Figure 5 Assessment technique

a. Assessment of Observations

Assessment of observations is an assessment of attitude using observation techniques with an assessment sheet in which lecturers can observe and write reports on students' attitude and behavior. There are 81 courses using this assessment technique, namely: Pancasila, Civics Education, Indonesian, Arabic I, Arabic II, Arabic III, Arabic IV, English I, English II, Philosophy of Science, The History of Islamic Civilization, Theosophy, Studies on Al-Qur'an and Al-Hadiths, Studies on Fiqh, The Principles of Education, Developmental Psychology and Learning Theory, Curriculum and Learning Activities, Management of Education, Educational Statistics, Research Methodology in Education, Basic Teaching Skills, Islamic Education Science, The History of Islamic Education, Studies on Al-Hadiths in Elementary Level (SD/MI), Studies on Islamic Aqidah in Elementary Level (SD/MI), Studies on Islamic Fiqh in Elementary level (SD/MI), Studies on the History of Islamic Civilization for Elementary level (SD/MI), Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK), Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK), Studies on Islamic Fiqh in Secondary level (SMP/MTS,

SMA/MA/SMK), *Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)*, *Ushul Fiqh, Masail Fiqh, Hikmatut Tasyri'*, *Qiroatul Kutub*, *Counseling*, *The Professional Ethics of Teachers of Islamic Education*, *Specific Methods for Learning Activities in Islamic Education*, *Planning for Learning Activities in Islamic Education*, *Learning Evaluation in Islamic Education*, *The Development of Learning Sources and Media in Islamic Education*, *Leadership in Islamic Education*, *Sociology of Religion*, *Dakwah Management*, *Analysis of Class Management*, *Analysis of Curriculum Development*, *Development of Learning Plans*, *Development of Learning Materials*, *Development of Learning Media*, *Development of Instruments for Learning Assessment*, *Introduction to Educational Units*, *Teaching Practice*, *Comprehensive*, *Community Service*, *Research Proposal Seminar*, *Thesis*.

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b. Assessment of Performance

Assessment of performance is an assessment carried out by observing students' activities in doing a targeted task based on the learning outcomes of the course. This type of assessment is carried out in courses that target students to perform certain skills, in accordance with the written course materials. There are 27 courses using this assessment technique, namely: *Indonesian*, *Arabic I*, *Arabic II*, *Arabic III*, *Arabic IV*, *English I*, *English II*, *Community Service*, *Educational Statistics*, *Research Methodology in Education*, *Basic Teaching Skills*, *Qiroatul Kutub*, *Specific Methods for Learning Activities in Islamic Education*, *Planning for Learning Activities in Islamic Education*, *Learning Evaluation in Islamic Education*, *The Development of Learning Sources and Media in Islamic Education*, *Analysis of Class Management*, *Analysis of Curriculum Development*, *Development of Learning Plan*, *Development of Learning Materials*, *Development of Learning Media*, *Development of Instruments for Learning Assessment*, *Introduction to Educational Unit*, *Teaching Practice*, *Research Proposal Seminar*, *Comprehensive*, *Thesis*.

c. Written Tests

Written tests aim at accumulating and analyzing the results of the student learning process, which can be used to measure students' understanding of course material. The answers from students on the questions given in the written test reveals learning outcomes. Written test refers to a type of test in which questions and answers are in the form of written text.

There are 70 courses in this study program which use written tests to measure student's performance, namely: *Pancasila*, *Civics Education*, *Indonesian*, *Arabic I*, *Arabic II*, *Arabic III*, *Arabic VI*, *English I*, *English II*, *The Philosophy of Science*, *The History of Islamic Civilization*, *Theosophy*, *Studies on Al-Qur'an and Al-Hadiths*, *Studies on Fiqh*, *The Principles of Education*, *Developmental Psychology and Learning Theory*, *Curriculum and Learning Activities*, *Management of Education*, *Educational Statistics*, *Research Methodology in Education*, *Basic Teaching Skills*, *Principles in Islamic Education*, *The History of Islamic Education*, *Studies on Al-Hadiths in Elementary Level (SD/MI)*, *Studies on Islamic Aqidah in Elementary Level (SD/MI)*, *Studies on Islamic Fiqh in Elementary level (SD/MI)*, *Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)*, *Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK)*, *Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK)*, *Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK)*, *Studies on the History of Islamic Civilization for Elementary level (SD/MI)*, *Ushul Fiqh*, *Masail Fiqh*, *Hikmatut Tasyri'*, *Qiroatul Kutub*, *Counseling*, *The Professional Ethics of Teachers*, *Specific Methods for Teaching Islamic Education*, *Planning for Learning Activities in Islamic Education*, *Learning Evaluation in Islamic Education*, *The Development of Learning Sources and Media in Islamic Education*, *Leadership in Islam*, *The Sociology of Religion*, *Dakwah Management*, *Capita Selecta of Research in Islamic Education*, *Research Models in Education*, *Techniques in Proposal Writing and Research Report*, *Publication of Scientific Articles in Reputable Journals*, *Journalism Education*, *New Reporting Techniques*, *News Reporting Models*,

Journalism in Digital Literacy, Techniques for Publishing Scientific Journals, Entrepreneurship, Design for Visual Communication in Islamic Education, Economics in Islam, Marketing, Entrepreneur Models, Psychology of Religion, Dakwah Method, Sociology and Counseling for Islamic Dakwah, Multicultural Education, Al-Quran Reciting, Management of Schools and Madrasah, Management of TPQ and Madrasah Diniyah, Leadership in Educational Institution, Technique for Strategic

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Planning for Developing Educational Institution, Management for Informal Education, and Comprehension.

d. Oral Tests

Oral tests are conducted by delivering questions to students face to face. During the test, students must answer questions given by the teachers. This type of test measures students' capability and knowledge level, and assesses students' personality and attitude, meaning that the teachers are able to observe all these aspects. Each student must answer the questions individually. This test is used in 12 courses consisting of Arabic I, Arabic I, Arabic III, Arabic VI, English I, English II, Studies on Al-Qur'an and Al-Hadiths, Qiroatul Kutub, The Professional Ethics of Teachers, Seminar Proposal, Comprehensive, Thesis Defense.

e. Questionnaires

Questionnaires contain a list of questions that the teachers use to reveal students' capability. Questionnaires are applicable to 10 courses, namely: Analysis of Class Management, Analysis of Curriculum Development, Development of Learning Plans, Development of Materials, Development of Learning Media, Development of Instruments, Learning Assessment, Introduction to Educational Units, Teaching Practice, Research Proposal Seminar, and Thesis Defense.

f. Portfolios

Portfolios are an assessment method which shows intercorrelation of various information and documentation of students' work projects during the learning process of a certain period. This portfolio is stored in one organized and systematic compilation. 49 courses in the study program have applied this assessment method and are listed as follows: Indonesian, Community Service, Qur'an Studies on Al-Hadiths in Elementary Level (SD/MI), Studies on Islamic Aqidah in Elementary Level (SD/MI), Studies on Islamic Fiqh in Elementary level (SD/MI), Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK), Studies on Al Qur'an and Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK), Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK), Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK), Studies on the History of Islamic Civilization for Elementary level (SD/MI), Specific Methods for Teaching Islamic Education, Planning for Learning Activities in Islamic Education, Learning Evaluation in Islamic Education, The Development of Learning Sources and Media in Islamic Education, Analysis of Class Management, Analysis of Curriculum Development, Development of Learning Plan, Development of Materials, Development of Learning Media, Development of Educational Instruments, Learning Assessment, Introduction to Educational Unit, Teaching Practice, Research Proposal Seminar, Thesis Defense, Social Theories in Education, Capita Selecta of Research in Islamic Education, Research Models in Education, Techniques in Proposal Writing and Research Report, Publication of Scientific Articles in Reputable Journals, Journalism Education, News Reporting Models, Journalism in Digital Literacy, Techniques for Publishing Scientific Journals, Entrepreneurship, Design for Visual Communication in Islamic Education, Islamic Economics, Marketing, Entrepreneur Models, Psychology of Religion, Dakwah Method, Sociology and Counseling for Islamic Dakwah, Multicultural Education, Al-Quran Reciting, Management of Schools and Madrasah, Management of TPQ and Madrasah Diniyah, Leadership in Educational

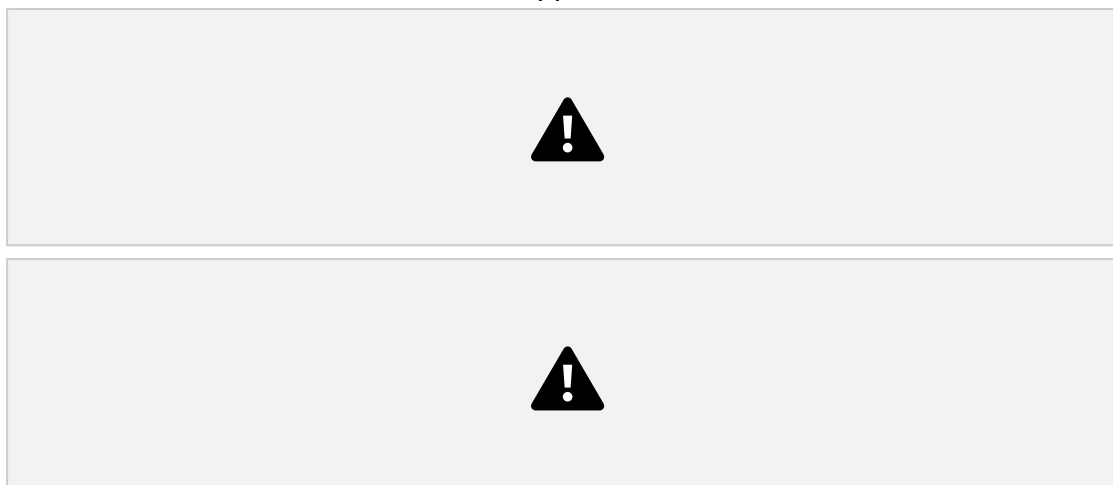


Chart 4 Assessment Techniques

3. Learning Assessment

The academic guidelines book of the Faculty of Tarbiyah (Education) UIN Maulana Malik Ibrahim Malang contains the information on assessment categorization and grade conversion for the learning process. The Islamic Education Study Program has adapted this guideline in the categorization of assessment, which is elaborated as follows:

Table 12 Assessment Categorization

N o	Scale (Score 0 – 100)	Score in Letters	Conversion	Grade
1	85 - 100	A	4	Outstanding
2	75 - 84	B +	3,5	Very Good
3	70 - 74	B	3	Good
4	65 - 69	C +	2,5	Satisfactory
5	60 - 64	C	2	Sufficient
6	50 - 59	D	1	Unsatisfactory
7	< 50	E	0	Fail

4. Assessment Reporting

Assessment reporting shows the recapitulation of student learning outcomes during study at university. It is written in letters which have weight value. The qualification of students' success in taking a course is presented in the table below:

Table 13 Grade Conversion

Letter	Number	Category
A	4	Very Good
B	3	Good
C	2	Sufficient

D	1	Unsatisfactory
E	0	Fail

Notes:

1. Evaluation result is represented in ranges of letters and numbers for scores between 0 (zero) and 4 (four)

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2. Learning outcomes of the students in each semester are represented in Semester Achievement Index (IPS).
3. Graduate learning outcomes gained by the students in every semester are represented in the Cumulative Achievement Index (IPK).
4. Students with excellent academic achievement have a Semester Achievement Index (IPS) higher than 3.50 (three point five zero) and display academic ethics.

The Graduation Predicate for students of the Islamic Education Study Program UIN Maulana Malik Ibrahim Malang has been determined by complying with the regulation stipulated in SN-DIKTI as shown in the following table:

Table 14 Graduate Cumulative Achievement Index

IPK	GRADUATION PREDICATE
Students of the study program are declared to graduate if they have completed the entire study load and achieve the graduate learning outcomes which have been determined by the study program. They must have a Cumulative Achievement Index (IPK) of more than or equal to 2.00 (two point zero).	
2.00-2.75	Adequate
2.76-3.00	Satisfactory
3.01-3.50	Very Satisfactory
>3.50	Cum Laude
Students who are declared to have passed are entitled to a diploma certificate, academic title, and any additional documents related to the diploma certificate issued by the university based on the law.	

P. CONSTRUCTIVE ALIGNMENT

Constructive alignment is an essential element in learning process because it provides comprehensive description about the planning process, implementation and learning evaluation developed in the Islamic Education Study Program, Faculty of Tarbiyah and Education. Constructive alignment, which covers Learning Outcomes, Assessment, Teaching & Learning, and Curriculum, is a principle by which learning activities and their assessment are designed. It also directly addresses Intended Learning Outcomes / ILO in a way not typically discussed in traditional lectures, tutorial classes, and examinations. Constructive alignment was proposed by Biggs (2011) and manifests the marriage between constructivist understanding on nature of learning and suitable learning design for outcome-based learning.

Constructive alignment has two basic tenets; (1) Students construct meaning from what they have done in learning activities. This concept is derived from two lines of thinking, cognitive psychology and constructivist theory, which highlights the importance of aligning new materials with the concepts and experiences stored in the students' memory. Furthermore, it also recognizes extrapolation to possible future scenarios using abstraction of basic principles through reflection; (2) Lecturers conduct deliberate alignment between planned learning activities and intended learning outcomes. This

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represents a conscious effort to provide the students with clearly-defined goals, well planned learning activities suitable for the test, and well-designed assessment criteria in the attempt to give feedback to the students.

Constructive alignment can be done in 4 (four) ways, which are explained as follows:

- Establishing learning outcomes. Learning outcomes refers to operational verbs in Bloom's Taxonomy to identify learning outcomes which represent low order thinking, mild order thinking, and high order thinking.
- Designing Assessment Criteria. Assessment must be aligned with the learning outcomes (CP) which have been predetermined. Therefore, teachers or learners are able to produce well-designed assessment criteria, and decide whether the criteria will be used to measure recall knowledge, apply knowledge, or to create knowledge.
- Designing Learning Activities. For learning outcomes and evaluation, teachers or learners must design learning activities by involving multi-methods which are in line with the materials taught to the students. Learning activities that have been carefully planned include direct instruction (lectures), indirect instruction (cooperative learning), and independent study.
- Lecturers choose study materials which support learning activities. Lecturers must be able to construct materials used for basic, intermediate, and advanced levels.

The figure below illustrates the components Constructive alignment



Figure 6 Constructive Alignment Model

By referring to the model presented above, the Islamic Education Study Program has conducted Constructive Alignment which is further outlined in Table below.

Table 15 Constructive Alignment of the Curriculum in the Islamic Education Study Program

N O	COURSES	LEARNING OUTCOMES			ASSESSMENT			TEACHING & LEARNING			CURRICULUM		
		low order thinki ng	Mid order thinki ng	high order thinki ng	Re cal l	Ap ply	Cr ea te	Dir ect Ins tru cti o ⁿ	In dir ect Ins tru cti o ⁿ	ind ep en de nt stu dy	Bas ic	Int er m edi ate	Ad va nc ed
1	Pancasila		√			√		√				√	
2	Civics Education		√			√		√				√	
3	Indonesian		√			√		√				√	
4	Arabic I		√			√			√			√	
5	Arabic II		√			√			√			√	
6	Arabic III		√			√			√			√	
7	Arabic IV		√			√			√			√	
8	English I		√			√			√			√	
9	English II		√			√			√			√	
10	The Philosophy of Science		√		√			√				√	
11	The History of Islamic Civilization		√		√			√				√	
12	Theosophy		√			√			√			√	
13	Studies on Al-Qur'an and Al-Hadiths		√			√			√			√	
14	Studies on Fiqh		√			√			√			√	
15	Community Service			√			√			√			√
16	The Principles of Education		√			√		√				√	
17	Developmental Psychology		√			√			√			√	

	and Learning Theory												
18	Curriculum and Learning Activities		√			√			√			√	
19	Management of Education		√			√			√			√	
20	Educational Statistics			√		√			√			√	
21	Research Methodology in Education			√		√			√				√
22	Basic Teaching Skills			√		√			√				√
23	The Principles of Islamic Education		√		√			√				√	
24	The History of Islamic Education		√		√				√			√	
25	Studies on Al-Hadiths in Elementary Level (SD/MI)		√			√			√				√
26	Studies on Islamic Aqidah in Elementary Level (SD/MI)		√			√			√				√
27	Studies on Islamic Fiqh in Elementary level (SD/MI)		√			√			√				√
28	Studies on the History of Islamic Civilization in Elementary level (SD/MI)		√			√			√				√
29	Studies on Al-Hadiths in Secondary Level (SMP/MTS, SMA/MA/SMK)		√			√			√				√
30	Studies on Islamic Aqidah in Secondary Level (SMP/MTS, SMA/MA/SMK)		√			√			√				√
31	Studies on Islamic Fiqh in Secondary level (SMP/MTS, SMA/MA/SMK)		√			√			√				√

N O	COURSES	LEARNING OUTCOMES			ASSESSMENT			TEACHING & LEARNING			CURRICULUM		
		low order thinking	Mid order thinking	high order thinking	Recall	Apply	Create	Direct Instruction	Indirect Instruction	Independent study	Basic	Intermediate	Advanced
32	Studies on the History of Islamic Civilization for Secondary Level (SMP/MTS, SMA/MA/SMK)		√			√			√				√
33	Ushul Fiqh		√			√			√			√	

34	Masail Fiqh		√			√			√			√	
35	Hikmatut Tasyri'		√			√			√			√	
36	Qiroatul Kutub		√			√			√			√	
37	Counseling		√			√			√			√	
38	The Professional Ethics of Teachers of Islamic Education		√			√			√			√	
39	Specific Method for Learning Activities in Islamic Education		√			√			√			√	
40	Planning for Learning Activities in Islamic Education		√			√			√			√	
41	Learning Evaluation in Islamic Education		√			√			√			√	
42	The Development of Learning Sources and Media in Islamic Education		√			√			√			√	
43	Leadership in Islam		√			√			√			√	
44	Sociology of Religion		√			√			√			√	
45	Dakwah Management		√			√			√			√	
46	Analysis of Class Management			√			√			√			√
47	Analysis of Curriculum Development			√			√			√			√
48	Development of Learning Plan			√			√			√			√
49	Development of Study Materials			√			√			√			√
50	Development of Learning Media			√			√			√			√
51	Development of Instruments for Learning Assessment			√			√			√			√
52	Introduction to Educational Unit			√			√			√			√
53	Teaching Practice			√			√			√			√
54	Research Proposal Seminar			√			√			√			√
55	Comprehensive			√			√			√			√
56	Thesis			√			√			√			√
57	Social Theories in Education			√		√				√			√
58	Capita Selecta of Research in Islamic Education			√			√			√			√
59	Research Models in Education			√			√			√			√
60	Techniques in Proposal Writing and Research Report			√			√			√			√

61	Publication of Scientific Article in Reputable Journals			√			√			√			√
62	Journalism Education			√		√				√			√
63	News Writing Technique			√			√			√			√
64	News Reporting Models			√			√			√			√
65	Journalism in Digital Literacy			√			√			√			√

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N O	COURSES	LEARNING OUTCOMES			ASSESSMENT			TEACHING & LEARNING			CURRICULUM		
		low order thinking	Mid order thinking	high order thinking	Recall	Apply	Create	Direct Instruction	Indirect Instruction	Independent study	Basic	Intermediate	Advanced
66	Technique for Publishing Scientific Journal			√			√			√			√
67	Entrepreneurship Education			√			√			√			√
68	Design for Visual Communication in Islamic Education			√			√			√			√
69	Economics in Islam			√			√			√			√
70	Marketing			√			√			√			√
71	Entrepreneur Models			√			√			√			√
72	Psychology of Religion			√			√			√			√
73	Dakwah Method			√			√			√			√
74	Sociology and Counseling for Islamic Dakwah			√			√			√			√
75	Multicultural Education			√			√			√			√
76	Al-Quran Reciting			√			√			√			√
77	Management of Schools and Madrasah			√			√			√			√
78	Management of TPQ and Madrasah Diniyah			√			√			√			√
79	Leadership in Educational Institution			√			√			√			√
80	Techniques for Strategic Planning			√			√			√			√

	for Developing Educational Institution											
81	Management for Informal Education			√			√			√		√

Data presented in the table imply that:

- 67.21 % of learning outcomes in the Islamic Education Study Program focus on mid order thinking as opposed to high order thinking which only attains 32.79%. • Applying knowledge is the most commonly-used learning assessment in the Islamic Education Study Program with 68.85%, and creating knowledge is the second most used assessment comprising 24.59%. Recalling knowledge serves as the least commonly-used assessment with only 6.56%.
- 60.66% of teaching and learning in the Islamic Education Study Program is indirect instruction, making it the most commonly-applied method. Independent study and Direct instruction rank in the second and third place with 27.87% and 11.48% respectively.
- Study materials in the intermediate level constitutes the highest percentage among other materials used in the Islamic Education Study Program with 58%. Meanwhile, Advanced Level only reaches 44.26%

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Chart 5 Constructive Alignment of the Islamic Education Study Program

Q. TEACHING STAFF

Lecturers in the Islamic Education Study Program (PAI) Faculty of Ilmu Tarbiyah and Education UIN Maliki Malang are presented in table below:

Table 16 Teaching Staff

No.	Names of Permanent Lecturers*	NIDN/NIDK	Date of Birth	Teaching Certificate (v)	Functional Position	Academic Title	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1	Prof. Dr. H. Abd. Haris, M.Ag	2021106201	21/10/1962	v	Professor	Doctor	S S M H J

2	Prof. Dr. H. Agus Maimun, M.Pd	2017086503	17/08/1965	√	Professor	Doctor	S
3	Prof. Dr. H. Asmaun Sahlan, M.Ag	2010115201	10/11/1952	√	Professor	Doctor	S S A S
4	Prof. Dr. H. Baharuddin, M.Pd.I	2031125604	31/12/1956	√	Professor	Doctor	S U H I
5	Prof. Dr. H. M. Zainuddin, MA	2007056201	07/05/1962	√	Professor	Doctor	S S A S
6	Prof. Dr. H. Nur Ali, M.Pd	2003046501	03/04/1965	√	Professor	Doctor	S I I

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No.	Names of Permanent Lecturers*	NIDN/NIDK	Date of Birth	Teaching Certificate (v)	Functional Position	Academic Title	
7	Prof. Dr. Hj. Suti'ah, M.Pd	2005106501	06/10/1965	√	Professor	Doctor	S
8	Prof. H. Triyo Supriyatno, M.Ag, Ph.D	2027047001	27/04/1970	√	Professor	Doctor	S I
9	Dr. Abdul Malik Karim Amrullah, M.Pd.I	2016067603	16/06/1976	√	Associate Professor	Doctor	S
10	Dr. H. Moh. Padil, M.PdI	2002107301	05/12/1965	√	Associate Professor	Doctor	S S
11	Dr. H. Ahmad Fatah Yasin, M.Ag	2020126701	20/12/1967	√	Associate Professor	Doctor	S I
12	Dr. H. Bakhruddin Fannani, MA	2020046301	20/04/1963	√	Associate Professor	Doctor	S I S

13	Dr. H. M. Hadi Masruri, Lc., M.Ag	2016086702	16/08/1967	√	Associate Professor	Doctor	
14	Dr. H. M. Mujaib, M.Th	2021116601	21/11/1966	√	Assistant Professor	Doctor	

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No.	Names of Permanent Lecturers*	NIDN/NIDK	Date of Birth	Teaching Certificate (v)	Functional Position	Academic Title	
15	Dr. H. M. Syamsul Hady, M.Ag	2025086601	25/08/1966	√	Associate Professor	Doctor	
16	Dr. H. Mohammad Asrori, M.Ag	2020106901	20/10/1969	√	Associate Professor	Doctor	
17	Dr. H. Suaib H. Muhammad, M.Ag	2031125704	31/12/1957	√	Associate Professor	Doctor	
18	Dr. H. Sugeng Listyo Prabowo, M.Pd	2026056901	26/05/1969	√	Associate Professor	Doctor	
19	Dr. H. Zeid B. Semeer, Lc., MA	2015036701	15/03/1967	√	Assistant Professor	Doctor	
20	Dr. Hj. Rahmawati Baharuddin, M.A	2072071502	15/07/1972	√	Associate Professor	Doctor	
21	Dr. Hj. Sulalah, M.Ag	2012116501	12/11/1965	√	Associate Professor	Doctor	
22	Dr. Marno, M.Ag	2022087203	22/08/1972	√	Associate Professor	Doctor	

					or		
23	Dr. H. Sudirman, S.Ag., M.Ag.	2020106902	20/10/1969	√	Assistant Professor	Doctor	

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No.	Names of Permanent Lecturers*	NIDN/NIDK	Date of Birth	Teaching Certificate (v)	Functional Position	Academic Title	
24	Dr. Hambali, M.Ag	2006097502	04/04/1973	√	Assistant Professor	Doctor	S
25	Dr. Laily Nur Arifa, M.Pd.I	2028059002	28/05/1990	√	Assistant Professor	Doctor	S I
26	Abdul Fattah, M.Th.I	2008098601	08/09/1986	√	Assistant Professor	Master	S S A S
27	Benny Afwadzi, M.Hum	2002029001	02/02/1990	√	Assistant Professor	Master	S S I Y
28	Dra. Siti Annijat Maimunah, M.Pd	2027095702	27/09/1957	√	Assistant Professor	Master	S I
29	Drs. A. Zuhdi, M.Ag	2027095702	11/02/1969	√	Assistant Professor	Master	S S A S
30	Drs. H. Syamsul Arifin, M.Ag	2031126505	31/12/1965	√	Assistant Professor	Master	S S I

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No.	Names of Permanent Lecturers*	NIDN/NIDK	Date of Birth	Teaching Certificate (v)	Functional Position	Academic Title	
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				te (v)			
31	Imron Rosyidi, M.Th, M.Ed	2012116502	12/11/1965	√	Assista nt Profes sor	Master	S M U J
32	Mohammad Rohmanan, M.Th.I	0008058506	08/05/1985	√	Assista nt Profes sor	Master	S S A S
33	Mujtahid, M.Ag	2011026901	05/01/1975	√	Assista nt Profes sor	Master	S U M a
34	Rasmuin, M.Pd.I	2014088501	14/08/1985	√	Assista nt Profes sor	Master	S J
35	Shidqi Ahyani, M.Ag	2125048301	25/04/1983	√	Assista nt Profes sor	Master	S
36	Yuanda Kusuma, M.Ag.	2024107903	24/10/1979	√	Assista nt Profes sor	Master	S
37	Fahim Khasani, M.A.	2010079002	10/07/1990		Instructor	Master	S V M S U J

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No.	Names of Permanent Lecturers*	NIDN/NIDK	Date of Birth	Teachi ng Certific a te (v)	Func tional Position	Acade mic Title	
38	Faridatun Nikmah, M.Pd	2015128903	15/12/1989		Instructor	Master	S
39	Ulil Fauziyah, M.Hi	2001078903	01/07/1989		Instructor	Master	S

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- 8 lecturers in the Islamic Education Study Program already hold the functional position of Professor, and 12 lecturers (30.77%) hold the position of Associate

Professor. Only 3 lecturers (7.69%) are Instructors.

- 25 lecturers in the Islamic Education Study Program are doctors (64.10%), and 14 lecturers hold master degrees (35.90%)
- Most lecturers in the Islamic Education Study Program have teaching certification comprising of 36 lecturers (92.31%) and only 3 lecturers have not attained teaching certification (7.69%)



Chart 6 Teaching Staff

R. FACILITIES AND INFRASTRUCTURE

Facilities and infrastructure serve as supporting elements to improve the quality of education and learning activities in all study programs. Facilities and infrastructure which have been managed by the study program across the last three years are presented in the table below:

Table 17 Education Facilities

Location		Ownership		Utilization Land	
No.	(Name and Number of Street, City, Province)	50	Status/ Land Ownership	Area (Ha)	
Jalan Gajayana Nomor		University-owned		1. Rectorate Building 2. Central Library 3. Lecture Hall A, B, & C 4. Social Science Building (Megawati) 5. Saintek Building (Bj. Habibie)	
1.	Malang East Java	6. Humaniora Building	8. Tarbiyah & Ulul Albab Mosque	10. Ma'had Ibnu Sina	Khaldun 8.7523
Property		7. Micro Teaching	Ma'had Al-Faraby	11. Ma'had Ibnu	

Table 18 Education Infrastructure Ownership* Condition**	
2. 3.	<p>Java</p> <p>Jalan Ir. Soekarno</p> <p>University-owned Property</p> <p>12. Ma'had Al-Ghazali</p> <p>13. Ma'had Ibnu Rusyd</p> <p>14. Ulul Albab Mosque</p> <p>15. Sport Centre</p> <p>1. Lecture Hall D 0.4396</p> <p>2. University</p> <p>Publication Building</p> <p>1. Ma'had Asma Binti AB</p> <p>1.0939 2. Ma'had Khadijah 3. Ma'had Ummu Salamah</p> <p>4. Ma'had Fatimatuz Zahra</p> <p>1. Lecture Hall for Graduate School</p> <p>2. Administration Building for Graduate</p>
4.	<p>Jalan Kalijaga Malang East Java</p> <p>University-owned Property</p> <p>Jalan Muria Malang East</p> <p>University-owned</p> <p>3. Masjid Ash-Shabuny</p> <p>4. Guest House and Boarding House 1.</p> <p>Guest House Sudan 1</p> <p>2.1392</p>
5.	<p>Jalan Raya School</p> <p>University-owned Property</p> <p>Candi IV Kota Malang</p> <p>Jalan Sunan</p> <p>University-owned Property</p> <p>0.0589</p> <p>2. Guest House</p> <p>Sudan 2</p>
8.	<p>Drajat II Kota Malang East Java</p> <p>Property</p> <p>PKPKM Building 0.0481</p>
Total 12.532	

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Table 19 Investment in Facilities in the Next Three Years

Table 20 Facilities for References

TOTAL 50,094 12,801 221,031

Table 21 Facilities for Learning Media/Devices

Facility Unit Facility Unit Curricular (Learning)

Table and Desk for Lectures 2200 units Computer 56 units Whiteboard 72 units Printer 60 units Book shelves 78 units Laptop 20 units Announcement Boards 25 units Wireless 5 units Facsimile 1 unit LCD 55 units AC 48 units Internet 125 PC Filing Cabinets 45 units Hotspot 10 units Book Shelves 36 units LAN 194 units Chairs for Waiting Room 26 sets TVs 7 units Big-Sized Buses 2 units Photocopy Machine 1 unit Four-wheel Vehicles 2 units Telephones 1 unit Microphones 80 sets Carpet 12 sets **Facilities for Extracurricular**
Volley Balls 12 Pianos 1 Soccer Balls 1 Drums 2 sets Takraw Balls 1 set Climbing Ropes 3 sets Basket Balls 8 units Guitars 3 units Futsal Balls 5 units Mats 30 units Futsal Goals 2 units Gamelan 1 set

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Tennis Table 1 unit Martial arts mats 1 set Volleyball Nets 2 sets Long Jump Track Runway 1 unit Ball Nets 2 units Referee Chair 2 units Camping Tents 3 units Volleyball Antennas 3 sets Outbound Equipment 3 sets Volley Ball Scoreboard 1 unit Basketball Hoops 2 units Rackets 12 units Dumbbells 20 units Tennis Balls 32 units Smith Bench Press 1 unit Soccer Goals 2 units Leg Curl 1 unit 6-kilogram ball for Shot Put 5 units Angklung 1 set 1.5 kg Disc for Discus Throw 2 units 4-kilogram ball for Shot Put 6 units 2 kg Disc for Discus Throw 8 units Soccer Linesman Flag 2 units Gymnastics Mats 8 units High Jump Crossbar 1 set 800 gram-Javelins 10 units 600 gram-Javelin 2 units High Cones 10 units Short Cones 2 sets Parallel Cross Pole 1 set High jump mats (high jump pits 3 sets Parallel Cross 1 set Box Jump 1 set Pommel Horse 1 set

Supporting infrastructure available for all study programs has been managed by the university across the three years. The university has set an investment plan for the provision of infrastructure for the next five years.

Table 22 Infrastructure investment for the Last Five Years

No. Supporting Facilities	Investment for the Last Five Years	IDR
	Investment Value (Million)	Sources of Fund

-1 -2 -3 -4 -5 1 Microteaching

Laboratory 900 500 APBN/BLU 2 Islamic Education

Laboratory 200 300 APBN/BLU 3 Multimedia Laboratory 50 200 APBN/BLU 4

Language Laboratory 190 2.000 APBN/BLU 5 IPS Laboratory - 30.000 APBN/BLU

S. QUALITY ASSURANCE

The implementation of the Internal Quality Assurance System (academic and nonacademic) in the Study Program Management Unit (UPPS) covers following aspects:

1. The Availability of Formal Documents for Specifying Implementation of Internal Quality Assurance;

Quality Assurance in Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang is the responsibility of the Quality Assurance Institution (LPM) as stated by [Regulation of Minister of Religion \(PMA\) Republic of Indonesia Number 8 of 2003](#) which was then renewed with [PMA Number 2 of 2018](#) concerning the Organization and Working Procedures of UIN Maulana Malik Ibrahim Malang and the Statute of UIN

Maulana Malik Ibrahim Malang Articles 61, 70, 71, 72,73,74,75, and 76. This regulation is the implementation of [PMA RI Number 40 of 2018](#) concerning the renewal of [PMA number 15 of 2017](#) about the Statute of UIN Maulana Malik Ibrahim Malang Article 71 section 1 to section 7. In addition to the University level, a quality assurance unit is also available at the faculty level as stated in the Regulation of Rector Number : [Un.03/PP.00.01/2764/2016](#) on the Policy of Internal Quality Assurance Systems at UIN Maulana Malik Ibrahim Malang at the UPPS level.

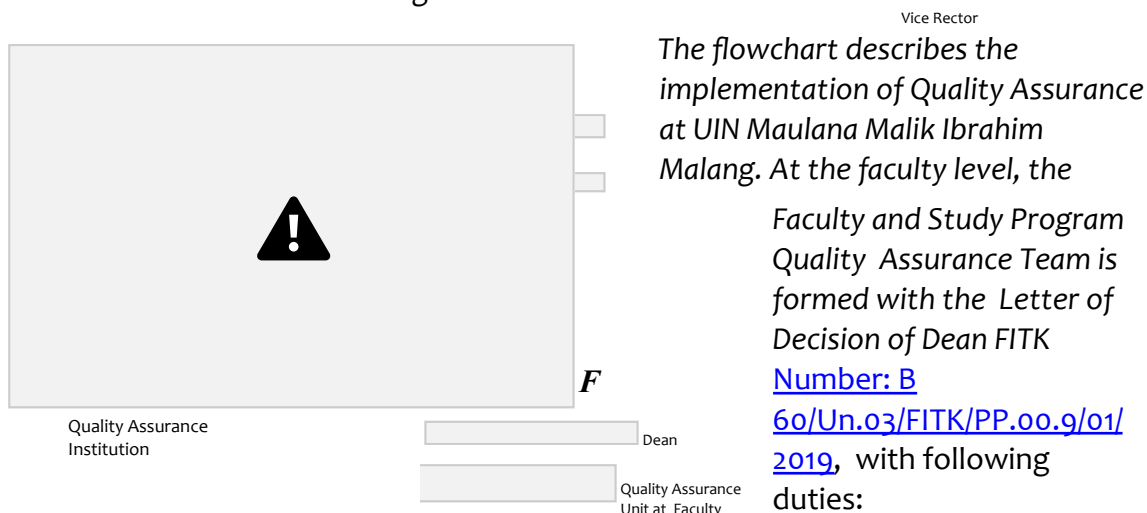


Table 23 Duties of the Quality Assurance Unit (UPM)

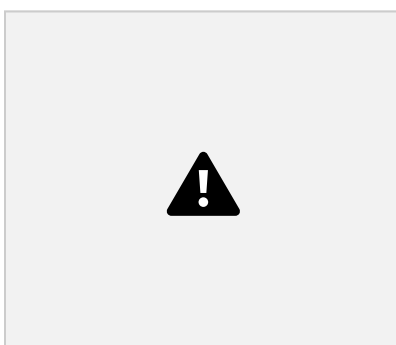
Duties of the Quality Assurance Unit (UPM)

No UPPS NO STUDY PROGRAM

- | | |
|--|--|
| 1. Implementation of the Development of Academic Quality at Faculty | the Program Study level |
| 2. Implementation of Quality Standards at Faculty Level | 1. Implementation of Quality Assurance at the Study Program level |
| 3. Implementation of Quality Control at Faculty Level | 2. Implementation of Quality Control at the Study Program level |
| 4. Observing the Implementation of SPMI at the Faculty level | 3. Observing the Implementation of SPMI at the Study Program level |
| 5. Coordination among University leaders, LPM, and the Quality Assurance Unit at | 4. Coordination among University leaders, LPM, and the Quality Assurance Unit at the Faculty level |

2. Availability of Quality Assurance documents consists of: 1) SPMI Policy, 2) SPMI Manual, 3) SPMI Standard, dan 4) SPMI Forms;

a) SPMI Policy



Picture. Book Cover for Quality Assurance System Policy of SPMI UPPS contains guidelines for establishing and implementation of SPMI. Policy concerning SPMI, which has been designed by the management of SPMI, covers PPEPP and the names and standards. SPMI Policy is established by the Rector and documented in the Rector's Decision Letter Number Un.3/PP.00.01/5621/2016 and Document Control for SPMI Policy UIN Malang: [Un-03/KM-SPMI/01/00](#).



The Quality Assurance Manual contains detailed procedures about the SPMI Implementation cycle starting from formulation, implementation, evaluation, revision, and improvement. This document was established with the Rector's Decision Letter Un.3/PP.00.01/386/2016 and Document Control for SPMI Policy at UIN Maulana Malik Ibrahim Malang: [Un-03/MM-SPMI/01/00](#). The Quality Assurance Manual consists of 55 manuals divided into 5 PPEPP manuals for each 8 Tridharma Standard and Supplementary Standards.

c) Quality Standards

Quality standards refers to the national standard of Higher Education which explains Tridharma standards: [Internal Quality Standard for Education \(UN.03/ST-SPMI/01\)](#), [Internal Quality Standard for Research \(UN.03/ST-SPMI/02\)](#), [Internal Quality Standard for Community Service \(UN.03/ST-SPMI/03\)](#), and the accumulative standards for the three categories are 24 standards. The Higher Education standard consists of 3 standards, which is more than SN-Dikti. The three standards are Vision, Mission, Objective, and Strategy Standard, Strategy and Partnership Standard, and Studentship Standard.

Table 24 Quality Standards

No Standard Document Number ^A		Internal Quality Standard for Education
UN.03/ST-SPMI/01 ¹	Graduate Competence Standard UN.03/ST-SPMI/01.01	
² Learning Content Standard UN.03/ST-SPMI/01.02	³ Learning Process Standard UN.03/ST-SPMI/01.03	⁴ Learning Assessment Standard UN.03/ST-SPMI/01.04
⁵ Lecturers and Academic Staff Standard UN.03/ST-SPMI/01.05	⁶ Learning Facilities and Infrastructure Standard UN.03/ST-SPMI/01.06	
⁷ Learning Management Standard UN.03/ST-SPMI/01.07	⁸ Financing Standard UN.03/ST-SPMI/01.08	
No Standard Document Number ^B		Internal Quality Standard for Research
UN.03/ST-SPMI/02 ¹	Research Finding Standard UN.03/ST-SPMI/03.01	² Research Topic Standard UN.03/ST-SPMI/03.02
³ Research Process Standard UN.03/ST-SPMI/03.03	⁴ Research Evaluation Standard UN.03/ST-SPMI/03.04	⁵ Researcher Standard UN.03/ST-SPMI/03.05
⁶ Research Facilities and Infrastructure Standard UN.03/ST-SPMI/03.06	⁷ Research Management Standard UN.03/ST-SPMI/03.07	⁸ Research Financing Standard UN.03/ST-SPMI/03.08

- ¹ The Result of Community Service Standard UN.03/ST-SPMI/03.01 ² Community Service Topic Standard UN.03/ST-SPMI/03.02 ³ Community Service Process Standard UN.03/ST-SPMI/03.03 ⁴ Community Service Evaluation Standard UN.03/ST-SPMI/03.04
- ⁵ The Implementation of Community Service Standard UN.03/ST-SPMI/03.05
- ⁶ Community Service Facilities and Infrastructure Standard UN.03/ST-SPMI/03.06
- ⁷ Community Service Management Standard UN.03/ST-SPMI/03.07 ⁸ Community Service Financing Standard UN.03/ST-SPMI/03.08

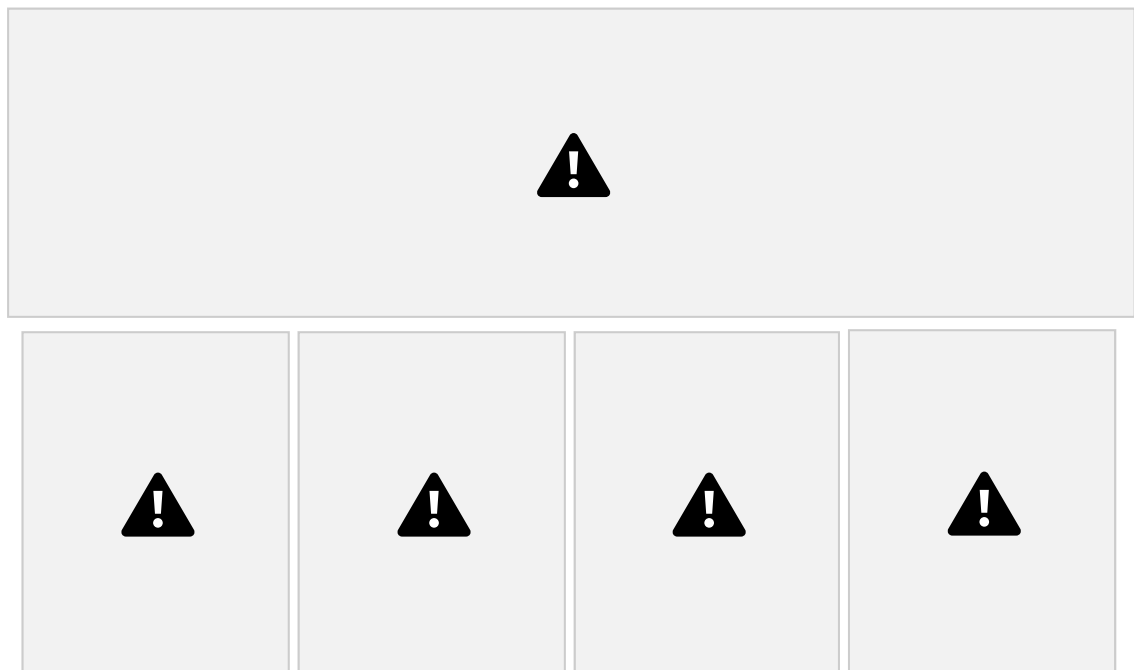


Figure 7 Figure Documents for Internal Quality Standard at UIN Maulana Malik Ibrahim Malang

d) Quality Assurance Form

The Quality Assurance Form is a written document which records all activities during the implementation of SPMI standard. There are 79 quality assurance forms which will be explained in-detailed in the following table:

Table 25 Quality Assurance Forms

No	Standard	The Number of Quality Assurance Forms
1.	Education	30
2.	Research	9
3.	Community Service	9
4.	Vision and Mission	7
5.	Partnership	6

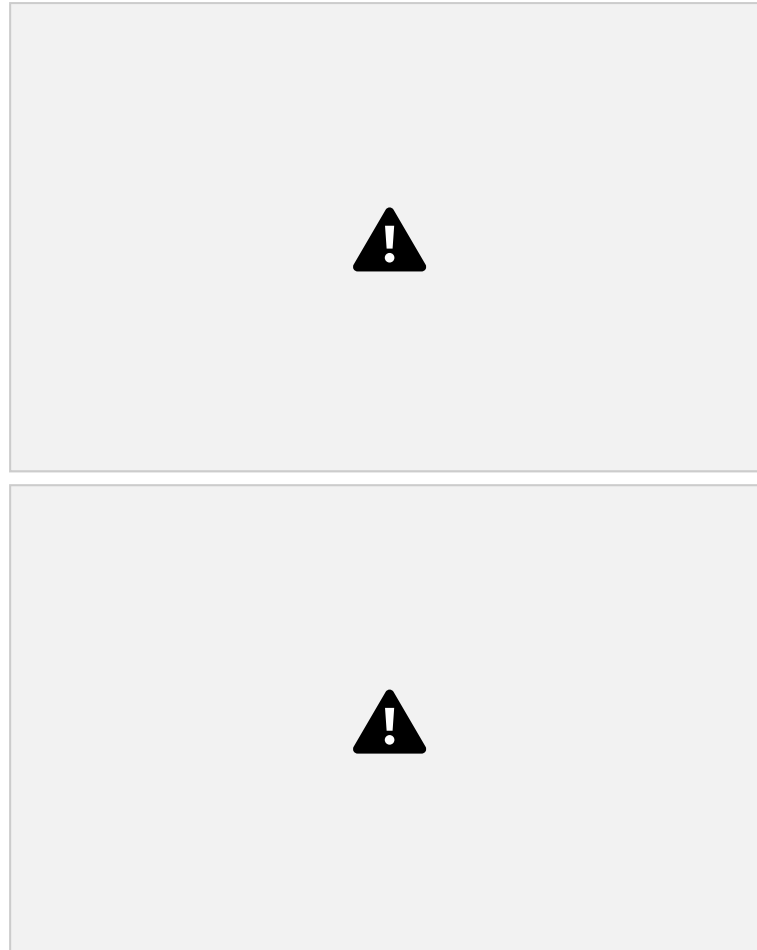


Figure 8 Quality Assurance Form SPMI UIN Maulana Malik Ibrahim Malang of 2019

Table 26 SPMI Forms

STANDARD FORMS

No Learning Outcomes Standard No Learning Content-Process Standard ¹ FM- Academic

Advisor ¹ FM Curriculum (Study Program Specification)

² FM- Recapitulation of Evaluation for

Academic Supervisor ² FM – Semester Learning Plan ³ FM- Recapitulation for Graduates'

Length of Study ³ FM – Learning Contract

⁴ FM- Study Result Card/Semester

Achievement Index (IPS) ⁴ FM – Monev Material and Teaching Team ⁵ FM- Transcript ⁵ FM – The board of Trustees

3. The Implementation of SPMI Cycles or Stages consists of:

a. The Establishment of Standards

The process from formulating to approving SPMI documents includes several aspects, including SPMI Policy, Internal Quality Standards for Education,

Internal Quality Standards for Research, Internal Quality Standards for Community Service, and Quality Manual and Forms. The Decision Letter concerning the stipulation of those aspects explained in the table below:

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Table 27 Quality Documents at UIN Maulana Malik Ibrahim Malang

No Documents	Number of Rector's Decision Letter
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1 Quality Policy Un.3/PP.00.01/5621/2016	2 Internal Quality Standards for Education Un.03/PP.00.01/2842/2016
3 Internal Quality Standards for Research Un.03/PP.00.01/2843/2016	

4 Internal Quality Standards for Community Service Un.03/PP.00.01/2844/2016

5 Integration of SPMI Manual Un.3/PP.00.01/3186/2016

6 Quality Assurance Forms for SPMI Un.3/PP.00.01/3187/2016



Figure 9 Flowcharts on the Establishment of SPMI Standards

b. Standard Implementation

The implementation of Quality standards for Tridharma is performed by taking into account the standards that have been established. The following are some examples of the implementation of quality standard:

Table 28 The Implementation of Quality Standards for Education

IMPLEMENTATION OF EDUCATION STANDARDS

1. Establishing SK DPMK 7. Thesis Proposal
2. Face-to-Face Learning: Lectures and Seminars 8. Thesis Proposal Seminar 3. Practicum Learning Activities 9. Research Permit
4. Monitoring and Evaluation of Learning Process 10. Thesis Writing
5. Evaluation of Learning Process (UTS -UAS) 11. Comprehensive Test 6. Documenting Examination Results 12. Munaqosah Test-Thesis Defense

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Table 29 The Implementation of Quality Standards for Research and Community Service

IMPLEMENTATION OF RESEARCH STANDARD IMPLEMENTATION OF COMMUNITY SERVICE STANDARD

Mapping of Lecturers' Expertise Mapping of Lecturers' Expertise

Improvement of Lecturers' Research Roadmap Improvement of Lecturers' Community Research Roadmap

Competitive Research for Lecturers and Students Competitive Community Service between lecturers of UIN and the students

Collaborative Assessment between Lecturers and Students

Collaborative Assessment between Lecturers and Students

Proposal Review, Proposal Seminar & Seminar for Research Results

Proposal Review, Proposal Seminar & Seminar for Community Service Results

4. Evaluation for Standard Implementation

This evaluation is made possible by using money, review, and Internal Audit for Quality (AMI). Monitoring is performed by the study program leaders and stakeholders by holding evaluation meeting at FITK every month. Assessment is the responsibility of parties which meet the qualifications and competence. The internal audit is performed by the Quality Assurance Institution and Internal Reviewer Unit by involving internal auditors. This activity aims to ensure implementation maintains appropriate standards. Some examples of the implementation of standard evaluation cycle at FTIK are explained as follows:

Table 30 Standard Evaluation Cycle at FITK

NO	STANDARD IMPLEMENTATION	Evaluation (Monev/Evaluation/AMI)	Frequency
1	Graduate Competence Standards	Student Competence Test	Every Semester
		Feedback from Users	Every Year
		Internal Audit	Every Year
		Comprehensive	Every Semester
2	Study Material Standards	Evaluation and Learning Review	Every Year
		Evaluation Meeting and Coordination	Every Year
		Feedback from Experts, Alumni, and Users	Every Year
		Internal Audit	

The Internal Quality Audit of Study Program at UPPS was held from 1-29 October 2021, and this activity was important for the measuring of whether internal quality standards established and implemented at UPPS and other study programs have been achieved or even surpassed. The results of internal quality audit are documented in the report of the internal quality audit 2021. The audit process results can be used as improvement and quality control in the Management Review Meeting (RTM), which is conducted annually.

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Figure 10 Internal Quality Audit Report

5. Standard Control (implementation)

Standard Control is an activity conducted after Money, Survey, AMI, and Work Performance Reports have been submitted. UPPS holds this activity in the form of an internal meeting after it receives the report from the AMI, Money, and Satisfaction Survey. The implementation of the Standard Control cycle is described as follows:

Table 31 Standard Control Cycle

Evaluation Results	Control Media	Time and PIC	Follow-ups
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Results from Money, learning, realization of program absorption and activities at Study Program and UPPS	Internal Meeting between Study Program and UPPS	In the middle of semester Structural and Functional Board of UPPS and Study Program	Acceleration and rotation identification of programs conducted at the faculty and study program levels
Assessment reporting from IKU UPPS and the Study Program	Meeting on Management Review	At the end of financial year with the Structural and Functional Board	Request for Corrective Action and Improvement of IKU Establishment of Programs and Activities
	Internal Meeting of UPPS		
Results of AMI and Survey	Meeting on Management Review	At the end of financial year with the Structural and Functional Board	Request for Corrective Action and Improvement of IKU Establishment of Programs and Activities

6. Standard Improvement conducted after reviewing the result Meeting
involving the higher-ups of the study program will be held to decide whether they are going to maintain existing standards or to elevate standards.

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1) Structured and Sustainable Audit Reports, Monitoring, and Evaluation of Quality Assurance which need follow-ups

LPM (Quality Assurance Institution) UIN Maulana Malik Ibrahim Malang performs AMI regularly every year. In the 2021 Cycle, AMI was held across a month from 1-29 October 2021 as has been planned before. The Rector assigns 12 auditors to perform AMI auditing within the Education Standard scope. These auditors conduct the auditing process in study program they are assigned to. The **Management Review Meeting (RTM)** serves as the follow up after the study program receives the result of the audit process. This activity results in decisions on what improvements should be done on the incongruity of AMI. What has been decided in RTM becomes the underlying principles to implement the program to ensure that improvement runs effectively with the support of existing resources.

2) Recording and Documentation Systems for Quality Assurance and Publication of the Results of Internal Quality Assurance which is accessible for Stakeholders

Recording and Documentation Systems for Quality Assurance is a form which must be filled during the activity. Documentation for AMI uses an AMI Form, and similarly Documentation for RTM uses a Management Review Form specifically designed for this activity. All these forms are compiled into an Audit and Management Review Report, distributed to the managerial board of the faculty, and uploaded on the website <https://espmi.uin-malang.ac.id/>. The website contains data on quality

assurance for each study program which are renewed in sustainable cycle. The responses given through the website or application are necessary for document auditing in internal quality audits. Publication of this activity can be accessed at website <https://lpm.uin-malang.ac.id/>, <https://uin-malang.ac.id/>, and YouTube channel of UIN Malang <https://www.youtube.com/watch?v=mUsglc-OuFQ>.

3) Involvement of External Parties in the Quality Improvement UIN Maulana Malik Ibrahim Malang involves external parties, such as UGreenmetric to improve the quality of education provision. UGreenmetric is university ranking for green campuses. Besides becoming a member, UIN Malang also actively participates in activities held by this institution, for example, green campus workshop (<https://lpm.uin-malang.ac.id/lpm-uin-malang-hadir-dalam-lokakarya-kampus-hijau-di-iii-yogyakarta/>). UIN Maulana Malik Ibrahim also takes part in AUN-QA, and 4 study programs have been AUN-QA certified, namely the Arabic Language and Literature Study Program, Management Study Program, Biology Study Program, and the Islamic Family Law Study Program. The university also invites external parties to ensure management quality which ISO 9001 standard. Since 2008, the university has been ISO certified starting from ISO 9001:2000, to ISO 9001:2015 which has been renewed in 2021.




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Having ISO certificates encourages UIN Maulana Malik Ibrahim Malang to comply with the regulation from external Quality Assurance Institution and follow regular audit every year. (<https://www.youtube.com/watch?v=4mJySZuigyo>, <https://lpm.uin-malang.ac.id/surveillance-iso-90012015-ke-5-uin-maliki-malang-ambil-6-sampel/>).

T. SEMESTER LEARNING PLAN (RPS)

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		MINISTRY OF RELIGION REPUBLIC OF INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM M FACULTY OF TARBIYAH AND EDUCATION ISLAMIC EDUCATION STUDY PROGRAM		
SEMESTER LEARNING PLAN				
COURSES		CODE	COURSE GROUP	WEIGHT (CREDIT)
CURRICULUM AND LEARNING		22010111C03	MKKF	2 CREDITS
Authorization		Lecturer		Course Group Coord
		Signature  Siti Ma'rifatul Hasanah, M.Pd		Signature  Dr. H. Ahmad Fatah M.Ag
Learning Outcomes (CP)	CPL – STUDY PROGRAM			
	Code	CPL - Attitude and Values		

	S-01	Have strong faith to God Al Mighty, and show religious, humanist and non-discriminative attitude
	S-02	Able to take part in the improvement of life in society and community, uphold the Pancasila, and empathy, independence and a spirit of entrepreneurship.
	S-03	Able to internalize academic values, norms, and ethics as well as show responsibility in the expert
	Code	CPL -Specific Skills
	KK-01	Able to develop curriculum of Islamic Education at madrasah/schools including learning plan, learning and contextual-based learning assessment.
	KK-02	Able to apply theories of education and learning in devising learning aids, conducting learning and evaluation of Islamic Education at information technology and communication-based madrasah/schools
	Code	CPL - Knowledge
	P-03	Have excellent understanding of theories and steps in delivering scientific ideas in both written and academic and non-academic context (work environment)
	CP MK	Curriculum and Learning
	M-1	Able to describe basic concepts and the domain of curriculum and learning studies as well as the learning
	M-2	Able to explicate the essence, position, function, and roles of curriculum at madrasah, schools, and other Islamic Education
	M-3	Able to analyze the process of curriculum development with system approach and curriculum
	M-4	Able to design and develop materials, strategies, and evaluation of learning activities in 2013 Curriculum
Short Description of Courses	Curriculum development is a compulsory course in which students of Islamic Education (PAI) must take. They comprehend the philosophy and concepts of curriculum development in Islamic Education. In addition, they develop operational curriculum of Islamic Education by considering the needs of educational unit/level at schools and madrasah standard.	
Study materials	1. The essence, position, function, and roles of curriculum at madrasah, schools, and other Islamic Education 2. The Foundation for Curriculum Development consists of Religion Foundation, Philosophical Foundation, Sociological Foundation.	

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	3. The function of Curriculum: (alignment, integration, differentiation, preparation, selection, and diagnosis; creative, and critical/evaluative). 4. Curriculum Development principles including: effectiveness, efficiency, continuity, flexibility, and potential 5. Curriculum Development processes : System Approach and Basic Principles in Curriculum Development 6. Factors which influence curriculum development: Philosophy, Sociology, Psychology, Facilities Curriculum Development Models: separated subject curriculum, correlated curriculum, learned-center Some Approaches in Curriculum Development: Academic, Humanistic, Technological Subjects, and Socio- Model: Curriculum Decentralization and Curriculum Centralization 10. The 2013 curriculum concept (2013 curriculum development framework, 2013 curriculum and learning learning activities, and 2013 curriculum evaluation) 11. Practice of developing Content/Material based on Syllabus/Thematic 12. Practice of developing learning approaches or strategies from Syllabus/Thematic 13. Practice of developing Learning Evaluation from Syllabus/Thematic	
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