

**UAD**  
Universitas  
Ahmad Dahlan



# FORMAL DOCUMENT OF CURRICULUM

**Master of Islamic Education Study Program  
(MIESP)**

**Universitas Ahmad Dahlan**



## PREFACE TO THE STUDY PROGRAM

*Bismillahirrahmanirrahim*

*Assalamu'alaikum Warahmatullahi Wabarakatuh wb.*

Alhamdulillah, praise to Allah SWT for blessing us with mercy that the MIESP OBE Curriculum that is in accordance with the Indonesian National Quality Framework (KKNI) and National Standard of Higher Education (SN-DIKTI) can be completed.

The Master of Islamic Education Study Program (MIESP) is a master's program established on 8 May 2017 under the license of the Ministry of the Religious Affairs of the Republic of Indonesia Number 2587 of 2017. Formally, MIESP is under the management of the Faculty of Islamic Studies (FIS) Universitas Ahmad Dahlan (UAD). In 2020, MIESP was accredited "A" by the National Accreditation Agency (BAN-PT) with Decision Number 7854/SK/BAN-PT/Akred/M/XII/2020.

The MIESP OBE Curriculum team consists of the Dean and Vice Dean, the Quality Assurance Agency of UAD, the Head of the MIESP, the Secretary of the MIESP, all lecturers of MIESP, and curriculum experts, as well as internal and external stakeholders.

In brief, the book is divided into three parts. The first includes curriculum development mechanism, evaluation, and update. The second contains the graduate profiles that refer to the Indonesian Association of Islamic Education Profession (ASPro PAI Indonesia) and two other profiles distinguishing MIESP from similar study programs in Indonesia. Third is the formulation of intended learning outcomes in accordance with the level 8 KKNI and SN-DIKTI for master's program completed with the matrix connecting the intended learning outcomes with the materials, materials, course development, and credit weight calculation. The last part also presents the structure of courses distributed to each semester to ease the implementation.

The MIESP OBE Curriculum team would like to thank all stakeholders whose names cannot be listed in the book. In general, the greatest appreciation is presented to the Muhammadiyah Higher Education for Research and Development (Diktilitbang) Council, Vice-Rector for Al Islam and Kemuhammadiyah and Academic, Education and Instruction Institution (LPP) UAD, Quality Assurance Agency of UAD, Dean of the Faculty of Islamic Studies of UAD, Head of MIESP, and all lecturers who have contributed to developing this curriculum book.

*Wassalamu'alaikum wr.wb.*

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## TABLE OF CONTENTS

PREFACE TO THE STUDY PROGRAM.....	2
TABLE OF CONTENTS.....	3
CURRICULUM TEAM & STAKEHOLDERS' INVOLVEMENT.....	5
1. CURRICULUM FOUNDATION.....	7
1.1 University Value.....	7
1.2 Philosophical Foundation.....	7
1.3 Historical Foundation.....	7
1.4 Legal Foundation.....	8
2. VISIONS AND OBJECTIVES OF THE STUDY PROGRAM.....	9
2.1 Visions.....	9
2.2 Missions.....	9
2.3 Educational Objectives of the Study Program.....	10
3. CURRICULUM EVALUATION & TRACER STUDY.....	10
3.1 Curriculum Evaluation.....	10
3.2 Tracer Study.....	16
4. GRADUATE PROFILES AND FORMULATION OF INTENDED LEARNING OUTCOME (ILO) ..	18
4.1 Graduate Profiles.....	18
4.2 Establishment of ILO.....	19
4.3 Matrix of Relations between ILO and Graduate Profiles.....	24
4.4 Relationship Matrix of ILO and MIESP Educational Objectives.....	24
5. DETERMINING COURSE MATERIALS.....	26
5.1 Description of Body of Knowledge (BoK).....	26
5.2 Content/Material.....	26
6. COURSE DESIGN AND CREDIT WEIGHT.....	27
7. COURSE ORGANIZATION.....	33
8. COURSE DISTRIBUTION TO EACH SEMESTER.....	33
9. IMPLEMENTATION OF MB-KM.....	34
10. LEARNING ASSESSMENT.....	35
11. LEARNING MANAGEMENT.....	43

11.1 Learning Characteristics .....	43
11.2 Lesson Plan .....	44
11.3 Learning methods .....	48
12. Management and mechanism of curriculum implementation .....	56
13. CLOSING .....	59
REFERENCES .....	60

## CURRICULUM TEAM & STAKEHOLDERS' INVOLVEMENT

No	Stakeholders	Name
1.	Muhammadiyah Higher Education Research and Education Council (Majelis Diktilitbang PP Muhammadiyah)	1. Prof. Dr. Sutrisno, M.Ag 2. Muhammad Sayuti, Ph.D
2.	Vice Rector for Al Islam and Kemuhammadiyah	Parjiman, S.Ag., M.Ag
3.	Vice Rector for Academic	Rusdi Umar, M.T., Ph.D.
4.	Curriculum Experts	1. Prof. D. Saedah Binti Siraj (University of Malaya, Malaysia) 2. Prof. Dr. Sukiman, M.Pd. (Universitas Islam Negeri Sunan Kalijaga)
5.	Indonesian Association of Islamic Education Study Program	Prof. Dr. Eva Latipah, S.Psi., M.Si
6.	Data Users: 1. Elementary and Middle School Council of Muhammadiyah Regional Board of Yogyakarta (Majelis Dikdasmen PWM DIY)	1. Dr. Hendro Widodo, M.Pd 2. Dr. Farid Setiawan, M.Pd. 3. Dr. Mhd Lailan Arqam, M.Pd.
7.	2. Ministry of Religious Affairs of Yogyakarta Region.	Drs. Nur Abadi, M.A
8.	Business and Industry 1: 1. SMP Muh. Al-Mujahidin Gunung Kidul 2. SM Muh. Al-Mujahidin Gunung Kidul	1. Agus Suroyo, M.Pd 2. Marjuki, M.Pd. 3. Aris Budi Santoso, M.Pd.I 4. Jaka prayitna, M.Pd.
9.	BUSINESS AND INDUSTRY 2: 3. Andi Offset Publisher	1. Joko Irawan Mumpuni 2. Adi Kristianto 3. Tjahjono Tri Wibowo 4. 4. Brigitta Pasca Puspita Sari
10.	4. Penerbit Rosda Karya Bandung.	1. Anang SW 2. Roni WK
11.	Head of the Institute of Education and Teaching (LPP) UAD	1. Rusydi Umar, Ph.D 2. Dr. Ishafit, M.Si 3. Dr. Nur Kholis, M.Ag
12.	1. Dean of the Faculty of Islamic Studies (FIS) 2. Vice Dean I. 3. Vice Dean II.	1. Dr. Nur Kholis, S.Ag., M.Ag. 2. Dr. Arif Rahman, M.Pd. 3. Dr. Yoyo, M.A.
13.	Lecturers of MIESP UAD:	1. Dr. Suyadi, M.Pd.I 2. Dr. Mhd. Lailan Arqam, M.Pd. 3. Dr. Wantini, M.Pd.I 4. Dr. Djamaluddin Perawironegoro., M.Pd.I. 5. Dr. Waharjani, M.Ag. 6. Dr. Betty Mauli Rosa, M.A
14.	Alumni	1. Suluri, M.Pd. 2. Aidi Sugiarto, M.Pd. 3. Kharisma Noor Latifatul Mahmuda

15.	Students:	<ol style="list-style-type: none"><li>1. Abdul Aziz</li><li>2. Rika Wulandari</li><li>3. Us'an.</li><li>4. Suratno.</li></ol>
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## 1. CURRICULUM FOUNDATION

### 1.1 University Value

- a. innovative
- b. professional; and
- c. dedicative

### 1.2 Philosophical Foundation

The MIESP Curriculum's foundation is in Islamic philosophy, mainly Islamic educational philosophy. Regardless of the philosophy of science, the MIESP curriculum is based on Islamic philosophy, such as Athiyah Al-Abrasyi, Abdullah Nasseh Ulwan, Ibnu Sina, Naquib Al-Attas, and others. Indeed, the philosophical foundation of MIESP also accommodates Indonesian philosophers, especially KH. Ahmad Dahlan and Ki Hadjar Dewantara as well as Muhammadiyah Educational Philosophy. The philosophical foundation provides guidelines for designing, implementing, and improving education quality. It allows students to study and learn the meaning of life and build their skills to improve their quality of life as individuals and as a part of society.

### 1.3 Historical Foundation

Universitas Ahmad Dahlan (UAD) was developed by the Institute of Teacher Training and Education (IKIP) Muhammadiyah Yogyakarta. IKIP Muhammadiyah Yogyakarta, a higher education institute, was the branch of the Faculty of Teacher Training and Education (FKIP) Muhammadiyah Jakarta, established on 18 November 1960. FKIP Muhammadiyah was a part of the BI Muhammadiyah Course in Yogyakarta, established in 1957. At the time, the BI course managed Teaching, Civic Law, and Economy.

FKIP Muhammadiyah, especially the teaching department, where the students were mostly teachers, continued to develop and encountered no issues regarding raw input. The department managed to survive the challenges. In 1963, with the issuance of the Decree of the Minister of Higher Education and Science Number 106/A.63 dated 15 September 1963, the government updated the Bachelor's Degree of FKIP Muhammadiyah status into "recognized." Further, in 1966, with intensive management, the department obtained its highest degree for private higher education, which was "equalized" by the issuance of the Decree of the Deputy Minister of Higher Education Number 50 of 1966. In 1966, the updated recognition allowed FKIP Muhammadiyah to open a doctoral education degree. The proposal was submitted to be continued with the examination. However, the proposal for opening Doctoral Education encountered some difficulties. In 1979, the Doctoral education program was opened and reached the status of "registered" by the Decree of the Minister of Education and Culture Number: 029/0/1981. In 1986, the Bachelor's Degree of Teaching and Doctoral Education for Teaching was integrated into the Bachelor's Degree (S-1) with the status of "recognized" with a study program named Curriculum and Educational Technology by the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0361/0/1986 dated 14 May 1986.

To follow the development of society, especially higher education, FKIP Muhammadiyah was changed into IKIP Muhammadiyah Yogyakarta in 1972. The attempts to develop IKIP Muhammadiyah Yogyakarta kept improving through supervision and

management. Four years after its establishment into IKIP Muhammadiyah Yogyakarta, IKIP Muhammadiyah designed its Master Development Plan (RIP) from 1976 to 1983. In 1978, new majors were opened. The opening and development of new majors and faculties are as follows. The academic year of 1978/1979, the Indonesian Language and Literature of the Faculty of Literature and Art Teaching (FKSS) was established. With intensive supervision, it reached the status of “recognized” by the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 307/1981 dated 24 October 1981. In 1984, the Institute managed to follow the state’s examination for the first time with satisfying results. 26 out of 31 participants (83%) passed the exam. In 1981/1982, the Institute opened an English major with two programs: Diploma 3 Program and Bachelor’s Degree (S-1). It soon obtained “registered” status by the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0139/0/1984 dated 4 March 1984. Further, in 1986, the registration paths, levels, and educational programs were established. Therefore, the Indonesian Language and Literature major deserved to use the “registered” status in accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0361/0/1986 dated 14 May 1986.

On 19 December 1994, by the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 102/D/0/1994, IKIP Muhammadiyah Yogyakarta was changed into Universitas Ahmad Dahlan.

#### 1.4 Legal Foundation

- a. Laws Number 20 of 2003 on National Education System;
- b. Laws Number 12 of 2012 on Higher Education;
- c. Government Regulation Number 4 of 2014 on Higher Education and Organization of Higher Education;
- d. Government Regulation Number 13 of 2015 on the Second Amendment upon the Government Regulation Number 19 of 2005 in conjunction with Number 32 of 2013, in conjunction with Laws Number 19 of 2005 on National Education Standards;
- e. Regulation of the President of the Republic of Indonesia Number 8 of 2012 on the Indonesian National Qualification Framework;
- f. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number: 73 of 2013 on the Implementation of Indonesian National Qualification Framework for Higher Education;
- g. Technical Guidance for the Curriculum Development of Study Program
- h. Regulation of the Minister of Education and Culture Number 87 of 2014 on the Accreditation of Study Programs and Higher Education;
- i. Decree of the Minister of National Education Number 232/U/2000 of 2000 on the Guidelines for Curriculum Development of Higher Education and the Assessment of Students’ Learning Outcome;
- j. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 on the Quality Assurance of Higher Education;



- k. Guidebook for the curriculum development of higher education in the 4.0 Industry to support Freedom to Learn - Independent Campus (Merdeka Belajar-Kampus Merdeka) Directorate General of Higher Education, Ministry of Education and Culture, 2020.
- l. Statute of Universitas Ahmad Dahlan 2015.
- m. Regulation of the Rector of Universitas Ahmad Dahlan Number 24 of 2022 on Curriculum Development and Evaluation Policies.
- n. Regulation of the Dean of the Faculty of Islamic Studies UAD No. E.2.b/097.b/FAI-UAD/2018 regarding the development, evaluation, and improvement.

## 2. VISIONS AND OBJECTIVES OF THE STUDY PROGRAM

### 2.1 Visions

The visions of MIESP are derived from the visions of the university and faculty to ensure alignment. Table 2.1. presents the visions of the university, faculty, and MIESP.

Table 2.1. Institutional visions of the university, faculty, and MIESP.

University's Visions (UAD)	UAD's vision is to be excellent and innovative in higher education and devote its services to the interests of the nation and humankind, which are imbued with Islamic values.
Visions of the Faculty of Islamic Studies	Becoming an excellent and innovative faculty member in developing Islamic sciences, serving the interests of the nations and humankind, and imbued with Islamic values.
Visions of the MIESP	Developing Islamic education sciences and Islamic studies based on the values of progressive Islam and humanity

### 2.2 Missions

Meanwhile, the missions of MIESP are presented in Table 1.2.

Table 2.2 MIESP Mission Development

University's Missions (UAD)	<ol style="list-style-type: none"> <li>1. Implementing the values of Al Islam and Kemuhammadiyah (AIK) to all aspects of activities;</li> <li>2. Advancing the sciences, technology, and arts through education, research, and community services;</li> <li>3. Building and Developing cooperation and collaboration at the local, national, and international levels; and</li> <li>4. Organizing good governance of higher education</li> </ol>
Missions of the Faculty of Islamic Studies	<ol style="list-style-type: none"> <li>1. Implementing the values of Al Islam and Kemuhammadiyah (AIK) to all aspects of activities;</li> <li>2. Advancing the sciences, technology, and arts through education, research, and community services;</li> <li>3. Building and Developing cooperation and collaboration at the local, national, and international level.</li> </ol>
Missions of the MIESP	<ol style="list-style-type: none"> <li>1. Integrating the values of Islam with progress into the education, research, community services, and da'wah of amar ma'ruf nahi munkar.</li> <li>2. Organizing education and instruction of Islamic studies with a multidisciplinary paradigm.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Conducting research in Islamic education and Islamic studies to produce innovative and reliable works and publish them at the national/international level.</li> <li>4. Conducting community services in the field of Islamic education and Islamic studies to produce innovative works and publish them at the national/international level.</li> <li>5. Building cooperation and collaborative partnerships in education, research, and humanity (services) at the national/international level.</li> </ol>
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### 2.3 Educational Objectives of the Study Program

The development of MIESP objectives is presented in Table 1.3.

Table 2.3 Development of MIESP Objectives

University's Objectives (UAD)	<ol style="list-style-type: none"> <li>1. Instilling and Implementing AIK values for all civitas academics and educational staff;</li> <li>2. Mastering sciences, technology, and arts benefiting human life;</li> <li>3. Developing mutual strategic cooperation with national and international partners;</li> <li>4. Achieving independent, effective, efficient, transparent, and accountable university; and</li> <li>5. Organizing the well-being of the academic civitas, educational staff, and humans.</li> </ol>
Missions of the Faculty of Islamic Studies	<ol style="list-style-type: none"> <li>1. Actualizing academic civitas who instill and implement the values of AIK.</li> <li>2. Producing innovative research in Islamic science fields benefits the development of sciences.</li> <li>3. Performing community services in Islamic science benefiting the association, humans, and nation.</li> <li>4. Building strategic cooperation that strengthens the national and international partnership.</li> </ol>
Objectives of the MIESP	<ol style="list-style-type: none"> <li>1. Actualizing academic civitas who instill and implement the values of Islam with progress as well as da'wah Amar ma'ruf nahi munkar.</li> <li>2. Generating scientists (lecturers) in Islamic education with a multidisciplinary paradigm that educates the nation's life and enlightens the people.</li> <li>3. Producing innovative and reliable research in the field of Islamic education and Islamic studies to be published at the national/international level.</li> <li>4. Producing innovative products of Islamic education and Islamic studies that can be useful for people and published at the national/international level.</li> <li>5. Actualizing collaborative cooperation and partnership in education, research, and humanity (services) at the national/international level.</li> </ol>

## 3. CURRICULUM EVALUATION & TRACER STUDY

### 3.1 Curriculum Evaluation

The MIESP Curriculum evaluation refers to the university policies specified in the Regulation of the Rector of Universitas Ahmad Dahlan Number 24 of 2022 on the Policies of Curriculum Development and Evaluation. Technically, the MIESP curriculum evaluation consists of five aspects: a) analysis of visions, missions, objectives, and strategies of the MIESP FIS UAD, b) suggestions and recommendations of the graduate users, c) professional association of Islamic

Education Study Program, d) development of science and technology in the field of Islamic Education Study, and e) cooperation partners.

a. Evaluation of the graduate profile development and learning outcome

The MIESP curriculum evaluation is conducted every year unless there are unpredictable conditions, such as changes to curriculum policies. In this case, the latest evaluation of the MIESP curriculum was on 3 November 2022. Considering that one of the MIESP lecturers (Dr. Suyadi, M.Pd.I) was granted the World Class Professor (WCP) 2022, by inviting Prof. Dr. Saedah Siraj of the Universiti Malaya (UM), the evaluation and renewal of curriculum was integrated into one agenda of the WCP. The curriculum evaluation of MIESP FIS UAD aims to improve and accommodate the aspirations of the stakeholders after the satisfaction survey is completed. Table 3.1 is the evaluation and curriculum development results of MIESP FIS UAD.

Table 3.1 Stakeholder's involvement in the curriculum evaluation of MIESP

No	Parties involved	MIESP Curriculum Evaluation	Follow-up
1.	Curriculum Experts (Prof. Saedah Siraj)	MIESP Curriculum lacks an international atmosphere (international)	Internationalization of the MIESP curriculum refers to the international accreditation instruments.
2.	LPP UAD (Drs. Ishafit, M.Si)	Needs Improvement on the MIESP students' competencies in Arabic language	Development of Course Module for Arabic Language Education
3.	Curriculum Experts (Prof. Dr. Sukiman, M.Pd.)	MIESP requires too many learning outcomes 43, it isn't easy to follow.	MIESP FIS UAD learning outcomes will be reduced from 43 to 13, allowing it to be structured.
4.	Indonesian Professional Association of Islamic Education-Aspri PAI Indonesia (Prof. Dr. Eva Latipah, M.Si)	MIESP curriculum needs to emphasize BoK-Islamic Education, not education in general.	BoK-Islamic Education needs to be integrated with all courses through a multi-inter-transdisciplinary approach.
5.	Lecturer (Dr. Mhd. Lailan Arqam, M.Pd)	MIESP has produced innovation in the form of copyrights, however It needs to produce a patent.	The development of Islamic Education innovation needs to be oriented towards attaining patents.
6.	Graduate user, Principal (Agus Suroyo, M.Pd.I)	The Master's Degree curriculum needs to equip students to be a principal.	A principal is a leader in Islamic education, and it has become one study material in Islamic Education Management (leadership).
7.	Community, MGMP-PAI, (Aris Budianto, S.Pd)	The MIESP curriculum needs to accommodate the recognition of students who work as teachers.	The aspirations accommodated in the thesis research are oriented towards systematization / theorizing the teaching practices while becoming teachers.
8.	Alumni and Student (Arif Rahman Yunar)	If possible, the curriculum needs to be simplified.	The curriculum can focus on the reduction of theoretical courses, which is from 3 to 2 semester.
9.	Educational staff (Wintolo)	The opening of new elective courses needs to be monitored	The organization of elective courses is based on the student's surveys.

		more comprehensively.	
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The evaluation of graduate profiles refers to the KKNI, SN-DIKTI, and Graduate Competence Standards (SKL) Book designed by the Indonesian Association of Islamic Education Study Program and added with the MIESP UAD-specific features. The formulation of the graduate profiles is broken down into Intended Learning Outcomes (ILO). Table 3.2 shows the involvement of stakeholders in the curriculum development of MIESP FIS UAD.

Table 3.2. Involvement of stakeholders in the curriculum development of MIESP FIS UAD.

No	Stakeholders	Suggestions and feedback	Follow-up curriculum
1.	Dean of FIS UAD	MIESP curriculum should not overlap with the courses in undergraduate Islamic education.	There should be no similar courses between The Bachelor's Degree and Master's Degree in Islamic Education
2.	LPP UAD (Dr. Ishafit, M.Si)	Course code of master's degree program has been regulated in standards of LPP-UAD	The establishment of the course code for MIESP UAD has followed the regulations. Set forth by the LPP UAD.
3.	Curriculum Experts (Prof. Dr. Sutrisno)	The graduate profiles should generate good students (excellent).	The formulated graduate profiles should contain distinctions that distinguish MIESP from similar study programs.
4.	Indonesian Professional Association of Islamic Education-Aspri PAI Indonesia (Dr. Eva Latipah, M.Si)	The ILO should contain a Description of the Body of Knowledge (BoK) of Islamic Education.	BoK of Islamic Education (Quran, Hadith, Islamic Aqidah, Akhlaq, Fiqh, Islamic History, and Arabic Language) have been included in the core course materials of MIESP.
5.	Lecturer (Dr. Wantini et al.)	Master's degree curriculum development should be more specific than the one of the bachelor's degree.	The description of learning outcomes has been specified and specialized to prevent overlapping descriptions of those of the bachelor's degree.
6.	Graduate user, Principal (Agus Suroyo, M.Pd.I)	Students should be equipped with information and technology in the learning process.	Mastery of information and technology has been included in the learning outcomes.
7.	Community,	MIESP students' need	To strengthen the BoK of Islamic Education to
	The MGMP of Islamic Education (Aris Budianto, S.Pd)	Quran literacy competence.	All courses.
8.	Alumni (Kharisma Noor Latifatul Mahmuda)	MIESP should put forward innovations in Islamic Education and collaborate more with international scopes.	The ability to create innovation has been strengthened in the supplementary profiles of MIESP FIS UAD.
9.	Students (Abdul Aziz)	Students want to experience learning at International level	MIESP FIS UAD accommodates student mobility programs in Malaysia and Thailand.

10.	Educational Staff (Wintolo)	It is necessary to examine the specialization courses that will be organized.	Specialization courses are offered and organized based on the student's interests.
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Based on the curriculum evaluation and feedback from the stakeholders, the MIESP curriculum is developed by integrating the catur dharma of UAD: education, research, community services, and Kemuhammadiyah. Figure 1.1 is a model of integrating catur dharma UAD into the MIESP curriculum.

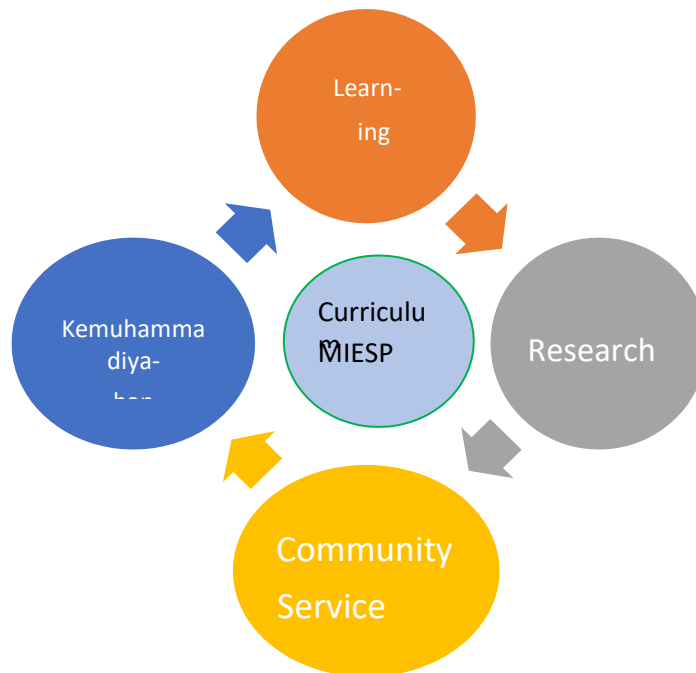


Figure 3.1. Integration of Catur Dharma UAD into the MIESP Curriculum

As the master's program referring to the KKN level 8, MIESP concerns specifically on research. It is actualized in the research-based instructions and scientific publications as the outcome. Therefore, most MIESP courses are developed based on research, including library research (literature review or other forms of research). Besides, the student's thesis refers to the national research priority, research offered by the Muhammadiyah Higher Education Research and Development Council (Majelis Diktilitbang PP Muhammadiyah), and UAD internal research. Indeed, the students' research topics for their thesis are parts of the strategic plans of their thesis supervisor's research. The explanation of the research reinforcement in MIESP is specified in the [MIESP proposal and thesis guidebook](#), as shown in Figure 3.2 or the attached documents.



Figure 3.2. Thesis Proposal and Thesis Guidebook that integrates Catur Dharma of Higher Education

### Curriculum Renewal of MIESP FIS UAD based on OBE

The curriculum renewal of MIESP FIS UAD is implemented when there is a change to the curriculum policies, both at the internal level of UAD and national, such as the government's policies to implement Freedom to Learn-Independent Campus (MBKM) and OBE. The latest curriculum renewal was conducted on 3-4 December 2022. It was oriented towards OBE. The result of curriculum renewal is the OBE-based MIESP Curriculum. Table 3.3 shows the Involvement of stakeholders in the curriculum renewal of MIESP.

Table 3.3 Involvement of stakeholders in the curriculum renewal of MIESP.

No	Stakeholders stakeholders	Feedback for Renewal Curriculum	Follow-up curriculum of MIESP
1.	Indonesian Professional Association of Islamic Education-Aspri PAI Indonesia (Prof. Dr. Eva Latipah, M.Si)	Outcome-based Education (OBE) is a long-standing issue, and we are not late.	MIESP Curriculum is designed based on OBE.

No	Stakeholders stakeholders	Feedback for Renewal Curriculum	Follow-up curriculum of MIESP
2.	Curriculum Experts (Prof. Dr. Sutrisno, M.Ag)	OBE Curriculum for the Master's Degree should be directed toward producing outcomes/publications.	All courses have required students to produce outcomes in the forms of publication, Intellectual Property Rights, or other relevant products.
3.	LPP UAD (Dr. Ishafit, M.Si)	In the OBE curriculum, publication only is not adequate. There should be a measurement for the learning outcomes obtained.	MIESP curriculum is completed with the instruments of intended learning outcomes and the outcomes for education (learning), research, and community services.
4.	Lecturer (Dr. Suyadi, M.Pd.I)	Students' outcomes need recognition to substitute their thesis. The final project of the master's degree students should not necessarily be a thesis, but it can be a publication or other relevant product.	The MIESP has proposed to the Vice Dean for academics to give freedom to master's degree students to choose any final project, either thesis or non-thesis.
5.	Graduate user, Principal (Agus Suroyo, M.Pd.I)	The Master's Degree curriculum needs to equip students to be a principal.	A principal is a leader in Islamic education, and it has become one study material in Islamic Education Management (leadership).
6.	Community, MGMP-Islamic Education, (Muhammad Fatkul Mubin)	The OBE-based curriculum of MIESP should put forward advanced information and technology to keep it updated.	The feedback is accommodated by all courses of MIESP that require the utilization of information and technology in the learning process.

The MIESP FIS UAD curriculum is oriented towards Outcome-Based Education (OBE). It is developed by connecting the graduate profiles, content/materials, learning process, and intended learning outcome, especially the publication and Intellectual Property Rights (HKI). This is evident in the Intellectual Property Rights achieved by the MIESP students, which reached more than 100. Another example is the MIESP Sinta Score, which reached 2,943. Figure 1.3 describes the MIESP at Sinta 3.



Gambar 3.3. MIESP on [Sinta](#)



MIESP OBE Curriculum integrates education, research, and community services to produce innovative and reliable products, especially publications and intellectual property rights. Figure 1.4 shows the achievement of the OBE curriculum.

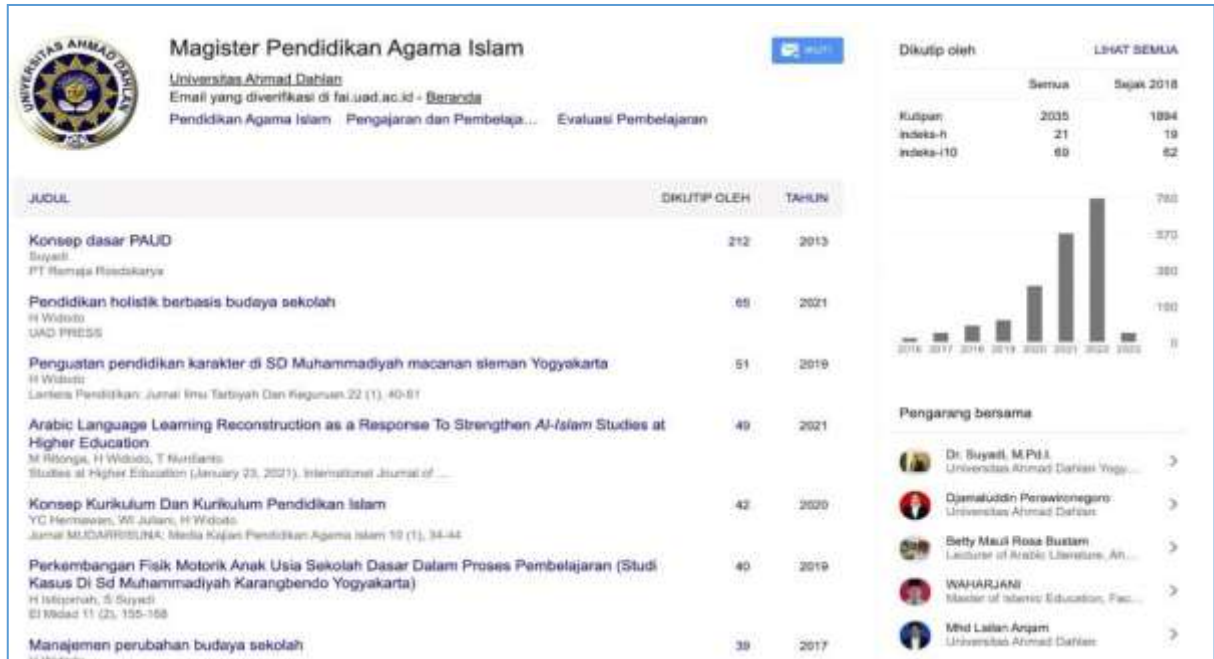


Figure 3.4. The outcome of the integration of education, research, and community services produced by the lecturers and students can be observed in [Google Scholar](#)

### 3.2 Tracer Study

Tracer Study conducted by the Master of Islamic Education Study Program refers to the Circular Letter of the Director General of Learning and Students Number: 471/B/SE/VII/2017 dated 26 July 2017 regarding the Implementation of Tracer Study in Higher Education and the Decision of the Rector Number 357. A of 2020 regarding the Main Duties of Working Units of Universitas Ahmad Dahlan. UAD has conducted the tracer study by system through the following sites: <https://cdc.uad.ac.id/tracer>

The management of the tracer study is under the responsibility of the Vice-Rector for Student Affairs. It is conducted digitally through the SITTra (Tracer Information System) of UAD. SITTra is a tracing program developed by the cooperation between the Career Development Center (CDC) and the Information System Bureau (BSI) of UAD coordinated by the Bureau of Students Affairs and Alumni (BIMAWA) UAD. In tracing the graduate users, the Master of Islamic Education Study Program also utilizes CDC to measure their satisfaction with the alumni. Figure 1.5 is the screenshot of the tracer study system.



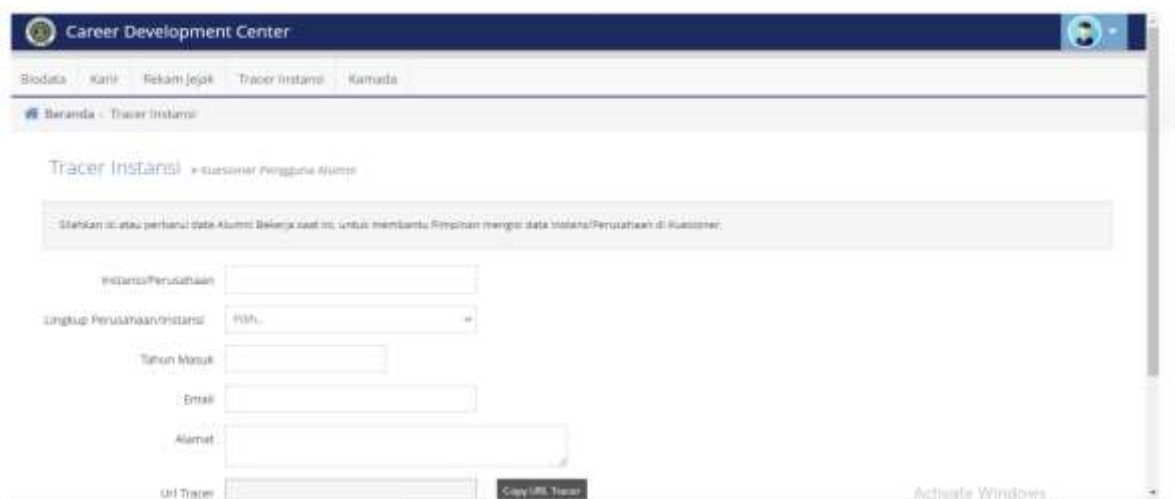
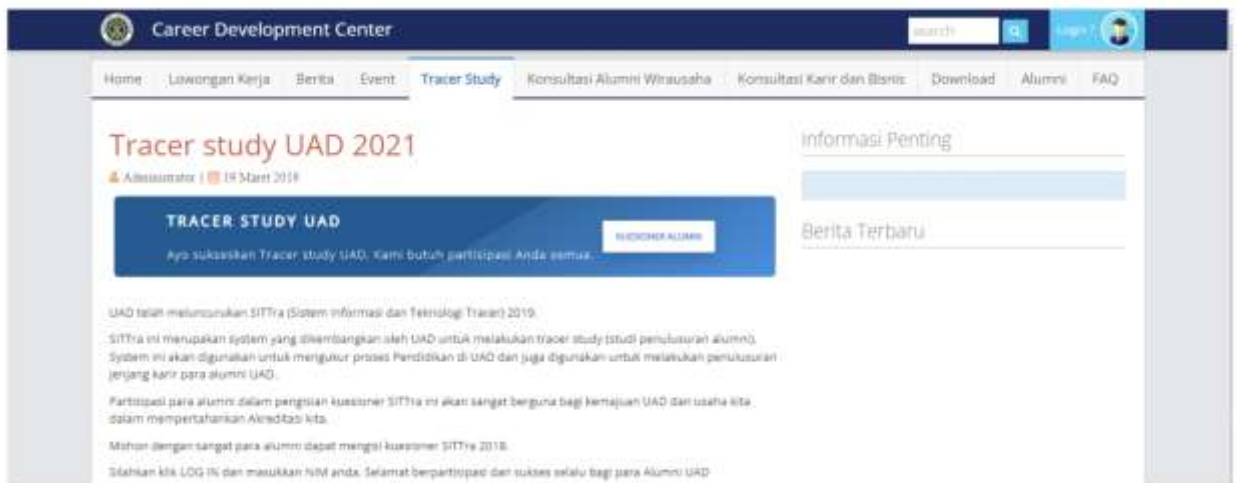


Figure 3.5. CDC MIESP Graduate Users

The Tracer Study was conducted every year using a survey method. MIESP tracked the graduates and graduate users by utilizing the sites provided by the university through CDC UAD. The survey is conducted on all graduates and graduate users of MIESP UAD. The samples were taken using stratified random sampling techniques. All instruments of tracer study being used follow the standards established by the General Directorate of Higher Education following the PKTS 2021 format. The procedures for conducting the study are as follows.

- a. The person responsible for conducting the tracer study or survey is appointed by the Bureau of Students Affairs and Alumni in accordance with Decree No.357.A of 2020 regarding the main duties of the working units.
- b. The instruments used in the tracer study have been standardized and used by all faculties and study programs in Universitas Ahmad Dahlan. The measurement used the Likert Scale 1 to 4, where 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. Meanwhile, to measure the visions, mission, objectives, and strategies, MIESP uses the

scale: 1=Slightly Understand, 2=Moderately Understand, 3=Understand, 4=Completely Understand.

- c. The survey results assessment recorded online through <https://cdc.uad.ac.id/tracer> is analyzed automatically.

The tracer study evaluation produces data for the Quality System Controller (PSM) UAD. At the evaluation stage, an activity produces an outcome in the form of an Internal Quality Audit report (AMI), where the PSM determines the follow-ups by implementing a Management Review Meeting (RTM).

The survey results are used at the university level to develop policies and make decisions. The survey reports become part of the evaluation of the implementation of quality standards of PPEPP and can be used in the next year's evaluation.

#### 4. GRADUATE PROFILES AND FORMULATION OF INTENDED LEARNING OUTCOME (ILO)

The MIESP Curriculum Development mechanism involves stakeholders. It includes the structured, systematic, and organized process of developing, evaluating, and renewing the curriculum. The current draft is prepared based on the MIESP curriculum evaluation and renewal conducted on 2-3 November 22. It produced a book entitled *Kurikulum MPAI Mengacu KKNi dan SN-DIKTI Berbasis Outcome Based Education (OBE)*. Figure 4.1 shows the curriculum evaluation and renewal mechanism of MIESP FIS UAD.

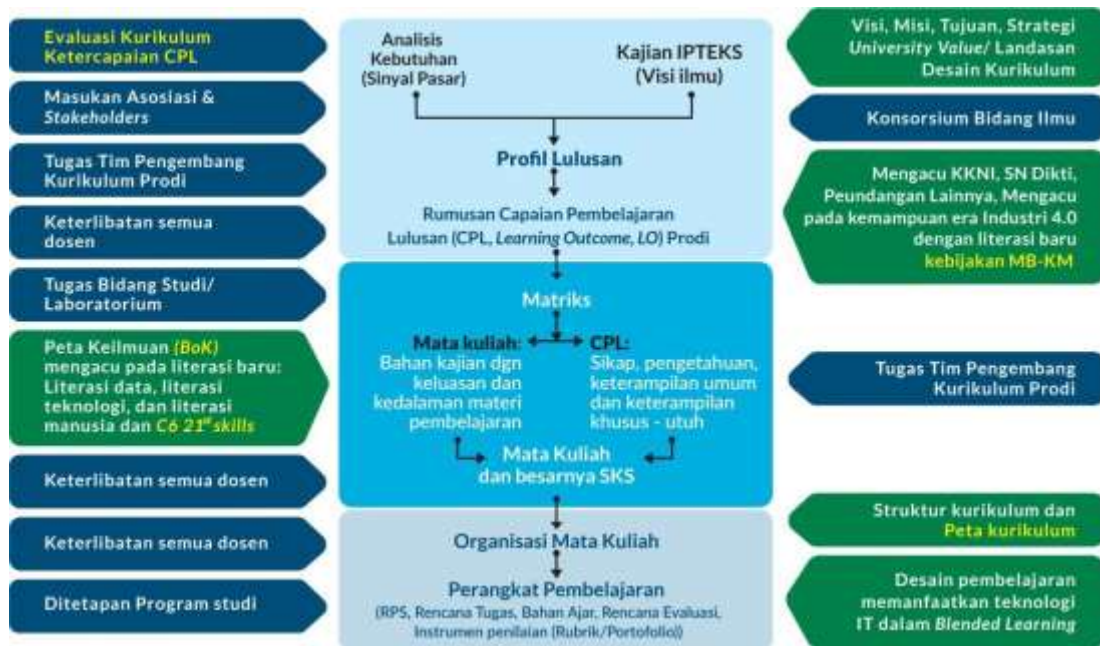


Figure 4.1 shows the mechanism of curriculum evaluation and renewal of MIESP FIS UAD (Source: Kemendikbudristek, 2020)

##### 4.1 Graduate Profiles

Graduate Profiles, especially the first profile, refers to the ones formulated by the Indonesian Association of Islamic Education Study Program, which is an academic of Islamic Education. MIESP UAD confirms that the academic referred to in this case is a lecturer of Islamic Education. Further, MIESP UAD added two profiles for the graduates: consultant and innovator in Islamic Education. Table 4.1 is the formulation of the Graduate Profiles of MIESP FIS UAD.

Table 4.1. Graduate Profiles of MIESP FIS UAD.

NO	Graduate Profile	DESCRIPTION
1	Academic of Islamic Education (Lecturer of Islamic Education)	Becoming an academic/lecturer of Islamic Education with expertise, knowledge, and managerial skills based on Islamic ethics and sciences and expertise in designing/developing innovative and proven Islamic Education.
		Becoming an academic of Islamic Education (Lecturer of Islamic Education) specializing in Quran and Hadith Education and the ability to develop innovative and proven work.
		Becoming an academic of Islamic Education (Lecturer of Islamic Education) with a specialization in Islamic Aqidah and Akhlaq Education and the ability to develop innovative and proven work.
		Becoming an academic (lecturer) of Worship (Ibadah) and Muamalah (Fiqh) Educator
		Becoming an academic of Islamic Education (Lecturer of Islamic Education) specializing in Tarikh (History) Education and being able to develop innovative and proven work.
		Becoming an academic of Islamic Education (Lecturer of Islamic Education) specializing in Arabic Language Education and the ability to develop innovative and proven work.
2	Consultant of Islamic Education	Becoming an education consultant with the ability to analyze and provide solutions for the problems of Islamic Education based on Islamic teachings, ethics, sciences, and expertise.
3	Innovator of Islamic Education	Becoming an innovator (mujtahid) who can create (ijtihad) alternative solutions for the problems of Islamic Education based on Islamic teachings, ethics, sciences, and expertise.

#### 4.2 Establishment of ILO

Intended Learning Outcome (ILO) is established by the study program based on the tracer study, stakeholders' feedback, professional association, scientific consortium, scientific trends in the future, and curriculum evaluation results. The ILO contains skills necessary in Industry 4.0, especially data literacy, technological literacy, human literacy, and skills to comprehend developmental signs.

Technological development is a collaboration between humans and intelligent systems based on the Internet of Things (IoT) or cyber-physical systems, with the ability to utilize intelligent machines more efficiently in a more synergized environment (Rada, 2017). Therefore, the Study Program ILOs must refer to the SN-Dikti and KKNi in accordance with the educational level. The MIESP ILO establishment adds the skills that reflect its uniqueness.

The Learning Outcomes (LO) are derived from the Graduate Profiles (GP) of KKNi Level 8, SN-Dikti for Master's Degree, and the convention of the Indonesian Association of Islamic Education Study Program (ASPRO-PAI). The LO is renewed regularly to follow advanced science and technology as well as user needs. Meanwhile, the LO is established in accordance with the vision, mission, objective, and strategy of the MIESP FIS UAD.

The learning outcomes formulated in the content/materials and curriculum structure and the learning outcome mapping to the content/materials are compiled in the curriculum book of MIESP FAI UAD. However, the book presents three main issues: a) learning outcome formulation, b) elaboration of learning outcome to the content/material, c) learning outcome mapping to the content/material.

Table 4.2. Mechanism of ILO establishment

NO	KKNI Level 8	SN-DIKTI for Master's Degree	Convention of Indonesian Association of Islamic Education Study Program	ILO Establishment of MIESP
<b>Attitude</b>				
1	a. Showing piety to the God Almighty.	a. Showing piety to the God Almighty and able to demonstrate religious attitude;	a. Showing piety to the God Almighty and able to demonstrate a religious attitude based on the Quran and Sunnah	a. Showing piety to the God Almighty and being able to uphold the values of humanity and Al Islam Kemuhammadiyah in accomplishing the tasks.
2	b. Holding morals, ethics, and a good personality in performing the tasks.	b. Upholding humanity's values in accomplishing tasks based on religion, morals, and ethics;	b. Upholding humanity's values in accomplishing the tasks in Islamic Education based on religion and noble characters (Akhlaqul Karimah), as well as internalizing the spirit of independence, hard work, and entrepreneurship.	
3	c. Participating as a good citizen who bears the pride and love to the homeland and supporting world peace.	c. Contributing to the quality improvement of the life of society, nation, and state, as well as progressive civilization in accordance with Pancasila.	c. Contributing to the quality improvement of the life of society, nation, and state, as well as progressive civilization in accordance with Pancasila.	
4	d. Working together and maintaining social sensibility and awareness towards society and the environment.	d. Participating as a good citizen who bears pride and love for the homeland with nationalism and responsibility towards the nation and state;	d. Participating as a good citizen with pride and love for the homeland with nationalism and responsibility towards the religion, nation, and state.	
5	e. Respecting diverse cultures, perspectives, beliefs, religions, and other people's opinions or original ideas.	e. Respecting diverse cultures, perspectives, beliefs, religions, and other people's opinions or original ideas.	e. Demonstrating tolerance and respect towards diversity and differences among society by implementing the values of Islam and rationality.	
6.	f. Upholding legal enforcement and the spirit to prioritize the nation's interests and people in general.	g. Working together and maintaining social sensibility and awareness towards society and the environment.	f. Showing the ability to work with various parties and prove social awareness towards society and the surrounding environment.	

7		h. Obeying laws and discipline in the life of the people and the nation;	g. Obeying laws and discipline in the life of the people, nation, and religion;	
8		i. Internalizing the academic values, norms, and ethics;	h. Internalizing the academic values, norms, and ethics as well as the values of Al Islam and Kemuhammadiyah;	
NO	<b>KKNI Level 8</b>	<b>SN-DIKTI for Master's Degree</b>	<b>Convention of Indonesian Association of Islamic Education Study Program</b>	<b>LEARNING OUTCOMES OF MIESP FIS UAD.</b>
9		j. Showing independent responsibility towards the profession in accordance with his expertise;	i. Showing independent responsibility and trustworthiness towards the profession in accordance with his expertise;	
10		k. Internalizing the spirit of independence, hard work, and entrepreneurship.	j. internalizing the spirit of progress, independence, hard work, and entrepreneurship	
<b>Knowledge</b>				
	f. Able to develop knowledge, technology, and/or arts in accordance with his expertise or professional practices, leading in producing innovative and proven work		a. Develop the theories of Islamic Education that is integrated with other fields of science;	a. Develop Islamic Education Sciences through scientific research through interdisciplinary and multidisciplinary approaches as well as bayani, burhani, and irfani leading to producing innovative and proven work.
			b. Develop the concept of Islamic Education as part of comprehensive Islamic studies;	
			c. Master the theories, approaches, varieties, and assessment of Islamic education through inter-and multidisciplinary approaches;	a. Develop BoK of Islamic Education that includes the education

			d. Develop logical, critical, innovative, and creative problem-solving skills in relation to Islamic Education, both internal and external problems;	of Quran, Hadith, Islamic Aqidah, Akhlaq, Fiqh, Islamic History, and Arabic Language.
			e. Master the instructional theories of Islamic Education based on ICT;	
			f. Master the theories and application of ICT for the curriculum development of Islamic Education	
15			g. Master the theories and application of Islamic education research through inter-and multidisciplinary approaches;	
<b>General Skills</b>				
<b>NO</b>	<b>KKNI Level 8</b>	<b>SN-DIKTI for Master's Degree</b>	<b>Convention of Indonesian Association of Islamic Education Study Program</b>	<b>LEARNING OUTCOMES OF MIESP FIS UAD.</b>
	a. Able to solve the problems of science, technology, and/or arts in accordance with his expertise through inter- and multidisciplinary approaches	a. Able to develop logical, critical, systematic, and creative thinking through scientific research, design creation, or artworks in the fields of science and technology that concerns and implement humanity values in accordance with his expertise, develop scientific concepts and analysis based on the scientific principles, procedures, and ethics in the form of a thesis or other similar products published at the university site, as well as an article published at the accredited or international journal.	a. Able to develop logical, critical, systematic, and creative thinking through scientific research, design creation, or artworks in the fields of science and technology that concerns and implement humanity values in accordance with his expertise, develop scientific concepts and analysis based on the scientific principles, procedures, and ethics in the form of a thesis or other similar products published at the university site, as well as an article published at the accredited or international journal.	a. Develop philosophical, logical, critical, systematic, creative, and innovative thinking in the field of Islamic Education that is adaptive to advanced information and technology.



18	a. Able to manage research and development that is beneficial for society and discipline, as well as gain recognition at the national and international levels.	b. Able to conduct academic validation or reviews in accordance with his expertise in solving problems in society or relevant industries by improving his knowledge and expertise;	b. Able to conduct academic validation or reviews in accordance with his expertise in solving problems in society or relevant industries by improving his knowledge and expertise in the field of Islamic Education;	b. Develop scientific concept and analysis that concerns and apply the social humanity values based on the scientific research methodology principles, procedures, and ethics in the form of a thesis or other similar products published at the university site and an article published at the accredited or international journal.
19		c. Able to develop accountable ideas, thoughts, and scientific arguments based on academic ethics and communicate them to academic and general society through media	c. Develop accountable ideas, thoughts, and scientific arguments based on academic ethics in the form of a thesis proposal and communicate them to the academic and general society through media;	
20		d. Able to identify the fields of science being his research subject and put the field in a research map developed through inter- and multidisciplinary approaches;	d. Able to identify the fields of science being his research object in Islamic Education and put the field in a research map developed through inter- and multidisciplinary approaches;	
NO	<b>KKNI Level 8</b>	<b>SN-DIKTI for Master's Degree</b>	<b>Convention of Indonesian Association of Islamic Education Study Program</b>	<b>LEARNING OUTCOMES OF MIESP FIS UAD.</b>
22		e. Able to make appropriate decisions in solving the problems of science and technology by considering and implementing humanity values based on analysis or experiment of data and information;	e. Able to make appropriate decisions in solving the problems of science and technology by considering and implementing humanity values based on analysis or experiment of data and information;	e.
23		f. Able to manage, develop, and maintain networking with colleagues and coworkers in the institution and broader research communities;	f. Able to manage, develop, and maintain networking with colleagues and coworkers in the Islamic education institution and broader research communities;	

24		g. Able to improve the learning capacity independently; and	g. Able to improve the learning capacity individually and in groups in Islamic Education learning activities	
25		h. Able to document, store, secure, and find the research data to ensure validity and prevent plagiarism.	h. Able to document, store, secure, and find the research data to ensure validity and prevent plagiarism.	

#### 4.3 Matrix of Relations between ILO and Graduate Profiles

Table 4.3. Matrix of Relations between ILO and Graduate Profiles

No	Learning Outcomes of MI ESP	Relevance with the Graduate Profiles		
		Academics/ Islamic Education Lecturer	Consultant of Islamic Education	Innovator of Islamic Education
1	Showing piety to the God Almighty and being able to uphold the values of humanity and Al Islam Kemuhammadiyah in accomplishing the tasks.	√	√	√
2	Develop Islamic Education Sciences through scientific research through interdisciplinary and multidisciplinary approaches as well as bayani, burhani, and irfani leading to producing innovative and proven work.	√	√	√
3	Develop BoK of Islamic Education that includes the education of Quran, Hadith, Islamic Aqidah, Akhlaq, Fiqh, Islamic History, and Arabic Language.	√	√	√
4	Develop philosophical, logical, critical, systematical, creative, and innovative thinking in the field of Islamic Education that is adaptive to advanced information and technology.	√		
5	Develop scientific concept and analyses that concerns and apply the social humanity values based on the scientific research methodology principles, procedures, and ethics in the form of a thesis or other similar products published at the university site and articles published at the accredited or international journal.	√		√

#### 4.4 Relationship Matrix of ILO and MIESP Educational Objectives

Table 4.4 Relationship Matrix of ILO and MIESP Educational Objectives

No	ILO	Goals 1	Goals 2	Goals 3	Goals 4	Goals 5
1	Showing piety to the God Almighty and able to uphold the values of humanity and Al Islam Kemuhammadiyah in accomplishing the tasks.	√	√	√	√	√



2	Develop Islamic Education Sciences through scientific research through interdisciplinary and multidisciplinary approaches as well as bayani, burhani, and irfani leading to producing innovative and proven work.	√	√			√
3	Develop BoK of Islamic Education that includes the education of Quran, Hadith, Islamic Aqidah, Akhlaq, Fiqh, Islamic History, and Arabic Language.	√	√	√		
4	Develop philosophical, logical, critical, systematical, creative, and innovative thinking in the field of Islamic Education that is adaptive to advanced information and technology.	√	√		√	
5	Develop scientific concepts and analyses that concern and apply the social humanity values based on the scientific research methodology principles, procedures, and ethics in the form of a thesis or other similar products published at the university site and articles published at the accredited or international journal.	√	√	√	√	√

## 5. DETERMINING COURSE MATERIALS

### 5.1 Description of Body of Knowledge (BoK)

Body of Knowledge (BoK) of Islamic Education was formulated formally by the Indonesian Association of Islamic Education Study Program (APPP-PAI-Indonesia) on 6-8 February 2023 in Surabaya. In essence, BoK of Islamic Education for the bachelor's and master's degree is similar. The distinction lies in the width, depth, and approaches. The Islamic Education BoK is divided into four parts: (1) Islamic Education, (2) Teaching, (3) Knowledge-Producing Science, and (4) Education and Character. Figure 5.1 visualizes the BoK of Islamic education.



Figure 5.1. Body of Knowledge (BoK) of Islamic Education

### 5.2 Content/Material

Based on the BoK of Islamic Education, shown in Figure 5.1, the material establishment also covers four pillars: Islamic education, teaching, knowledge-producing, and education or character. First, Islamic Education includes the Quran and Hadith, Islamic Aqidah and Akhlaq, the History of Islamic Civilization, Digital Islam (digital piety), Quraatul Qutub, Islam and Science, and Islam and social-humanity. Second, teaching includes Learning Strategies for Islamic Education, Media and Technology for Islamic Education, Assessment and Evaluation of Islamic Education, Theories of Learning, Curriculum Development, Professional Development, and Digital Information Literacy. Third, knowledge-producing science covers Research Methodology, Indonesian Language, English, Arabic Language, Social Theories, Artificial Intelligence, Philosophy of Science, Metaverse, Advanced algorithms, Big Data Literacy, and final assignment (thesis). Fourth, education and character consist of Pancasila, Civic, Learner Holistic Development, Psychology of Education, Character Building, Inclusive Education, Edupreneurship Multicultural Education, Micro Teaching, Field Practice, and Community Services Program (for bachelor's degree), Augmented Reality, Logic and Critical Thinking, Cosmopolitan.

## 6. COURSE DESIGN AND CREDIT WEIGHT

Table. 6.1. Course Design and Credit Weight Establishment

Learning Outcome of MIESP UAD	Body of Knowledge (BoK) - Islamic Education						Al Islam and Kemuhammadiyahan			Schools of Islamic Education			Science and Psychology					Management Islamic Education		Research Methodology				Islamic Education				Other supporting		Course Design and Credit Weight Calculation											
	Quran	Hadith	Islamic Aqidah - Akhlaq	Islamic Fiqh	Tarikh (Islamic History)	Arabic Language	Faith &	Rituals and Muamalah	Kemuhammadiyahan	Islam and Science and Technology	Philosophy of Islamic Education	History	Socio-anthropology	Cognitive psychology	Spiritual science	Educational innovation	Information and technology	Management of education	Evaluation of education	Qualitative research	Quantitative research	Research and Development	Participatory Action	Education Science	Theories of Islamic Education	Islamic Education Curriculum	Islamic Education Methods and Media	Academic Writing	Digital Literacy	Name of Courses	Breadth of Material	Depth of Material	Workload	Credit Weight							
Content/Material (M 1-30)	C/M-1	C/M-2	C/M-3	C/M-4	C/M-5	C/M-6	C/M-7	C/M-8	C/M-9	C/M-10	C/M-11	C/M-12	C/M-13	C/M-14	C/M-15	C/M-16	C/M-17	C/M-18	C/M-19	C/M-20	C/M-21	C/M-22	C/M-23	C/M-24	C/M-25	C/M-26	C/M-27	C/M-28	C/M-29												
Showing piety to the God Almighty and able to uphold the values of humanity and Al Islam Kemuhammadiyahan in accomplishing the tasks.	√	√					√	√																												AIK	4	4	16	2.16	
Develop Islamic Education Sciences through scientific research through interdisciplinary and multidisciplinary approaches as well as bayani, burhani, and irfani leading to									√	√												√	√														AIK Education	6.	5	30	4.068

producing innovative and proven work.																																									
Develop BoK of Islamic Education that includes the education of Quran, Hadith, Islamic Aqidah, Akhlag, Fiqh, Islamic History, and Arabic Language.																			√	√																					
Develop philosophical, logical, critical, systematical, creative, and innovative thinking in the field of Islamic Education that is adaptive to advanced information and technology.	√												√	√	√	√																									
Develop scientific concepts and analyses that concern and apply the social humanity values based on the scientific research methodology principles,									√	√	√	√																													

	procedures, and ethics in the form of a thesis or other similar products published at the university site and articles published at the accredited or international journal.																																														
	Showing piety to the God Almighty and able to uphold the values of humanity and Al Islam Kemuhammadiyah in accomplishing the tasks.																		√	√	√	√											Curriculum development	4	3	12	1.627										

Learning Outcome of MIESP UAD	Body of Knowledge (BoK) - Islamic Education			Al Islam and Kemuhammadiyah			Schools of Islamic Education		Science and Psychology			Management Islamic Education		Research Methodology			Islamic Education			Other supporting		Course Design and Credit Weight Calculation												
	Quran	Hadith	Islamic Aqidah - Akhlaq	Islamic Fiqh	Tarikh (Islamic History)	Arabic Language	Faith &	Rituals and Muamalah	Kemuhammadiyah	Islam and Science and Technology	Philosophy of Islamic Education	History	Socio-anthropology	Cognitive psychology	Spiritual science	Educational innovation	Information and technology	Management of education	Evaluation of education	Qualitative research	Quantitative research	Research and Development	Participatory Action	Education Science	Theories of Islamic Education	Islamic Education Curriculum	Islamic Education Methods and Media	Academic Writing	Digital Literacy	Name of Courses	Breadth of Material	Depth of Material	Workload	Credit Weight
Content/Material (M 1-30)	C/M -1	C/M -2	C/M -3	C/M -4	C/M -5	C/M -6	C/M -7	C/M -8	C/M -9	C/M -10	C/M -11	C/M -12	C/M -13	C/M -14	C/M -15	C/M -16	C/M -17	C/M -18	C/M -19	C/M -20	C/M -21	C/M -22	C/M -23	C/M -24	C/M -25	C/M -26	C/M -27	C/M -28	C/M -29					
<b>Courses and credit weight</b>																											<b>295</b>	<b>40</b>						

Learning outcome distribution mapping to the content/material marked with a checklist (✓) is presented in the matrix that shows the connection between the learning outcomes and the content/material constituting the course. The credit weight is also displayed as observed in the previous matrix. Nevertheless, the mapping of the learning outcomes is as follows:

Table 6.2. Mapping Description of Learning Outcomes

No	Learning Outcomes	Content/Material Mapping	Name of Courses	Credit Weight				
				Breadth of Material	Depth of Content/Material	Workload	Credit Weight	Total credits
1.	Showing piety to the God Almighty and able to uphold the values of humanity and Al Islam Kemuhammadiyah in accomplishing the tasks.	Faith and Humanity; Rituals and Muamalah, Kemuhammadiyah; & Islam and Science.	1. Al Islam and Kemuhammadiyah	6.	3	18	2.104	2
			2. AIK Education*					
			3. Inter- and Multidisciplinary Islamic Education					
2.	Develop Islamic Education Sciences through scientific research through interdisciplinary and multidisciplinary approaches as well as bayani, burhani, and irfani leading to producing innovative and proven work.	Quran, Hadith, Islamic Aqidah-Akhlaq, Islamic Fiqh, Islamic History (Tarikh), Arabic Language, Kemuhammadiyah; & Islam and Science.	1. Neuroscience and theories of learning	6.	5	30	4.068	4
			2. Contemporary Studies of Quran and Hadith					
			3. Philosophy of Science and Schools of Islamic Education					
			4. Islamic Education Curriculum development					
			5. Psychology of Islamic Education					
3.	Develop BoK of Islamic Education that includes the education of Quran, Hadith, Islamic Aqidah, Akhlaq, Fiqh, Islamic History, and Arabic Language.	Education, Islamic education, neuroscience, and theories of Islamic education.	1. Education of Islamic Aqidah and Akhlaq*	4	5	20	2.712	3
			2. Education of Fiqh*					
			3. Arabic Language Education					
			4. Quran and Hadith Education					
			5. Islamic Cultural History Education*					
4.	Develop philosophical, logical, critical, systematical, creative, and innovative thinking in the field of Islamic Education that is adaptive to advanced information and technology.	Quran, Hadith, Science, Educational Science, and Philosophy of Science.	1. Evaluation of Islamic education*	5	3	15	2.034	2
			1. Educational Quality Management*					
5.	Develop scientific concepts and analyses that concern and apply the social humanity values based on the scientific research methodology principles, procedures, and ethics in the form of a thesis or other similar products published at the university	Islamic education sciences, theories of education, curriculum, and learning methods.	1. Research Methodology	4	5	20	2.712	3
			2. Innovation of Learning and Intellectual Property Rights					
			3. Thesis Proposal Seminar					

site and articles published at the accredited or international journal.		4. Thesis						
<b>Courses and credit weight</b>						<b>295</b>	<b>39.593</b>	<b>40</b>

Table 6.3 Relationship Matrix of ILO and the Courses

No	Intended Learning Outcome of MIESP UAD	Name of Courses
LO - 1	Showing piety to the God Almighty and able to uphold the values of humanity and Al Islam Kemuhammadiyahahan in accomplishing the tasks.	<ol style="list-style-type: none"> <li>1. Al Islam and Kemuhammadiyahahan</li> <li>2. AIK Education*</li> <li>3. Inter- and Multidisciplinary Islamic Education</li> </ol>
LO - 2	Develop Islamic Education Sciences through scientific research through interdisciplinary and multidisciplinary approaches as well as bayani, burhani, and irfani leading to producing innovative and proven work.	<ol style="list-style-type: none"> <li>1. Neuroscience and theories of learning</li> <li>2. Philosophy of Science and Schools of Islamic Education</li> <li>3. Islamic Education Curriculum development</li> <li>4. Psychology of Islamic Education</li> </ol>
LO - 3	Develop BoK of Islamic Education that includes the education of Quran, Hadith, Islamic Aqidah, Akhlaq, Fiqh, Islamic History, and Arabic Language.	<ol style="list-style-type: none"> <li>1. Education of Islamic Aqidah and Akhlaq*</li> <li>2. Education of Fiqh*</li> <li>3. Arabic Language Education</li> <li>4. Quran and Hadith Education</li> <li>5. Islamic Cultural History Education*</li> </ol>
LO - 4	Develop philosophical, logical, critical, systematical, creative, and innovative thinking in the field of Islamic Education that is adaptive to advanced information and technology.	<ol style="list-style-type: none"> <li>1. Evaluation of Islamic education*</li> <li>2. Educational Quality Management*</li> </ol>
LO - 5	Develop scientific concept and analysis that concerns and apply the social humanity values based on the scientific research methodology principles, procedures, and ethics in the form of a thesis or other similar products published at the university site and an article published at the accredited or international journal.	<ol style="list-style-type: none"> <li>1. Research Methodology</li> <li>2. Innovation of Learning and Intellectual Property Rights</li> <li>3. Thesis Proposal Seminar</li> <li>4. Thesis</li> </ol>



## 7. COURSE ORGANIZATION

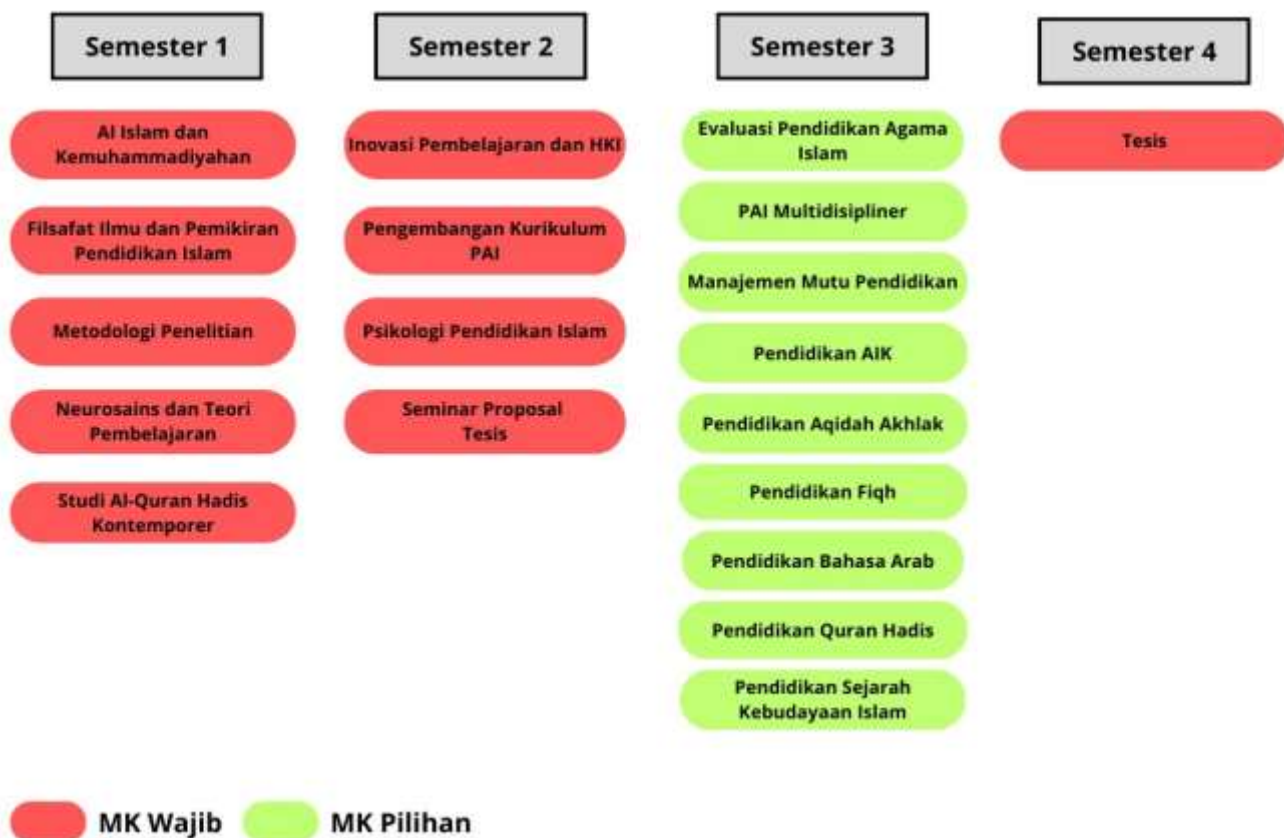


Figure 7.1 Course Organization

## 8. COURSE DISTRIBUTION TO EACH SEMESTER

Table. 8.1. MIESP Course distribution of each semester

### Semester 1

NO	COURSE CODE	COURSE NAME	STATUS	SEME STER	cre dits	ECTS	PREREQUI SITE COURSE CODE
1	185210120	AI Islam and Kemuhmadiyahahan	Mandat ory	1	2	3,2	
2	185210242	Philosophy of Science and Schools of Islamic Education	Mandat ory	1	4	6,4	
3	185210332	Research Methodology	Mandat ory	1	3	4,8	
4	185210431	Neuroscience and theories of learning	Mandat ory	1	3	4,8	
5	185210531	Contemporary Studies of Quran and Hadith	Mandat ory	1	3	4,8	
<b>Total</b>					<b>15</b>	<b>24</b>	

**Semester 2**

NO	COURSE CODE	COURSE NAME	STATUS	SEME STER	cre dits	ECTS	PREREQUI SITE COURSE CODE
1	185220142	Innovation of Learning and Intellectual Property Rights	Mandat ory	2	4	6,4	
2	185220232	Islamic Education Curriculum Development	Mandat ory	2	3	4,8	
3	185220320	Psychology of Islamic Education	Mandat ory	2	2	3,2	
4	185220420	Thesis Proposal Seminar	Mandat ory	2	2	3,2	
<b>Total</b>					<b>11</b>	<b>17,6</b>	

**Semester 3**

NO	COURSE CODE	COURSE NAME	STATUS	SEME STER	cre dits	ECTS	PREREQUI SITE COURSE CODE
1	185230121	Evaluation of Islamic Education	Elective	3	2	3,2	
2	185230221	Educational Quality Management	Mandat ory*	3	2	3,2	
3	185230321	Inter- and Multidisciplinary Islamic Education	Elective	3	2	3,2	
4	185230442	AIK Education	Elective	3	4	6,4	
5	185230542	Education of Islamic Aqidah and Akhlaq	Mandat ory*	3	4	6,4	
6.	185230642	Arabic Language Education	Elective	3	4	6,4	
7	185230742	Education of Fiqh	Elective	3	4	6,4	
8	185230842	Quran and Hadith Education	Mandat ory*	3	4	6,4	
9	185230942	Islamic Cultural History Education*	Elective	3	4	6,4	
<b>Total</b>					<b>30</b>	<b>48</b>	

**Semester 4**

NO	COURSE CODE	COURSE NAME	STATUS	SEME STER	cre dits	ECTS	PREREQUI SITE COURSE CODE
1	185240162	Thesis	Mandat ory	4	6	9,6	
<b>Total</b>					<b>6</b>	<b>9,6</b>	

Total Credits of Mandatory Courses : 32  
credits

Total Credits of Elective Courses : 6  
credits

Total Credits of Elective Courses offered to students : 30  
credits

**9. IMPLEMENTATION OF MB-KM**

As specified in the Regulation of the Ministry of Education and Culture Number 3 of 2020 on the National Standards for Higher Education, the policies for Independent Learning Campus (Merdeka Belajar Kampus Merdeka) recognize 60 credits for a bachelor's degree. However, the Master's Degree Programs, especially MIESP, employ a recognition policy for the student's learning

experiences. One of the policies is awarded to MIESP students who have worked as teachers of particular subjects. They can opt not to take up to 6 credits of relevant courses.

Table 9.1 Assessment rubrics and teaching experience recognition

No	Indicator	Score				
		A+	A	A-	B+	B
1	Availability of Rector Decisions and teaching schedule relevant to the Elective Courses	√	√	√	√	√
2	Relevant Course Module and Learning Module	√	√	√	√	
3	Availability of realization of teaching activities and proof of attendance for one semester	√	√	√		√
4	Availability of assessment (mid- and final semester) from teacher to students of relevant subject	√	√		√	√
5	Other supporting documents (media and material enrichment)	√				

Explanation: Relevance of teacher's experience with the subject and elective courses

- a. Quran Education
- b. Hadith Education
- c. Islamic Aqidah - Akhlaq Education
- d. Fiqh Education
- e. Tarikh Education
- f. Arabic Language Education
- g. Management of Education
- h. Evaluation of education
- i. Islam Interdisciplinary Education

## 10. LEARNING ASSESSMENT

Assessment is collecting, reporting, and utilizing information regarding the student's learning outcomes by implementing the principles of assessment, continuous implementation, authentic evidence, accuracy, and consistency (Mulyasa, 2012: 195). An assessment should be oriented toward achieving learning outcomes instead of punishment for mistakes. This means that the assessment may be changed when the student concerned is willing to repeat the learning process and its outcomes. However, it cannot be carried out when the mid- and final semester examinations are still used to assess or evaluate the students. Both examinations provide only one opportunity for students to fix their learning outcomes. Therefore, the learning assessment of the KKNI-based educational curriculum should be conducted along the learning process. It allows students to improve while following the process.

Thus, it can be concluded that assessment is collecting and processing information to identify the student's learning achievement through learning activities. The assessment aims to (1) identify and follow up on the student's competence; (2) provide feedback for lecturers to improve the learning activities, which also includes the course module (RPS); (3) provide recommendations for lecturers in guiding the students; (4) provide recommendations for any parties for further supervision to students. Student-centered learning is assessed during the learning process by observing the student's learning outcomes. Hence, the assessment aims not

to punish students for making mistakes. Instead, it examines, reviews, directs, and recommends students to achieve the determined learning outcomes. Further, the assessment process employs instruments to measure the learning outcomes.

Therefore, the assessment process deemed appropriate for Student-Centered Learning is Authentic Assessment or Performance Assessment. Authentic Assessment constitutes three basic activities: (a) the lecturer gives assignments, (b) the learner demonstrates his performance, and (c) the lecturer and students assess the performance based on particular indicators arranged in an instrument called a rubric. The rubric for the Authentic Assessment describes criteria used as the guidelines for lecturers to assess and measure the students' performance. Besides, the rubric also contains the expected performance characteristics from the students' process and outcomes. In other words, the rubric guides the lecturer in evaluating each characteristic of the students' work. The rubric exposes several advantages of Authentic Assessment.

- a) The rubric provides a comprehensive description of the assignments.
- b) The rubric provides detailed information about assessment weight.
- c) Rubric can guide students in seeking immediate and accurate feedback.
- d) The rubric allows for a more objective and consistent assessment because the performance indicators are accessible to lecturers and students.

Therefore, Authentic Assessment is an assessment of the acquisition process and implementation of knowledge and skills through a learning process that demonstrates students' skills both in the process and products. The assessment process scheme is presented in Figure 10.1.



Figure 10.1. Assessment Scheme

Common rubrics used in classes are descriptive, holistic, and perception scales. In Authentic Assessment, the frequently used rubric is descriptive and holistic. Meanwhile, perception scales are mostly used for research or surveys. Below is the explanation of descriptive, holistic, and perception scale rubrics.

a. Descriptive Rubric

A descriptive rubric has four components: (a) task description, which explains the task or object to be assessed or evaluated; Task description must be clear to prevent students' misunderstanding; (b) grading scale, which is the description that measures the student's achievement level in accomplishing the tasks. It has particular dimensions. The grading scale allows flexible scaling for the assessment. For example, very satisfying, satisfying, and adequate (correct, wrong, doubtful/ high, low, moderate, and others). In general, the grading scale is adequate; (c) dimension describes the aspects assessed from the tasks. For example,

the student's presentation is assessed from several aspects: understanding, ideas, communication, visual media, presentation skills, and analysis. The aspects may have different weights. For instance, analysis has greater weight than other aspects, while presentation skills may be assessed lower than others. By percentage, the weight distribution can be 30% for analysis, 10% for presentation skills, and 20% for other aspects. The weighting depends on the assessment needs, and (d) dimension benchmark describes students' work characteristics. It serves as the standard determining the grading scale achievement, such as very satisfying, satisfying, or adequate (Ilah Sailah, 2014: 5-70). Table 10.1 presents the illustration of the descriptive rubric.

Table 10.1. Descriptive Rubric Format

<b>DIMENSION</b>	<b>Scale 1</b>	<b>Scale 2</b>	<b>Scale 3</b>
<b>Dimension 1</b>	Dimension benchmark	Dimension benchmark	Dimension benchmark
<b>Dimension 2</b>	Dimension benchmark	Dimension benchmark	Dimension benchmark
<b>Dimension 3</b>	Dimension benchmark	Dimension benchmark	Dimension benchmark
<b>Dimension 4</b>	Dimension benchmark	Dimension benchmark	Dimension benchmark
<b>Dimension 5</b>	Dimension benchmark	Dimension benchmark	Dimension benchmark

Based on the explanation, it can be concluded that the descriptive rubric has characteristics or assessment benchmarks for each grading scale. Lecturers mostly use the descriptive rubric format to assess the students' works because it provides comprehensive guidelines. Although it takes longer to prepare, a descriptive rubric is highly beneficial for lecturers and students (as performance feedback).

b. Holistic Rubric

Unlike descriptive rubrics with several grading scales, holistic rubrics only have one grading scale, which is the highest scale. The dimension contains the criteria for a performance with the highest scale. If students do not meet the criteria, the lecturers provide comments or reasons why the relevant tasks submitted do not reach the maximum score (Ilah Sailah, 2014: 5-71). The standard form of the holistic rubric is as follows.

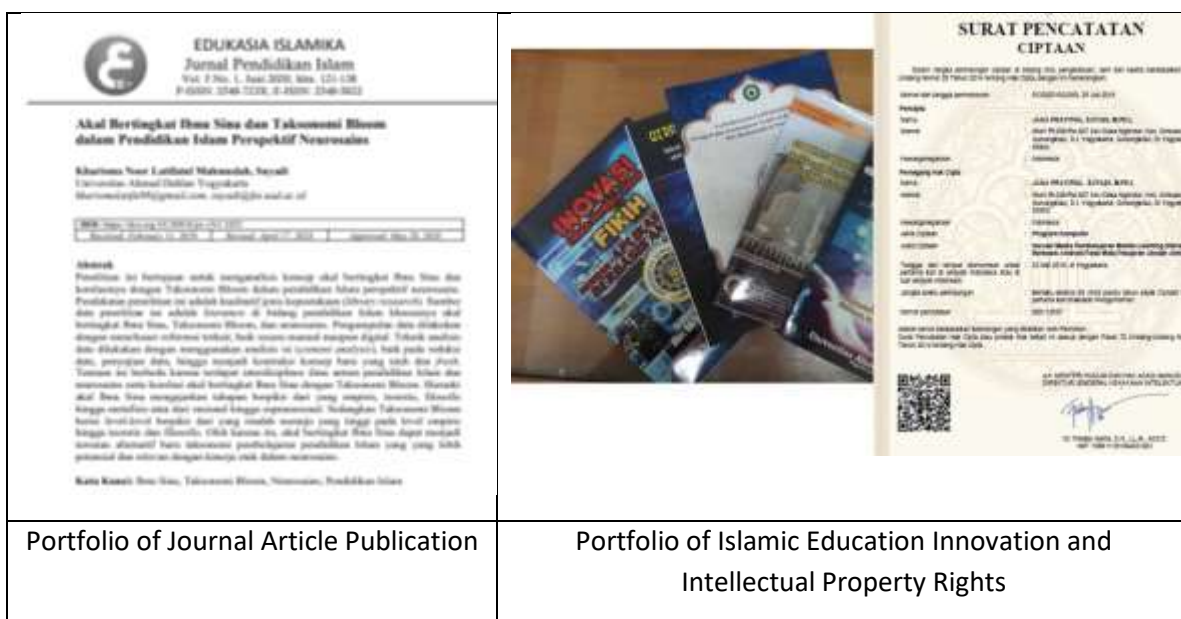
Table 10.2. Holistic Rubric Format

<b>DIMENSION</b>	<b>Criteria</b>	<b>Comments</b>	<b>Score</b>
<b>Dimension 1</b>	Criteria 1		
<b>Dimension 2</b>	Criteria 2		
<b>Dimension 3</b>	Criteria 3		
<b>Dimension 4</b>	Criteria 4		
<b>Dimension 5</b>	Criteria 5		

Although it has a simpler format, the holistic rubric has a weakness. Lecturers must write their comments on the students' achievement for each dimension if they do not meet the maximum criteria. With the unavailability of detailed guidelines, lecturers may be inconsistent in giving feedback or comments on the students' work. For each holistic rubric, lecturers must write similar comments for all works handed in by students with the same characteristics. Hence, completing the rubric takes longer than completing the descriptive rubric. In brief, the descriptive rubric needs more time to develop, but the completion is simple and short. Meanwhile, the holistic rubric needs a shorter preparation time but more extended completion.

c. Portfolio

The portfolio is an instrument/assessment document of the learning outcomes based on the information collections indicating the students' learning outcomes in a particular period. The information can be the students' best works completed during the learning process or their works that show their progress in learning. In MIESP, an eligible portfolio is a scientific journal article published in a Sinta-indexed journal and/or international journal, as well as Intellectual Property Rights. Figure 10.2 is the sample of the student's portfolio.



Portfolio of Journal Article Publication	Portfolio of Islamic Education Innovation and Intellectual Property Rights
------------------------------------------	----------------------------------------------------------------------------

Figure 10.2 Student's portfolio

Portfolio assessment rubric

Table 10.3 Portfolio assessment rubric

No	TYPES OF PORTFOLIO	A	A-	B+	B
A	<b>Journal Article Publication</b>				
1	The content of Islamic Education sciences is relevant to the topic.	√	√	√	√
2	The title, abstract, introduction, methods, results, discussion, and conclusion are written with a comprehensive and in-depth review.	√	√	√	√
3	Sinta 2 or international journal template	√	√	√	

4	Template of Sinta 2 or below	√	√		
5	It contains at least 60 references, 30 from Science Direct.	√	√		
6.	The authors include at least one lecturer and cite at least three articles by MIESP lecturers.	√			
7	The article has been submitted.	√	√	√	√
<b>B</b>	<b>Assessment rubric for Intellectual Property Rights</b>				
1	Innovative work representing the fields of Islamic Education	√	√	√	√
2	Availability of trial product of innovative work, at least with TKT-3 completed with photos and video(s).	√	√		
3	Attached are documents of the final innovative work of Islamic Education	√		√	√
4	Attached is a document on Intellectual Property Rights registration	√	√		
5	Available Certificate of Ownership for the Creation (Granted)	√	√	√	√

d. Assessment rubric preparation mechanism

Lecturers must complete a particular mechanism or several stages to prepare the descriptive or holistic rubric.

a. Finding references to assessment rubric models

With the shifting paradigm from teacher-centered to student-centered learning, using rubrics as assessment instruments has become popular. Various models are easily found on websites because many educational institutions and teaching staff publish their rubrics online. After finding some models, lecturers can compare and analyze the rubrics' strengths and weaknesses. The results can be used to create a new format if necessary. The process may include determining the benchmark that can be further adapted to following the learning objectives. In accordance with the academic ethics, lecturers who use or adapt other's rubrics must ask for the creator's approval.

b. Determining the assessment dimensions

After lecturers understand their main duties and students identify the necessary performance, the lecturers develop an assessment dimension, a significant part of the rubric components. The dimension development is carried out in several stages:

- 1) Listing the dimensions containing a lecturer's expectations towards the tasks to be given to the students;
- 2) Arranging the list of dimensions, starting from the most wanted to the least possible to occur;
- 3) Reducing or simplifying the expectation lists, if necessary. Dimension lists can be simplified by removing unnecessary elements or combining elements with overlapping characteristics.
- 4) Grouping the dimension elements with the same categories.
- 5) Naming each category representing the relevant elements of the dimension.

c. Developing grading scales

Students' achievement level in each dimension is measured through a grading scale. The scale can follow or adapt the assessment reference provided by the study



program. For example, the grading scale is 5 to 1: very good, good, adequate, poor, very poor. The longer the grading scale for each dimension, the harder it is to distinguish the benchmark. As a result, the lecturer may become highly subjective in the assessment process. On the other hand, the shorter the grading scale, such as 1 to 3 (very good, good, adequate), the easier it is to determine the benchmark. In essence, any scale used for each dimension needs to be understood by the relevant lecturer and students. The scales reflect the students' product.

d. Determining the benchmark

In developing the descriptive rubric, a benchmark for each scale is created after completing the grading scales. The stages of determining the dimension's benchmark are as follows:

- (1) The benchmark for each dimension for the highest scale should have been determined, along with listing the expectations.
- (2) The benchmark of the lowest dimension is the opposite of the highest one, but they are determined at the same time;
- (3) Create a description for the middle scale.

Thus, it can be concluded that the more scales used, the more difficult it is to distinguish the benchmark for the grading scale. However, the results can be more detailed to determine the range between work and another. Conversely, the fewer the scales used, the easier it is to distinguish and state accurately the benchmark to be included in the grading scale. Nonetheless, scales too few in number will result in a simple assessment, leading to generalizing the students' work. Apart from all these, it is necessary that students can access any rubric used for the assessment at the beginning of the semester (through learning contracts).

e. Assessment System

Assessment System of the Higher Education Curriculum (KPT) based on KKNI employs learning assessment standards specified in the Permendikbud Number 49 of 2014 Article 18 paragraph 1, where the minimum criteria for the student's learning process and outcomes are to fulfill the intended learning outcomes. The assessment of the student's learning process and outcomes covers (1) assessment principles, (2) assessment techniques and instruments, (3) assessment mechanisms and procedures, (4) assessment implementation, (5) assessment reports, and (6) students' completion.

e. Assessment Principles

Assessment principles constitute educative, authentic, objective, accountable, and transparent aspects performed in integration. The following table briefly illustrates the assessment principles.

Table 10.4 Assessment principles (Permenristekdikti Number 44 of 2015)

<b>Principle</b>	<b>Explanation</b>
Educative	Motivating students to: <ul style="list-style-type: none"> <li>● Improve their learning plans and methods;</li> <li>● Achieve the intended learning outcomes;</li> <li>● Achieve the minimum standards of the determined learning outcomes</li> </ul>
Authentic	<ul style="list-style-type: none"> <li>● Oriented towards continuous learning process;</li> <li>● Outcome reflecting the students' ability;</li> <li>● Adjusted to the students' condition in real life.</li> </ul>



Objective	<ul style="list-style-type: none"> <li>● The standards for the assessment are agreed upon between the lecturer and students;</li> <li>● The assessment aspects are free from subjectivity, either from the assessor or the assessee;</li> <li>● The assessment is in accordance with the actual condition.</li> </ul>
Accountable	The assessment follows the procedures and criteria that are clear, agreed upon at the semester's beginning, and understood by students.
Transparent	<ul style="list-style-type: none"> <li>● Procedural assessment;</li> <li>● The results are accessible to all stakeholders;</li> </ul>

f. Assessment technique and instruments

- a) Assessment techniques consist of observation, participation, performance, written test, oral test, and questionnaires.
- b) Assessment instruments include the process assessment in a rubric and/or outcome assessment in the form of a portfolio or design.
- c) Attitude can be assessed using observation technique.
- d) Assessment for knowledge, general skills, and specific skills are conducted using one or a combination of various techniques and instruments of assessment.
- e) The final result of the assessment is the integration of various techniques and instruments (Permendikbud No. 49 of 2014, Article 21).

g. Assessment mechanism and procedures

- a) preparing, delivering, and agreeing on the assessment stages, techniques, instruments, criteria, indicators, and weight between the assessor and the assessee in accordance with the course plan;
- b) implementing the assessment stages, techniques, instruments, criteria, indicators, and weights that contain the assessment principles.
- c) providing feedback and opportunities to question the assessment results to the students; and
- d) documenting the assessment of the student's process and learning outcome in an accountable and transparent manner.

a. Assessment Implementation

Assessment Implementation can be carried out by:

- 1) lecturer or a team of lecturers of the relevant course;
- 2) lecturer or a team of lecturers of the relevant course by involving the students and/or
- 3) lecturer or a team of lecturers of the relevant course by involving stakeholders.
- 4) Specifically for the specialist, doctoral, and applied doctoral programs, the assessment must include external teams from different higher education (Permendikbud No. 49 of 2014, Article 22)

b. assessment report

- (1) letter A is equal to 4 (four), categorized as very good;
- (2) letter B is equal to 3 (three), categorized as good;
- (3) letter C is equal to 2 (two), categorized as adequate;
- (4) letter D is equal to 1 (one), categorized as poor; or
- (5) letter E is equal to 0 (four), categorized as very poor;

Nevertheless, the numbers and letters are not absolute. Instead, they are the estimation of the assessment results. Therefore, each higher education may use “in-between letters” and “in-between numbers” for grades ranging from 0 (zero) to 4 (four) and A to E.

Further, the assessment results are announced to the students after one stage of instruction is completed in accordance with the lesson plan. Assessment results of the intended learning outcomes of each semester are expressed in the Semester Achievement Index (IP). Meanwhile, the assessment results of the learning outcomes at the end of the study program are expressed in the Grade Point Average (GPA/IPK).

IPS is stated in the measurement calculated by summing up the multiplication of grade (letter) achieved from each course and the relevant course credit divided by the total credits taken in one semester. Meanwhile, the GPA is calculated on the scale by summing up the multiplication of each course's grade (letter) and relevant course credit and dividing by the number of credits taken. Students with high academic achievement are those with GPA more than 3.50 (three point five zero) and meet the academic ethics criteria (Permendikbud No. 49 of 2014, Article 23)

c. Students' Completion.

Students of the diploma and bachelor's degree program are declared to complete the workload established and achieve the intended learning outcomes targeted by the study program with a GPA higher or equal to 2.00 (two points zero zero). Students' Completion from the diploma or bachelor's degree program is stated into satisfying, highly satisfying, or cum laude predicates with the following criteria:

- (1) students are declared to have passed with satisfying predicate if they achieve a GPA of 2.76 (two points seven six) up to 3.00 (three points zero zero);
- (2) students are declared to have passed with highly satisfying predicate if they achieve a GPA of 3.01 (two points seven six) up to 3.50 (three points zero zero);
- (3) students are declared to have passed with cumlaude predicate if they achieve a GPA higher than 3.50 (three points five zero);

Specifically, the students of the professional, specialist, master's degree, applied master's degree, doctoral, and applied doctoral program are declared as completing all workload and achieving the intended learning outcomes targeted by the study program with a GPA higher or equal to 3.00 (two points zero zero). Meanwhile, the student's completion from the professional, specialist, master's degree, applied master's degree, doctoral, and applied doctoral degree programs is stated into satisfying, highly satisfying, or cum laude predicates with the following criteria:

- (1) students are declared to have passed with highly satisfying predicate if they achieve a GPA of 3.00 (three points zero zero) up to 3.50 (three points five zero);
- (2) students are declared to have passed with highly satisfying predicate if they achieve a GPA of 3.51 (three points five one) up to 3.75 (three points seven five) or
- (3) students are declared to have passed with cumlaude predicate if they achieve a GPA higher than 3.75 (three points seven five);

Students declared to have passed are entitled to obtain a graduate certificate, title, or name, and certificate supplement (Surat Keterangan Pendamping Ijazah - SKPI) in accordance with the laws and regulations (Permendikbud No. 49 of 2014, Article 23)

## 11. LEARNING MANAGEMENT

### 11.1 Learning Characteristics

Learning is the students' interaction process with the lecturer and the learning sources in a learning environment. The learning process is interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centered (SN-DIKTI Article 11). Student-centered learning means that the intended learning outcome is achieved through a learning process that emphasizes students' creativity, capacity, personality, and needs and develops their independence in seeking and discovering knowledge. The characteristics mentioned above are illustrated in Figure 11.

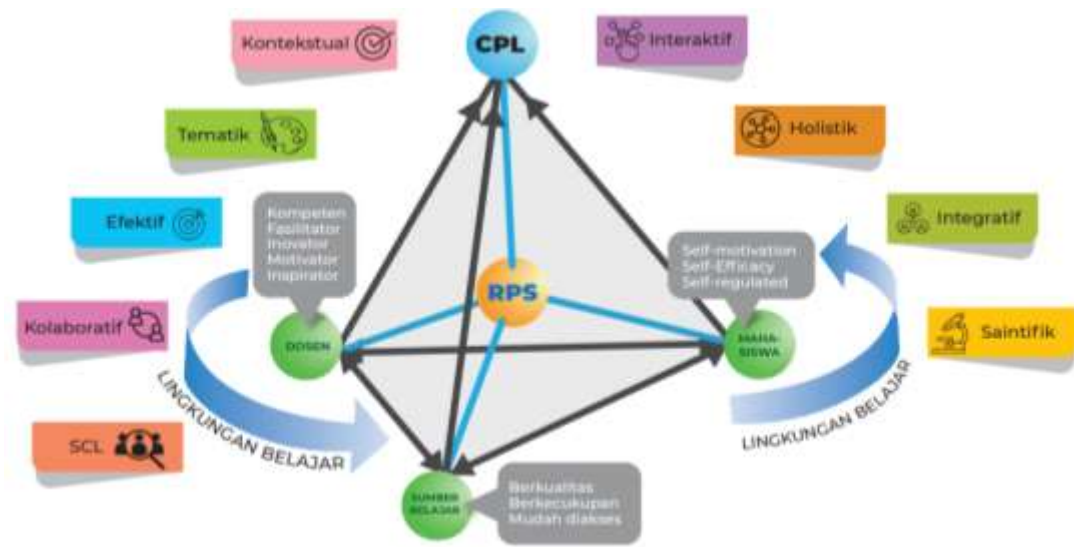


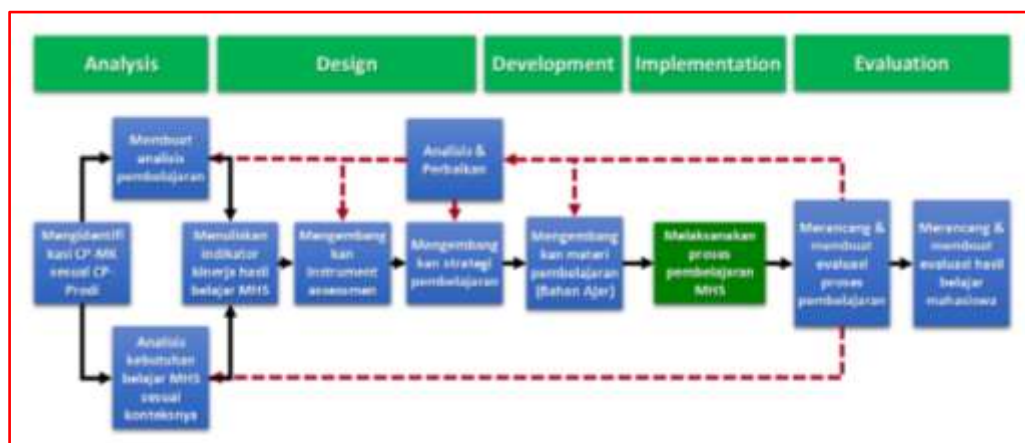
Figure 11.1. Student-Centered Learning Characteristics

Each characteristic has a different meaning.

- Interactive** means that the intended learning outcome is achieved by prioritizing two-way interaction between students and lecturer.
- Holistic** means that the learning process encourages students to have a comprehensive mindset by internalizing local or national wisdom and excellence.
- Integrative** means that the intended learning outcome is achieved through an integrated learning process to fulfill the intended learning outcome in one program through inter- and multi-disciplinary approaches.
- Scientific** means that the intended learning outcome is achieved by emphasizing scientific approaches to create an academic environment based on the system of values, norms, and principles of knowledge and upholding the religious and nation's values.
- Contextual** means that the intended learning outcome is achieved through the learning process adjusted to the demands of solving problems based on expertise.
- Thematic** means that the intended learning outcome is achieved through the learning process that is adjusted to the characteristics of the discipline of the study program and connected to fundamental issues through a trans-disciplinary approach.
- Effective** means that the intended learning outcome is achieved for the internalization of materials appropriately and adequately within a determined period.
- Collaborative** means that the intended learning outcome is achieved through the learning process, which involves interaction among learners to actualize the expected attitude, knowledge, and skills.

## 11.2 Lesson Plan

Students learning activities are formulated in the form of a Course Lesson Plan (Rencana Pembelajaran Semester/RPS)--before using KKNI, the plan was named Course Unit (Satuan Acara perkuliahan/SAP)--or other names, prepared by lecturer or team of lecturers of relevant fields of expertise and/or technology of the study program. There are several learning models, and one of them is ADDIE. ADDIE is a learning design developed by Reiser and Mollenda (1990). ADDIE is arranged systematically in several developmental stages: analysis, design, development, implementation, and evaluation. The course lesson plan refers to the Permenristekdikti no. 44/2015 SNPT article 12 (Illah Sailah, 2014: 6-75).



**Figure 11.2 Course lesson plan development model using ADDIE**

The development stages are presented in Table 1.20.

**Table 11.1 Stages of Course Lesson Plan Development**


DESIGN	STAGES	OUTCOMES
<i>Analysis</i>	Analysis of the learning problems following the student's learning needs to identify the course learning outcome.	<ul style="list-style-type: none"> <li>Students' learning needs</li> <li>Learning Outcomes</li> </ul>
<i>Design</i>	Designing is the stage to determine the indicators, assessment instruments, and learning methods/strategies based on the analysis results.	<ul style="list-style-type: none"> <li>Indicator</li> <li>Assessment Instrument</li> <li>Learning method/strategy</li> <li>Tasks</li> </ul>
<i>Development</i>	The next stage is development, where the learning materials and media are developed.	<ul style="list-style-type: none"> <li>Learning Materials</li> <li>Media</li> </ul>
<i>Implementation</i>	The results of the development stage are implemented in the learning process.	Learning Implementation Independent or Guided
<i>Evaluation</i>	The final stage of the ADDIE learning model is evaluating the implementation of the learning process. To improve the learning efficiency and effectiveness in achieving the learning outcomes.	<ul style="list-style-type: none"> <li>Evaluation of the Learning Process</li> <li>Evaluation of the Learning Outcomes</li> </ul>

Further, the design developed is formulated into the Course Lesson Plan with items that at least contain:

- 1) name of the study program, course name, and code, semester, credit, lecturer's name;
- 2) intended learning outcomes designated for the course;
- 3) expected skills for each learning stage to meet the intended learning outcomes;
- 4) criteria, indicator, and assessment weight;

- 5) students' learning experience is manifested in the tasks to be completed by the students of the relevant semester.
- 6) learning methods;
- 7) content/materials related to the expected skills
- 8) allocated time to achieve the expected skills
- 9) references (Illah Sailah, 2014: 6-76).

### Course Lesson Plan Format

	<b>UNIVERSITAS AHMAD DAHLAN</b> <b>FACULTY OF ISLAMIC STUDIES</b> <b>MASTER OF ISLAMIC EDUCATION STUDY PROGRAM</b>	<b>Document Code:</b> <b>FM-UAD-PBM-08-02/R1</b>																																							
<b>COURSE LESSON PLAN</b>																																									
<b>Course Name</b>	<b>Course Code</b>	<b>Course Group</b>	<b>Credit Weight</b>		<b>Semester</b>	<b>Date of preparation</b>																																			
			T =	P =																																					
<b>Approval</b>	<b>Lecturer</b>		<b>Coordinator of Course Group</b>		<b>Head of Study Program</b>																																				
<b>Learning Outcomes</b>	<b>ILO - Study Program loaded on the course</b>																																								
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	1.																																								
	<b>Supplementary</b>																																								
	2.																																								

<b>Lecturer</b>	
<b>Prerequisite</b>	

Week	Course Sub Learning Outcome (CSLO)	Learning Materials	Form, learning method, and learning experience	Time (minutes)	Assessment		
					Technique	Indicator	Weight (%)
1, 2							
3, 4							
5, 6							
7							
8	Mid-semester examination						
9, 10							
11							
12, 13							
14, 15							
16	Final semester examination						

### 11.3 Learning methods

The shifting paradigm from the teacher-centered to student-centered approach is a change in perspective in learning. It includes a) knowledge, where it changes from a transfer of knowledge from lecturer to students into the process of constructing or transforming products by the learners; b) learning, where it changes from student receiving information (passive-receptive) into student seeking and constructing knowledge (active-specific), c) instruction, where it changes from lecturer delivering knowledge into lecturer working with students constructing the knowledge (Illah Sailah, 2014: 4-52). The paradigm shift brings about changes in the principles of instruction, such as (1) viewing knowledge as incomplete, (2) viewing the learning process as a process of reconstructing and seeking knowledge, and (3) viewing the learning process not as teaching performed classically nor a process to apply the designed standards (Illah Sailah, 2014: 4-53).

Below are several learning methods commonly used in the student-centered approach. (1) Small Group Discussion; (2) Role-Play & Simulation; (3) Case Study; (4) Discovery Learning (DL) and Self-Directed Learning (SDL); (5) Cooperative Learning (CL); (6) Collaborative Learning (CL); (7) Project-Based Learning (PjBL), Problem-Based Learning, and Inquiry (PBL). Other than the above, other models can be found elsewhere. It can be explored further in the book entitled *Strategi Pembelajaran Pendidikan Karakter* (Suyadi, 2013). Furthermore, lecturers can develop their learning models. However, it is important to note that the learning strategies mentioned above “are not necessarily” hilarious, as assumed by students. Indeed, many theories of learning, especially quantum learning, propose that the learning process is more effective when the students learn in fun ways (Bobby DePorter, 2000). Again, the theories are grounded on research for early childhood and elementary education instead of for higher education students. Fun learning in higher education is not a priority since it prevents students from understanding the materials in-depth. Therefore, effective learning is the one that exposes students to challenges. The following SCL strategies are fun and challenging at the same time.

#### a. *Small Group Discussion*

Discussion is one strategy in learning where a group of students (commonly 2 to 10 students) present their scientific work with particular topics in accordance with the Course Lesson Plan provided by the lecturer. In the first meeting, the lecturer informs students about the Course Lesson Plan and agrees with the students about the learning contracts. The discussion includes the timeline for the presentation. Students are asked to work with 5 to 10 peers to discuss the materials provided by the lecturer or prepared by themselves.





Figure 11.3 Group discussion in the class

Discussion has several advantages: (a) Students learn to be good listeners; (b) Students learn to work together in completing a task; (c) Students learn to give and receive constructive feedback; (d) students learn to respect different opinions; (e) students learn to support their opinion; and (f) students learn to respect varied perspectives (based on gender, culture, and others) However, the strategy comes with weaknesses, such as the presenters only present the topics with various sources of analysis in the framework of the issues. A. Mukti Ali stated that when a presenter brings about a controversial issue, they have won fifty percent of the discussion (A. Mukti Ali, 1996). It is related to the mastery of materials gained from various sources by the students. The more references presented, the more challenging the discussion because there will be overlapping and conflicting thoughts and ideas. Nevertheless, sometimes, the students do not master the sources, leading to a decrease in the dynamics because the lecturer ends up explaining the materials. Sometimes, the lecturer divides topics from one textbook to be presented by the students in the group. On average, a book is read by ten students. The condition differs from Malaysia's, where each student read at least ten books for one course.

The common weakness in using a discussion strategy is the student's lack of confidence. Usually, a class contains 30 to 40 students, yet only 5 to 7 of them dare to communicate their ideas. However, the lack of references also discourages the discussion dynamics. Students have not comprehended the materials being discussed. Some of them are not able to express their opinions. Indeed, their ideas may be more accountable. Therefore, small group discussions need to be modified to allow students to participate and express their opinions.

Regardless of the shortcomings, discussion allows students to progress their skills. They learn to (1) generate ideas; (2) conclude essential points; (3) broaden their knowledge; (4) review the topics of previous meetings; (5) analyze the exercises, quizzes, and writing tasks; (6) process the learning outcomes at the end of the lesson; (7) comment on the classroom activities; (8) compare theories, issues, and interpretation; (9) solve a problem; and (10) brainstorm ideas. The activities are believed to overcome the problems of small group discussion strategy.

b. Simulation or Demonstration

Simulation is a learning model where an actual situation is brought to the classroom with maximum similarity. For example, in an Indonesian Language class,

especially in speaking activities, the lecturer may assign students to demonstrate the speech style of a famous orator, such as Soekarno, Hitler, and Barack Obama. Simulation can be in the form of (a) role-play. In the above example, each student is given a role, and they learn to imitate the speech style of the given role; (b) simulation exercise and simulation games, where students interview targeted figures, and (c) computer model, where students create animation of the world's greatest orators delivering their speech.



Figure 11.4 Illustration of simulation or demonstration model

Simulation or demonstration has several advantages: (1) changing the students' mindset from abstract to concrete; (2) exposing students to specific and empiric learning experiences through practices; (3) improving cooperative skills; (4) allowing students to use their synthesizing skills; and (5) developing students' empathy to one another within a team (Illah Sailah, 2014: 4-59). On the other hand, the weaknesses of the strategy include (a) manipulated reality, (b) a tendency to build "fake" experiences, (c) not all fields of knowledge can be constructed through simulation, and it should be empiric instead.

c. Discovery Learning (DL) and Self-Discovery Learning (SDL).

Discovery Learning (DL) is divided into two: general and specific. The general DL is the original concept of discovery learning employed by the lecturer in classical or group activity. Meanwhile, the specific DL refers to self-discovery learning, where students take the initiative to seek knowledge outside the classroom. First, Discovery Learning (DL). DL is a learning strategy that focuses on utilizing the information from the lecturer or other sources discovered by students to build the student's knowledge. DL will be more effective through experiments, both individually and in groups.



Figure 11.5 Discovery Learning Activity

Second, Self-Directed Learning (SDL) SDL is a learning process where students learn independently outside the classroom. In this case, the student concerned performs the planning, implementation, and assessment of the learning experience. Further, the lecturer is the facilitator who indirectly provides guidance and confirms the students' progress. SDL attempts to build the students' awareness that learning is their responsibility. In other words, students are encouraged to be responsible for all their ideas and actions. It also includes team or group work. Although they may work together, the result of the group work is determined by each member. Dependence on others, including on the lecturer, is a reprehensible attitude that may harm the students.

SDL method can be applied when fulfilling the requirements: (a) as adult learners, students need to shift their dependence from others to themselves; (b) experience, although it may be subjective, needs to be utilized as beneficial learning resource; (c) students are ready to learn to be independent learner; (d) students should learn more from real issues rather than from the course materials, including recognition, awards, and supports; and (e) lecturer and students must help each other in seeking new insights. DL and SDL benefit academics in that they provide detailed information that is unavailable from other sources. Students may not experience such learning unless they try. Therefore, the strategy is more appropriate for (a) seeking new knowledge and fresh ideas, (b) proving the truth of any theories, and (c) testing the truth of old theories. Nevertheless, the discovery learning strategies also have several drawbacks: (1) they need relatively longer time, more complex facilities and infrastructure, and higher costs; (2) each type of knowledge needs a different device or technology.

d. *Cooperative Learning (CL)*

Cooperative Learning (CL) is a group learning method designed by a lecturer to solve a particular problem/case. The group consists of several students with various academic levels. In CL, students with similar academic levels cannot be put together. The philosophy of CL is that students with higher academic skills must guide their friends whose skills are lower. In other words, those with lower academic levels should learn from those with higher ones. Cooperative learning is a highly structured method due to several reasons: (a) the grouping activity is structured; (b) the discussion materials

are complex; (c) the discussion steps are highly procedural; and (d) the final product of the group work is ideal. All of these are determined and controlled by the lecturer.



Figure 11.6 Illustration of Cooperative Learning Activities.

Therefore, Cooperative Learning puts students in academic dualism. On one hand, students have to follow the procedures designed by the lecturer. On the other hand, they should be creative in producing ideal learning outcomes. Therefore, CL is the combination of teacher-centered and student-centered learning. Several advantages of the Cooperative Learning Method are: (a) students build active learning habits; (b) students develop individual and group responsibility; (c) students learn to cooperate with peers; and (d) students develop their social skills. Similar to other strategies, Cooperative Learning also exposes some shortcomings, such as (1) dependence on others may reduce teamwork performance; (2) students with high academic levels tend to dominate the group activities; (3) less ideal product generated in the group tend to be the source of conflict within the group.

e. *Collaborative Learning (CbL)*

Collaborative Learning (CbL) is a learning method that emphasizes student cooperation based on consensus among members within the group. The lecturer provides the problem/task/case and is open-ended. However, the grouping of the students is based on interest, group work procedures, allocated time and place for the group work, and the expected assessment of the group results by the lecturer.



Figure 11.7 Illustration of Collaborative Learning Activities.

CbL exposes a situation where two or more students learn to solve problems together. Different from individual learning, students engaged in CbL take mutual benefits from each other's resources and skills (e.g., ask one another about particular information, evaluate and monitor one another, and the like). More specifically, cooperative learning is based on the philosophy that knowledge is built within a population where each member actively contributes to experience-sharing. Collaborative learning is rooted in Vygotsky's theories about the proximal development zone, in which the social aspect is attached to the learning process. Collaborative learning is frequently used as a general term for various educational approaches involving lecturer and student collaboration. Therefore, overall, it describes an activity when a group of students works together to gain understanding, meaning, and solutions and create or produce artifacts. The learning model occurs when an individual actively participates in a community where learning happens through explicit or implicit collaboration. Even so, collaborative learning is often viewed as a cognitive process where the lecturer facilitates knowledge while students become the receiver. The American traditions illustrate that collaborative learning happens when individuals involved in the activity are in the horizontal zone, where students and lecturers are equal. Further, collaborative learning will only occur when students and lecturers engage in discussion and other activities.

f. *Problem-Based Learning/Inquiry (PBL/I)*

Problem-Based Learning/Inquiry (PBL/I) is a learning method that utilizes actual issues commonly discussed by the public. Students are assigned to perform inquiries to solve problems. Another method almost similar to PBL/I is Project-Based Learning (PjBl). PjBl is a systematic learning method that involves students acquiring knowledge and skills through long and structured inquiry upon authentic and complex questions with comprehensively designed tasks and products (Ilah Sailah, 2014: 4-62).

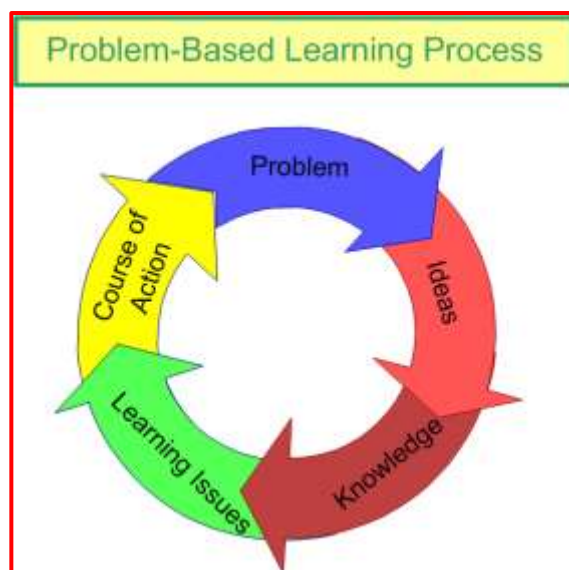


Figure 11.8 Illustration of Problem-Based Learning Activities.

In general, implementation of PBL/I and PjBL in the learning practices have four procedures: (a) students are given problems/cases relevant to one or more competencies determined in the Course Lesson Plan; (b) students find ideas based on the relevant data and information to solve the problems/case; (c) students arrange the data and information and connect them with the problems, allowing them to develop new knowledge; (d) students connect the data, information, or the new knowledge with the current and updated issues of learning; and (e) students solve the problems based on the data and information.

### Lecturer's Roles in Student-Centered Learning (SCL)

The lecturer is open to students' criticism regarding their roles in the learning process. For example, students give feedback about the learning activities dominated by the lecturer. A question arises about the role of the lecturer in SCL. When knowledge is co-constructed by the lecturer and students, does it mean that the lecturer is the one who gives an assignment, and the students do the work? Here lies the lecturer's role. Without "literally teaching," the lecturer must make students learn. The main duties of a lecturer in SCL are designing various strategies and learning methods to help students find meaningful knowledge. Besides, the lecturer is an inspiring person, motivator, and facilitator for the students, creating more challenges that allow for students' improvement. Practically, SCL makes lecturer's roles more significant.

1. The lecturer functions as a motivator and facilitator in the learning process;
2. The lecturer serves as the controller of the expected learning outcomes.
3. The Lecturer functions to design the learning strategies that provide various learning experiences for students to achieve the intended learning outcomes.
4. Lecturers play significant roles in helping students access information and arrange and process data to solve their daily problems.
5. The Lecturer identifies and determines the assessment scheme of the students' achievement relevant to the intended learning outcomes (Ilah Sailah, 2014: 4-57).



At the same time, students also play important roles in SCL.

- a. Students have to understand the expected learning outcomes as explained by the lecturer of the relevant course.
- b. Students should master the learning strategies offered by the lecturer.
- c. Students have the right to agree with the Course Lesson Plan for the relevant courses they attend.
- d. Students have to learn actively (through listening, reading, writing, discussing, and involving in problem-solving activities needing high-order thinking skills, such as analysis, synthesis, and evaluation), either individually or in groups.

The roles of the lecturer and students, as specified above for the context of various methods and strategies of SCL, are presented in Table 11.2.

Table 1.1.2. Summary of learner models (Ilaah Sailah, 2014: 4-63)

No	Method	Students Roles	Lecturer's Roles
1	<i>Small Group Discussion</i>	Create a group of (5 - 10) to choose discussion material for the paper and then present and discuss it in class	<ul style="list-style-type: none"> <li>● Design discussion materials and rules.</li> <li>● Become a moderator and review the discussion results at the end of each session.</li> </ul>
2	Simulation or Demonstration	Learn and play the roles assigned to them or practice/try various prepared models.	<ul style="list-style-type: none"> <li>● Design a situation/activity similar to the real one, such as role-playing or other simulation activities.</li> <li>● Discuss students' performance.</li> </ul>
3	<i>Discovery Learning (DL) and Self-Directed Learning (SDL)</i>	<ol style="list-style-type: none"> <li>1. Gather and arrange the available data and information to formulate new knowledge.</li> <li>2. Plan learning activities, implement, and assess their learning experiences.</li> </ol>	<ul style="list-style-type: none"> <li>● Provide data or guidelines (methods) to help students explore new information/knowledge.</li> <li>● Examine and review the student's learning outcomes.</li> <li>● As a facilitator, provide guidance and confirm the students' individual progress.</li> </ul>
4	<i>Cooperative Learning</i>	Discuss and conclude the problems/tasks given by the lecturer in the group.	<ul style="list-style-type: none"> <li>● Design and monitor the group's learning process and outcomes</li> <li>● Prepare another problem/case for students in the group to solve.</li> </ul>
5	<i>Collaborative Learning</i>	Cooperate with the group members to complete the tasks; Design the process and assessment scheme based on the consensus among the group members.	<ul style="list-style-type: none"> <li>● Design open-ended tasks.</li> <li>● As an inspirer, facilitator, and motivator.</li> </ul>
6.	<i>Project Based Learning (PjBL) and Problem-Based Learning (PBL)</i>	<ol style="list-style-type: none"> <li>1. Complete tasks (project) designed systematically.</li> <li>2. Show performance and responsibility for the work results in the discussion forum.</li> </ol>	<ul style="list-style-type: none"> <li>● Design a systematic task (project) that allows students to learn through inquiry/exploration.</li> <li>● Formulate and conduct supervision and assessment.</li> </ul>

		3. Learn to explore/look for information (inquiry) by utilizing information to solve factual/designed problems provided by the lecturer.	<ul style="list-style-type: none"> <li>● Design tasks to achieve particular competencies.</li> <li>● Provide guidelines (methods) for students to help them solve the given/chosen problems.</li> </ul>
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However, various SCL methods require a lecturer to select an appropriate method relevant to the course and topics. The lecturer may consider three aspects in selecting the SCL strategies: (1) students, (2) content/materials, and (3) facilities and media. First, the lecturer needs to focus on the intended learning outcomes of the relevant course. To make learning more effective, the lecturer must consider the facilities and media suitable for the course materials. For example, when teaching about color, the actual visual or display will be more effective than an oral explanation. Second, to make learning more efficient, the lecturer needs to consider the facilities and media in terms of the class size. Room size and construction determine the learning efficiency. Third, the lecturer needs to consider the student's academic level and material difficulties/complexities to achieve the established standard competencies. The figure below explains the considerations lecturers should take when selecting the appropriate learning methods or strategies. Selecting various SCL strategies, especially designing new SCL instruction, requires students to be creative to help students achieve the intended learning outcomes. Heterogeneity of the student's ability, facilities, infrastructure, number of students, and discipline characteristics highly influence the selection of learning strategies.

## 12. Management and mechanism of curriculum implementation

The quality assurance system for the curriculum follows the PPEPP cycle: (i) *Penetapan kurikulum* (curriculum establishment), (ii) *Pelaksanaan kurikulum* (curriculum implementation), (iii) *Evaluasi kurikulum* (curriculum evaluation), (iv) *Pengendalian kurikulum* (curriculum supervision), and (v) *Peningkatan kurikulum* (curriculum improvement). The head of the university conducts Curriculum establishment at least once every 4 to 5 years. It includes establishing the profile qualification/study program educational objectives, ILO, course and credit weight, and integrated curriculum structure. Curriculum implementation is conducted through the learning process by considering the achievement of ILO, including CLO (course learning outcomes) or CSLO (course sub-learning outcome). Curriculum implementation refers to the Course Lesson Plan developed by the lecturer or team of lecturers by considering the achievement of ILO for each course. CSLO and CLO should support the achievement of ILO loaded on each course.

Curriculum evaluation aims for continuous improvement in the curriculum implementation. The evaluation is carried out in two stages: formative and summative. Formative evaluation considers the achievement of ILO. Meanwhile, ILO's achievement is determined by CLO and CSLO's achievement, which is established at the beginning of each semester by the lecturer or team of lecturers together with the Study Program. Besides, evaluation is also conducted on the learning forms, methods, assessment methods, Course Lesson plans, and supporting learning media. Summative evaluation involving internal and external



stakeholders is conducted regularly every 4 to 5 years. The curriculum is reviewed by relevant experts, industries, and associations, ensuring its suitability with advanced science and technology and meeting user needs. Curriculum implementation control is conducted every semester by observing the ILO achievement's measuring indicators. The Study Program performs this activity. It is monitored and assisted by the University quality assurance unit. Curriculum improvement is based on the curriculum evaluation results, either formative or summative.

Universitas Ahmad Dahlan has 48 standard quality documents, exceeding the minimum standards established by the Quality Assurance Unit of the Directorate General of Higher Education. Universitas Ahmad Dahlan added the values of Al Islam and Kemuhammadiyah as one reference in developing the curriculum. Besides, all quality assurance documents are derived from the web-based quality regulations established by the Quality Assurance Agency (BPM) (<https://bpm.uad.ac.id/>). In detail, the PPEPP (establishment, implementation, evaluation, control, and improvement, respectively) cycle completed by the BPM UAD is shown in Figure 6: (1) UAD established 48 standards based on the university strategic plans (renstra), SN-Dikti and BAN-PT); (2) All carry out the implementation units supported by the Quality System Controller (PSM) based on the standards, OP, and forms; (3) The evaluation is conducted through monitoring and evaluation, self-evaluation, and internal quality audit (AMI); (4) The control is completed by verifying the results of AMI and Management Review Meeting (RTM) of faculty and university; (5) The standard improvement is carried out by Quality Assurance Agency (BPM) and University Planning and Development Agency (BPPU) based on the RTM results and revised documents.

BPM UAD believes that the PPEPP cycle has been completed in systemic and autonomous manners. Besides, it has been appropriately documented, allowing the improvement of the mindset, attitude, and behavior of UAD academics. These are also in line with the standards established by the Directorate General of Higher Education (DIKTI) and the tagline of the university--moral and intellectual integrity--or keizen continuous improvement (CQI).

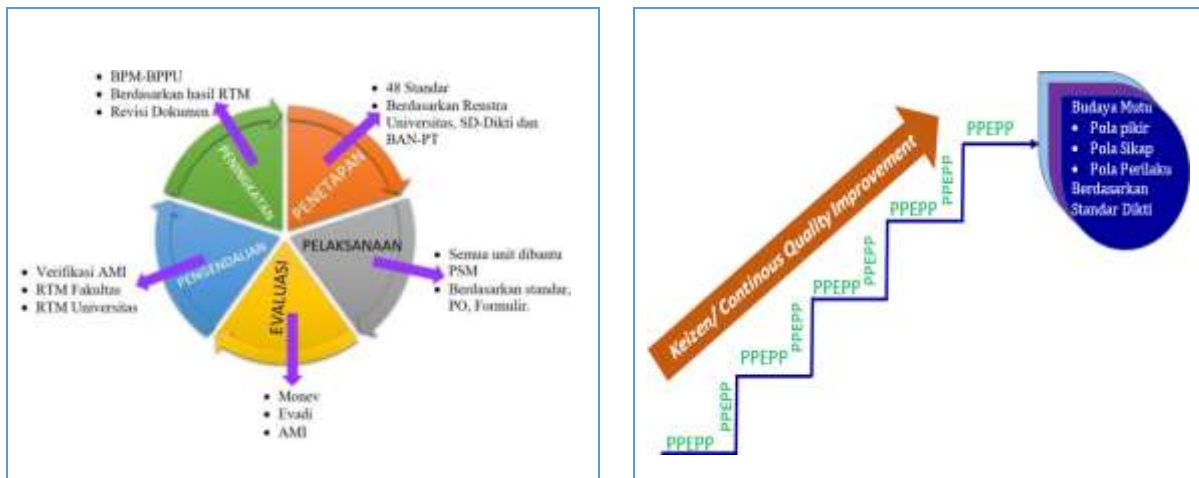


Figure 12.1 PPEPP cycle of UAD: kaizen continuous quality improvement (CQI) Curriculum Management Reference

Other than AMI, UAD also employs AME, or External Quality Audit, to determine the suitability of the internal quality standards with those of the external. AMI is part of the evaluation in the PPEPP cycle. In the Plan Do Check and Action (PDCA) theories, AMI is included in Check (Muslim, 2021). In this case, there are four possible findings of AMI:

1. Achieving the standards: maintain or improve
2. Exceeding the standards: improve
3. Not yet achieving: corrective action
4. Deviating the standards: corrective action

Corrective action as one of the possible results of AMI is taken to remove the unsuitability (KTS), flaws, or other unexpected issues, thereby preventing any repeats and allowing for sustainable improvement. Meanwhile, preventive action removes the contributing factors of unsuitability or reduces the possibility of unexpected situations. Further, verification means ensuring that the determined requirements have been fulfilled through the establishment of objective evidence.

The findings that have not achieved, or perhaps deviate, the standards are categorized into unsuitability (KTS) or observation (OB). KTS consists of findings that have not been achieved, or perhaps deviate, and do not suit the standards determined by the university. OB is the findings that can potentially be KTS or that need immediate correction. Follow-up of KTS and/or OB must always include corrective action by organizing a Management Review Meeting (RTM). RTM is a meeting to discuss the audit findings during a particular period. It is led by the head of the university and attended by the entire management lineup. The conclusion of AMI is the summary of the audit process arranged by the auditor team based on the AMI objectives and all audit findings. Therefore, the study program or other units will formulate the RTM for short-, medium-, or long-term follow-up.

### **13. CLOSING**

The curriculum development or establishment of MIESP is a continuous effort within a particular period following the needs and conditions of the study program. The curriculum guidebook may experience some changes following government policies. Therefore, the technical sections of the curriculum development and establishment need regular examination to ensure their relevance to government policies.

The development of curriculum establishment as one impact of government regulation is inevitable. The development should be perceived as a challenge to improve the quality of the higher education system, especially MIESP FIS UAD. Continuous adaptation will ensure that the educational process suits the current needs and conditions, allowing for a better future.

The curriculum guidebook becomes a binding guideline for MIESP FIS UAD academics in performing education and teaching activities. The corrective feedback from all lecturers during the discipline consortium and corrective feedback from the graduate users and stakeholders serve to complete the established curriculum document.

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