

COLLECTION OF
TEACHING MODULES
for
ISLAMIC CULTURAL HISTORY
SUBJECTS
MADRASAH ALIYAH

(Kumpulan Modul Ajar Mapel SKI Madrasah Aliyah)

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Editor:

Agus Salim Chamidi



Collection of Teaching Modules for **Islamic Cultural History Subject Madrasah Aliyah**

(Kumpulan Modul Ajar Mapel SKI Madrasah Aliyah)

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Editor : Agus Salim Chamidi

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INTRODUCTION

Assalamu'alaikum War.Wab.

This small book is the work of young people. They are great. They are students of International Class of the PAI Study Program IAINU Kebumen on Subject *SKI Learning*. They have succeeded in putting together the Teaching Modules on the subject of Islamic Cultural History for Madrasah Aliyah (SKI MA).

We should appreciate their work. Although there are a number of shortcomings, hopefully their work can enrich the treasury of Islamic Cultural History learning in Madrasah Aliyah, and be useful for readers.

Enjoy.

Wassalam.

Kebumen, January 2025

Editor

Agus Salim Chamidi
Lecture IAINU Kebumen

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TEACHING MODULES

1.

TEACHING MODULE INDEPENDENT CURRICULUM

Name : **Agil Hestiana**
Student Number : 2211073
Faculty/Study Program/Semester : Islamic Education/V
Subject : History of Islamic Culture
Class/Semester : **X/1**
Phase/Element : E/Period of the Prophet Muhammad.
Time Allocation(s) : 2 x 45'
Day/Date : Thursday, December 24th 2024

I. Learning Objective(s)

1. Students are able to analyze and explain the culture of the Meccan people before Islam, as an inspiration for positive actions such as keeping promises, respecting guests and being steadfast.

Criteria for Achievement of Learning Objective(s) CALO

CALO 1: Students are able to analyze the culture of the Meccan people before Islam, as an inspiration for positive actions.

CALO 2: Students are able to explain the culture of the Meccan people before Islam, as an inspiration for positive actions.

II. Learning Steps

No.	Activities	Time
1.	Preliminary Activities 1. The teacher opens with greetings, prayers, and greetings 2. Check student attendance 3. Checks student cleanliness and sleepiness 4. Provides motivation to students 5. Refers to previous material 6. Delivers learning objectives verbally	15 minutes

	7. Give provocative questions	
2.	Core Activities 1. The teacher explains the material and displays a powerpoint about the culture of the people of Mecca before Islam, students pay close attention to what the teacher explains. 2. The teacher displays a short video about the culture of the people of Mecca before Islam, students watch the video carefully. 3. The teacher divides students into 2 groups. 4. The teacher gives questions to groups of students, then students work on the questions. 5. Students present the results of group discussions.	60 minutes
3.	Closing 1. Teachers and students conclude the material together. 2. Conduct learning evaluations. 3. Feedback 4. Teachers deliver tomorrow's material 5. Prayer 6. Greetings	15 minutes

III. Learning Outcome Assessment/Assessment

1. Initial Assessment
2. Formative Assessment
3. Summative Assessment

Kebumen, December 23 2024

Supervisor

Practical

H. Agus Salim Chamidi, M. Pd. I
NIDN. 2102026601

Agil Hestiana
NIM. 2211073

Attachments

1. Learning Outcomes

- Students are able to identify the culture of the Meccan people before the arrival of Islam.
- Students are able to understand the culture of the Meccan people before the arrival of Islam.
- Students are able to explain the culture of the Meccan people before the arrival of Islam.
- Students are able to describe the culture of the Meccan people before the arrival of Islam.

2. Initial Assessment

Initial assessment is conducted at the beginning of learning before studying the material. The assessment uses a question and answer technique with the following questions:

- What do you know about the era of Jahiliyah?
- Islam came to earth as what?

Answer key:

- The Age of Jahiliyah refers to the period before the arrival of Islam in Arabia. Literally, "jahiliyah" means stupidity or ignorance. This era is usually considered a dark period in Arab history, where people lived without clear guidance from revelation or religion.
- Islam came to the face of the earth as a religion that brought revelation from God (Allah) to provide correct living guidance to mankind. Islam came as a Rahmatallil'alamin religion.

3. Formative Assessment

Formative assessment is carried out by the teacher during the learning process, namely when the discussion process takes place. The assessment used by the teacher uses observation techniques with the following assessment instruments:

No.	Aspects observed	Student Name	Mark
1.	Activeness in group discussions		
2.	Participation in solving problems		
3.	Activeness during class presentations		

Assessment Guidelines:

4=Very good

3=Good

2=Enough

1=Not good

Value = Total score x 5

4. Summative Assessment

Summative assessment is an assessment conducted at the end of learning. Summative assessment aims to evaluate the achievement of learning objectives or learning outcomes (CP) of students. This assessment is conducted to determine the extent to which students are able to understand and master the material.

Multiple Choice Questions

1. What was one of the characteristics of Mecca society before the arrival of Islam?
 - A. They live in peace without any conflict.
 - B. They uphold the values of honor and dignity, and really respect guests.
 - C. They strictly follow the teachings of monotheism.
 - D. They do not believe in social and cultural systems.
2. Why do the people of Mecca respect the guests who come?
 - A. Because guests are considered a threat.
 - B. Because respecting guests is part of their tradition and honor.
 - C. Because guests bring wealth.
 - D. Because guests are not allowed to participate in their religious celebrations.
3. What is meant by "jahiliyah" in the context of Meccan society?
 - A. An era where people live in wisdom and knowledge.
 - B. An era without clear religious revelation and guidance.
 - C. An era full of peace and prosperity.
 - D. The era when the people of Mecca worshiped Allah alone.
4. What was the attitude of the people of Mecca towards promises and agreements during the period of ignorance?
 - A. They often break promises for personal gain.
 - B. They don't care about promises and agreements.
 - C. They really maintain honor by keeping promises and agreements.
 - D. They only keep their promises when there is coercion.
5. Apart from respecting guests and keeping promises, what other values were considered important in Meccan culture during the period of ignorance?
 - A. Fight for honor.
 - B. Protect assets from falling into the hands of other people.
 - C. Loyalty to tribe and family.
 - D. Avoid any form of social competition.

Answer keys:

Multiple choice:

1. B
2. B
3. B
4. C
5. C

Essay Questions:

6. Explain how the people of Mecca before the arrival of Islam respected guests, and how this attitude can inspire us in our daily lives.
7. How can the cultural values of the people of Mecca regarding keeping promises serve as inspiration for us in interacting with other people?
8. Mention two positive values from the culture of the Meccan people during the Jahiliyah era that we can imitate in our daily lives, and explain how they are relevant to our lives today.
9. How can the people of Mecca be an example of being steadfast and steadfast in the face of difficulties, and what are the benefits for our lives today?
10. In your opinion, how can the culture of Mecca during the Jahiliyah era, which valued honor and kept agreements, be a lesson for us in facing challenges in the modern world?

Essay keys:

6. The people of Mecca greatly respected the guests who came, they provided shelter, food, and shelter. This shows how much they considered guests as a trust and respected the arrival of others. In our lives, we can inspire this attitude by welcoming guests in a friendly manner, paying attention to their comfort, and appreciating their arrival.
7. The people of Mecca during the Jahiliyah period were very protective and kept promises and agreements that had been made. This teaches us to always fulfill our commitments, both in our personal and professional lives. In everyday interactions, keeping promises makes us respected and trusted by others.
8. Two positive values of Meccan culture are:
 - Respecting guests: This teaches us the importance of being friendly and considerate towards others, especially when they come to our home.
 - Keeping promises: This inspires us to always be responsible and keep the promises we make, both in our personal and professional lives. These values are relevant in our lives today because they help build healthy and trusting social relationships.

9. The people of Mecca showed steadfastness and determination in maintaining their traditions despite being in difficult situations. Their steadfastness can inspire us to remain steadfast in facing life's challenges, whether in facing school exams, work, or personal problems. This steadfast attitude teaches us not to give up easily and always try to improve the situation.

10. The Meccan culture that values honor and keeps agreements can be a lesson for us to maintain integrity in modern life. In an increasingly complex world, we are faced with many challenges that require honesty and punctuality. Keeping promises and honor helps build reputation and trust, which are very important in professional and social relationships in the modern world.

5. LKPD (Student Worksheet)

Topics: The culture of the people of Mecca before the arrival of Islam served as an inspiration for carrying out positive actions such as keeping promises, respecting guests and being steadfast.

Student Name : _____

Class : _____

Date : _____

Instructions: Do the following tasks carefully. Read each question carefully and answer according to your understanding of the culture of the Meccan people before the arrival of Islam. This task aims to find out to what extent you can relate the positive values in that culture to our daily lives.

A. Multiple Choice

Choose the most appropriate answer by putting a cross (X) on the correct letter of choice!

1. What was one of the characteristics of the culture of the people of Mecca before the arrival of Islam?
 - A. They live in peace without conflict.
 - B. They are very respectful of guests and maintain honor.
 - C. They strictly adhere to monotheism.
 - D. They live without a clear social system.
2. What was the attitude of the people of Mecca towards promises and agreements during the Jahiliyah era?
 - A. They often break promises for personal gain.
 - B. They really maintain honor by keeping promises and agreements.
 - C. They don't care much about promises or agreements.

- D. They only keep promises when there is material benefit.
3. Why do the people of Mecca respect the guests who come so much?
- A. Because guests are considered a threat.
 - B. Because respecting guests is part of tradition and honor.
 - C. Because guests bring wealth.
 - D. Because guests are not allowed to participate in their religious celebrations.
4. What is meant by "jahiliyah" in the context of the culture of the Meccan people?
- A. A time filled with peace and prosperity.
 - B. A period without clear religious revelation and guidance.
 - C. The period when the people of Mecca worshiped Allah alone.
 - D. A time when society lived in wisdom and knowledge.
5. What attitudes were considered important by the Meccan people during the Jahiliyah period regarding treaties and relations between tribes?
- A. Respect and keep agreements.
 - B. Ignoring agreements and seeking personal gain.
 - C. Avoid unfavorable agreements.
 - D. Delaying the implementation of the agreement.

B. Short Answer

Answer the following questions briefly and clearly!

- 6. As a society that highly respects guests, mention one form of respect given by the people of Mecca to guests who come!
- 7. How did the people of Mecca show determination and steadfastness in facing their lives?
- 8. Mention two positive attitudes that the people of Mecca had during the Jahiliyah period that can inspire us in our daily lives!
- 9. What can we learn from the attitude of the people of Mecca who strictly maintain honor and keep their promises?
- 10. Why are values such as respecting guests, keeping promises, and being steadfast important to implement in our daily lives?

C. Essay

Answer the following questions with clear and complete explanations!

- 11. How can the culture of the Meccan people respecting guests inspire us in our social relationships and daily lives?

12. Keeping promises is one of the important values in Meccan culture during the Jahiliyah period. Explain how this value can be applied in modern life and have a positive impact on society.
13. The people of Mecca are known for their steadfastness in upholding traditions and facing obstacles. How can this steadfastness teach us lessons in overcoming life's difficulties?
14. Based on the culture of the Meccan people who highly value honor and agreements, how can this attitude be an example for us in a world full of challenges and competition?
15. Tell a personal experience or real-life example around you that reflects a positive attitude such as respecting guests, keeping promises, or being steadfast. Explain how it has a positive impact on you or others!

Answer key:

A. Multiple Choice

1. B. They are very respectful of guests and maintain honor.
2. B. They really maintain honor by keeping promises and agreements.
3. B. Because respecting guests is part of tradition and honor.
4. B. A period without clear religious revelation and guidance.
5. A. Respect and keep agreements.

B. Short Answer

6. The people of Mecca provided food and shelter to guests, even if they were travelers or foreigners.
7. The people of Mecca showed steadfastness and fortitude in maintaining their traditions, despite many obstacles. They faced life with confidence and enthusiasm.
8. Answer:
 - Respect guests by providing protection and food.
 - Keep promises and agreements with full responsibility.
9. We can learn to always keep the promises we make, not only to maintain our own honor, but also to build trust with others.
10. These values are important for creating harmonious social relationships, building trust between individuals, and creating a society that supports each other in facing life's challenges.

C. Essay

11. Respecting guests teaches us to be open, friendly, and appreciate the presence of others. In everyday life, we can welcome guests with attention, provide comfort, and respect their arrival, so that social relationships become better and mutually supportive.

12. Keeping promises teaches us to be responsible and trustworthy. In modern life, keeping promises increases personal integrity, builds trust, and creates more solid relationships in family, work, and society.
13. A steadfast attitude helps us to stay focused and not give up easily when facing problems. With steadfastness, we can learn to solve problems calmly, and be better prepared to face life's challenges without giving up.
14. The attitude of keeping honor and keeping agreements exemplifies the importance of integrity and trust in a competitive world. In the modern world, keeping promises and honor is essential to building a good reputation, both in career and personal life.
15. (Student's personal answer, for example: "I always try to keep my promises to my friends, like if I promise to help them with an assignment, I will make time for it, which makes them feel appreciated.")

6. Enrichment and Remedial

Students who achieve high achievement will be given enrichment in the form of additional activities related to the next learning topic. While students who find difficulties will receive assistance in the form of additional guidance on materials outside of class hours.

7. Reading Materials for Educators and Students

SKI class X independent curriculum textbooks, articles or journals related to the material, and digital learning resources.

8. Bibliography

Elfa Tsuroyya. 2020. *Sejarah Kebudayaan Islam, XI Madrasah Aliyah*. Ministry of Religion: Jakarta

Material

Culture of the Meccan Society Before Islam

Historians refer to the period before the presence of Islam brought by the Prophet Muhammad. as a period of ignorance. Linguistically, the period of ignorance comes from the word ignorant, which is derived from the Arabic root word jahala which means stupid.

This era of ignorance consists of two periods, namely the first period of ignorance and the second period of ignorance. The first period of ignorance covers a very long period, but not much is known about it and most of its supporters have disappeared. The second period of ignorance lasted approximately 150 years before Islam was born. This second period of ignorance is what we know today.

The Arabs before Islam had already known the basics of several branches of science, even in terms of literary arts they had achieved a rapid level of progress. The Arab country is a peninsula at the southwest tip of the Asian continent. To the north it borders Syria, Palestine, and al-Jazirah. To the south it borders the Gulf of Aden and the Indian Ocean. To the east it borders the Gulf of Oman and the Persian Gulf; and to the west it borders the Bab Al-Mandib Strait, the Red Sea and the Zues Canal.

The condition of Arabia, especially the Mecca area, consists of hot and arid desert. This affects the attitudes and behavior of the people of Mecca so that it is reflected in their social and cultural life. The people of Mecca are known as a nomadic nation. They often move around by relying on vehicles in the form of camels and horses.

Arab people like to live in groups and join tribes or tribes that are very numerous. Strength, power, tenacity and courage are the main capital to be able to survive in the desert. They do not like female children because women are considered weak creatures, and are not strong enough to do heavy work. It is as if a great disaster and a disgrace if you do not have a son. However, in addition to having a tough character, temperament and behavior, the Arab people have a high literary artistic soul, especially in the form of poetry and rhymes. Their skill in changing rhymes or verses is the pride of the Arabs. Famous poets are greatly admired and respected.

In terms of belief, the Arab nation during the period of ignorance was divided into several groups:

1. The group that denies the Creator and the Day of Resurrection.
2. The group that acknowledges the existence of God, but even though they acknowledge the existence of God, they deny the existence of the Day of Resurrection.
3. Groups that worship idols, usually each tribe has its own idols. The Kalab tribe in Daumatul Jandal, for example, has the Wad idol, the Huzdail tribe has the Suwa idol, the Madzhaj tribe and the tribes in Yemen all worship Yaghuts and Ya'uq, the Tsaqif tribe in Taif worships Latta, the Qurays tribe in Kinanah worships Uzza. The Aus and Khazraj tribes worship Manat, and at the head of all the idols is Hubal who is placed next to the side of the Kaaba

4. Another group is a group that tends to follow Jewish, Christian and Shabiah teachings, there are also those who worship angels or jinn.

The label of ignorance given to the pre-Islamic Arabs does not mean that there was no goodness at all in their lives. The Arabs still had noble morals and positive culture that were refreshing and amazing to human reason. Among the cultural developments of pre-Islamic Arab society:

1. Scientific tradition

The pre-Islamic Arabs were able to develop science, as evidenced by the development of astronomy discovered by the Babylonians. In addition to astronomy, they were also skilled in the science of lineage, the science of constellations, birth dates and dream interpretation.

2. Trading

Arab communities who live in urban areas or are called *ahlul-hadar*, they live by trading. Their socio-economic life is largely determined by their skills in trading. They made trade trips in two seasons during the year, in the summer they went to Sham (Syria) and in the winter they went to Yemen. At that time a market was established which was named Ukaz market. The Ukaz market is opened in the months coinciding with the time of the Hajj pilgrimage, namely; the months of Dzulkaidah, Zulhijjah and Muharram.

3. Farming

The Arab community living in the interior, namely the *Badui* community, their livelihood is farming and raising livestock. Their lives are nomadic, their lives moving from one valley to another to find grass for their animals. The community living in fertile areas, they farm and live around oases such as *Thaif*. They grow fruits and vegetables.

4. Poetry

Ukaz Market not only provides goods in the form of trade and daily necessities, but also art performances such as *qashidah-qashidah* composed by Arab writers. Poetry is one of the high-level cultures that developed in the pre-Islamic Arab era. Poetry can also make a person or a certain tribe into a backward tribe or a respected tribe. Poetry becomes a matter of *mafakhir* (pride) for them in their social life.

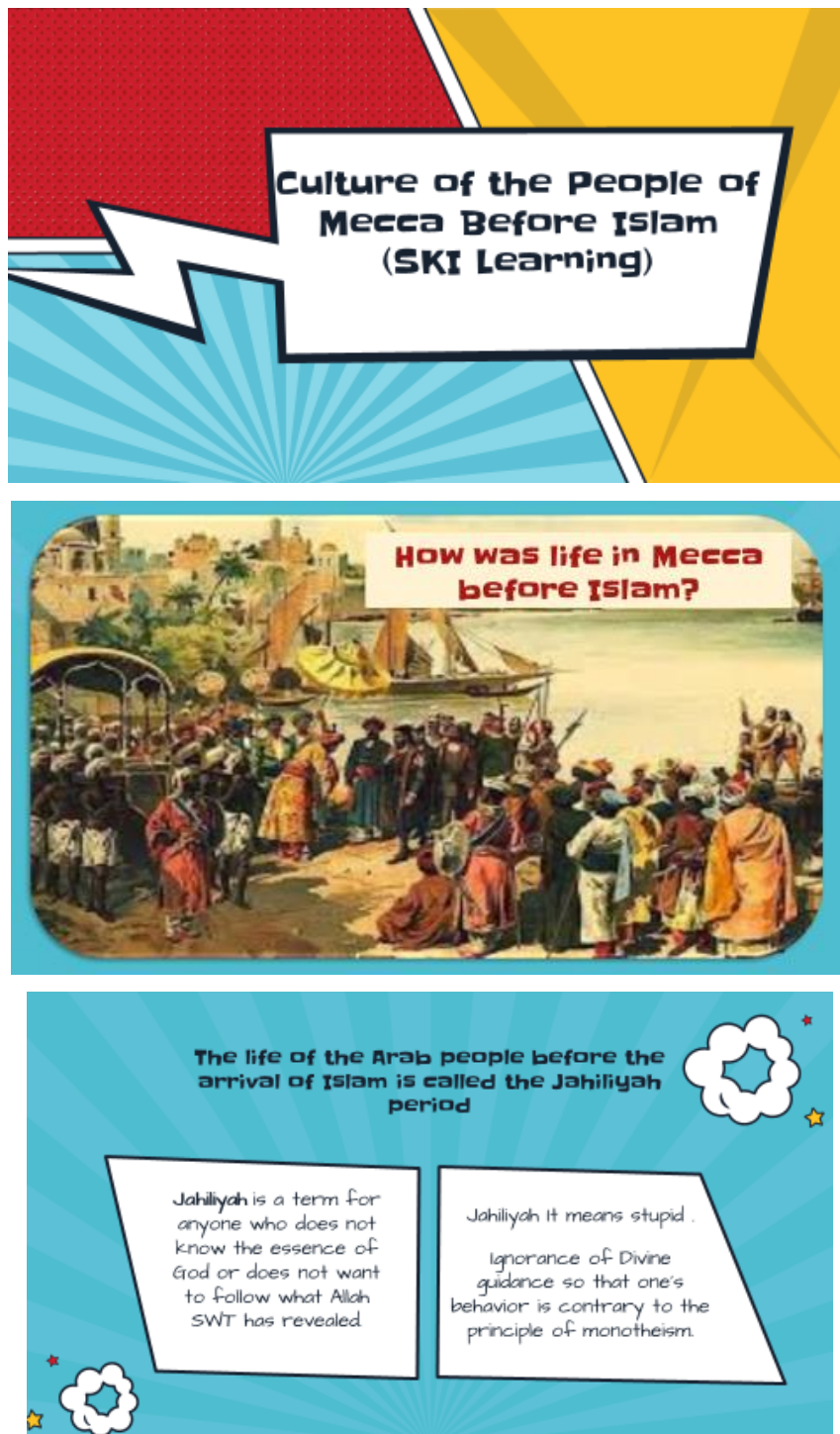
5. Respecting Guests

The social life of the pre-Islamic Arab nation was known to be brave in defending its stance, they did not want to change the stance that was already rooted in their lives. One of them is to respect and initiate guests, respecting guests is part of upholding the generous attitude that they have, they compete to honor guests with all their possessions.

6. Keep Promises

For Arabs, a promise is a debt they must pay. Breaking a promise is a disgrace to their life, even in the story of Hani bin Mas'ud bin Mas'ud asy-Syaibani just for the sake of a promise they were willing to destroy their descendants and destroy their house to fulfill a promise.

PPT Material:



Negative Culture of Arab Society of Jahiliyah

01

Worship idol

02

Bury child Women
alive

03

Drinking alcohol/
khamar

04

Gamble

05

Slavery

06

Civil War

07

Prostitution

Positive Culture of Arab Society of Jahiliyah

01

Tradition science

02

Trade

03

Farming

04

Poetry

05

Honor Visitor

06

Keep promise

TEACHING MODULE

INDEPENDENT CURRICULUM

Name : **Aldo Aditia Putra**
 Number parent student : 2211120
 Faculty/ study program / semester : Tarbiyah / PAI/ 5
 Place Practice : Campus
 Subject : History of Islamic Culture (SKI)
 Element : Period of the Prophet Muhammad.
 Class / semester : **X / 1**
 Allocation time : 1 X 45 minutes
 Day/ date : Tuesday, November 15, 2025

I. Learning objectives

Analyzing the hijrah event carried out by Rasulullah SAW and his friends as a form of the spirit of ukhuah Islamiyah

Criteria for Achievement of Learning Objective(s) CALO

CALO 1: Students capable analyze meaning from journey migration of the Prophet Muhammad SAW and his companions as form Spirit brotherhood Islamic

CALO 2: students capable explain journey migration of the Prophet Muhammad SAW and his companions as form Spirit brotherhood Islamic

II. Learning Steps

No	Activity	Time
1	Preliminary Activities 1. Conducting the opening with greetings, prayers, and greeting students 2. Checking student attendance/taking attendance 3. Instilling a sense of discipline and motivating students 4. Briefly touch on past material and its relation to current material. 5. Delivering orally and writing down today's learning 6. Asking a provocative question	10 minutes

2	Core activities 1. The teacher provides material regarding the story of the migration of the Prophet Muhammad SAW 2. The teacher asks students to give a brief response to the story that has been presented, and gives them the opportunity to ask questions. 3. Student shared into 3 groups 4. Students are asked to discuss material about the story of the migration of the Prophet Muhammad SAW 5. Students are asked to present the results of their discussions	30 minutes
3.	Closing Activities 1. The teacher concludes the discussion of the material 2. Conducting evaluation 3. Feedback 4. Follow-up 5. Delivering upcoming material 6. Prayers & greetings	5 minutes

III. Learning Outcome Assessment (Assessment)

1. Initial learning assessment (lisam)
2. Formative assessment
3. Summative assessment

Supervisor

H. Agus Salim Chamidi
NIDN.2102026601

Kebumen, October 15, 2025

Practice

Aldo Aditia Putra
NIM. 2211120

Attachments:

1. Learning Outcomes (CP)

Subject : Islamic Religious Education

Elements : Cultural history Islam

Class/phase: X (ten)/E

CALO 1: Students are able to analyze the meaning of the migration journey of the Prophet Muhammad SAW and his companions as a form of the spirit of Islamic brotherhood.

CALO 2: students are able to explain the journey of migration of the Prophet Muhammad SAW and his companions as a form of the spirit of Islamic brotherhood

2. Initial Assessment (oral/written)

Initial assessment is conducted at the beginning of learning before studying the journey of the Prophet Muhammad's migration and to measure students' knowledge by asking several oral questions to students. The questions are:

as follows:

- a. Do you know the story of the Prophet Muhammad's journey from Mecca to Medina?
- b. What is the purpose of the trip?
- c. Are you ready to learn?

3. Formative assessment

Formative assessment is carried out by the teacher during the learning process, namely during the discussion process. The assessment used uses observation techniques with the following assessment instruments:

No	Aspects observed	Student name	Mark
1	Teamwork	1. 2. 3.	
2	Activeness in group discussions	1. 2. 3.	
3	Completion task group with Good	1. 2. 3.	

Scoring guidelines: value = total score x 5
 4 = Very good
 3 = good
 2 = sufficient
 1 = less

4. Assessment Summative

Choice Questions :

1. What is the meaning from the migration of the Prophet Muhammad SAW and his companions?
 - a. Transfer place stay
 - b. Physical struggle
 - c. A form of sacrifice and struggle for religion
 - d. Spiritual recreation
2. In the year of how much migration of the Prophet Muhammad SAW and his companions happen ?
 - a. 610 M
 - b. 622 AD
 - c. 624 AD
 - d. 630 AD
3. From which city did the Prophet Muhammad SAW and his companions come from? migrate ?
 - a. Mecca
 - b. Medina
 - c. Jerusalem
 - d. Damascus
4. To which city did the Prophet Muhammad SAW and his companions go? migrate ?
 - a. Mecca
 - b. Medina
 - c. Jerusalem
 - d. Damascus
5. What is the reason? main the migration of the Prophet Muhammad SAW and his companions ?
 - a. Looking for work
 - b. Distribute Islamic preaching and avoiding persecution
 - c. Improve the economy
 - d. Conducting trade
6. What is your name agreement that regulates life between race Muhajirin and Ansar?

- a. Agreement Hdaybiyyah
 - b. Medina Charter
 - c. Agreement Aqaba
 - d. The Treaty of Fath Makkah
7. Who only those who helped the Prophet Muhammad SAW and his companions during migrate ?
 - a. The Quraysh
 - b. The Jews
 - c. The Ansar
 - d. Christians
 8. What is the name of the cave where the Prophet Muhammad SAW and Abu Bakr hid during their migration?
 - a. Cave of Hira
 - b. Thawr Cave
 - c. Tsur Cave
 - d. Uhud Cave
 9. How impact migration to development of Islam?
 - a. Islam becomes more weak
 - b. Islam spreads more broad and strong Islamic brotherhood
 - c. None change
 - d. Islam experienced split
 10. What lessons can be learned from the hijrah journey?
 - a. Give up when facing difficulties
 - b. The importance of piety and patience in facing trials
 - c. Avoiding cooperation
 - d. Leaving religion

Fill-in Questions :

1. Explain the meaning of hijrah for Muslims!
2. Mention the name of the city of origin and destination of the Prophet Muhammad SAW's migration!
3. What is meant by Islamic brotherhood? Explain!
4. Tell about the role of the Ansar in helping the Muhajirin during the migration!
5. Why is the hijrah considered a turning point in Islamic history? Explain!

HIS MIGRATION JOURNEY PROPHET MUHAMMAD SAW

"As a form of the spirit of natural brotherhood"

The Journey of the Hijrah of the Prophet Muhammad SAW

The migration of the Prophet Muhammad ﷺ from Mecca to Medina is one of the important events in Islamic history. This migration took place in 622 AD and marked the beginning of the Hijri calendar.

The migration of the Prophet Muhammad SAW

Prophet Muhammad and his followers, the 'Muhajirin', faced oppression and threats from the Quraysh in Mecca. After the death of his beloved wife Khadijah and his uncle Abutalib, the pressure on the Prophet increased because there was no one to support and protect him.

- The Prophet Muhammad then received a revelation from Allah SWT to emigrate to Medina, he left with his friend Abu Bakar Ash-Siddiq and his followers, the Muhajirin to avoid pursuit from the Quraysh, they traveled hundreds of kilometers, and at one time they hid in Tsur Cave for three days to avoid pursuit

Upon arrival in Medina, the Prophet Muhammad SAW and his entourage were helped and warmly welcomed by the local people, namely the Ansar who had accepted the teachings of Islam. This migration became the starting point for the formation of a strong and rapidly developing Islamic society.

Upon arrival in Medina, the Prophet Muhammad and his entourage were welcomed, cared for given shelter and stay, until the Ansar were willing to sacrifice their property for the benefit of the Muslim community.

Example of Brotherhood of Muhajirin and Ansar

The story of the Ansar is an example of brotherhood and solidarity in Islam. They were willing to share their possessions and homes with their brothers from Mecca, even though they themselves had pressing needs. Allah SWT praised the Ansar in the Qur'an for their noble attitude and their sacrifices for the sake of the Muslims.

The Ansar and Muhajirin worked together in various aspects of life, including economic, social, and religious. They also played a role in the construction of the Prophet's Mosque, which became the center of religious and social activities in Medina. This hijrah event teaches us the importance of brotherhood, solidarity, and cooperation in building a harmonious and strong society.

TEACHING MODULES

INDEPENDENT CURRICULUM

Name : **Amaliyatus Sangadah**
 Student Identification Number : 2211057
 Faculty/Prodi/Semester : Tarbiyah/PAI/5
 Place of Practice : Campus
 Subject : History of Islamic Culture
 Elements : Period Rasulullah saw
 Class/Semester : **X/1**
 Time Allocation : 2x45 Minutes
 Day/Date : Tuesday, 8th October 2024

A. Learning Objective (s)

Student are able to analyzing the substance of the Charter Medina (Misaq al-Madinah) as a form of instilling an attitude of living in harmony and mutual respect between people religious.

Criteria for Achievement of Learning Objective (s) (CALO)

CALO 1: Students are able to explain the historical background of the Medina Charter and the purpose of its formation.

CALO 2: Students are able to relate the values of the Medina Charter to a harmonious and mutually respectful social life.

B. Learning Activities

1. Learning Activity -1 (CALO 1)

No.	Activities	Time Allocation
1.	Introductions Activities 1. Open with a greeting, a prayer, and a warm welcome to the students. 2. Checking the attendance of students 3. Ask interesting questions related to previous material or daily life 4. Motivate the students	5 Minutes

	5. Write down and verbally convey today's learning objectives 6. Providing triggering questions related to the material to be conveyed	
2.	Core Activities 1. The teacher opened the lesson by asking a provocative question about the historical background of the Medina Charter. 2. The teacher provides material about the historical background of the Medina Charter. 3. The teacher divides the students into 4 groups 4. Each group is given a summary of the historical background of the Medina Charter and the purpose of its formation. 5. Students are asked to discuss the historical background of the Medina Charter and the purpose of its formation. 6. The teacher asks the students to present the results of the group discussion.	35 Minutes
3.	Close Activities 1. The teacher summarizes the results of the students' discussion 2. Implementing learning evaluation 3. The teacher gives a summary of the material that has been presented. 4. The teacher conveys the upcoming material 5. The teacher leads the prayer 6. The teacher closes by reading the greetings	5 Minutes

2. Learning Activity -2 (CALO 2)

No.	Activities	Time
1.	Introductions Activities 1. Open with a greeting, a prayer, and a warm welcome to the students. 2. Checking the attendance of students 3. Ask interesting questions related to previous material or daily life 4. Motivate the students 5. Write down and verbally convey today's learning objectives 6. Providing triggering questions related to the material to be conveyed	5 Minutes
2.	Core Activities 1. The teacher divides the students into 3 groups 2. The teacher provides material about the values of the Medina Charter 3. Each group is asked to discuss (linking the values of the Medina Charter with a harmonious and mutually respectful social life) 4. The teacher asks the students to present the results of the group discussion.	35 Minutes
3.	Close Activities 1. The teacher summarizes the results of the students' discussion 2. Implementing learning evaluation 3. The teacher gives a summary of the material that has been presented. 4. The teacher conveys the upcoming material 5. The teacher leads the prayer 6. The teacher closes by reading the greetings	5 Minutes

C. Learning Outcome Assessment

1. Diagnostic assessment

This assessment is carried out at the beginning of learning before studying material about the substance of the Charter Medina (Misaq al-Madinah) to determine student's readiness before entering learning and measure students' knowledge by asking several verbal questions to students. The questions are as follows.

- a) Have you ever heard of the Medina Charter?

2. Formative Assessment

This assessment is carried out by the teacher during learning, especially when students carry out discussion and presentation activities, are carried out by teachers during the learning process, namely during the discussion process. The assessment uses observation techniques with the following assessment instruments:

- a) Teacher observes students during group discussions
- b) Teacher observes when students present

3. Summative Assessment

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

Multiple Choice

1. What is the main purpose of the Medina Charter drafted by the Prophet Muhammad SAW?
 - A. regulating the trading system in Medina
 - B. Creating peace and harmony between community groups in Medina
 - C. Eliminating the inheritance law of the Quraysh nation
 - D. Making Medina the center of Islamic government

Answer: B

2. The Medina Charter became an early example of harmonious relations between Muslims and non-Muslims because ...
 - A. Making Muslims the leaders of the entire community
 - B. Eliminating social differences in society
 - C. Regulating the rights and obligations of all religious groups fairly
 - D. Giving full freedom only to Muslims

Answer: C

3. One of the important substances in the Medina Charter is the agreement that every citizen of Medina must ...
- A. Follow the teachings of Islam completely
 - B. Maintain security and not betray fellow citizens of Medina
 - C. Obey the commands of the Prophet Muhammad unconditionally
 - D. Leave the religious traditions of their ancestors

Answer: B

4. The Charter of Medina granted religious freedom to non-Muslims, on the condition that they...
- A. Were not allowed to practice their religion openly
 - B. Participated in paying taxes to Muslims
 - C. Did not engage in hostility towards Muslims and maintained peace
 - D. Must be followers of the Prophet Muhammad in government

Answer: C

5. The Medina Charter teaches the importance of cooperation between religious communities in facing external threats. This shows that ...
- A. The Medina Charter only applies in war situations
 - B. The Medina Charter emphasizes the principle of mutual cooperation
 - C. The Medina Charter eliminates religious boundaries
 - D. The Medina Charter only benefits Muslims

Answer: B

Essay

1. Explain what is meant by the Medina Charter and state the main purpose of the drafting of the Medina Charter by the Prophet Muhammad SAW!

Answer:

The Medina Charter is a written agreement drafted by the Prophet Muhammad SAW as the leader of the Medina community to regulate social, political, and religious life. The main purpose of the drafting of the Medina Charter was to create peace, harmony, and unity between various community groups in Medina, including Muslims, Jews, and other religious groups, so that they could live side by side in harmony and jointly maintain the security of the city of Medina.

2. Mention three important contents of the Medina Charter related to tolerance between religious communities! Explain how these contents can create harmony!

Answer:

The three important contents of the Medina Charter related to tolerance between religious communities are:

1. Freedom of religion: Each religious group is given the freedom to practice their respective worship and beliefs without interference.
 2. Mutual protection: All citizens of Medina, both Muslims and non-Muslims, have the right to receive protection in times of peace and war.
 3. Cooperation in maintaining security: All citizens of Medina must work together to maintain security and protect the city from external threats.
3. How can the values contained in the Medina Charter be applied in modern society to overcome inter-religious conflict?

Answer:

The values of the Medina Charter, such as tolerance, justice, cooperation, and respect for differences, can be applied in modern society by:

1. Encouraging inter-religious dialogue: Holding discussions and cooperation between religious communities to understand and respect differences.
2. Enforcing fair laws: The government must ensure that all citizens are treated equally without discrimination based on religion or belief.
3. Multicultural education: Instilling the values of tolerance and respect for diversity through early education.

Head Master

Agus Salim Chamidi, M. Pd. I

NIDN. 2102026601

Kebumen, October 08th, 2024

Teacher

Amaliyatus Sangadah

NIM. 2211057

The Charter of Medina

Name : Amaliyatus Sangadah
SIN : 2211057

Historical Background of the Medina Charter

The Medina Charter is a written agreement drafted by the Prophet Muhammad SAW in 622 AD (1 Hijrah) after his migration with the Muslims from Mecca to Medina (formerly known as Yathrib). This charter was drafted in the context of a very heterogeneous Medina society, consisting of Muslims, Jews, Arab tribes who still adhered to paganism, and various groups with different interests. Before the migration, Medina was often hit by inter-tribal conflicts, such as between the Aus and Khazraj tribes. The Prophet Muhammad was invited by the people of Medina (through the Aqabah Baiat) to become a leader and mediator who could unite these various groups. In an effort to create peace and build a harmonious society, the Prophet Muhammad drafted the Medina Charter as a guideline for living together.

The Purpose of Establishing the Medina Charter

- 01 Uniting a Diverse Society
- 02 Upholding Security and Peace
- 03 Forming the Foundation of a Just Government
- 04 Protecting Minority Rights
- 05 Regulating Social and Economic Relations

Values of the Medina Charter

- 01 Unity in Diversity
- 02 Justice and Equality
- 03 Freedom of Religion
- 04 Deliberation and Conflict Resolution
- 05 Helping and Protecting Each Other
- 06 Commitment to Law and Agreement

Conclusion

The Medina Charter is an agreement drafted by the Prophet Muhammad SAW in 622 AD to create unity, security, and a harmonious social order in the heterogeneous Medina. This charter aims to end inter-tribal conflict, establish a just government, protect minority rights, and regulate social and economic relations. By guaranteeing the rights and obligations of all parties fairly, the Prophet Muhammad SAW succeeded in building a peaceful pluralistic society and became an early model of an Islamic political system based on justice, deliberation, and togetherness. The values of the Medina Charter such as tolerance, justice, deliberation, and solidarity provide the foundation for a harmonious and respectful social life. In the modern context, these values encourage the creation of an inclusive, peaceful, and harmonious society despite differences. By practicing these values, we can build a social life based on togetherness and mutual respect.

TEACHING MODULE

MERDEKA CURRICULUM

Name : **Anisa Kusuma Wardani**
 Student Number : 2211145
 Faculty/Study Program/ Semester : Tarbiyah/PAI/5
 Subject : History of Islamic Culture
 Class/ Semester : **X/1**
 Phase/ Element : E/ (2) *Khulafaurrasyidin* Period
 Time Allocation : 2 x 45'
 Day/ Date : Wednesday, Oktober 23rd, 2024

A. Learning Objective(s)

Students are able to analyze the *Khulafaurrasyidin* election process as an effort to instill a democratic attitude in deliberations

B. Criteria of Achievement of Learning Objective(s) (CALO)

1. Students are able to analyze the process of selecting *Khulafaurrasyidin*
2. Students are able to build their character themselves in practicing democratic attitude in deliberation

C. Learning Objectives (LA)

No	Activities	Time
1.	Introduction Activities a. Teacher opens the lesson with greetings, praying, and saying hello warmly b. Teacher checks the student's attendance c. Teacher checks cleanliness and neatness students d. Teacher instill nationalism e. Teacher provides motivation to students f. Teacher briefly touches on previous material and its relationship to current material	15 minutes

	g. Teacher verbally conveys today's learning objectives h. Teacher gives a higher question	
2.	Core Activities a. The teacher explains the techniques that will be used in learning, as well as the material that will be studied b. The teacher forms students into 4 groups randomly and each group is given 1 name of the caliph c. The teacher gives the task of analyzing the selection process according to the group and each group does it d. The group discusses the correct answer and makes sure each group member knows the answer via the internet or book e. Each group presents the results of their discussion and other groups provide responses	60 minutes
3.	Close Activities a. Students conclude the material b. Teacher carries out an evaluation c. Feedback d. Convey upcoming material e. Prayer f. Greetings	15 minutes

D. Assesment

1. Diagnostic Assesment

Diagnostic assessment is conducted at the beginning of learning before studying the material about the process of selecting Khulafaurrasyidin to determine students' readiness before entering learning and to measure students' knowledge by asking several oral questions to students. The questions are as follows:

- a. Do you know the meaning of *khulafaurrasyidin*?

2. Formative Assessment (During the Learning Process)

Formative assessment is carried out by the teacher during the learning process, namely during the discussion process. The assessment used uses observation techniques with the following assessment instruments:

- a. The teacher observes students during group discussions
- b. The teacher observes students' activeness during group discussion.
- c. The teacher observes students during presentations

3. Sumative Assesmen

This assessment is conducted at the end of the meeting to find out how much students understand after the learning is completed. Usually, this test is done in writing in the form of: Multiple Choice, Short Answers and Essays.

1. Before Abu Bakr was elected as caliph, the Ansar proposed the name of a companion to fill the position. That companion was....
 - a. Sa'ad bin Ubadah
 - b. Ali bin Abi Thalib
 - c. Khalid bin Walid
 - d. Ubaydah bin Jarrah
 - e. Abdullah bin Abbas

Answer: A

2. Umar bin Khathab replaced Abu Bakr as-Shiddiq as caliph by means of...
 - a. Chosen by the people of Mecca and Medina
 - b. raised by Muslims
 - c. appointed by Abu Bakar as-Sidiq
 - d. war for power
 - e. allegiance through the Shura Council

Answer: C

3. Utsman bin Affan replaced Umar bin Khatab as caliph through...
 - a. Appointed directly
 - b. Elected in deliberation
 - c. Appointed directly
 - d. War
 - e. Rebellion

Answer: B

4. The appointment of Utsman bin Affan as caliph was decided in a council called....
 - a. Saqifah Bani Saidah
 - b. Ahhlul Halliwal-Aqd
 - c. Tahkim
 - d. Ammah's allegiance
 - e. Tsaqifah al-Islamiyah

Answer: A

5. Caliph Umar bin Khathab appointed six companions to discuss the figure who would become the caliph to replace him. Here are some of the names of the companions, except....

- a. Ali bin Abi Talib
- b. Usman bin Affan
- c. Abdurrahman bin Auf
- d. Khalid bin Walid
- e. Saad bin Abi Waqash

Answer: D

Kebumen, December 31, 2024

Headmaster

Teacher

H.Agus Salim Chamidi, M.Pd.I
NIDN. 2102026601

Anisa Kusuma Wardani
NIM. 2211145

Khulafaurrayidin Selection Process

The Process of Electing Abu Bakr as- Shidiq

- The Ansar proposed Sa'ad bin Ubadah as the caliph of they group .
- Meanwhile, Abu Bakr said: that the position of caliph should be handed over to the people Muhajirin . And Abu Bakr appointed Umar bin Khattab and Abu Ubaidah.
- But Umar and Abu Ubaidah rejected it , and then both of them appointed and chose the appropriate Abu Bakr become the caliph of race The Muhajirin .
- After deliberation held at Saqifah Bani Sa'idah so agreed that Abu Bakar is the one who deserves it become caliph.

In general Umar swung quickly and firmly his hand to Abu Bakr's hand and raised it Abu Bakr's hand and pledged allegiance to him . So what did Umar do ? Quick followed by Abu Ubaidah. And finally followed the Ansar people for pledged allegiance to Abu Bakr except Saad bin Ubadah.

Abu Bakar named himself as *Khalifaturrasul* , which means successor of the apostle.

Abu Bakr as-Sidiq lead people Islam for 2 years.

The Process of Electing Umar bin Khattab

Before died , caliph Abu Bakr request opinion to his friends about the appointment of Umar bin Khattab as caliph.

He ask to Abdurrahman bin Auf, Usman bin Affan , Asid bin Hudhair al anshari , said bin Zaid, and other companions from circles Muhajirin and Anshar. In general they agree with Abu Bakar.

After all agreed regarding Umar, Caliph Abu Bakar then called Usman. To Usman, Abu Bakar dictated a text order appointing Umar as substitute , so as not to There is dispute people Islam .



After Umar died , the Shura Council start hearing . However , four candidates for caliph withdrew self and remaining Uthman bin Affan and Ali bin Abi Thalib .

After do deliberation , elected Uthman ibn Affan became Caliph at the age of 70 .



The process of electing Usman bin Affan

- When Umar bin Khattab experienced sick , because stabbed by a slave from Persia, named Abu Lu'lu'ah , he form a council consisting of six people for determine Umar's successor .
- The council called the Shura Council , whose members are Abdurrahman bin Auf (as chairman), Zubair bin Awwan , Saad bin Abi Waqash , Thalhah bin Ubaidillah , Ali bin Abu Thalib and Usman bin Affan .



The process of electing Ali bin Abi Thalib

- After Caliph Uthman die Because killed , people Islam in Medina is confused Who his replacement .
- Then There is proposal For raise Ali bin Abi Thalib as Caliph but he reject it .
- After get strong urge finally Ali bin Abi Thalib accept as caliph, located at the Nabawi Mosque.
- And Ali got nickname *Asadullah*, which means Lion of God



TEACHING MODULE INDEPENDENT CURRICULUM

Name : **Arma Nazira**
 Student Number : 2211043
 Faculty/Study Program/Semester : Tarbiyah/PAI/V
 Subject : History of Islamic Cultur
 Phase/Element : E/ (2) Khulafaurasyidin Periode
 Class/Semester : **X/1**
 Time Allocation(s) : 2 x 45'
 Day/Date : Wednesday, 23 Oktober 2024

A. Learning Objective(s)

Students are able to identify the khulafaurasyidin's da'wah strategies as inspiration in implementing the principle of deliberation..

B. Criteria of Achievement of Learning Objective(s) (CALO)

1. Students are able to identify the da'wah strategies of the khulafaurasyidin
2. Students are able to find lessons from the da'wah strategies of the khulafaurasyidin as inspiration in implementing the principle of deliberation

C. Learning Objectives (LA)

No	Activites	Time
1.	Introduction Activities 1. Teacher opens the lesson with greetings, praying, and saying hello warmly 2. Teacher checks the student's attendance 3. Teacher checks cleanliness and neatness students 4. Teacher instill nationalism 5. Teacher provides motivation to students 6. Teacher briefly touches on proviouss material and its relationship to current material 7. Teacher verbally conveys today's learning objectives	15 minutes

	8. Teacher gives a higher question	
2.	Core Activities 1. The teacher explains the techniques that will be used in learning, as well as the material that will be studied 2. The teacher divides 4 groups randomly and gives colored paper according to the sub-material (4 caliphs strategy) which will later be cut to become a flipbook 3. The teacher invites students to watch and observe briefly the video of the caliph khulafaurrasyidin strategy 4. The teacher orders each group to write the 4 caliphs strategy on the paper that has been provided 5. e. The teacher orders each group to present the results of their collaboration and other groups provide responses	60 minutes
3.	Close Activities 1. Students conclude the material 2. The teacher provides education so that children can imitate and evaluate for each group 3. Feedback 4. Delivering the upcoming material 5. Prayer 6. Greetings	15 menit

D. Assessment of Learning Outcomes (Assessment)

1. Initial Learning Assessment (Oral/Written)

Conducting an assessment by asking questions about what khulafaurrasyidin is

2. Formative Assessment

Assessment is carried out during the learning process, namely by observing and assessing the discussion process carried out by each group and assessing the activeness of each student.

3. Summative Assessment

This assessment is given by the teacher to students after all materials are delivered in the form of written text, multiple choice or essay.

1. 1. The reason why Caliph Abu Bakar took the policy of compiling the Qur'an was..?

- a. Many memorizers of the Qur'an died
- b. To make it easier to memorize it
- c. So that it is not mixed with the hadith of the Prophet SAW
- d. There was coercion from Caliph Umar bin Khattab
- e. The expansion of the territory of Islamic power

Answer: A

2. The milestone of Islamic economic progress during the time of Caliph Umar bin Khattab was marked by the control of the trading center that was originally colonized by the Eastern Romans, namely..

- a. Mecca
- b. Medina
- c. Syria
- d. Egypt
- e. Kufa

Answer: C

3. The Caliph who took the initiative to fix the State Finances (Baitul Mal) was....

- a. Abu Bakar As Sidiq
- b. B. Umar bin Khattab
- c. Usman bin Affan
- d. Ali bin Abi Thalib
- e. Mu'awiyah bin Abi Sofyan

Answer: D

4. The new Hijri year, the result of the initiative of the caliph Umar bin Khattab, began to be dated on the occasion of...

- a. The migration of the Prophet Muhammad SAW to Medina
- b. The opening of the city of Medina
- c. The Wadak Hajj event carried out by the Prophet Muhammad SAW
- d. The Muslims migrated to Medina
- e. The event of the birth of the Prophet Muhammad

Answer: A

5. Abu Bakar As Sidik's firm attitude is reflected in his statement towards people who deny zakat, namely that they will still be prosecuted if they do not pay it even though the zakat is only....
- a. a piece of sheep rope
 - b. a piece of horse rope
 - c. a piece of camel rope
 - d. a piece of ox rope
 - e. a piece of buffalo rope

Answer: B

Supervisor

H. Agus Salim Chamidi, M.Pd.I
NIDN. 2102026601

Kebumen, Oktober 23, 2024

Practice

Arma Nazira
NIM. 2211043

KHULAFARRASYIDINS daKwah strategy

Abu Bakar As Shidiq's Da'wah Strategy

1. Friday Sermon: Abu Bakar delivered a Friday sermon to provide teaching and guidance.
2. Lectures and teachings: He gave lectures and teachings about Islam to the community, for example, he once said "Islam is the true religion, and Allah will make His religion victorious
3. He built a mosque in Medina, sent aid to disaster-stricken areas and gave zakat, alms to those in need
4. In addition, he also formed a zakat institution and built an Islamic education system

Umar bin Khattab's Da'wah Strategy

Direct Da'wah Strategy

1. Direct invitation: Umar bin Khattab invited people to embrace Islam directly.
2. Dialogue with scholars: He had dialogues with scholars and leaders of other religions.
3. Using social influence: Umar used his influence as a caliph to spread Islam.

Da'wah Strategy Through Leadership

1. Being a role model: He demonstrated just and wise leadership.
 2. Developing an Islamic government system: He developed a transparent and just government system.
 3. Regulating social life: He regulated social life by paying attention to the needs of the people.
- In addition, he collected and distributed the hadith of the Prophet and then he also developed the Qur'an into a standard mushaf.

Uthman bin Affan's Da'wah Strategy

1 Building Mosques

Caliph Utsman bin Affan built many mosques throughout the Islamic region. This was done to make it easier for Muslims to worship and expand the reach of da'wah. Mosques are also places to convey religious messages and strengthen the bonds of brotherhood between Muslims.

2. Sending Envoys to Various Countries

Caliph Utsman bin Affan sent envoys to various countries to spread Islam. These envoys held dialogues with religious and government figures in the country to introduce Islam. This strategy proved quite effective in expanding the territory of Islam.

3 Spreading the Quran

Caliph Utsman bin Affan also spread the Quran throughout the Islamic region. He assigned his companions to copy the Quran and distribute it to various regions. This was done to strengthen Muslims' understanding of religion and expand the reach of da'wah.

4. Improving the Quality of Islamic Education

Caliph Utsman bin Affan also improved the quality of Islamic education. He founded many madrasahs and invited scholars to teach there. This is done to strengthen Muslims' understanding of religion and expand the reach of preaching.

Ali bin Abi Thalib's preaching strategy

Bil Hikmah (Wisdom)

1. Use analogies and parables to explain Islamic concepts.
2. Dialogue with ulama and other religious leaders to introduce Islam.
3. Explain the truth of Islam through the use of logic and reason.
4. Use life experiences to teach moral lessons.
5. Emphasize the importance of science and understanding religion.

Al-Mauizatil Hasanah (Good Advice)

1. Give sincere and sincere advice to the people.
2. Use soft and pleasant words.
3. Emphasize the importance of good morals.
4. Teaching a correct and pious way of life.
5. Provide role models in everyday life.

Al-Mujjadi (Polite Debate)

1. Argue in a polite and polite manner.
2. Using verses from the Koran and hadith as references.
3. Answer questions and doubts patiently and tactfully.
4. Emphasize the importance of tolerance and respect for other opinions.
5. Avoid confrontation and choose constructive dialogue.

Ibrah Da'wah Khulafaurrasyidin

Caliph Abu Bakar As-Shidiq was an honest leader and steadfast in his position in the truth. He was responsive and firm in dealing with movements that deviated from Islamic rules, so that these movements could be immediately anticipated before they developed and would endanger the country.

Caliph Umar bin Khattab was the founder of a democratic Islamic government. He was very open to receiving suggestions and criticism directly from the community without considering their position and rank. Caliph Umar bin Khattab was a leader who initially made improvements in the field of government, including by choosing officials who were truly trustworthy and had the ability according to their fields.

Ibrah Dakwah Khulafaurrasyidin

Caliph Usman bin Affan was a generous but humble leader who always prioritized the interests of the people. He always implemented diplomacy and deliberation to reduce the turmoil that occurred. He developed leadership policies without changing the basic thinking of his predecessor.

Caliph Ali bin Abi Thalib was an intelligent, disciplined, and firm leader in upholding truth and justice. Considerations of truth were more emphasized than unity when conditions were no longer possible. Caliph Ali bin Abi Thalib was also a person who was known to be democratic and highly upheld decisions that had been agreed upon together.

TEACHING MODULE

MERDEKA CURRICULUM

Name : **Ati Muniroh**
 Student Number : 2211016
 Faculty/Study Program/Semester : Tarbiyah/PAI/V
 Subject : History of Islamic Culture Learning
 Class/ Semester : **X/1**
 Phase/Element : E/(3) Classical Period/Golden Age (in 650 AD)
 Time Allocation(s) : 2 × 45' (2 days)
 Day Date : Tuesday, October 15th & 18th, 2024

A. Learning Objective(s)

1. Students are able to analyze the birth process of the Umayyad Daulah as an inspiration to practice an attitude of commitment in carrying out the mandate.

Criteria for Achievement of Learning Objective(s) (CALO)

CALO 1: Students are able to analyze the factors that influence the birth of the Umayyad Daulah, including political and social aspects.

CALO 2: Students are able to discuss the relevance of commitment in carrying out the mandate in the modern context.

B. Learning Activities

1. Learning Activity -1 (CALO 1)

No.	Activities	Time Allocation (s)
1.	Introductions Activities 7. Open with a greeting, a prayer, and a warm welcome to the students. 8. Checking the attendance of students 9. Ask interesting questions related to previous material or daily life 10. Motivate the students 11. Write down and verbally convey today's learning objectives	10 Minutes

	12. Providing triggering questions related to the material to be conveyed	
2.	Core Activities 7. The teacher asks questions about the factors that led to the birth of the Daulah Bani Umayyah (and the students answer the teacher's questions). 8. The teacher explains some of the factors that influenced the establishment of the Daulah Bani Umayyah (and students pay attention to the teacher's explanation). 9. The teacher divides the students into 4 groups (and the students sit with each group). 10. The teacher distributes reading materials to each group (and students read and analyze the reading materials). 11. The teacher divides the material to be discussed regarding the factors that influenced the birth of the Bani Umayyah Daulah including political and social aspects. (and students begin to work by discussing in groups) 12. The teacher asks about the students' group work (and the students answer the teacher's questions). 13. The teacher asks the students to present the results of the group discussion (and each group presents the results of the group discussion).	35 Minutes
3.	Close Activities 7. The teacher summarizes the results of the students' discussion 8. Implementing learning evaluation 9. The teacher gives a summary of the material that has been presented. 10. The teacher conveys the upcoming material 11. The teacher leads the prayer 12. The teacher closes by reading the greetings	10 Minutes

2. Learning Activity – 2 (CALO 2)

No.	Activities	Time Allocation (s)
1.	Introductions Activities 1. Open with a greeting, a prayer, and a warm welcome to the students. 2. Checking the attendance of students 3. Ask interesting questions related to previous material or daily life 4. Motivate the students 5. Write down and verbally convey today's learning objectives 6. Providing triggering questions related to the material to be conveyed	10 Minutes
2.	Core Activities 1. The teacher divides learners into small groups (4-5) of learners (and learners pay attention to the teacher's instructions). 2. The teacher divides the place for each group and divides the topic that learners will discuss (and learners carry out the order and immediately move to the place according to their respective groups). 3. The teacher gives learners time to conduct a short research (5-10 minutes) using books, articles or online resources. The teacher directs the learners to find out about the commitment of the character or event of their choice (and the learners begin to observe all the instructions that the teacher has conveyed and begin to conduct short research). 4. The teacher asks each group to present the results of their research in a creative way (and learners begin to present the results of their group discussions). 5. The teacher gives time to each group to present, after all groups present, the teacher asks learners to give opinions and ask questions about other groups' presentations. (and learners take an active part in the discussion activities)	35 Minutes

3.	Close Activities 1. The teacher asks the students to write a paragraph about what they learned today and how they can apply commitment in life. 2. The teacher gives a summary of the material that has been presented. 3. The teacher conveys the upcoming material 4. The teacher leads the prayer 5. The teacher closes by reading the greetings	10 Minutes
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C. Assessment

1. Initial Assessment: Learning (Oral/Written)
2. Formative Assessment
3. Summative assessment

Supervising Lecturer

Kebumen, October 15th, 2024
Practical

H. Agus Salim Chamidi, M.Pd.I
NIDN. 2102026601

Ati Muniroh
NIM. 2211016

Attachments:

1. Initial Assessment

Early learning assessment is usually called diagnostic assessment. Diagnostic assessment is carried out specifically to identify the competencies, strengths, and weaknesses of students so that learning can be designed following the competencies and conditions of students. Diagnostic assessment in this lesson is done by asking students some oral questions. The questions are as follows:

No.	Questions	Answer	
		Yes	No
1.	What do you know about the Umayyad period? Name some of the characteristics dynasty .		
2.	Who was the first caliph of the Umayyad dynasty and what was his role in its establishment		
3.	Name two factors that you consider important in the birth of the Umayyad dynasty, both from a political and social aspect!		

2. Formative Assessment (Group Discussion)

Objective: To measure students' understanding during the learning process. Formative assessment is conducted by the teacher during the learning process. The assessment used is discussion learning. Discussion Activity: Invite students to discuss in small groups. Each group will discuss the following questions and record the results of their discussion.

a. Discussion process

Group:.....

No.	Aspects observed	Student name	Score
1.	Cooperation in group discussion	1.	
		2.	
		3.	
		4.Etc.	
2.	Completing group assignments well	1.	
		2.	

		3.	
		4. Etc.	
3.	Activeness in discussion	1.	
		2.	
		3.	
		4. Etc.	

Scoring Guidelines:

4 = excellent

3 = good

2 = sufficient

1 = less

Score = (sum of scores × 5 + 20

b. Presentation

Group:

No.	Aspects observed	Score
1.	Presentation Systematics	
2.	Clarity of Presentation	
3.	Attitude during presentation	

Scoring Guidelines:

4 = excellent

3 = good

2 = sufficient

1 = less

Score = (sum of scores × 5 + 20

3. Summative Assessment

Objective: To measure students' understanding and analytical skills after the lesson. Summative assessment is an evaluation method used at the end of learning point assessment of all types of objectives to assess the achievement of learning objectives and learning outcomes as the basis for determining grade promotion or graduation from an educational unit. Multiple Choice Question:

1. Why did Muawiyah I choose to move the center of government from Medina to Damascus?

- a. To avoid conflict with Arab tribes
 - b. To strengthen political and economic power
 - c. To get closer to the European region
 - d. To expand the territory
2. In a social context, what was the role of the merchant class in supporting the Umayyad Daulah?
- a. They opposed Umayyad rule
 - b. They contributed to economic and political stability
 - c. They had no significant influence
 - d. They preferred to be allied with the Khulafaur Rashidin
3. What was one of the biggest challenges for the Umayyad dynasty in maintaining its power?
- a. The spread of Christianity
 - b. Internal divisions between Sunnis and Shiites
 - c. Invasion from the Mongols
 - d. Crusades
4. How did the Umayyad Daulah's foreign policy affect the development of Islam in the areas it controlled?
- a. Weakened the influence of Islam
 - b. Encouraged the spread of Islam to new territories
 - c. Isolating the Umayyad territory
 - d. Stopping the expansion of Islam
5. In your analysis, which factor was most influential in the success of the Umayyad dynasty?
- a. Military power
 - b. Good economic policy
 - c. Support from the people
 - d. All of the above factors are interconnected and contribute

D. Learner Worksheet

Group Worksheet 1

Material : Daulah Umayyah

Class : X (Ten)

Group : 1

Member Name :

Objective :

- 1. Students can analyze the factors that influenced the establishment of the Umayyad daulah.**

Activity steps

Discuss the questions below with your group mates and write the results of your analysis on the answer sheet provided!

- 1. Analyze the factors that influenced the establishment of the Umayyad dynasty! About Political Factors**

Group Worksheet 2

Material : Daulah Umayyah
Class : X (Ten)
Group : 1
Member Name :

Objective :

1. Students can analyze the factors that influenced the establishment of the Umayyad daulah.

Activity steps

Discuss the questions below with your group mates and write the results of your analysis on the answer sheet provided!

2. Analyze the factors that influenced the establishment of the Umayyad dynasty! About Economic Factors

Group Worksheet 3

Material : Daulah Umayyah
Class : X (Ten)
Group : 1
Member Name :

Objective :

1. **Students can analyze the factors that influenced the establishment of the Umayyad daulah.**

Activity steps

Discuss the questions below with your group mates and write the results of your analysis on the answer sheet provided!

1. Analyze the factors that influenced the establishment of the Umayyad dynasty! About Social Factors

E. Enrichment and Remedial

Enrichment and remedial materials:

Students who obtain high achievements will be given enrichment in the form of additional activities related to the topic study.

While students who find difficulties will get assistance from the teacher in the form of personal or group guidance with simpler activity steps. Students are asked to restudy the material on the factors that influenced the establishment of the Umayyad dynasty.

F. Reading materials for educators and students

SKI Package Book (Islamic Culture History) Learning Class X Madrasah Aliyah (Pages 82-111)

G. Bibliography

Elfa Turoyyo, S. M. (2020). Direktorat KSKK Madrasah Direktorat Jenderal Pendidikan Islam.
<http://sikurma.kemenag.go.id/portal/Buku/detail/d0h2Y2JaZmRRbFZUWDg2V2ZDNjZLQT09>



ANALYZING THE POLITICAL AND SOCIAL FACTORS INFLUENCING THE BIRTH OF THE UMAYYAD DAULAH



INTRODUCTION

This presentation explores the **political** and **social factors** that influenced the emergence of the **Umayyad Daulah**. Understanding these elements is crucial for comprehending the complexities of early Islamic governance and its lasting impact on the region.

POLITICAL LANDSCAPE

The **political landscape** of the time was characterized by **tribal rivalries** and the quest for power. The Umayyads capitalized on existing **political divisions** within the Arabian Peninsula to establish their authority and expand their influence.





SOCIAL STRUCTURES

The **social structures** of early Islamic society played a significant role in the Umayyad rise. The **patron-client relationships** and the **status of tribes** were pivotal in garnering support for the Umayyad caliphate, shaping its policies and governance.

ECONOMIC FACTORS

Economic prosperity was essential for the Umayyads. The **control of trade routes** and the collection of **taxes** allowed them to fund military campaigns and administrative structures, solidifying their power and influence in the region.



RELIGIOUS DYNAMICS

The Umayyad Daulah navigated complex **religious dynamics**. The **Sunni-Shia split** was significant, as the Umayyads positioned themselves as rightful leaders, influencing their legitimacy and the political landscape of the Islamic world.



CONCLUSION

In conclusion, the birth of the **Umayyad Daulah** was influenced by a confluence of **political, social, economic, and religious factors**. These elements not only facilitated their rise but also shaped the future of Islamic governance.

TEACHING MODULE

MERDEKA CURRICULUM

Name : **Atiqah Hanum Ma'shumah**
 Student Number : 2211152
 Faculty/Study Program/Semester : Tarbiyah/PAI/V
 Course : History of Islamic Cultural Learning (SKI)
 Class/Semester : **X/1**
 Phase/Element : E/(3) Classical Period/Golden Age (650 AD)
 Time Allocation(s) : 2 × 45' (2 days)
 Day Date : Tuesday, October 29, 2024

A. Learning Objective(s)

1. Students are able to analyze the birth process of the Umayyad Dynasty in Andalusia as an inspiration to practice a dynamic and serious attitude in achieving ideals.

Criteria for Achievement of Learning Objective(s) (CALO)

CALO 1: Students are able to analyze the historical background of the birth of the Umayyad Dynasty in Andalusia.

CALO 2: Students are able to build their character in being innovative, productive and carrying out their mandate.

B. Learning Activities

1. Learning Activity -1 (CALO 1)

NO.	Activity Detail	Time
1.	Introduction Activities - The teacher opened with greetings, prayers and a warm welcome to the students. - The teacher checks students' attendance. - The teacher checks the cleanliness and tidiness of the students - Teachers instill nationalism. - The teacher gives motivation to students. - The teacher verbally conveys today's learning objectives.	5 minutes

	7. The teacher gives trigger questions related to the material to be presented.	
2.	Core activities 1. The teacher asks questions about the decline of the Umayyad Dynasty in Damascus. Previous material (and students answer the teacher's questions). 2. The teacher explains the background of the process of the establishment of the Umayyad Dynasty in Andalusia. (and students pay attention to the teacher's explanation). 3. The teacher divides students into 3-4 groups (and students sit together in each group). 4. The teacher distributes the material to each group and gives questions for group discussion (and students read, analyze, and discuss the material). 5. The teacher asks about the students' group work (and the students answer the teacher's questions). 6. The teacher asks all students to present the results of their group discussions (and each group presents the results of their group discussions). 7. The teacher asks students to give opinions and ask questions or respond to other groups' presentations. (and students play an active role in discussion activities)	35 Minutes
3.	Close Activity 1. Students conclude the material 2. The teacher conducts an evaluation 3. The teacher gives input 4. The teacher delivers the upcoming material 5. Teacher leads prayer 6. The teacher closed by reading a greeting.	5 minutes

2. Learning Activity – 2 (CALO 2)

NO.	Activity Detail	Time
1.	Introduction Activities 1. It opened with greetings, prayers and a warm welcome to the students. 2. The teacher checks students' attendance. 3. The teacher checks the cleanliness and tidiness of the students 4. Teachers instill nationalism. 5. The teacher gives motivation to students. 6. The teacher verbally conveys today's learning objectives. 7. The teacher gives trigger questions related to the material to be presented.	5 minutes
2.	Core activities 1. The teacher asks for clarity on the material that was previously explained. 2. The teacher then plays a video related to the learning material or a video about life. Then asks all students to respond to the contents of the video. 3. The teacher asked to divide the group into 2, the first group was given paper in the form of questions while the second group was given paper in the form of answers. The game was they were told to line up in groups and find out the pair of papers from the contents of the next group so that students were active and productive in class. 4. After that, the teacher matches the questions and answers from the pairs of papers they have paired. 5. For students whose questions and answers do not match, the teacher punishes them by ordering the students to come to the front of the class to do an icebreaker so that the atmosphere is relaxed and not tense. 6. Teachers provide positive reinforcement for students' efforts in building their character.	35 Minutes

3.	Close Activity 1. The teacher provides a summary of the material that has been presented. 2. The teacher provides input and evaluates. 3. The teacher delivers the upcoming material 4. The teacher leads the prayer. 5. The teacher closed by reading a greeting.	5 minutes
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C. Assessment

1. Diagnostic Assessment

This assessment is carried out at the beginning of learning before studying the material about the birth process of the Umayyad Daulah to determine the readiness of students before entering learning and to measure students' knowledge by asking several oral questions to students. The questions are as follows.

- A. Have you ever heard of the Umayyad Daulah ?
- B. Why did the Umayyad Empire decline in Damascus and move to Andalusia?

2. Formative Assessment

This assessment is carried out by the teacher during learning, especially when students are doing discussion and presentation activities, carried out by the teacher during the learning process, namely during the discussion process. The assessment uses observation techniques with the following assessment instruments:

- a. The teacher observes students during group discussions.
- b. The teacher observes while students are giving presentations.
- c. The teacher sees the students' activeness during group discussions.

3. Summative Assessment

This assessment is done at the end of the meeting to find out how far the students' understanding is after the learning is completed. Usually this test is done in writing in the form of: Multiple Choice and Essay.

Multiple choice

1. The Umayyah Daulah was founded by Muawiyah bin Abu Sufyan in...
 - A. 40 H
 - B. 47 H

- C. 30 H
- D. 50 H
- E. 60 H

Answer: A

2. The history of the establishment of the Umayyad Caliphate in Damascus began with a series of three events, namely....

- A. Jamal War, Yarmuk War, Shiffin War
- B. Shiffin War, Tahkim, Amul Jamaah
- C. Shiffin War, Jamal War, Tahkim
- D. Tahkim, Amul Jamaah, Karbala Tragedy
- E. Tahkim, Karbala Tragedy, Jamal War

Answer: B

3. In the tahkim event, the camp of the caliph Ali bin Abi Talib was represented by...

- A. Amr bin Ash
- B. Saad bin Abi Waqqash
- C. Abu Musa Al-Asy'ari
- D. Muawiyah bin Abi Sufyan
- E. Yazid bin Muawiyah

Answer: C

4. The Umayyad Daula in Andalusia was led by 14 caliphs who ruled during the period....

- A. 661-750 AD
- B. 561-750 AD
- C. 661-850 AD
- D. 661-950 AD
- E. 661-790 AD

Answer: A

5. The Caliph of the Umayyad Daula who succeeded Muawiyah bin Abu Sufyan was...

- A. Muawiyah bin Yazid (683-683 AD)
- B. Marwan bin Hakam (683-685 AD)
- C. Abdul Malik bin Marwan (685-705 AD)
- D. Al-Walid bin Abdul Malik (705-715 AD)
- E. Yazid bin Muawiyah (680-683 AD)

Answer: E

6. The Caliph of the Umayyad Daula who ordered the bookkeeping of hadiths to separate authentic and false ones was...

- A. Al-Walid bin Abdul Malik (705-715 AD)
- B. Sulaiman bin Abdul Malik (715-717 AD)
- C. Umar bin Abdul Aziz (717-720 AD)
- D. Yazid bin Abdul Malik (724-743 AD)
- E. Hisham bin Abdul Malik (724-743 AD)

Answer: C

7. The following are the reasons for the collapse of the Umayyad Dynasty in Damascus, except...

- A. Dissatisfaction of the Mawali people with the policies of the Umayyad Dynasty
- B. There was conflict between the North Arabian and South Arabian tribes
- C. There are many internal conflicts
- D. Strengthening the influence of the Abbasids
- E. Byzantine Attack

Answer: E

8. The conquest of Andalusia took place during the reign of the sixth caliph of the Umayyad Caliphate in Damascus, namely....

- A. Al-Walid bin Abdul Malik (705-715 AD)
- B. Hisham bin Abdul Malik (724-743 AD)
- C. Walid bin Yazid (743-744 AD)
- D. Yazid bin Walid (744-745 AD)
- E. Ibrahim bin Walid (744-744 AD)

Answer: A

9. The Caliph of the Umayyad Caliphate in Andalusia who founded the University of Cordoba and a library with a collection of thousands of books was...

- A. Abdurrahman al-Ausath (822-852 AD)
- B. Muhammad bin Abdurrahman (852-886 AD)
- C. Munzir bin Abdurrahman (886-912 AD)
- D. Abdurrahman an-Nasir (912-961 AD)
- E. Hakam al-Muntasir (961-976 AD)

Answer: D

10. The Umayyad dynasty in Andalusia began to weaken when the government began to split into 30 small states which occurred during the...

- A. Third period
- B. Fourth period
- C. Second period
- D. Fifth period
- E. Sixth period

Answer: B

ESSAY

1. Who was the founder of the Umayyad Dynasty in Andalusia and what was its relationship with the Umayyad Caliphate in Damascus?

Answer:

The Umayyad Daulah in Andalusia was founded by Abdurrahman ad-Dakhil. He is a descendant of the Caliph of the Umayyad Daula in Damascus. He was the son of Muawiyah bin Hisyam, a war general who was the son of Hisyam bin Abdul Malik. So, Abdurrahman ad-Dakhil was the grandson of the 10th caliph of the Umayyad Daula in Damascus, Hisyam bin Abdul Malik.

2. Explain the process of establishing the Umayyad Daula in Andalusia?

Answer:

Historical Background of the founding of the Umayyad Daulah in Andalusia

- a. The Fall of the Umayyads in Damascus. After the Umayyad rule in Damascus ended due to the Abbasid revolution, many members of the Umayyad family were killed. Abd al-Rahman al-Dakhil, one of the Umayyad descendants, managed to escape to Andalusia.
- b. Proclamation of Power. On May 15, 756 AD, Abd al-Rahman al-Dakhil proclaimed the establishment of the Umayyad Emirate II in Andalusia, marking the beginning of Umayyad rule in the region.
- c. The development of the Umayyad Empire in Andalusia at the center of government. Cordoba became the center of government and culture, where many advances in science, art, and architecture occurred.
- d. Stable government. Under the leadership of Abd al-Rahman and his successors, the Umayyad Caliphate in Andalusia experienced a period of stability and prosperity, which attracted many scientists and artists from various parts of the world.
- e. Cultural influence. The Umayyad dynasty in Andalusia is known for its significant cultural influence, including in the field of architecture, with the construction of magnificent mosques such as the Great Mosque of Cordoba.

3. Who was the figure who initiated the expansion of Muslim troops to Andalusia? Explain!

Answer:

The conquest of Andalusia occurred since the reign of the Umayyad Dynasty in Damascus, precisely during the reign of Caliph al-Walid bin Abdul Malik (705-715 AD). The process of conquering Andalusia involved the role of the Governor of North Africa Musa bin Nusair. The Muslim troops were under the leadership of warlord Tharif bin Malik who was continued by Thariq bin Ziyad.

4. Explain the actions of Thariq bin Ziyad when pioneering expansion to Andalusia!

Answer:

Thariq bin Ziyad brought troops across the Strait of Gibraltar from North Africa. Then, he conquered various regions in Spain, such as Cordoba, Granada, and Toledo.

5. How many years did the Umayyad Caliphate rule the Andalusia region and how many periods were divided into? List the Umayyad caliphs in Andalusia and their periods!

Answer:

The Umayyad Dynasty in Andalusia ruled for approximately 7.5 centuries (756-1492 AD) which was divided into 6 periods, namely:

- (a) First period (711-755 AD)
- (b) Second period (755-912 AD)
- (c) Third period (912-1013 AD)
- (d) Fourth period (1013-1086 AD)
- (e) Fifth period (1086-1248 AD)
- (f) Sixth period (1248-1492 AD)

The list of Umayyad caliphs in Andalusia is:

- (1) Abdurrahman Ad-Dakhil (756-788 AD)
- (2) Hisham bin Abdurrahman (788-796 AD)
- (3) Al-Hakim bin Hisham (796-822 AD)
- (4) Abdurrahman al-Ausath (822-852 AD)
- (5) Muhammad bin Abdurrahman (852-886 AD)
- (6) Munzir bin Abdurrahman (886-912 AD)
- (7) Abdurrahman an-Nasir (912-961 AD)
- (8) Hakam al-Muntasir (961-976 AD)
- (9) Hisham II (976-1009 AD)
- (10) Muhammad II (1009-1010 AD)
- (11) Solomon (1013-1016 AD)
- (12) Abdurrahman IV (1016-1018 AD)

- (13) Abdurrahman V (1018-1023 AD)
- (14) Muhammad III (1023-1025 AD)
- (15) Hisham III (1027-1031 AD).

Headmaster

Agus Salim Chamidi, M.Pd.I
NIDN. 2102026601

Kebumen, October 29, 2024

Teacher

Atiqah Hanum Ma'shumah
NIM. 2211152

Sejarah Andalusia

- Andalusia adalah sebutan satu wilayah di semenanjung Iberia (Eropa Barat)
- Berasal dari kata Vandal, nama suku yang mendiami wilayah tersebut.
- Kata Vandal berkembang menjadi kata Vandalochi, Andalochi, Andalusia.
- Andalusia sekarang adalah Spanyol.

Proses masuknya Islam di Andalusia

- Di Andalusia terjadi pergolakan politik perang antara penguasa kerajaan Gothia dengan Graft Julian.
- Graft Julian minta bantuan Musa bin Nushair (gubernur Afrika Utara)
- Atas ijin pemerintahan Bani Umayyah (kholifah Walid bin Abdul Malik) dikirim pasukan Islam dipimpin Toriq bin Ziad.
- Terjadi perang Xeres antara pasukan Roderik melawan pasukan Toriq bin Ziad.
- Akhirnya pada tahun 711 M Islam mulai masuk ke wilayah Andalusia

Faktor pendukung masuknya Islam di Andalusia

- **Faktor internal :**
- Keadaan kerajaan Gothia yang rapuh, terjadi berbagai gejolak
- Penguasa Gothia yang tidak toleran terhadap penganut agama lain terutama terhadap Yahudi.
- Penguasa yang kejam, kekerasan, paksaan.
- Keadaan ekonomi yang terpuruk.

lanjutan

- **Faktor eksternal :**
- Perlawanan oleh kelompok agama yang berbeda dengan penguasa.
- Hubungan muslim dengan umat Kristen di Afrika utara yang sangat terbuka, bersama melawan penguasa yang dhalim.
- Agama Islam yang membawa misi perdamaian, toleransi, kesejahteraan dan keadilan.

Ibrah dari masuknya Islam di Andalusia.

- Keberhasilan dakwah/ perluasan Islam yang mengedepankan perdamaian, kesejahteraan, toleransi dan keadilan.
- Islam menjadi besar dan kuat di Andalusia
- Kejayaan dan perkembangan Islam di Andalusia
- Andalusia sebagai pusat peradaban, ilmu pengetahuan Islam yang mampu menenggelamkan kemajuan Eropa saat itu.

Sejarah daulah Umayyah II

- Saat Bani Umayyah runtuh digantikan Bani Abbasiyah, Abdurrahman ad Dakhil melarikan diri masuk Andalusia.
- Saat itu keamiran Andalusia dipimpin Yusuf bin Abdurrahman al Fihri yang sedang menghadapi pemberontakan suku Mudar keturunan bangsa Yaman.
- Memanfaatkan situasi politik saat itu, Abdurrahman ad Dakhil didukung suku Mudar (bangsa Yaman) berhasil menguasai Andalusia.
- Oleh kholifah al Mansur (Kholifah Bani Abbasiyah) beliau diberi gelar "Saqr Quraisy" berarti Rajawali Quraisy.
- Kholifah-kholifah terkenal : Abdurrahman I, Hisyam I, Abdurrahman al Ausath, Abdurrahman an Nashir.

Pemerintahan Abdurrahman ad Dakhil (Abdurrahman I)

- Memantapkan pemerintahan (stabilitas politik) dengan mematahkan setiap perlawanan dari musuh
- Mengorganisasi, memperkuat tentara sehingga memiliki pasukan yang kuat
- Memajukan seni dan budaya dengan membangun masjid Kordoba.
- Pengembangan ilmu pengetahuan dengan mendirikan universitas di Kordoba, Sevilla dan Toledo.
- Membagi pemerintahan kedalam 3 badan (yudikatif, perpajakan dan sipil)

Pemerintahan Hisyam bin Abdurrahman (Hisyam I)

- Bidang pemerintahan : membangun, meningkatkan kesejahteraan masyarakat
- Bidang pendidikan : mempergiat, meningkatkan ilmu pengetahuan dan penelitian, penggunaan bahasa Arab sebagai bahasa resmi.
- Bidang keagamaan : memasukkan madzhab Maliki sebagai mazhab negara, kitab al Muwatho' disalin dan disebarkan keseluruh negeri.
- Memperhatikan kehidupan orang kecil (menyamar), mendermakan hartanya kepada rakyat kecil.

Pemerintahan Abdurrahman al Ausath (Abdurrahman II)

- Beliau dicintai rakyatnya, kemauan keras, wawasan luas, berhasil dalam pemerintahannya.
- Mewujudkan stabilitas dengan mengatasi huru-hara
- Membentuk armada laut yang kuat untuk melawan perompak (bangsa Normandia)
- Memperhatikan pendidikan dengan mendirikan perguruan tinggi dan perpustakaan.
- Pemerintahan menerapkan kebebasan beragama, *mengedepankan nilai akhlak mulia.*

Pemerintahan Abdurrahman an Nashir (Abdurrahman III)

- Bidang polkam : Memadamkan pemberontakan Ordono II, Umar bin Hafsun dan dinasti Fatimiyah.
- Sikap toleransi : gereja diijinkan berdiri, mengundang non muslim datang ke masjid nya, orang Kristen bebas bekerja dalam dinas kenegaraan.
- Bidang ilmu pengetahuan : buku-buku Yunani diterjemahkan kedalam bahasa arab, membangun perpustakaan.
- Kordoba mencapai puncak kejayaan.

TEACHING MODULE

MERDEKA CURRICULUM

Name : **Faidatun Nasikhah**
 Student ID Number : 2211046
 Faculty / Study Program / Semester : Tarbiyah / PAI / V
 Subject : History of Islamic Culture (SKI)
 Class / Semester : **X/ I**
 Phase / Element : E / Classical period or golden age (in 650 AD)
 Time Allocation(s) : 2 x 2 x 45' (2 days)
 Day /Date : October 27th, 29th 2024

A. Learning Objective(s)

1. Students are able to evaluate the process of the birth of the Abbasid Daulah as an inspiration to develop a courageous attitude and commitment in carrying out their mandate.

Criteria for Achievement Learning Objectives (CALO)

CALO 1 : Students **are able to identify** the process of the birth of the Abbasid Daulah.

CALO 2 : Students **are able to build their character themselves, having courage, having commitment, carrying out the mandate**

B. Learning Activities

1. LA-1 (CALO 1)

No	Activity Details	Time Allocation(s)
1.	Introduction Activities 1. Teacher opens the lesson with greetings, praying and saying hello warmly. 2. Teacher checks students attendance. 3. Teacher checks cleanliness and neatness students 4. Teacher instill nationalism. 5. Teacher provide motivation to students. 6. Teacher verbally conveys today's learning objectives.	5 Minutes

	7. Teacher gives a lighter question.	
2.	Core Activities 1. The teacher provides an explanation of the establishment of the Abbasiyah Daulah in general using power point media, students pay attention to the teacher's explanation. 2. Gives individual quizzes to students to get basic or initial scores. 3. The teacher forms students into several groups, each group has 3-5 students. The basis for forming the group is based on the initial test score. 4. The teacher gives a number to each student in each group and gives a different group name. 5. The teacher gives assignments and each group works on them (Before giving group assignments, the teacher first ensures that each group has relevant sources of information such as digital madrasah books or other sources recommended by the teacher) 6. The group discusses the correct answers and ensures that each group member can do it or knows the answer. 7. The teacher calls one of the student numbers represented by each group and the number called reports the results of their collaboration. 8. Students whose numbers are not called by the teacher try to provide responses to the answers from students who present the results of their group work. When finished, the teacher points to the next number.	35 Minutes

	9. The teacher and students together conclude the correct final answer to each question related to the material that has been discussed.	
3.	Close Activities 1. Students conclude the material 2. Teacher carries out an evaluation 3. Feedback 4. Convey upcoming material 5. Prayer 6. Greetings	5 Minutes

2. LA-2 (CALO 2)

No	Activity Details	Time Allocation(s)
1.	Introduction Activities 1. Teacher opens the lesson with greetings, praying and saying hello warmly. 2. Teacher checks students attendance. 3. Teacher checks cleanliness and neatness students. 4. Teacher instill nationalism. 5. Teacher provide motivation to students. 6. Teacher verbally conveys today's learning objectives. 7. Teacher gives a lighter question.	5 Minutes
2.	Core Activities 1. The teacher delivers a little material about several inspiring stories of important figures in the development of the Abbasid Daulah. 2. The teacher divides students into several small groups, consisting of 4-6 people. 3. Each group is given time to read and understand the material that has been delivered by the teacher.	35 Minutes

	4. One member of the group starts by holding a stick. The stick is then rotated alternately between group members while singing the rhythm of the song. If the rhythm of the song is finished, the student holding the stick must answer the questions asked by the teacher. 5. The process of rotating the stick and answering questions continues until all group members have the opportunity to speak. 6. After all group members have had the opportunity to speak, the teacher provides a conclusion and evaluates the students' understanding of the material that has been studied. 7. The teacher provides positive reinforcement for students' efforts in building their character.	
3.	Close Activities 1. Students conclude the material. 2. Teacher carries out an evaluation. 3. Feedback. 4. Convey upcoming material 5. Prayer 6. Greetings	5 Minutes

C. Assesment

1. Diagnostic Assesment

This assessment is carried out at the beginning of learning before studying material about the process of the birth of the Abbasid Daulah to determine student's readiness before entering learning and measure students' knowledge by asking several verbal questions to students. The questions are as follows.

- a. Have you ever heard of Abbasid Daulah?

2. Formative Assesment

This assessment is carried out by the teacher during learning, especially when students carry out discussion and presentation activities, are carried out by teachers during the learning process, namely during the discussion process. The assessment uses observation techniques with the following assessment instruments:

- a. Teacher observes students during group discussions
- b. Teacher observes when students present
- c. Teacher sees the students' activeness during group discussions

3. Summative Assesment

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

Multiple Choice (MC)

1. Daulah Bani Abbasiyah lahir setelah Dinasti Bani Umayyah runtuh, tepatnya didirikan pada tahun...
 - a. 130 H / 748 M
 - b. 131 H / 749 M
 - c. 132 H / 750 M
 - d. 133 H / 751 M

Jawaban: C

2. Khalifah kedua pengganti Abu Abbas As-Saffah adalah...
 - a. Abu Ja'far Al Mansur
 - b. Al Mutawakkil
 - c. Harun Al Rasyid
 - d. Ali bin Abdullah bin Abbas

Jawaban: A

3. Proses lahirnya Bani Abbasiyah adalah kemenangan Abu Abbas Assafah dalam peperangan terbuka melawan Dinasti Bani Umayyah. Arti "As-Saffah" adalah...
 - a. Pejuang
 - b. Pemberani
 - c. Cerdas
 - d. Bijaksana

Jawaban: B

4. Peperangan terbuka yang menjadi cikal bakal berdirinya Dinasti Abbasiyah dinamakan perang...

- a. Uhud
- b. Al-Zab
- c. Badar
- d. Mut'ah

Jawaban: B

5. Masa kepemimpinan Abbasiyah berlangsung selama lebih dari 500 tahun, dan dipimpin oleh berapa khalifah?
- a. 37
 - b. 25
 - c. 12
 - d. 43

Jawaban: A

6. Khalifah Abbasiyah yang terkenal dengan julukan "Al-Ma'mun" dan dikenal sebagai pendukung ilmu pengetahuan?
- a. Harun al-Rashid
 - b. Al-Mansur
 - c. Al-Ma'mun
 - d. Al-Mu'tasim

Jawaban: C

7. Apa yang dimaksud dengan "Bait al-Hikmah" yang didirikan oleh Khalifah Al-Ma'mun?
- a. Pusat perdagangan internasional
 - b. Pusat pendidikan agama
 - c. Pusat penelitian ilmiah dan penerjemahan karya-karya klasik
 - d. Pusat seni dan budaya

Jawaban: C

Essay

1. Mention three supporting factors for the formation of the Abbasid Daulah!

Answer:

The supporting factors for the formation of the Abbasid Daulah include:

- a. Internal divisions of the Umayyad Daulah family and domestic political turmoil.
- b. The division of the North and South Arabian tribal groups.
- c. The disappointment of scholars and religious figures with the Caliph Marwan bin Muhammad who was considered not to have a good statesman's attitude.

2. The Abbasid Daulah collapsed due to internal and external factors. What is one of the internal factors for the collapse of the Abbasid Daulah?

Answer:

One of the internal factors that caused the collapse of the Abbasid Daulah was family conflict which led to a power struggle. The power struggle was clearly visible in the second period of the Abbasid Daulah caliphate.

3. Baghdad was the center of poets and writers during the Abbasid Dynasty. What is the most legendary story in Baghdad?

Answer:

The most legendary story in Baghdad is the story of 1001 nights (Alfu Lailah Wa Lailah). The story was written by Mubasyir ibn Fathik.

4. Al-Judari wal Hasbah is a book by Ar-Razi. What is the content of the book?

Answer:

Al-Judari Wal Hasbah discusses smallpox, measles, and boils. The book is part of the medical literature.

Headmaster

Agus Salim Chamidi, M. Pd. I
NIDN. 2102026601

Kebumen, October 29th, 2024

Teacher

Faidatun Nasikhah
NIM. 2211046

PROSES LAHIRNYA DAULAH ABBASIYAH

Oleh : Faidatun Nasikhah

During the Abbasid dynasty, no nation could match the brilliance of civilization and the advancement of science that developed at that time. So it can be said that the golden age of Islam emerged at that time. The Abbasid dynasty was very instrumental in contributing to civilization and science that continued to inspire Muslim scientists and even Western scientists.



For almost three centuries, many of the legacies of the Abbasid Caliphate have been silent witnesses to the glory of Islam in the Middle East, Asia and even Europe. The rise of the Abbasid Caliphate began with resistance movements against the power of the Umayyad Caliphate in Andalusia during the leadership of Caliph Hisham bin Abdul Malik. These resistance movements found their momentum when the initiators of the Abbasid Caliphate, including Muhammad bin Ali, made the city of Kuffah the center of activities to pioneer new power.





Gerakan Muhammad bin Alimendapat dukungan dari kelompok Mawali yang selalu ditempatkan sebagai masyarakat strata dua. Selain itu, juga dukungan kuat dari kelompok Syi'ah yang sejak dari awal tidak berpihak kepada Daulah Umayyah. Kepemimpinan Daulah Umayyah berakhir pada tahun 132 H (750 M) dengan wafatnya pemimpin terakhir yaitu Khalifah Marwan bin Muhammad di Fustat,

The Abbasid Daulah ruled for almost six centuries (132-656 H/750-1258 AD), founded by Abul Abbas As Saffah assisted by Abu Muslim Al Khurasani, a Muslim commander who came from Khurasan, Persia and Abu Ja'far Al Manshur (754 -775 AD) who contributed a lot in building the government of the Abbasid Daulah. It was called the Abbasid Daulah because the founders and rulers of this dynasty were descendants of Abbas, the Prophet's uncle



THANK YOU

TEACHING MODULE INDEPENDENT CURRICULUM

Name : **Farhatun Nazilah**
 Student Number : 2211063
 Faculty/Study Program/Semester : Tarbiyah/PAI/V
 Subject : History of Islamic Culture
 Phase/Element : E/(3) Classical Period/Golden Age (in 650 AD)
 Class/Semester : **X/1**
 Time Allocation(s) : 2 × 45`
 Day/Date : Tuesday, October 15, 2024

A. Learning Objectives

Students are able to identify Muslim scientists in building Islamic civilization during the Abbasid Dynasty as an inspiration in practicing critical, innovative and creative thinking.

Criteria for Achievement of Learning Objective(s) / CALO

CALO 1 : Students are able to identify the figures of the muslim scientists and their contribution in building islamic civilization during the Abbasid Dynasty

CALO 2 : Students are able to build their characters themselves in practicing critical, innovative and creative thinking.

B. Learning Activities

No	Activities	Time
1.	Preliminary Activities 1. Open with greetings, prayers and greet students warmly 2. Checking student attendance	10 Minutes

	3. Check the cleanliness and tidiness of students and their surroundings 4. Instilling nationalism 5. Providing motivation to students 6. Briefly touch on previous material and its relationship to current material 7. Convey and write down today's learning objectives 8. Asking lighter questions	
2.	Core activities 1. Students study material from videos displayed on the monitor screen and read and study textbooks 2. each student counts for group division according to the teacher's direction 3. The representative of the advanced group takes the material to be discussed 4. Students discuss in groups according to the material obtained 5. Students present the results of discussions in groups	25 Minutes
3.	Closing Activities 1. Students conclude the material 2. Carrying out evaluations 3. Follow-up 4. Presenting upcoming material 5. Prayer 6. Regards	10 Minutes

C. Assesment

1. Diagnostic assessment

This assessment is carried out at the beginning of learning before studying material about Muslim scientists who played an important role in the Abbasid era to determine students' readiness before entering learning and measure students' knowledge by asking students several verbal questions. The question is as follows.

- a. Have you ever heard of Muslim scientists who played an important role during the Abbasid era?

2. Formative Assessment

This assessment is carried out by teachers during learning, especially when students carry out discussion and presentation activities, and is carried out by teachers during the learning process, namely during the discussion process. The assessment used uses observation techniques with the following assessment instruments:

- a. The teacher observes students during group discussions?
- b. The teacher sees students' activeness during group discussions?
- c. The teacher observes when students are present?

3. Summative Assesment

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

Multiple Choice (MC)

1. Who is known as the "Father of Logic" in Islamic philosophy?
 - a) Al-Kindi
 - b) Al-Farabi
 - c) Ibn Sina
 - d) Al-Ghazali

Answer : (A. Al- Kindi)

2. Which scientist discovered the concept of algebra?

- a) Al-Khwarizmi
- b) Al-Kindi
- c) Ibn Yunus
- d) Al-Razi

Answer : (a. Al-Khwarizmi)

3. What is Al-Khwarizmi's contribution to the field of mathematics?

- a) Discovery of the theory of gravity
- b) Development of algebra
- c) Discovery of the concept of trigonometry
- d) Development of geometry

Answer : (b. Development of algebra)

Fill in the Blank

1. Which figure wrote the book "Al-Qanun fi al-Tibb"?

Answer: Ibn Sina.

2. What is Al-Kindi's contribution to philosophy?

Answer: Developing Islamic logic and philosophy.

3. Who influenced the development of Islamic philosophy?

Answer: Al-Farabi.

Essay

1. Al-Khwarizmi's contribution to the development of mathematics and astronomy .Explain Al-Khwarizmi's contribution to the development of mathematics and astronomy during the Abbasid period!

Answer: Al-Khwarizmi was one of the leading Muslim scientific figures during the Abbasid Daulah era. His contributions to mathematics and astronomy were significant. In the field of mathematics, Al-Khwarizmi developed the concept of algebra and discovered methods for solving linear and quadratic equations. He also wrote the book "Al-Kitab al-mukhtasar fi hisab al-jabr wa'l-muqabala" which became the main reference in mathematics. In the field of astronomy, Al-Khwarizmi developed sine tables and calculated planetary orbits. He also determined the exact times of the solstices and equinoxes. Al-Khwarizmi's

contributions to mathematics and astronomy have influenced the development of science in Europe and the world.

2. Explain Ibn Sina's role in the development of Islamic philosophy and medicine during the Abbasid period!

Answer :Ibn Sina was a Muslim scientist who influenced the development of Islamic philosophy and medicine. In the field of philosophy, Ibn Sina developed the concepts of "Wujud" (existence) and "Mahiat" (essence) which combined Greek philosophy with Islamic teachings. He wrote the book "Al-Qanun fi al-Tibb" which has been the main reference in medicine for centuries. In the field of medicine, Ibn Sina developed theories about disease and treatment. He also explained the concept of "Divine Justice" in his philosophy. Ibn Sina's role in the development of Islamic philosophy and medicine has influenced Medieval European thought

3. Explain the influence of Al-Ghazali in the development of Sufism and Islamic philosophy during the Abbasid Daulah era!

Answer :Al-Ghazali is a Muslim scientist who influenced the development of Sufism and Islamic philosophy. He developed the concept of "Ma'rifa" (spiritual knowledge) and wrote the book "Ihya 'Ulum al-Din". Al-Ghazali also criticized Greek philosophy and rationalism, and developed the concepts of "Tawhid" (the unity of God) and "Divine Justice". Al-Ghazali's influence in the development of Sufism and Islamic philosophy has influenced Sufi thought and Islamic philosophy. He is considered to be one of the important figures in the history of Islamic thought.

Kebumen, October 15th, 2024

Headmaster

Teacher

Agus Salim Chamidi, M. Pd. I

NIDN. 2102026601

Farhatun Nazilah

NIM. 2211063

TEACHING MODULE INDEPENDENT CURRICULUM

Name : **Farikoh**
 Student Number : 2211053
 Faculty/Study Program/Sem. : Tarbiyah/PAI/V
 Subject : History of Islamic Cultur
 Phase/Element : F/(1)Middle Periode/Decline Era (1250AD-1800 AD)
 Class/Semester : **XI/1**
 Time Allocation(s) : 2 × 45'
 Day/Date : Tuesday, October 15, 2024

I. Learning Objectives

Students are able to evaluate the birth process of the Ottoman empire

Criteria for Achievement of Learning Objective(s) / CALO

CALO 1 : Students are able to connect various events in the birth process of the Ottoman Empire.

CALO 2 : Students are able to identify the Caliphs of the Ottoman Empire.

CALO 3 : Students can analyze the influence of Ottoman history on current life.

II. Learning Activities

No	Activities	Times
1.	Preliminary Activities 1. Opening with greetings, prayers, and greeting students warmly. 2. Checking student attendance	15 Minutes

	3. Checking the cleanliness and tidiness of students and the surrounding area 4. Instilling nationalism 5. Giving motivation to students 6. Briefly mentioning previous material and its relation to current material 7. Conveying and writing according to today's learning objectives 8. Giving starter questions	
	Core Activities 1. Students pay attention and take notes on the explanation of the material from the Power Point delivered by the teacher. 2. Students are formed into several groups. 3. Each group discusses the material and makes a mind map on manila paper. 4. Each group can present by explaining the contents of the material according to the mind map made.	60 Minutes
	Closing Activities 1. Students conclude the material 2. Conduct evaluation 3. Follow-up 4. Deliver upcoming material 5. Prayer/Closing	15 Minutes

III. Assessment of Learning Outcomes (assessment)

1. Initial Learning Assessment (Oral/Written)

Conducting assessment by asking questions about how the process and history of the Qur'an was revealed before the teacher starts the lesson

2. Formative Assessment

The teacher observes and assesses the discussion and presentation process carried out by each group.

3. Summative Assessment

This assessment is given by the teacher to each student after all the materials are delivered in the form of written tests, multiple choice (MC) or essays.

Kebumen, October 15, 2024

Supervisor

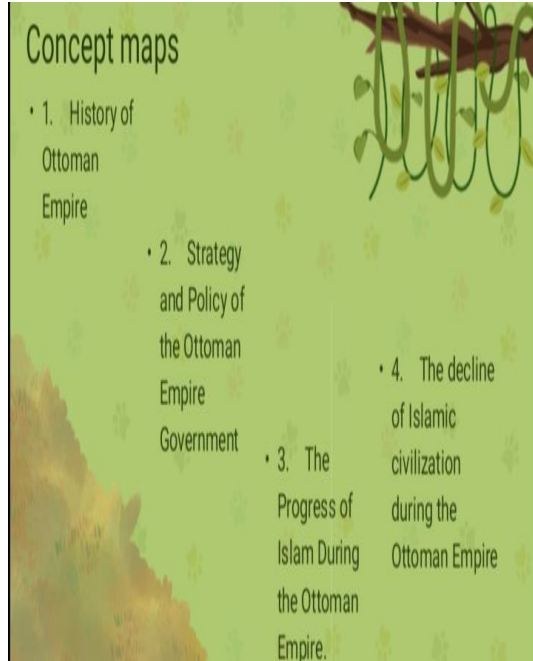
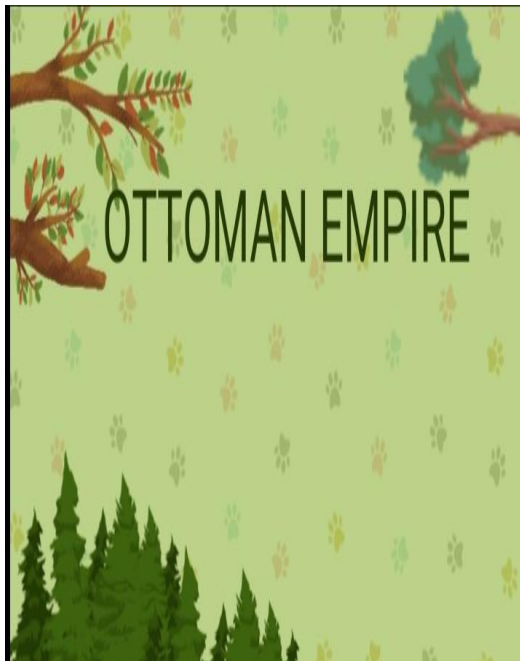
Practice

H. Agus Salim Chamidi, M.Pd.I

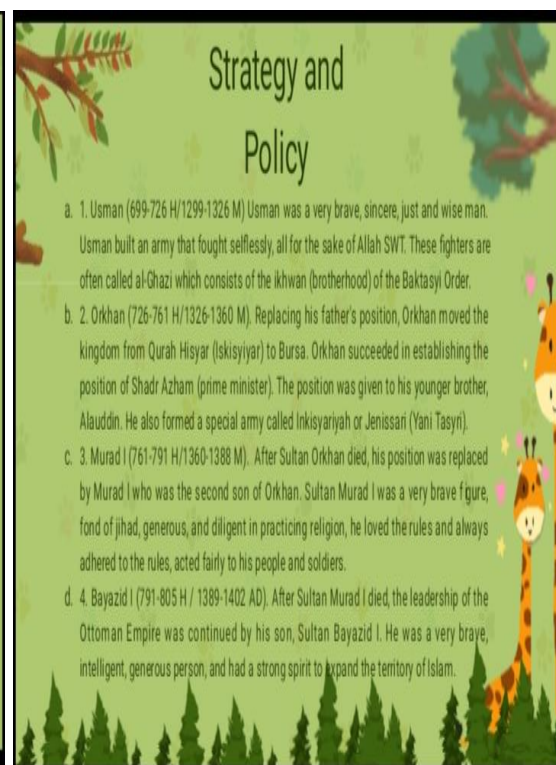
Farikoh

NIDN. 2102026601

NIM. 2211053



MATERIAL



Progress of Islamic Civilization

- The rise of the Ottoman Empire was initiated by Muhammad I, Timur's victory
- Lenk over the Ottoman State left a very deep wound, added
- sibling disputes within the Ottoman family. With strong determination, Muhammad I united the entire family and
- his brothers, finally the Ottoman Empire rose and was victorious.
- Among the rulers of the Ottoman Empire, the second generation led to
- The pinnacle of success is:
 1. Muhammad I (817-824 H/1403-1421 AD).
 2. Murad II (824-855 H/1421-1451 AD).
 3. Muhammad II Al-Fatih (855-884 H/1451-1481 AD).
 4. Bayazid II (884-918 H/1481-1512 AD).
 5. Salim I (1512-1520 AD/918-926H)
 6. Sulaiman Al-Qanuni (927-974 H/1520-1566 AD)

The Decline of Islamic

1. Weak government conditions and the decline of the morals of the leaders of the Ottoman Empire.
2. Weakening military power and attacks from European nations.
3. Secular Opposition Movement.

TEACHING MODULE INDEPENDENT CURRICULUM

Name : **Intan Latifah Mareta Sari**
 Student ID Number : 2211109
 Faculty/ Study Program/ Semester : Tarbiyah / Islamic Education / V
 Subject : History of Islamic Culture (SKI)
 Element : Middle Period/Period of Decline (1250 M-1800 M)
 Phase / Class : **F / XI**
 Time Allocation : 2 x 2 x 45' (2 days)
 Day / Date : Wednesday, December 20 & 22, 2024

A. Learning Objectives

Identify the development of civilization and science during the Mughal period as an inspiration in practicing innovative and creative.

Criteria for Achievement of Learning Objectives (CALO)

CALO 1: Students **can identify important figures in the Mughal civilization** and their contributions to the world in the advancement of science, art, and architecture.

CALO 2: Students **are able to build their own character and adopt innovative and creative attitudes** in their daily lives, based on examples from the Mughal civilization.

B. Learning Activities

1. LA- 1 (CALO 1)

No	Activity Details	Time Allocation(s)
1.	Introductions Activities 1. Teacher opens the lesson with greetings, praying, and saying hello warmly 2. Teacher checks student attendance	15 Minutes

	- Teacher checks students cleanliness and neatness - Teacher instills nationalism - Teacher provides motivation to students - Teacher verbally convey today's learning objectives - Teacher gives a lighter question	
2.	Core Activities - Teacher gives an explanation about the development of civilization and science during the Mughal period using power point media, students pay attention to the teacher's explanation. - Teacher asks the student to give feedback on the explanation of the material that has been delivered - Student are divided into 6 groups - The teacher prepares a spin containing 6 Mughal Daulah figures, then one group representative is asked to choose and get the name of 1 Mughal Daulah figure at random. - Students identify important figures in the Mughal civilization and their contribution to the world in the advancement of science, art, and architecture. - Student explain about the keywords that have been adjusted to the sub material	70 Minutes
3.	Close Activities	5 Minutes

	1. Student conclude the material 2. Teacher carries out an evaluation 3. Feedback 4. Convey upcoming material 5. Prayer 6. greetings	
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2. LA- 2 9 (CALO 2)

No	Activity Details	Time Allocation(s)
1.	Introductions Activities 1. Teacher opens the lesson with greetings, praying, and saying hello warmly 2. Teacher checks student attendance 3. Teacher checks students cleanliness and neatness 4. Teacher instills nationalism 5. Teacher provides motivation to students 6. Teacher verbally convey today's learning objectives 7. Teacher gives a lighter question	15 Minutes
2.	Core Activities 1. The teacher presents some stories of figures in the Mughal civilization who played a role in the advancement of science, art, and architecture in the world. 2. Then students in groups discuss the characteristics of the characters that have been determined by the teacher.	70 Minutes

	3. Students present the results of their discussion. 4. The teacher reflects by giving students the opportunity to give feedback on the material that has been learned as an improvement for the next step. 5. The teacher provides motivation to strengthen students in building their character and fostering inspiration based on the inspirational figures they have learned as their spirit in facing the challenges they face.	
3.	Close Activities 1. Student conclude the material 2. Teacher carries out an evaluation 3. Feedback 4. Convey upcoming material 5. Prayer 6. greetings	5 Minutes

C. Assesment

1. Diagnostic Assesment

Initial assessment is carried out at the beginning of learning before learning material about the history of the Mughal Empire to measure students' knowledge by asking several oral questions to students.

The questions are as follows:

NO	Question	Answer	
		Yes	No
1.	Have you ever read a history book about the Mughal Empire? Or have you ever seen a movie		

	about the Mughal Empire? Like the movie Jodha Akbar?		
2.	Do you know how the Mughal Empire was established?		
3.	Do you know who were the figures who played a role in the progress of the Mughal Daulah?		

2. Formative Assesment

Formative assessment is carried out by the teacher during the learning process such as during group discussion activities and presentations. The assessment used used observation techniques with the following assessment instruments:

No	Aspects Observed	Student Name	Score
1.	Group cooperation	1.	
		2.	
		3.	
		4.	
		5.	
		6.	
2.	Activeness in group discussion	1.	
		2.	
		3.	
		4.	
		5.	
		6.	
3.	Completing group tasks well	1.	
		2.	
		3.	
		4.	
		5.	
		6.	

Score guidelines:

4 = Very good

3 = Good

2 = Fair

1 = Insufficient

3. Summative Assessment

Summative assessment is an assessment conducted at the end of learning. This assessment aims to assess the achievement of learning objectives and learning outcomes of students. The summative assessment used is using written test questions.

A. Multiple Choice (MC)

1. Who was the founder of the Indian Mughal sultanate?

- a. Zahiruddin Muhammad Babur
- b. Jalaluddin Muhammad Akbar
- c. Humayyun
- d. Nuruddin Muhammad Salim

Answer: A

2. During whose reign did the Mughal sultanate reach the peak of its glory?

- a. Humayyun
- b. Jalaluddin Akbar
- c. Zahiruddin Babur
- d. Syeh Jehan

Answer: B

3. The Mughal Empire was pioneered by Zahiruddin Muhammad Babur (1526-1530), and his father was named Umar Mirza who was the ruler of the region....

- a. Farghana
- b. Afghanistan
- c. Samarkand
- d. India

Answer: A

4. The territory that was first conquered by Zahiruddin Muhammad Babur in 1494 AD was....
- a. Farghana
 - b. India
 - c. Afghanistan
 - d. Samarkand

Answer: D

5. Zahiruddin Muhammad Babur was able to take control of Punjab and then to Delhi by defeating....
- a. Humayyun
 - b. Tahmasp ruler of the Shafawi State
 - c. Ibrahim Lodi
 - d. Aurangzeb

Answer: C

6. In 1450 AD Humayyun was defeated by Sher Khan (Afghanistan). Humayyun fled to Persia which was then led by....
- a. Humayyun
 - b. Tahmasp ruler of the Shafawi State
 - c. Ibrahim Lodi
 - d. Aurangzeb

Answer: B

7. The Sultan with the largest Mughal Empire in India is....
- a. Humayyun
 - b. Shah Jehan
 - c. Ibrahim Lodi
 - d. Aurangzeb

Answer: D

8. The main strategies used by Babur to establish the Mughal Empire were....
- a. Strategic marriage with a local ruler
 - b. Conquerors of various Hindu kingdoms in Northern India
 - c. Alliance with the Shafawi Dynasty
 - d. Supporting trade with Europe

Answer: B

9. The Sultan of the Mughal Empire who is famous for his policy of religious tolerance is....

- a. Sultan Babur
- b. Sultan Shah Jahan
- c. Sultan Akbar
- d. Sultan Jahangir

Answer: C

10. The most prominent policies of the Mughal dynasty were...

- a. Religious tolerance
- b. Expansion of territory
- c. Magnificent architectural construction
- d. All correct answers

Answer: D

B. Stuffing

1. Who was the last Sultan of the Mughal Empire before the fall of the empire....

Answer: Auranghzeb

2. The Mughal sultan with the shortest reign of 1712-1713M was....

Answer: Jehandar

3. The last sultan of the Mughal empire to be expelled from the court in 1858M by the British was....

Answer: Bhadur Syah

C. Essay

1. What were the main strategies adopted by the Mughal Empire to maintain its power in India?

Answer:

Answer: Alliances with European countries

2. Why did the Mughal Empire decline in the 18th century?

Answer:

Answer: Decreased interest in arts and culture

Kebumen, December 20, 2024

Headmaster

Teacher

Agus Salim Chamidi, M. Pd. I

Intan Latifah Mareta Sari

NIDN. 2102026601

NIM. 2211109

POWER POINT

The Mughal Dynasty and Its Achievements

This presentation explores the history, legacy, and cultural achievements of the Mughal Empire, a powerful dynasty that ruled over much of the Indian subcontinent for over 300 years.



Introduction to the Mughal Empire

Origins

The Mughal Empire was founded in 1526 by Babur, a descendant of Timur and Genghis Khan. He defeated the last Lodi Sultan of Delhi, marking the beginning of Mughal rule in India. The Mughals were of Turco-Mongol origin and their empire encompassed various regions, including modern-day India, Pakistan, Bangladesh, and Afghanistan.

Cultural and Religious Influence

The Mughals embraced a unique blend of Persian, Indian, and Islamic cultures, resulting in a rich and diverse society. Their art, architecture, and literature showcased this unique fusion, leaving a lasting impact on the region.

Prominent Mughal Rulers and Their Contributions

Akbar

Promoted religious tolerance, expanded the empire, and implemented social reforms. He introduced the concept of 'Sulh-i-Kul,' which emphasized peace and harmony among all religions.

Jahangir

Known for his artistic patronage and love for art and culture. He commissioned renowned artists and crafted exquisite jewelry and precious stones. His court witnessed a flourishing of Mughal art.

Shah Jahan

The Mughal emperor who built the Taj Mahal. His reign was marked by extravagant architectural projects and advancements in art and literature.

Aurangzeb

A controversial figure known for his expansionist policies and strict adherence to Islamic law. He expanded the empire to its greatest extent but his rule was also marked by religious persecution and intolerance.

Rise of the Mughal Dynasty

1

Babur's Conquest

Babur's military genius and innovative tactics enabled him to conquer Delhi and establish the Mughal Empire. His victory at the First Battle of Panipat in 1526 marked the beginning of Mughal rule.

2

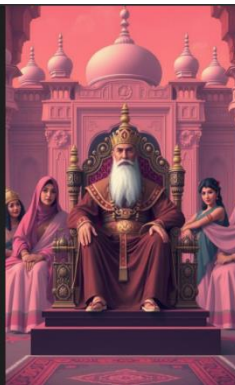
Humayun's Reign

Humayun, Babur's son, initially faced challenges but ultimately restored Mughal authority. He laid the groundwork for the empire's expansion and consolidated power.

3

Akbar's Golden Age

Akbar, Humayun's son, is considered the greatest Mughal emperor. He expanded the empire significantly, introduced administrative reforms, and promoted religious tolerance, ushering in a period of cultural and economic prosperity.



Architectural and Cultural Achievements of the Mughals



Architecture

Mughal architecture is known for its grandeur, intricate details, and fusion of Persian, Indian, and Islamic styles. The Taj Mahal, the Red Fort, and the Jama Masjid are iconic examples.



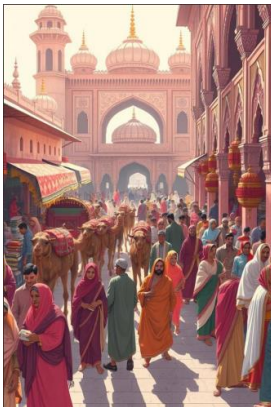
Art and Literature

The Mughal period witnessed a flourishing of painting, miniature art, calligraphy, and literature. Mughal paintings depicted scenes from court life, royal processions, and historical events, known for their vibrant colors and intricate details.



Music

Music played a significant role in Mughal court life. The Mughals introduced new musical instruments and musical forms, influencing the development of Indian classical music.



The Golden Age of the Mughal Empire

1605

Akbar's Reign

Akbar's rule is considered the golden age of the Mughal Empire. He implemented administrative reforms, promoted religious tolerance, and expanded the empire significantly.

1627

Jahangir's Reign

Jahangir's reign was marked by artistic patronage, cultural flourishing, and a period of peace and stability.

1658

Shah Jahan's Reign

Shah Jahan continued Akbar's legacy of building grand monuments and ushered in an era of architectural brilliance. He is known for the Taj Mahal, the Red Fort, and the Jama Masjid.

Decline and Fall of the Mughal Dynasty

1

Aurangzeb's Rule

Aurangzeb's strict policies and religious intolerance led to internal rebellions and weakened the Mughal Empire. He faced opposition from various groups, including the Marathas and the Sikhs.

2

Decline of Mughal Power

After Aurangzeb's death in 1707, the Mughal Empire declined rapidly. It faced internal divisions, external invasions, and a series of weak rulers.

3

British Influence

The British East India Company gradually gained control over the Mughal Empire, exploiting its weaknesses and eventually leading to its demise.



Lessons and Legacy of the Mughal Era

The Mughal Empire left a profound legacy in India, shaping its culture, art, architecture, and society. The empire's achievements in art, literature, and architecture continue to inspire and influence the region. The Mughal period also offers valuable lessons about the importance of religious tolerance, cultural exchange, and effective governance.

TEACHING MODULE
MERDEKA CURRICULUM

Name : **Listiana**
 Student Number : 2211066
 Faculty/Study Program/ Semester : Tarbiyah/PAI/V
 Subject : History of Islamic Culture (SKI)
 Class/Semester : **XI/1**
 Phase/Element : F/(4) Middle Period/Decline Era (1250 AD-1800 AD)
 Time Allocation(s) : 2 x 2 X 45' (2 days)
 Day/Date : Thursday, October 17th & 21st, 2024

A. Learning Objective(s)

1. Students **are able to evaluate** the process of the birth of the Syafawi Daulah as an inspiration to foster an attitude of courage and commitment in carrying out the mandate.

Criteria for Achievement of Learning Objective(s) (CALO)

CALO 1 : Students **are able to identify** the process of the birth of the Syafawi of the Syafawi Daulah (2x45)

CALO 2 : Students **are able to build their character themselves, having courage, having** commitment, carrying out the mandate/amanah (2x45)

B. Learning Activities

1. LA-1 (CALO 1)

NO	Activity Details	Time Allocation(s)
1.	Introduction Activities 8. Teacher opens the lesson with greetings, praying and saying hello warmly. 9. Teacher checks students attendance. 10. Teacher checks cleanliness and neatness students	5 Minutes

	11. Teacher instill nationalism. 12. Teacher provide motivation to students. 13. Teacher verbally conveys today's learning objectives. 14. Teacher gives a lighter question	
2.	Core Activities 1. Teacher provides an explanation about the founding of the Safawi daulah in outline using power point media, students pay attention to the teacher's explanation. 2. Teacher divides students into several groups for discussion. 3. Teacher provides paper learning media in the form of questions, students come forward to answer the questions that have been provided. 4. Students discuss in groups according to the material obtained 5. Students present the results of the discussion in groups.	35 Minutes
3.	Close Activities 7. Students conclude the material 8. Teacher carries out an evaluation 9. Feedback 10. Convey upcoming material 11. Praying/Greetings for closing	5 Minutes

2. LA-2 (CALO-2)

NO	Activity Details	Time Allocation(s)
1.	Introduction Activities - Teacher opens the lesson with greetings, praying and saying hello warmly. - Teacher checks students attendance. - Teacher checks cleanliness and neatness students - Teacher instill nationalism. - Teacher provide motivation to students. - Teacher verbally conveys today's learning objectives. - Teacher gives a lighter question	5 Minutes
2.	Core Activities - Teacher tell few inspiring stories about historical figures or contemporary figures who have courage, commitment and trust. - Teacher divides students into several groups for discussion. - Students discuss in small groups about the meaning of courage, commitment and trust. - Students present the results of the discussion in groups. - Teacher facilitates a class discussion regarding the challenges that teenagers often face in applying these values. - Students make personal reflections about the things they have learned and their commitment to applying these values in everyday life -day. - Teacher provides positive reinforcement for students' efforts to build their character	35 Minutes

3.	Close Activities 1. Students conclude the material 2. Teacher carries out an evaluation 3. Feedbac 4. Convey upcoming material 5. Praying/Greetings for closing	5 Minutes

C. Assesment

1. Diagnostic assessment

This assessment is carried out at the beginning of learning before studying material about the Syafawi Daulah to determine students readiness before entering learning and measure students' knowledge by asking several verbal questions to students. The questions are as follows.

- a. Have you ever heard about the Syafawi Daula?

2. Formative Assessment

This assessment is carried out by the teacher during learning, especially when students carry out discussion and presentation activities, are carried out by teachers during the learning process, namely during the discussion process. The assessment used uses observation techniques with the following assessment instruments:

- a. Teacher observes students during group discussions
- b. Teacher sees the students' activeness during group discussions
- c. Teacher observes when students present

3. Summative Assessment

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

Multiple Choice (MC)

1. The Syafawi Daulah was centered in the region now known as...
 - a. Turkey
 - b. Egypt
 - c. Iran
 - d. India

Answer: C

2. The founder of the Syafawi Daulah was...
 - a. Sultan Selim I
 - b. Ismail I
 - c. Abbas I
 - d. Aurangzeb

Answer: B

3. The official religion adhered to by the Syafawi Daulah was...
 - a. Sunni
 - b. Shia
 - c. Christian
 - d. Jewish

Answer: B

4. One of the contributions of the Syafawi Daulah in the field of architecture is the construction of...
 - a. Hagia Sophia
 - b. Isfahan Grand Mosque
 - c. Taj Mahal
 - d. Al-Azhar Mosque

Answer: B

5. The golden age of the Syafawi Daulah occurred during the reign of...
- a. Ismail I
 - b. Tahmasp I
 - c. Abbas I
 - d. Safi I

Answer: C

6. Factors that caused the decline of the Syafawi Daulah included...
- a. Conflicts with the Mughal and Ottoman Empires
 - b. Rapid development of science
 - c. Good relations with Europe
 - d. Democratic system of government

Answer: A

Fill in the Blank

1. The first capital of the Syafawi Daulah was...

Answer: Tabriz

2. One of the famous scientists during the Syafawi Daulah was...

Answer: Mulla Sadra (or other relevant figures)

3. The Battle of Chaldiran took place between the Syafawi Daulah and...

Answer: The Ottoman Empire

Essay

1. Briefly explain the process of the establishment of the Syafawi Daulah!

Answer: The Syafawi Daulah was founded by Ismail I in the early 16th century. He managed to unite the Persian territories and proclaimed Shia Islam as the official state religion.

2. Mention some factors that supported the development of the Syafawi Daulah!

Answer: Strong leadership, stable economy, development of science and art, and a strategic geographical location.

3. What was the relationship between the Syafawi Daulah and the Ottoman Empire?

Answer: The relationship between these two dynasties was marked by rivalry and wars, mainly due to differences in religious sects. One of the important battles was the Battle of Chaldiran.

Kebumen, October 17th, 2024

Headmaster

Teacher

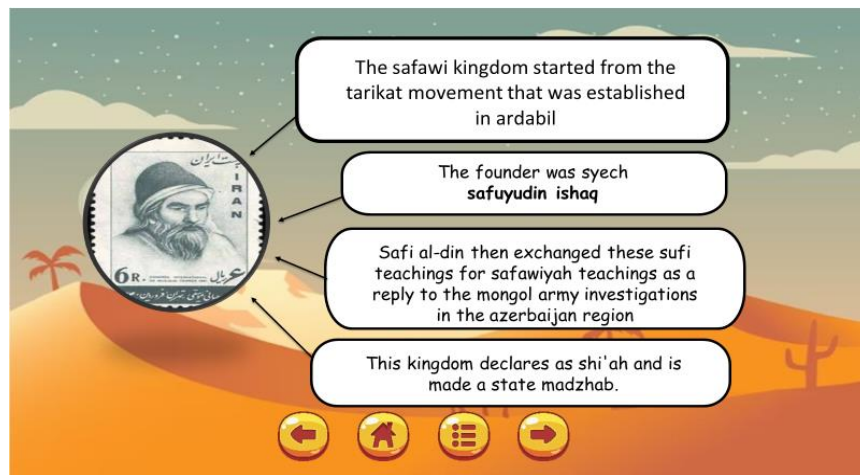
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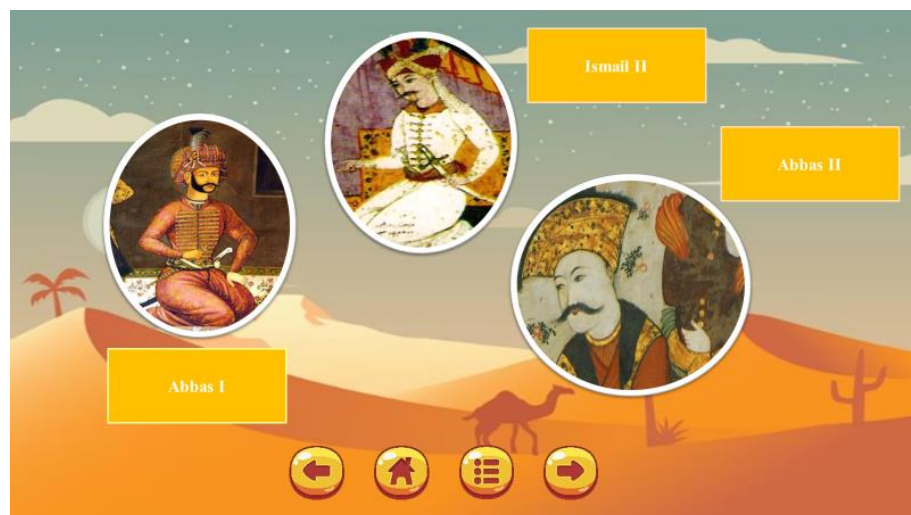
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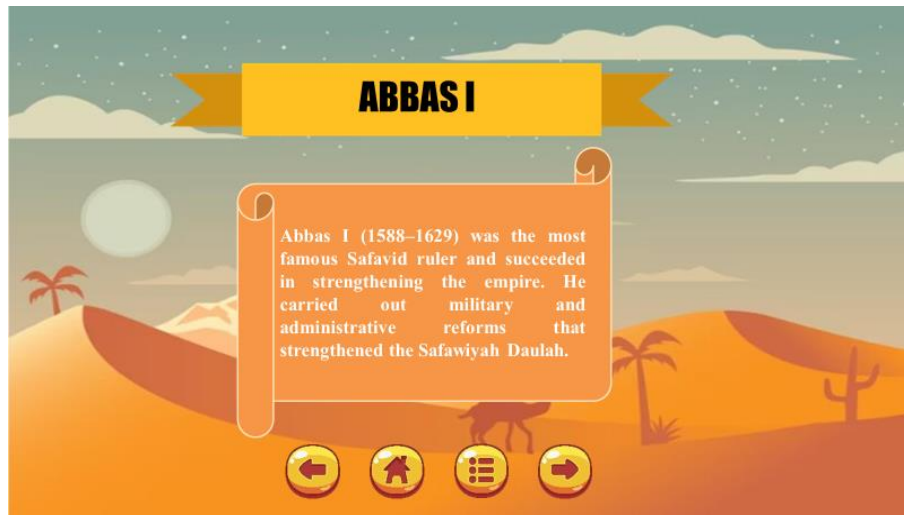
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Attachment









**TEACHING MODULE
INDEPENDENT
CURRICULUM**

Name : **Muntashiroh**
 Student Number : 2211133
 Faculty/Study Program/Semester : Tarbiyah/PAI
 Subject : History of Islamic Culture
 Phase/Element : F/(4) Modern/Renaissans
 Class/Semester : **XI/1**
 Time Allocation(s) : 2 × 45'
 Day/Date : Tuesday, October 15, 2024

D. Learning Objectives

Students are able to identify Muslim scientists in building Islamic civilization during the Abbasid Dynasty as an inspiration in practicing critical, innovative and creative thinking. Student can analyze the role of Muslims during the colonial period as an inspiration to practice high fighting spirit

Criteria for Achievement of Learning Objective(s) CALO

CALO 1 : : Students can analyze the role of Muslim during colonialism, independence and post- independence

CALO 2 : Student can take the attitudes in the story so that they can apply it in everyday have brod insight by referring to the story

E. Learning Activities

NO	Activities	Time
1.	Preliminary Activities	10 Minutes
	3. Open with greetings, prayers and greet students warmly	
	4. Checking student attendance	

	9. Check the cleanliness and tidiness of students and their surroundings 10. Instilling nationalism 11. Providing motivation to students 12. Briefly touch on previous material and its relationship to current material 13. Convey and write down today's learning objectives 14. Asking lighter questions	
2.	Core activities 6. Students study material from videos displayed on the monitor screen and read and study textbooks 7. each student counts for group division according to the teacher's direction 8. The representative of the advanced group takes the material to be discussed 9. Students discuss in groups according to the material obtained 10. Students present the results of discussions in groups	25 Minutes
3.	Closing Activities 7. Students conclude the material 8. Carrying out evaluations 9. Follow-up 10. Presenting upcoming material 11. Prayer 12. Regards	10 Minutes

F. Assessment

1. Diagnostic assessment

This assessment is carried out at the beginning of learning before studying material about Muslim scientists who played an important role of Muslims during the colonial period as an inspiration to practice high fighting spirit

The question is as follows.

- b. Have you ever heard or known about the colonial period during the Islamic colonial era?

2. Formative Assessment

This assessment is carried out by teachers during learning, especially when students carry out discussion and presentation activities, and is carried out by teachers during the learning process, namely during the discussion process. The assessment used uses observation techniques with the following assessment instruments:

- A. The teacher observes students during group discussions?
- B. The teacher sees students' activeness during group discussions?
- C. The teacher observes when students are present?

3. Summative Assessment

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

Multiple Choice (MC)

1. What was the role of Muslims in Indonesia before the colonial era?
 - a. Establishing large kingdoms that controlled the territory of Indonesia.
 - b. Only involved in trade and did not have political power.
 - c. Developing Islamic education and preaching networks in various regions.
 - d. Forming physical resistance against the Hindu-Buddhist kingdoms.

Answer: c) Developing Islamic education and preaching networks in various regions.
2. During the colonial period, the role of Muslims in the struggle against colonialism was seen in:
 - a. Forming alliances with Western nations to gain power.
 - b. Carrying out resistance by establishing religious organizations and struggles.

- c. Accepting colonial policies as a way to strengthen religion.
- d. Focusing on economic and trade development.

Answer: b) Carrying out resistance by establishing religious organizations and struggles.

3. What was the role of Islamic scholars and Islamic organizations such as Sarekat Islam during the colonial period?

- a. They ignored the struggle against the colonizers and focused more on religious teaching.
- b. They were actively involved in political and social resistance against the colonial government.
- c. They supported colonial policies to strengthen the influence of Islam.
- d. They only carried out social activities without political involvement.

Answer: b) They were actively involved in political and social resistance against the colonial government.

Essay

1. Explain the role of Muslims in Indonesia before the colonial era in the social and cultural development of society.

Answer hint: Review of how Islam influenced the government, education, and socio-cultural systems, including the establishment of Islamic kingdoms and the spread of Islamic teachings in various regions

2. Mention and explain the role of Islamic scholars and organizations in the struggle against Dutch colonial rule.

Answer hint: Discuss the role of scholars in forming awareness of resistance through preaching and politics, as well as the contribution of organizations such as Sarekat Islam in mobilizing the anti-colonial struggle.

3. What were the challenges faced by Muslims during the Dutch and Japanese colonial rule, and how did they respond to them?

Answer hint: Review of the conditions of Muslims under Dutch and Japanese colonialism, including the oppression faced, as well as the resistance carried out through diplomatic, social, and military channels.

5. Explain how the relationship between Muslims and Dutch colonial rule influenced the development of Islamic education and thought in Learning to class

Answer hints: Discuss the role of Islamic education during the colonial period, both through Islamic boarding schools and Islamic schools, and how the influence of colonialism shaped Islamic thought and movements in Learning Class.

Kebumen, October 15th, 2024

Headmaster

Teacher

Agus Salim Chamidi, M. Pd. I
NIDN. 2102026601

Muntashiroh
NIM. 2211133

TEACHING MODULE
MERDEKA CURRICULUM

Name : **Sarah Tri Agustin**
 Student Number : 2211025
 Faculty/Study Program/ Semester : Tarbiyah/PAI/V
 Subject : History of Islamic Culture (SKI)
 Class/Semester : **XI/1**
 Phase/Element : F/(5) Modern/Renaissance Period (1800 AD – now)
 Time Allocation(s) : 2 x 2 X 45' (2 days)
 Day/Date : October 07th, 09th, 2024

A. Learning Objective(s)

1. Students are able to analyze the role of Muslims after independence as an inspiration to practice innovative, creative and dynamic attitudes.

Criteria for Achievement of Learning Objective(s) (CALO)

CALO 1 : Students are able to analyze the role of Muslims in various aspects of life after independence (social, economic, political, cultural).

CALO 2 : Students are able to apply a creative attitude in solving problems faced in society by referring to historical examples.

B. Learning Activities

1. LA-1 (CALO 1)

NO	Activity Details	Time Allocation(s)
1.	Introduction Activities 1. Teacher opens the lesson with greetings, praying and saying hello warmly. 2. Teacher checks students attendance. 3. Teacher checks cleanliness and neatness students 4. Teacher instill nationalism.	5 Minutes

	5. Teacher provide motivation to students. 6. Teacher verbally conveys today's learning objectives. 7. Teacher gives a lighter question.	
2.	Core Activities 1. Teacher gives a short explanation about material. 2. Teacher provides a clue about the role of Muslims in various aspects of life after independence using image card, students pay attention to the teacher's explanation. 3. Teacher divides students into two groups for discussion. 4. Teacher provides paper learning media to make an essay about material. 5. Students come forward to presenting the result that have been analyzed.	35 Minutes
3.	Close Activities 1. Students conclude the material 2. Teacher carries out an evaluation 3. Feedback 4. Convey upcoming material 5. Prayer 6. Greetings	5 Minutes

2. LA-2 (CALO-2)

NO	Activity Details	Time Allocation(s)
1.	Introduction Activities 1. Teacher opens the lesson with greetings, praying and saying hello warmly. 2. Teacher checks students attendance. 3. Teacher checks cleanliness and neatness students 4. Teacher instill nationalism. 5. Teacher provide motivation to students. 6. Teacher verbally conveys today's learning objectives. 7. Teacher gives a lighter question	5 Minutes
2.	Core Activities 1. Teacher tell few inspiring stories about the aspects of life which has an impact on creative attitudes in solving problems faced in society. 2. Teacher divides students into several groups for discussion. 3. Students discuss in small groups about the meaning of creative attitudes. 4. Students present the results of the discussion in groups. 5. Teacher facilitates a class discussion regarding the challenges that teenagers often face in applying this value. 6. Students make personal reflections about the things they have learned and their commitment to applying this value in everyday life. 7. Teacher provides positive reinforcement for students' efforts to build their character.	35 Minutes
3.	Close Activities 1. Students conclude the material	5 Minutes

	2. Teacher carries out an evaluation 3. Feedback 4. Convey upcoming material 5. Prayer 6. Greetings	
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C. Assesment

4. Diagnostic assessment

This assessment is carried out at the beginning of learning before studying material about the role of Muslims in various aspects of life after independence to determine student's readiness before entering learning and measure students' knowledge by asking several verbal questions to students. The questions are as follows.

- a. Have you ever heard of the aspects that exist in our lives?

5. Formative Assessment

This assessment is carried out by the teacher during learning, especially when students carry out discussion and presentation activities, are carried out by teachers during the learning process, namely during the discussion process. The assessment uses observation techniques with the following assessment instruments:

- a. Teacher observes students during group discussions
- b. Teacher observes when students present

6. Summative Assessment

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

Multiple Choice (MC)

1. In the social aspect, how do Islamic teachings encourage Muslims to help others...
 - a. By providing assistance only to fellow Muslims
 - b. By teaching concern regardless of background
 - c. By forming exclusive groups to protect themselves
 - d. By prioritizing oneself over others

Answer: B

2. The Islamic economic principle that is the main foundation in economic activities is...
 - a. Collecting as much wealth as possible without limits

- b. Prohibition of usury, application of zakat, and distribution justice
- c. Control of the market by certain groups
- d. Freedom without rules in trade

Answer: B

3. In politics, one of the main values taught by Islam to leaders is...
- a. Prioritizing power above all else
 - b. Running a government based on deliberation and justice
 - c. Making decisions without involving the people
 - d. Prioritizing the interests of certain groups

Answer: B

4. In a cultural context, how do Muslims contribute to the preservation of art...
- a. By developing art that does not violate religious values
 - b. By rejecting all forms of art as useless
 - c. By limiting art to calligraphy only
 - d. By ignoring the influence of local culture

Answer: A

5. How does Islam encourage its followers to maintain harmony in a pluralistic society...
- a. By showing the superiority of Islam over other religions
 - b. By teaching tolerance, cooperation, and mutual respect
 - c. By limiting relations with non-Muslim communities
 - d. By dominating all sectors of social life

Answer: B

Essay

1. Explain how Muslims can contribute to maintaining social harmony in a pluralistic society!

Answer: Islam teaches tolerance through respect for differences in beliefs and cultures, they are encouraged to be active in social activities, such as mutual cooperation and helping the poor. In addition to practice the values of compassion, justice, and respect for the rights of others.

2. State and explain the principles of Islamic economics that can help realize the welfare of society!

Answer:

- Zakat and infaq: Help distribute wealth from those who are able to those who need it.
- Prohibition of usury: Maintain justice in economic transactions without exploitation.
- Principle of justice: Provide equal opportunities in accessing economic resources.

3. How does Islam provide guidance for political leaders to run a good government?

Answer:

- a. Justice: Leaders must govern fairly without siding with certain groups.
- b. Trust: Holding responsibility with full integrity.
- c. Deliberation: Making decisions based on consultation and input from various parties.

Kebumen, October 09th, 2024

Headmaster

Teacher

Agus Salim Chamidi, M. Pd. I

Sarah Tri Agustin

NIDN. 2102026601

NIM. 2211025

The Role of Muslims After Independence



After Indonesia's independence on August 17, 1945, Muslims as the majority of the population have a great responsibility in national development. The role of Muslims is seen in various aspects, such as social, economic, political, and cultural, which also determine the direction of Indonesia's development as an independent and sovereign country.



Role in Social Aspects

- **Islamic Education:** Muslims establish and develop Islamic educational institutions such as Islamic boarding schools and madrasas, which play a role in producing educated and noble generations.
- **Social Welfare:** Through organizations such as Nahdlatul Ulama (NU) and Muhammadiyah, Muslims are active in social activities, including health services, humanitarian aid, and community empowerment programs.

Role in Economic Aspects

- **Sharia Economy:** Muslims encourage the implementation of Islamic economic principles, including the development of Islamic banking and other Islamic financial institutions, which contribute to the national economy.
- **Cooperatives and MSMEs:** Islamic organizations play a role in the formation of cooperatives and micro, small, and medium enterprises (MSMEs) based on Islamic values, helping to improve the economic welfare of the people.



Role in Politic Aspects

- **Islamic Political Parties:** After independence, Muslims established political parties such as Masyumi, which played a role in formulating state policies and championing the aspirations of Muslims in government.
- **Role in Democracy:** Muslims were active in Indonesia's democratization process, including participation in general elections and the formation of public policies based on Islamic values.



Role in Cultural Aspects

- **Islamic Arts and Traditions:** Muslims enrich Indonesian culture through calligraphy, Islamic music, and religious traditions that are integral parts of the national cultural identity.
- **Integration of Islamic Values in Local Culture:** Islamic values are integrated with local culture, creating harmony and cultural diversity that is unique to various regions of Indonesia.



TEACHING MODULE
MERDEKA CURRICULUM

Name : **Siti Fatimah**
 Student ID Number : 2211064
 Faculty/ Study Program/ Semester : Tarbiyah / Islamic Education / V
 Subject : History of Islamic Culture (SKI)
 Element : Islamic Period in the Archipelago
 Phase / Class : **F / XII**
 Time Allocation : 2 x 2 x 45' (2 Days)
 Day / Date : Wednesday, October 15, 2024

D. Learning Objectives

Analyzing the path and initial process of the arrival of islam in the archipelago as an inspiration to practice high enthusiasm in preaching

Criteria for Achievement of Learning Objectives (CALO)

CALO 1: Student **are able to analyze** the path and initial process of the arrival of Islam in the archipelago

CALO 2: Student **are able to build their character themselves** as an inspiration to practice high enthusiasm in preaching

E. Learning Activities

3. LA- 1 (CALO 1)

No	Activity Details	Time Allocation(s)
4.	Introductions Activities 8. Teacher opens the lesson with greetings, praying, and saying hello warmly 9. Teacher checks student attendance 10. Teacher checks students cleanliness and neatness 11. Teacher instills nationalism 12. Teacher provides motivation to students 13. Teacher verbally convey today's learning objectives	5 Minutes

	14. Teacher gives a lighter question	
5.	Core Activities 7. Teacher provides an explanation about the path and initial process of the arrival of islam in the archipelago using power point media, student pay attention to the teacher explanation 8. Teacher asks the student to give feedback on the explanation of the material that has been delivered 9. Student are divided into 3 groups 10. Student are asks to discuss several key statements that have been given by teacher, then place them in the right sub-material 11. Student explain about the keywords that have been adjusted to the sub material	35 Minutes
6.	Close Activities 7. Student conclude the material 8. Teacher carries out an evaluation 9. Feedback 10. Convey upcoming material 11. Prayer 12. Greetings	5 Minutes

4. LA- 2 9 (CALO 2)

No	Activity Details	Time Allocation(s)
4.	Introductions Activities 8. Teacher opens the lesson with greetings, praying, and saying hello warmly 9. Teacher checks student attendance 10. Teacher checks students cleanliness and neatness 11. Teacher instills nationalism 12. Teacher provides motivation to students 13. Teacher verbally convey today's learning objectives 14. Teacher gives a lighter question	5 Minutes

5.	Core Activities 6. The teacher presents some stories of figures who played a role in the process of entering Islam in the archipelago. 7. Then students in groups discuss the personalities and figures that have been determined by the teacher. 8. Students present the results of their discussion. 9. The teacher reflects by giving students the opportunity to give feedback on the material that has been learned as an improvement for the next step. 10. The teacher provides motivation to strengthen students in building their character and fostering inspiration based on the inspirational figures they have learned as their spirit in facing the challenges they face.	35 Minutes
6.	Close Activities 7. Student conclude the material 8. Teacher carries out an evaluation 9. Feedback 10. Convey upcoming material 11. Prayer 12. greetings	5 Minutes

F. Asesmen

4. Diagnostic Assesment

The initial assessment was carried out at the beginning of the lesson before learning the material about the Path and Process of the Entry of Islam in the Archipelago to measure students' knowledge by asking several oral questions to students.

The questions are as follows:

NO	Question	Answer	
		Yes	No
1.	Have you read the book History of the Entry of Islam in the Archipelago?		

2.	Do you want to master the subject matter well		
3.	Are you ready for the lesson?		

5. Formative Assesment

Formative assessment is carried out by the teacher during the learning process such as during group discussion activities and presentations. The assessment used used observation techniques with the following assessment instruments:

No	Aspects Observed	Student Name	Score
1.	Group cooperation	7.	
		8.	
		9.	
2.	Activeness in group discussion	7.	
		8.	
		9.	
3.	Completing group tasks well	7.	
		8.	
		9.	

Score guidelines:

4 = Very good

3 = Good

2 = Fair

1 = Insufficient

6. Summative Assessment

Summative assessment is an assessment conducted at the end of learning. This assessment aims to assess the achievement of learning objectives and learning outcomes of students.

The summative assessment used is using written test questions.

D. Multiple Choice (MC)

11. The following are the theories of the entry of Islam in the archipelago, *except*....

- e. Mecca theory
- f. Persian theory
- g. Gujarat theory
- h. Medina theory

Answer: D

12. According to the makkah theory, Islam entered the archipelago in the century....
- e. 7 M
 - f. 8 M
 - g. 9 M
 - h. 10 M

Answer: A

13. Hoesain Djajadiningrat is the originator of the Persian theory which originated from....

- e. Maluku
- f. Kalimantan
- g. Banten
- h. Persia

Answer: C

14. Which is not included in the path of entry of Islam in the archipelago is....

- e. The marriage path
- f. The path of art
- g. Legal path
- h. The path of Sufism

Answer: C

15. One of the walisongo figures who spread Islam through wayang art is....

- a. Sunan Gunung Jati
- b. Sunan Ampel
- c. Sunan Kudus
- d. Sunan Kalijaga

Answer: D

E. Stuffing

4. The Persian theory says that the process of the arrival of Islam to Indonesia came from the Persian or Parsi region which is currently a country....

Answer: Iran

5. The establishment of Islamic boarding schools is the spread of Islam through the route of....

Answer: Education

6. The figure who introduced the Makkah theory was

Answer: Abdul Karim Amrullah or HAMKA

F. Essay

3. List the theories of the entry of Islam in the archipelago!

Answer:

Answer: Mecca Theory, Gujarat Theory, Persian Theory, Chinese Theory

4. Mention 5 routes of the entry of Islam in Indonesia!

Answer:

Answer: Mariagge path, path of da'wah, path of sufism, political path, education path

Headmaster

Agus Salim Chamidi, M. Pd. I
NIDN. 2102026601

Kebumen, October 15, 2024

Teacher

Siti Fatimah
NIM. 2211064

HISTORY OF ISLAM IN THE ARCHIPELAGO

(Entry and Process of Islamization)

THEORY THE ENTRY OF ISLAM INTO THE ARCHIPELAGO

• Mecca Theory

Mecca Theory, say that process entry Islam to Indonesia is direct from Mecca or Arabic. Process This in progress on century First Hijri or century 7th AD Figure Which introduce theory This is Haji Abdul Karim Amrullah or HAMKA, wrong a clericat a time writer Indonesia

• Gujarat Theory

Gujarat Theory, say that process arrival Islam to Indonesia originate from Gujarat on century 7th H or century 13th M. Gujarat This located in India howwest, circling around with Sea Arab. Figure Which socialize theory This most is bachelor from Dutch

• Persian Theory

Persian Theory, say that process arrival Islam to Indonesia originate from area Persian or Persian (now Iran). The Originator from theory This is Hoesein Djajadiningrat, historian origin Banten. In give his argument, Hoesein more drip weigh down the analysis on similarity culture And tradition Which develop between public Persian and Indonesian

• Chinese Theory

Chinese Theory, that process arrival Islam to Indonesia (specifically in Java) originate from fornomad China. Person China has relate with public Indonesia Far before Islam known in Indonesia. During the Hindu-Buddhist period, ethnicity China or China has blend in with resident Indonesia especially through contact trade. Even, teachings Islam has until in China on century 7th AD, the period in which religion This new develop. Sumanto Al Qurtuby in his book Current China-Islam-Java state, according to chronicle time Dynasty Tang (618-960) in area Canton, Zhang-Zhao, Quanzhou, dam Coast China part south, has there is a number of settlement Islam.

THE PROCESS OF ISLAMIZATION IN THE ARCHIPELAGO

• Trade Routes

Trade Routes, On level the beginning, channel Islamization is trading. Busyness Then cross trading on century 7th until 16th AD make traders Muslims (Arab, Persian and Indian) participate take part in trading from countries part west, south east and East Continent Asia

• Marriage Path

Marriage Path, From corner economy, the trader Muslim own status social Which more Good than most indigenous, so that resident indigenous, especially princesses nobleman, interested For become wife merchants That. Before marry, they Islamized moreover formerly. After they have descendants, environment they more and more wide. Finally, arise villages, areas and Muslim Kingdoms

• Path of Da'wah

Path of Da'wah, that done by missionary Which coming together for trader. The missionary That Can also the Sufi wanderer.

• Path of Sufism

Path of Sufism, Teachers Sufism or for Sufi, teach theosophy Which mixed with teachings Which Already known wide by public Indonesia. They proficient in questions magical And have strengths strengths cure. In between they There is also that marry princesses nobleman local. With Sufism, "form" Islam which taught condition resident indigenous have equality with natural thought they Which previously adhere to Hindu religion, so that religion new That easy understood And accepted.

• Education Path

Education path, Islamization Also done through education, Good Islamic boarding school and also cottage Which held by religious teachers, the clerics, and the scholars. In Islamic boarding school or cottage That, candidate scholars, religious teachers, and cleric get education religion. After go out from Islamic boarding school, they go home to each village. Then preach to place certain teach Islam.

• Art Path

Art Path, Channel Islamization through Art the most famous is show puppet. It is said, Sunan Kalijaga is figure the most proficient in to stage puppet. He No Once request wages show, but He request for viewer For follow him to pronounce sentence shahada.

• Political Path

Political Path, In Maluku and South Sulawesi, most people enter Islam after the king enter Islam moreover formerly. Influence political the king is very influential spread Islam in area This. Inside That, Good in Sumatra and Java and also in Indonesia part East, for the sake of interest political, Kingdom-kingdom Islam to fight Kingdom-kingdom non-Islam. Victory Islamic Kingdom in a way political Lots interesting resident Kingdom No Islam That enter Islam.

TEACHING MODULE
MERDEKA CURRICULUM

Name : **Ummu Nafisah**
 Student ID Number : 2211092
 Faculty/Study Program/Sem. : Tarbiyah/PAI5
 Place of Practice : Campus
 Subject : SKI
 Elements : Islamic Period in the Archipelago
 Class/Semester : **XII/1**
 Time allocation : 2x45 minutes
 Day/Date : Tuesday, October 15, 2024

I. Learning objectives

Analyzing the history and role of Islamic governments in the development of Islam in the archipelago inspires to adopt a persistent, tolerant, and responsible attitude in loving and defending the homeland, tolerance and love of peace

CALO

CALO 1: Students are able to analyze the history and role of Islamic governments in the development of Islam in the archipelago, inspired to adopt a persistent, tolerant, and responsible attitude in loving and defending the homeland, tolerance and love of peace

CALO 2: Students are able to explain the history and role of Islamic Governments in the development of Islam in the archipelago, inspired to adopt a persistent, tolerant, and responsible attitude in loving and defending the motherland, tolerance and love of peace

II. Learning Activities

No.	Activities	Time
1.	Preliminary activities 1. The teacher greets and leads students to start the lesson with a prayer.	5 minutes

	2. The teacher checks the students' attendance 3. Teachers provide motivation to students 4. The teacher checks the neatness and cleanliness of the surroundings. 5. The teacher leads students to instill nationalism by singing the national song. 6. The teacher connects previous material with learning material for students. 7. The teacher conveys and writes down the learning objectives. 8. The teacher asks a provocative question.	
2.	Core activities 1. The teacher gives a little learning material to the students. 2. The teacher asks questions related to the learning material. 3. Students write their answers on paper distributed by the teacher. 4. Students collect their answer sheets to the teacher. 5. The teacher randomly selects students' answers and asks them to share what they have written. 6. The teacher gives assignments to students 7. The teacher gives students time to ask questions. 8. The teacher makes conclusions together with the students	20 Minutes
3.	Closing activities 1. Students conclude the learning material. 2. The teacher provides an evaluation of the learning 3. The teacher asks about learning outcomes 4. The teacher gives students assignments about the material that has been discussed. 5. The teacher delivers the next learning material 6. The teacher closes the lesson with prayer and greetings	5 minutes

C. ASSESSMENT

Learning Outcome Research (assessment)

1. Initial Learning Assessment (Oral/Written)
2. Formative Assessment
3. Semative Assessment

Supervising Lecturer

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Kebumen, October 28th, 2024

Student

Ummu Nafisah
NIM. 2211092

Attachments

1. Learning

Students are able to analyze the history and role of Islamic kingdoms in the development of Islam in the archipelago, inspiring them to practice a persistent, tolerant and responsible attitude in loving and defending their homeland, tolerance and love of peace. Students are able to explain the history and role of Islamic kingdoms in the development of Islam in the archipelago, inspiring them to practice a persistent, tolerant and responsible attitude in loving and defending their homeland, tolerance and love of peace.

2. Types of Assessment in Learning

1) Diagnostic Assessment

This assessment is carried out at the beginning of learning before studying the material on the History and role of Islamic Kingdoms towards the development of Islam in the Nusantara, the inspiration to practice a persistent, tolerant, and responsible attitude in loving and defending the homeland, tolerance and love of peace to determine students' readiness before entering learning and measuring students' knowledge by asking several verbal questions to students. The questions are:

- Do you understand the history of the role of Islamic kingdoms in the archipelago?
- Have you ever received this material before?
- Have you implemented the exemplary behavior of these figures?

2) Formative Assessment

This assessment is carried out by the teacher during the learning process, especially when students are doing discussion and presentation activities. This assessment uses observation techniques with the following assessment instruments:

- The teacher observes students during group discussions.
- The teacher observes student activities during group discussions.
- The teacher observes as students present.

3) Summative Assessment

This assessment is done at the end of the meeting to find out how much students understand after the learning is finished. Usually this test is done in writing in the form of multiple choice, short answers and descriptions.

A. Multiple choice questions

1. What was the main role of the Islamic Kingdom in the archipelago in spreading Islam?

- a. Wage war against non-Islamic kingdoms
 - b. Building educational and religious centers
 - c. Developing trade and economy
 - d. Making agreements with the colonials
- Answer: B) Building educational and religious centers
2. Which Islamic kingdom was the first to be established in the archipelago?
- a. The Kingdom of Demak
 - b. Sultanate of Malacca
 - c. The Kingdom of Samudera Pasai
 - d. Sultanate of Banten
- Answer: C) Samudera Pasai Kingdom
3. What were the characteristics of the Islamic Kingdom in the archipelago in facing colonialism?
- a. Organize armed resistance
 - b. Carrying out diplomacy and cooperation
 - c. Developing science and technology
 - d. Conducting isolation from the outside world
- Answer: B) Establish diplomacy and cooperation
4. What role do Ulama have in the Islamic Kingdom of the Archipelago?
- a. As a warlord
 - b. As a spiritual advisor and religious leader
 - c. As the regional governor
 - d. As a trader
- Answer: B) As a spiritual advisor and religious leader
5. Which Islamic kingdom had a major role in developing Islamic arts and culture in the archipelago?
- a. Yogyakarta Sultanate
 - b. The Kingdom of Demak
 - c. Sultanate of Malacca
 - d. Sultanate of Banten
- Answer: A) Yogyakarta Sultanate
6. What is the attitude of the Islamic Archipelago Kingdom towards other religions?
- a. Tolerant and respectful
 - b. Reject and be hostile
 - c. Holding syncretism

- d. Holding a conflict

Answer: A) Tolerant and respectful

7. What is the legacy of the Islamic Kingdom in the Archipelago for the Indonesian people?
- a. Culture and arts
 - b. Science and technology
 - c. Government and political systems
 - d. All of the above answers

Answer: D) All of the above answers

8. Which Islamic kingdom had a big role in developing Islamic education in the archipelago?
- a. The Kingdom of Samudera Pasai
 - b. Sultanate of Malacca
 - c. The Kingdom of Demak
 - d. Giri Islamic Boarding School

Answer: D) Giri Islamic Boarding School

9. What is the role of the Islamic Government in defending the independence of the archipelago?
- a. Waging armed resistance
 - b. Conducting diplomacy and cooperation
 - c. Develop economy and trade
 - d. Provides isolation from the outside world

Answer: A) Organize armed resistance

10. What is the inspiration from the history of the Islamic Kingdom of Nusantara for the younger generation?
- a. Persistence and responsibility
 - b. Tolerance and peace-loving
 - c. Independence and self-reliance
 - d. All answers above

Answer: D) All the answers above

B. Short Fill

Questions 1-10

1. The first Islamic kingdom in the archipelago was _____.
2. The city that became the center of the spread of Islam in Sumatra is _____
3. The name of the king who led the Kingdom of Demak during the war against the Portuguese is _____

4. Scholars who played a major role in spreading Islam in Java were _____
5. The Islamic government that developed Islamic art and culture in Java is _____
6. The agreement made by the Demak Kingdom with the Portuguese in 1521 was _____
7. The figure who led the resistance against the Dutch in Aceh was _____
8. The Islamic government that defended the independence of the archipelago from Dutch colonialism was _____.
9. The cultural heritage of the Islamic Nusantara Kingdom that is still sustainable is _____
10. The values inspired by the history of the Islamic Kingdom of Nusantara are _____

Answer key

1. The Kingdom of Samudera Pasai
2. Malacca City
3. Unus Starch
4. Sunan Kalijaga
5. Yogyakarta Sultanate
6. Peace Agreement
7. Sultan Iskandar Muda
8. Sultanate of Banten
9. Batik and wood carvings
10. Persistence, tolerance and responsibility

C. Description

1. Explain the role of the Samudera Pasai Kingdom in spreading Islam in the archipelago!
 Answer: The Samudera Pasai Kingdom (1253-1521 AD) was the first Islamic kingdom in the archipelago. Its roles included: Spreading Islam through preaching and education. Building educational and religious centers. Developing Islamic arts and culture. Becoming a center of trade and economy.
2. How did the Demak Kingdom maintain the independence of the archipelago from colonialism?
 Answer: The Demak Kingdom (1475-1568 AD) maintained the independence of the archipelago by holding armed resistance against the Portuguese, building alliances with other kingdoms, developing the economy and trade, maintaining cultural and religious integrity.
3. Describe the role of Ulama in the Islamic Kingdom of Nusantara!

Answer: Ulama act as spreaders of religion and education, spiritual advisors and religious leaders, developers of Islamic arts and culture, defenders of religion and the state.

4. What is the inspiration from the history of the Islamic Kingdom of Nusantara for the younger generation?

Answer: The inspiration that can be taken is a persistent and responsible attitude in defending religion and the country, tolerance and love of peace in interacting with other religions, independence and self-reliance in facing challenges, respecting cultural and religious diversity.

5. Explain the differences between the Islamic Kingdoms in Java and Sumatra!

Answer: The main differences are in terms of location and territory, government system and social structure, culture and arts, and role in spreading Islam.

APPENDIX

PETA KONSEP



PETA KONSEP



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TEACHING MODULE
MERDEKA CURRICULUM

Name : **Zahidatul Aziziyah**
 Students ID Number : 2211058
 Faculty/Studi Program/Semester : Tarbiyah/Islamic Education Department (PAI)/V
 Place of Practice : Campus
 Subject : History of Islamic Culture
 Elements/Phase : Islamic Period in the Archipelago/F
 Class/Semester : **XII/1**
 Time Allocation : 2 x 45' (1 days)
 Day/Date : Tuesday, October 15, 2024

I. Learning Objectives

1. Analyzing the role of Wali Sanga in developing Islamic preaching in the archipelago as an inspiration to practice hard work, honesty, and responsibility in inviting goodness to become a moderate Muslim in his time.

Criteria for Achievement of Learning Objectives (CALO)

1. Students are able to analyze the role and da'wah strategy of the Wali Sanga in the Archipelago.
2. Students are able to build character (Wali Sanga) in practicing hardwork, honesty, and responsibility.

II. Learning Activities (LA)

No.	Activities	Time
1.	Introduction Activities 1. The teacher opens the lesson with greetings and prayers 2. The teacher checks student attendance 3. The teacher motivates students 4. The teacher encourages students with simple ice breaking	10 minutes

	5. The teacher prepares a conducive class including the media and resources that will be usedGuru memberi semangat kepada peserta didik dengan ice breaking sederhana	
2.	Core Activities 1. The teacher briefly explains the material about Wali Sanga in Nusantara through ppt and students answer several questions from the teacher 2. The teacher divides students into 9 groups and students prepare reference sources for the material (books and internet) 3. The teacher explains the task to analyze the material of Wali Sanga in Nusantara (profile, role, da'wah strategy, etc.) and students formulate their material (each group analyzes 1 Wali Sanga figure) 4. The teacher distributes paper to each group and students make questions related to the material according to the number of group members. 5. The teacher instructs students to exchange question papers, students take turns conveying questions and other students answer questions according to the material they have mastered (<i>everyone is teacher here</i> method). 6. The teacher instructs each student to make notes from the results of today's learning activities.	70 minutes
3.	Closing Activities 1. The teacher provides a review of the tasks that have been done by students. 2. The teacher concludes the material learned.	10 minutes

	3. The teacher gives students the opportunity to respond.	
	4. The teacher closes the learning with greetings and prayers.	

III. Assesment

1. Diagnostic Assesment

This assessment is carried out at the beginning of learning before studying material about Wali Sanga in Archipelago to determine students readiness before entering learning and measure students' knowledge by asking several verbal questions to students. The questions are as follows.

- Do you know about the Wali Sanga?

2. Formative Assesment

This assessment is carried out by the teacher during learning, especially when students carry out discussion or core activities, are carried out by teachers during the learning process. The assessment used uses observation techniques with the following assessment instruments:

- Teacher observes students during group discussions
- Teacher sees the students activeness during group discussions
- Teacher observes and sees the students activeness during question and answer activities

3. Asesmen Sumatif

This assessment is carried out at the end of the meeting to find out how much students understand after learning is finished. Usually this test is carried out in writing in the form of: Multiple Choice, Short Form and Description.

➤ **Multiple Choice (MC)**

The following is not a means of preaching by the Walisongo in the field of art, namely..

- a. Wayang Kulit
- b. Gending
- c. Suluk
- d. Dialogue

Answer: D

2. The real name of Sunan Gresik is..

- a. Raden Rahmat
- b. Maulana Malik Ibrahim
- c. Maulana Makdum
- d. Ja'far Shodiq

Answer: B

3. The following is an Islamic boarding school founded by the Walisongo figure, namely..

- a. Sidogiri Islamic Boarding School
- b. Lirboyo Islamic Boarding School
- c. Ampel Denta Islamic Boarding School
- d. Gresik Islamic Boarding School

Answer: C

4. Among the roles of Raden Paku in the spread of Islam, except..

- a. Preaching on Mount Muria
- b. Creating traditional songs
- c. Establishing an Islamic boarding school
- d. Preaching with art and games

Answer: A

5. The following are positive values that are right in emulating the figures of Walisongo, namely..

- a. Respecting Islam
- b. Preaching requires art
- c. Inviting goodness requires hard work
- d. Respecting differences, prioritizing unity and harmony.

Answer: D

➤ **Short Form**

1. What is the real name of Sunan Muria..

Answer: Raden Umar Said

2. The songs "Gundul Pacul" and "Lir Ilir" were created by a wali named..

Answer: Sunan Kalijaga

3. Walisongo spread Islam (preached) in the century..

Answer: 15-16th century

4. Sunan Gunung Jati played an important role in the spread of Islam in West Java and founded two sultanates, namely..

Answer: Cirebon and Banten Sultanates

5. The type of song used by Walisongo as a means of preaching is..

Answer: macapat song

➤ **Essay**

1. Mention the 9 names of the walisongo correctly!

Answer: Sunan Gresik, Sunan Ampel, Sunan Bonang, Sunan Giri, Sunan Drajat, Sunan Gunung Jati, Sunan Kudus, Sunan Kalijaga, Sunan Muria.

2. How did Walisongo utilize traditional arts in their preaching?

Answer: Walisongo utilized various traditional arts as a means of preaching to spread Islam, especially in Java. They used Wayang Kulit, Gamelan, and Songs in performances that contained Islamic messages.

3. Explain the contribution of the Walisongo in education!

Answer:

- The establishment of Islamic Boarding Schools by the Walisongo include:
 - 1) Ampel Denta Islamic Boarding School (Surabaya) was founded by Sunan Ampel.
 - 2) Giri Islamic Boarding School (Gresik) was founded by Sunan Giri.
 - 3) Bonang Islamic Boarding School (Tuban) was founded by Sunan Bonang.
- Curriculum development that is relevant to the needs of the community. They incorporate local cultural elements into learning, such as art, music, and literature.
- Adaptive learning methods to the conditions of the community include:

Lectures and Religious Studies, Arts and Performances, Informal Education,
Translation and Writing of Books

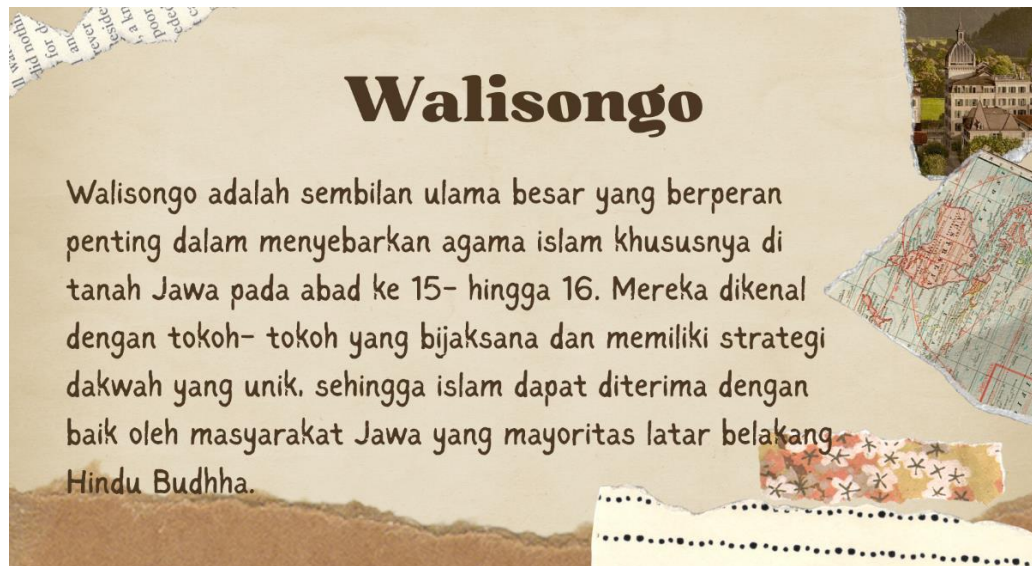
Kebumen, January 7, 2025

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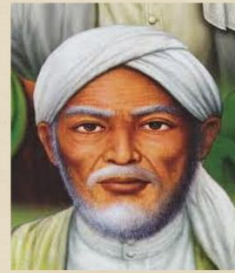


Sunan Ampel

Nama asli: Raden Rahmat

Strategi dakwah mengadakan Pendidikan bagi Masyarakat pada kader bangsa dan para mubaligh, membangun hubungan silaturrahi dan persaudaraan dengan menikahi putri di daerah setempat, memelopori berdirinya masjid Agung Demak.

Wilayah dakwahnya di sekita Surabaya, Jawa Timur.



Sunan Bonang

Nama aslinya yaitu Raden Maulana Makdum Ibrahim

Strategi dakwahnya yaitu pemberdayaan dan peningkatan jumlah mutu kader da' I dalam berdakwah, memasukkan pengaruh islam ke keraton Majapahit, modifikasi dalam berdakwah.

Daerah dakwahnya yaitu Kediri, Demak, Lasem, Tuban, Madura dan Pulau Bawean.

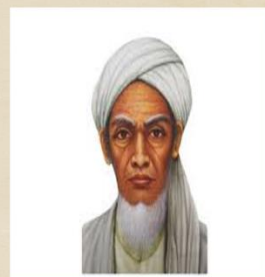


Sunan Giri

Nama asli: Raden Paku

Strategi dakwahnya yaitu membina kader da' I mengembangkan islam di luar pulau Jawa, dan menyelenggarakan Pendidikan bagi Masyarakat secara luas.

Daerah dakwahnya yaitu Desa Giri, Kebomas, Gresik (Jawa Timur), Madura, Lombok, Kalimantan, Sumbawa, Sumba, Flores, Ternate, Sulawesi, dan Maluku.



Sunan Drajad

Nama asli: Raden Qasim

Strategi dakwah menyalurkan bantuan untuk Masyarakat yang membutuhkan, membuat kampung-kampung percontohan, menanamkan ajaran kolektivisme, dan menciptakan tembang-tembang Jawa yakni Pangkur.

Daerah dakwahnya yaitu Lamongan, Jawa Timur

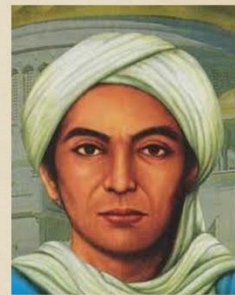


Sunan Muria

Nama asli: Raden Umar Said

Strategi dakwah dengan menjadikan daerah-daerah pelosok sebagai pusat kegiatan dakwah dan berdakwah melalui kesenian.

Daerah dakwahnya yaitu Gunung Muria, Pantai Utara Jepara, Tayu, Pati, Juana, dan Kudus.



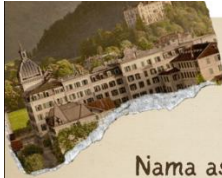
Sunan Gunung Jati

Nama asli: Syarif Hidayatullah

Strategi dakwah melakukan pembinaan internal kesultanan dengan menguatkan pokok wilayah dengan mengislamkan Masyarakat di Jawa Timur dan Jawa Tengah.

Daerah dakwahnya yaitu Cirebon dan Banten Jawa Barat.



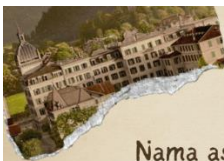


Sunan Kalijaga

Nama asli: Raden Said

Strategi dakwah yaitu dengan mendirikan pusat Pendidikan di Kalikudu, dan berdakwah melalui kesenian, diantaranya tradisi selamatan, dan tahlil.

Daerah dakwahnya yaitu Demak, Jawa Tengah, Cirebon, Indramayu, dan Pamanukan.



Sunan Kudus

Nama asli: Ja'far Shadiq

Strategi dakwah yaitu mengembangkan corak kesenian yang dikenal dengan Gending maskumambang dan Mijil.

Daerah dakwahnya yaitu Kudus, Jawa Tengah, serta Sragen dan Gunung Kidul.



Peran Walisongo

1. Bidang Pendidikan
 - a. Sunan Ampel mendirikan pesantren di Ampel Denta, Surabaya
 - b. Sunan Giri mendirikan pesantren di daerah Giri
 - c. Sunan Bonang mendirikan pesantren di daerah Tuban dengan memusatkan kegiatan Pendidikan dan dakwahnya.



Peran Walisongo

2. Bidang Politik

- a. Sunan Gunung Jati menjadi raja dan lainnya menjadi penasihat raja, seperti sunan Ampel yang berpengaruh apda Kerajaan Majapahit.
- b. Sunan Giri yang sering dikorelasikan dengan pemberian restu dalam penobatan raja
- c. Sunan kalijaga yang menjadi penasihat Kerajaan Demak.

Peran Walisongo

3. Bidang Dakwah

Walisongo berdakwah secara lisan, maupun kesenian seperti wayang dan lainnya. Misalnya mengunjungi pedesaan terpencil, mendirikan pesantren, mendirikan masjid, memanfaatkan kearifan lokal. Pada bidang kesenian seperti wayang, walisongo pun menggunakan syair dari gamelan untuk membungkus pesan tauhid sebagai sikap menyembah Allah.

Terima Kasih

CLOSING

You have all witnessed for yourself that there are 17 creative works of PAI students from International Class 5. They have succeeded in compiling SKI Teaching Modules. You need to know that several Teaching Modules have also been practiced in front of the class. This means that they have succeeded in creating and simulating them.

Hopefully this small book can further inspire all parties to improve *the quality of education* in the future.

Writing is a smart work for civilization

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