



MODULE HANDBOOK

**BACHELOR OF
ISLAMIC CRIMINAL LAW (BICL)**

**FACULTY OF
SHARIA AND LAW**



**Islamic State University
Walisongo Semarang**

2025

TABLE OF CONTENTS

TABLE OF CONTENTS	i
OVERVIEW MATRIX TABLE	iv
OVERVIEW CURRICULUM	iv
1st Semester Odd 2024/2025	1
Pancasila and Civic Education	2
Indonesian Language Scientific Writing	5
Islam and Religious Moderation	8
Fiqh	12
Tawhid and Sufi Ethics	14
Arabic	17
The Science of the Qur'an	20
Science of Hadith	23
Introduction to Legal Studies	25
Introduction to Indonesian Law	27
2nd Semester Even 2024/2025	30
Philosophy of the Unity of Knowledge	31
English	33
History of Islamic Law	35
Criminal Law I	39
Principles of Islamic Jurisprudence (Qawaid Fiqhiyyah)	41
Political Science	43
Civil Law	46
Criminal Law II	48
3rd Semester Odd 2024/2025	50
Principles of Islamic Jurisprudence (Ushul Fiqh)	51
Fiqh Munakahat and Mawarits	53
Political Jurisprudence	55
Islamic Civil Law Indonesia	57
Islamic Legal Philosophy	60
Constitutional Law	66
Principles of Criminal Law	68
Special Criminal Law	70
Civil Procedure Law	72
The Judicial System in Indonesia	74

4th Semester Even 2024/2025	77
Procedural Law Religion	78
Fiqh of Transactions.....	80
Sociology of Law	82
Verses and Hadiths on Legal Rulings Criminal Law	84
Public Administration Law	86
Customary Law	88
Criminal Cyber Law.....	90
Criminal Procedure Law	92
Islamic Criminal Procedure Law	95
Law and Human Rights	98
Criminal Justice System	100
5th Semester Odd 2024/2025	102
Criminology	103
Victimology.....	105
International Law	107
Constitutional Law and Constitutional Procedure	109
Litigation Skills	111
Non-Litigation Skills.....	113
Ethics and Responsibility Legal Profession	115
Comparative Criminal Law	117
Islamic Criminal Law Policy	119
Legislative Drafting.....	121
Research Methods and Legal Writing.....	123
6th Semester Even 2024/2025	126
Criminal Evidence Law.....	127
Proposal Seminar.....	129
Advocacy and Legal Aid Institutions	128
Technopreneurship	130
Legal Clinic Internship	132
Entrepreneurship.....	134
Fiqh of Anti-Corruption	136
Fiqh of Jihad	139
Selected Topics in Criminal Law	141
Customary Criminal Law	143
Juvenile Criminal Law	145
Corporate Crime.....	147
Penology	149
Penitentiary	151

Criminal Policy	153
Environmental Law.....	155
Legal Anthropology	157
Book Discussion (Bahsul Kutub)	159
Criminal Law Reform	162
Astronomy.....	164
7th Semester Odd 2024/2025	164
Business Management.....	165
Field Work Lecture	168
School Field Introduction	170
Community Service Programme.....	172
8th Semester Even 2024/2025	174
Final Project	175

OVERVIEW MATRIX TABLE

Course Group	Credit Points	Semester								TOTAL
		1	2	3	4	5	6	7	8	
University Compulsory	24.00	18	6	0	0	0	0	0	0	24
Compulsory	147.00	12	24	33	33	33	9	3	0	147
Elective	15.00	0	0	0	0	0	15	0	0	15
Final Project, Internship, Thesis	33.00	0	0	0	0	0	9	15	9	33
Total ECTS Credit Points	219.00	30.00	30.00	33.00	33.00	33.00	33.00	18.00	9.00	219

OVERVIEW CURRICULUM

Final Project,
Internship, Thesis

University
Compulsory

Compulsory

Elective

8th Semester
(9.00 ECTS)

9.00 Final
Project

7th Semester
(18.00 ECTS)

6.00 Community
Service

6.00 School Field
Experience

3.00 Field Work
Lecture

3.00 Business
Management

6th Semester
(33.00 ECTS)

3.00 Criminal
Evidence Law

3.00 Proposal
Seminar

3.00 Technopreneurship

3.00 Entrepreneurship

3.00 Selected Topics in
Criminal Law

3.00 Fiqh of Anti-
Corruption

3.00 Environmental
Law

3.00 Criminal
Policy

3.00 Advocacy and Legal
Aid Institutions

6.00 Legal Clinic
Internship

3.00 Fiqh of
Jihad

3.00 Customary
Criminal Law

3.00 Juvenile
Criminal Law

3.00 Penitentiary

3.00 Legal
Anthropology

3.00 Astronomy

3.00 Fiqh of Anti-
Corruption

3.00 Corporate
Crime

3.00 Penology

3.00 Criminal
Policy

3.00 Book Discussion
(Bahsul Kutub)

3.00 Criminal
Law Reform

5th Semester
(33.00 ECTS)

3.00 Criminology

3.00 Victimology

3.00 International
Law

3.00 Non-Litigation
Skills

3.00 Comparative Criminal
Law

3.00 Legislative
Drafting

3.00 Constitutional Law and
Constitutional Procedure

3.00 Litigation
Skills

3.00 Ethics and Responsibility
Legal Profession

3.00 Islamic Criminal
Law Policy

3.00 Research Methods
and Legal Writing

4th Semester
(33.00 ECTS)

3.00 Procedural Law
Religion

3.00 Fiqh of
Transactions

3.00 Sociology of
Law

3.00 Verses and Hadiths on
Legal Rulings Criminal Law

3.00 Law and Human
Rights

3.00 Public
Administration Law

3.00 Customary
Law

3.00 Criminal
Cyber Law

3.00 Criminal
Procedure Law

3.00 Islamic Criminal
Procedure Law

3.00 Criminal Justice
System

3rd Semester
(33.00 ECTS)

6.00 Principles of Islamic
Jurisprudence

3.00 Fiqh Munakahat
and Mawarits

3.00 Political
Jurisprudence

3.00 Principles of
Criminal Law

3.00 Civil Procedure
Law

3.00 Islamic Civil Law
Indonesia

3.00 Islamic Legal
Philosophy

3.00 Constitutional
Law

3.00 Special Criminal
Law

3.00 The Judicial System
in Indonesia

2nd Semester
30.00 ECTS

3.00 Philosophy of the
Unity of Knowledge

6.00 Criminal
Law I

3.00 History of
Islamic Law

3.00 Political
Science

3.00 English

3.00 Fiqh
Principles

3.00 Civil
Law

6.00 Criminal
Law II

1st Semester
(30.00 ECTS)

3.00 Pancasila and Civic
Education

3.00 Indonesian Language
Written Work Scientific

3.00 Arabic

3.00 The Science of
the Qur'an

3.00 Introduction to
Indonesian Law

3.00 Tawhid and Sufi
Ethics

3.00 Islam and Religious
Moderation

3.00 Fiqh

3.00 Introduction to
Legal Studies

3.00 Science
of Hadith

1st Semester
Odd 2024/2025

Pancasila and Civic Education

Module Number UIN-6001	Module Name Education in Pancasila and Citizenship		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Small Group Discussions, Case Studies		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%), 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper Assignment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Lira Zohara M.Si.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive, analytical, and contextual understanding of Pancasila and Civic Education as foundational pillars of Indonesian national identity, governance, and citizenship. It seeks to equip students with intellectual and ethical awareness of Indonesia’s state ideology, the constitutional framework, and democratic principles, while fostering civic responsibility and national consciousness rooted in the values of Pancasila. The course also aims to strengthen students’ understanding of good governance, national integration, and the dynamic relationship between the state and its citizens, encouraging the integration of legal, political, and moral reasoning within the framework of Indonesian nationhood. The competences of this course are demonstrated upon completion when students are able to explain and critically analyse the philosophical foundations and practical implications of Pancasila as the state ideology; articulate the relationship between the state and its citizens in the constitutional and democratic context; evaluate the concepts of national identity, democracy, and civil society; discuss the interrelation between law, human rights, and governance; and apply these principles to contemporary social and political challenges in Indonesia. Students will also demonstrate intellectual integrity, social sensitivity, and			

responsibility in contributing to national unity, respect for diversity, and the promotion of ethical citizenship. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings **The materials** of this course include: Introduction to Civic Education and the Role of Pancasila in National Identity; The Nation and the Constitution; The Relationship between the State and Citizens; Democracy and Civil Society in Indonesia; The Rule of Law and Human Rights; National Insight (Wawasan Nusantara) as Indonesia's Geopolitical Foundation; National Resilience (Ketahanan Nasional) as Indonesia's Geostrategic Framework; National Integration and Pluralism; Regional Autonomy and Good Governance; and Evaluation of Contemporary Issues in Citizenship and Statehood

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Able to apply logical, critical, systematic, and innovative thinking in the context of preparing research reports related to legal materials. (C3, A2, P3)
2. CLO 2: Able to analyse and solve problems by considering both individual and group needs. (C4, A3, P3)
3. CLO 3: Able to demonstrate independent, high-quality, and measurable performance in formulating legal decisions within courts, prosecution offices, Offices of Religious Affairs (KUA), and legal aid institutions. (C3, A4, P4)
4. CLO 4: Able to examine and resolve legal issues effectively. (C4, A2, P3)
5. CLO 5: Able to draft a power of attorney correctly and professionally. (C2, A2, P3)
6. CLO 6: Able to make accurate decisions in preparing legal documents such as minutes of investigation, indictments, verdicts, claims, petitions, and court records (including reply and rejoinder) within legal proceedings. (C4, A3, P4)
7. CLO 7: Able to prepare a peace deed ratified by the court. (C3, A2, P3)
8. CLO 8: Able to compile a scientific description or legal study in the form of a thesis or final project report and upload it to the university website. (C4, A2, P3)
9. CLO 9: Able to draft legal documents professionally. (C3, A2, P3)
10. CLO 10: Able to resolve legal problems through litigation and non-litigation mechanisms in providing legal services to the community. (C4, A3, P4)
11. CLO 11: Able to collaborate effectively and demonstrate social sensitivity and concern for the community and environment. (C3, A3, P4)
12. CLO 12: Able to demonstrate honesty, responsibility, high integrity, and ethical conduct in carrying out legal work independently. (C3, A4, P2)
13. CLO 13: Able to demonstrate accountability and professionalism in performing independent legal work. (C3, A4, P2)

Core readings:

1. Mardenis, Pendidikan Kewarganegaraan.
2. Asep Sahid Gatara, Pendidikan Kewarganegaraan (Civic Education).
3. UUD 1945.
4. Jayadiputra, E., Karim, A. A., Sapriya, S., & Rahmat, R. (2023). The Pancasila and Civic Education curriculum model at 21st century. *Jurnal Civics: Media Kajian Kewarganegaraan*, 20(1), 65-74.
5. Introducing Pancasila Education: Civic Education in Indonesia. *International Journal of Civic & Community Health*
6. Pancasila as Ideology and Characteristics Civic Education in Indonesia. (2019). ResearchGate.
7. Implementation of Pancasila Values in Civic Education Learning in Indonesia. *International Journal of Social Education*.

8. Natalia, L., & Saingo, Y. A. Pentingnya Pendidikan Pancasila Dalam Membentuk Karakter Dan Moral di Lembaga Pendidikan. Jurnal MAJIM.
9. Pentingnya Pendidikan Pancasila dalam Membangun Kesadaran. Jurnal Nakula, Universitas Aripri.
10. Content analysis of Pancasila and Civic Education curriculum at the Junior High School level in Indonesia. Jurnal Civics, Universitas Negeri Yogyakarta.
11. The Urgency of Pancasila and Citizenship Education to Strengthen Character in the Global Era. Al-Ishlah Journal, STAI Hubbulwathan.
12. Harjanto, N. S., & Najicha, F. U. Pendidikan Pancasila Sebagai Kerangka Etika Dalam Penggunaan Kecerdasan Buatan. Jurnal JP-IPS, Universitas Palangka Raya.
13. Bowo, A. N. A., Nugroho, T., Wahono, J., Restin, O., & Esawati, A. (2024). Muatan Materi Pendidikan Pancasila Dalam Menumbuhkan Kesehatan Mental Peserta Didik Dan Implementasinya Dalam Pembelajaran. Nuansa Akademik, Universitas Cokroaminoto Yogyakarta.

Indonesian Language Scientific Writing

Module Number UIN-6002	Module Name Indonesian Language Scientific Writing	
Type of Course University Compulsory Course	Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Presentation Case-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quizz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (5%) Paper/Essay Assesment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Case Report Assessment (20%)		SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. H. Ali Imron, M.Ag.		Semester Week Hours: 90 hours
Additional Teacher Involved: Amalia Fajriyyatin Najichah, M.Pd.		
Syllabus The Objective of this course are to provide students with a comprehensive understanding of the Indonesian language in its scientific and academic forms, focusing on developing competence in writing scholarly papers that adhere to linguistic accuracy, academic integrity, and ethical communication. The course aims to equip students with theoretical and practical knowledge of Indonesian grammar, effective sentence construction, and proper usage of the formal register in order to enhance their ability to produce coherent, logical, and well-structured academic texts. It also seeks to cultivate a sense of national identity, ethical awareness, and intellectual responsibility through the use of proper Indonesian in academic and professional contexts. The competences of this course are demonstrated upon completion when students are able to master the theoretical foundations of linguistics; apply the principles of effective and standard Indonesian language in academic communication; compose various forms of scholarly writing such as essays, reports, and research papers; demonstrate academic honesty and awareness of plagiarism; and exhibit proficiency in structuring and presenting scientific arguments. Students will also be able to integrate Islamic values, ethical conduct, and local wisdom in language use,		

as well as apply appropriate linguistic and stylistic conventions in formal academic writing. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to Institutional Vision, Mission, and Course Orientation; The Urgency of Scientific Writing; Indonesian Orthography (Ejaan Bahasa Indonesia – EBI); Standard and Formal Indonesian; Sentence Structure and Effective Sentences; Proper and Correct Use of Indonesian; Paragraph Development and Coherence; Composition and Organisation of Writing (Theme, Title, Outline, and Types of Essays); Principles and Techniques of Scientific Writing; Structure and Format of Academic Papers; Abstract and Summary Writing; and Plagiarism and Ethical Writing Practices

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to master linguistic theories comprehensively. (C3, A3, P3)
2. CLO 2: Students are able to apply proper and effective Indonesian language in both spoken and written forms. (C3, A2, P3)
3. CLO 3: Students are able to compose academic and scientific writings in accordance with linguistic and academic standards. (C4, A2, P4)

Core readings:

Book

1. Salsabila, Firtia B.M, dkk. 2021. Ikhtisar Penulisan Karya Tulis Ilmiah. Tasikmalaya: Yayasan Tasik Zona Barokah.
2. Alwi, Hasan, dkk. 2003. Tata Bahasa Baku Bahasa Indonesia (Edisi Ketiga). Jakarta: Balai Pustaka.
3. Arifin, Zainal dan Amran Tasai. 2009. Cermat Berbahasa Indonesia untuk Perguruan Tinggi. Jakarta: Akademika Persindo.
4. Arifin, Zainal. 2008. Dasar-Dasar Penulisan Karya Ilmiah. Jakarta: Grasindo.
5. Chaer, Abdul. 2006. Tata Bahasa Praktis Bahasa Indonesia. Edisi Revisi. Jakarta: Rineka Cipta.
6. Dalman. 2012. Menulis Karya Ilmiah. Jakarta: Rajawali Pers.
7. Departemen Agama. 2003. Pedoman Transliterasi Arab-Latin. Jakarta: Badan Balitbang Agama dan Diklat Keagamaan.
8. Dewantara, I Putu Mas dan I Ketut Dibya. 2016. Bahasa Indonesia untuk Perguruan Tinggi. Depok: Rajawali Pers.
9. Isdriani, Pudji. 2009. Seribu Pena Bahasa Indonesia. Jakarta: Erlangga.
10. Ismawati, Esti. 2012. Bahasa Indonesia untuk Penulisan Karya Ilmiah. Yogyakarta: Ombak.
11. Muhyiddin, dkk. 2010. Pedoman Penulisan Skripsi. Semarang: Fakultas Syariah IAIN Walisongo.
12. Mulyati, Yeti. 2007. Keterampilan Berbahasa Indonesia SD. Jakarta: Penerbit Universitas Terbuka.
13. Musfah, Jejen. 2014. Tips Menulis Karya Ilmiah. Yogyakarta: Kencana.
14. Nasucha, Yakub, Muhammad Rohmadi, dan Agus Budi Wahyudi. 2009. Bahasa Indonesia untuk Penulisan Karya Tulis Ilmiah.
15. Edisi Kedua. Yogyakarta: Media Perkasa.
16. Pratiwi, Yuni dkk.. 2008. Bahasa Indonesia. Edisi Pertama. Jakarta: Universitas Terbuka.
17. Rahardi, R. Kunjana. 2009. Bahasa Indonesia untuk Perguruan Tinggi. Jakarta:

Erlangga.

18. _____. 2010. Kasus-kasus Kebahasaan dalam Karya Tulis Ilmiah. Yogyakarta: Universitas Atmajaya.
19. Rahman, Musthofa, dkk. Pedoman Penulisan Skripsi. Semarang: Fakultas Tarbiyah IAIN Walisongo.
20. Rosyid, Moh.. 2004. Bahasa Indonesia untuk Perguruan Tinggi. Semarang: UPT UNNES Press.
21. _____. 2007. Terampil Berbahasa. Jawa Tengah: STAIN Kudus Press.
22. Rumaningsih, Endang. 2013. Cermat dan Terampil Berbahasa Indonesia. Semarang: RaSAIL.
23. Rumaningsih, Endang, dkk.. 2017. Bahasa Indonesia Bahasa Bangsaku. Edisi Revisi. Semarang: Pusat pengembangan Bahasa
24. UIN Walisongo.
25. Sasangka, Sry Satriya Tjatur Wisnu. 2014. Kalimat (Seri Penyuluhan Bahasa). Jakarta: Kementerian Pendidikan dan
26. Kebudayaan.
27. Setyaningsih, Sri Isnani. 2017. Analisis Kesalahan Bahasa pada Penulisan Karya Ilmiah Mahasiswa Prodi Pendidikan
28. Matematika UIN Walisongo Semarang. Semarang: Lemlit UIN Walisongo.
29. Tim Pengembang Pedoman Bahasa Indonesia. 2016. Pedoman Umum Ejaan Bahasa Indonesia (PUEBI). Jakarta: Badan
30. Pengembangan dan Pembinaan Bahasa.
31. Wijayanti, Sri Hapsari dkk. 2013. Bahasa Indonesia: Penulisan dan Penyajian Karya Ilmiah. Jakarta: Rajawali Pers.

Journal

1. Kuntarto, Eko. 2017. Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi.
2. Journal Indonesian Language Education and Literature, Vol. 3, No. 1,

Dictionary

1. Kemendikbud RI. 2017. Kamus Besar Bahasa Indonesia (KBBI) Edisi Kelima. Jakarta: Badan Pengembangan dan Pembinaan Bahasa Kemendikbud.
2. Kridalaksana, Harimurti. 2010. Kamus Lingusitik. Gramedia: Jakarta.

Contitution

1. Peraturan Menteri Pendidikan Nasional RI Nomor 17 Tahun 2010 tentang SANKSI bagi Pelaku Plagiat.
2. Undang-undang Nomor 19 Tahun 2002 tentang Hak Cipta.
3. Undang-undang Nomor 50 Tahun 2015 tentang Pedoman Umum Ejaan Bahasa Indonesia.

Website

1. <http://bukuajarppb.walisongo.ac.id>
2. <https://kbbi.kemdikbud.go.id/>
3. <https://acuanbahasa.kemdikbud.go.id/book/12/5cb467d936a24>
4. <http://fsh.walisongo.ac.id/panduan-skripsi/>
5. <https://library.aru.ac.uk>
6. <https://apastyle.apa.org>
7. <https://library.westernsydney.edu.au>
8. <https://www.mla.org/Convention/Planning-a-Convention-Session>

Islam and Religious Moderation

Module Number UIN-6003	Module Name Islam and Religious Moderation		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Paper Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. H. Imam Yahya, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: Maskur Rosyid, MA.Hk			
Syllabus The Objective of this course are to provide students with a deep and comprehensive understanding of Islam and Religious Moderation as an essential paradigm for maintaining harmony in a plural and multicultural society. The course seeks to cultivate students’ awareness of the principles of Wasathiyyah (moderation), tolerance, inclusivity, and balance as core Islamic values in addressing contemporary religious, social, and cultural challenges. It also aims to strengthen students’ intellectual, digital, and moral capacities in applying the concept of Islam Rahmatan lil ‘Alamin through local wisdom (kearifan lokal) and the teachings of Walisongo in the modern era of digital disruption and post-truth. The competences of this course are demonstrated upon completion when students are able to explain and analyse the concepts and frameworks of religious moderation (moderasi beragama) in Islamic tradition, interpret and apply the values of Wasathiyyah in social life, and demonstrate inclusive and tolerant attitudes toward religious and cultural diversity. Students will also master digital and media literacy to promote moderation among younger generations, design and communicate messages of Islam Rahmatan lil ‘Alamin through digital platforms, and engage critically with issues of radicalism, intolerance, and religious pluralism both in local and global contexts. In			

this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Vision and Mission of the University and the Relevance of Religious Moderation; Definition and Characteristics of Religious Moderation (Wasathiyah); Contexts and Urgency of Religious Moderation in Global and Local Settings; Islam as a Religion of Mercy (Rahmatan lil 'Alamin); Conceptual Framework of Religious Moderation in Islamic Tradition; The History and Model of Walisongo's Religious Moderation; The Relation Between Religion and Local Wisdom in the Archipelago; The Role of Islamic Organisations in Promoting Moderation; Religious Moderation in Plural and Multicultural Societies; The Role of the Four Pillars of the Nation (Pancasila, UUD 1945, NKRI, and Bhinneka Tunggal Ika) in Strengthening Moderation; Religious Moderation in the Digital and Post-Truth Era; Radicalism and Counter-Radicalism in Religious Life; Media Literacy and Digital Ethics in Promoting Moderation; and Practical Projects on Building Religious Moderation through Social Media Campaigns and Creative Content

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the concepts and implementation of religious moderation as a manifestation of Islam rahmatan lil 'alamin, integrating the values of Walisongo teachings, and to comprehend the dynamics of religiosity and religious issues in both global and Indonesian Islamic contexts. (C2, A1, P3)
2. CLO 2: Students are able to uphold humanitarian values grounded in religion, tradition, and ethics as the realisation of Islam rahmatan lil 'alamin; appreciate the diversity of religions, beliefs, cultures, and local wisdom; and demonstrate inclusive and moderate attitudes and character in religious, national, and civic life. (C4, A4, P3)
3. CLO 3: Students are able to develop digital and media literacy skills to promote religious moderation among the millennial generation in the era of digital disruption and post-truth; and communicate the values of Islam rahmatan lil 'alamin effectively through social media in this context. (C4, A2, P4)

Core readings:

1. Kementerian Agama Republik Indonesia, Moderasi Beragama, (Jakarta: Badan Litbang dan Diklat Kementerian Agama RI., 2019).
2. Kementerian Agama Republik Indonesia, Tanya Jawab Moderasi Beragama, (Jakarta: Badan Litbang dan Diklat Kementerian Agama RI., 2019).
3. Lajnah Pentashihan Mushaf Al-Qur'an, Moderasi Islam [Tafsir al-Qur'an Tematik Jilid 8], (Jakarta: Lentera Ilmu Makrifat, 2019).
4. Ali Muhammad Ash-Shallabi, Wasathiyah dalam Al-Qur'an: Nilai-nilai Moderasi Islam dalam Akidah, Syari'at dan Akhlak, terj. Samson Rahmat dan Tajuddin, (Jakarta: Pustaka Al-Kautsar, 2029).
5. M. Quraish Shihab, Wasathiyah: Wawasan Islam tentang Moderasi Beragama, (Jakarta: Lentera Hati, 2019).
6. Mohammad Hashim Kamali, The Middle Path of Moderation in Islam: The Qur'anic Principle of Wasathiyah, (Oxford: Oxford University Press, 2015).
7. Khairan Muhammad Arif, Moderasi Islam: Tela'ah Komprehensif Pemikiran Wasathiyah Islam Perspektif al-Qur'an dan As-Sunnah Menuju Islam Rahmatan Lil 'Alamin, (Jakarta: Pustaka Ikadi, 2020).
8. Sri Yunanto, Islam Moderat VS Islam Radikal: Dinamika Politik Islam Kontemporer,

- (Yogyakarta: Media Pressindo, 2018).
9. Jabbar Sabil, *Muslim Moderat: Tadabbur Sirkularitas Keilmuan Islam*, (Banda Aceh: Bandar Publishing, 2016).
 10. Abdul Jamil Wahab, *Islam Radikal dan Moderat: Diskursus dan Kontestasi Varian Islam Indonesia*, (Jakarta: Elexmedia, 2019)
 11. Azyumardi Azra, *Moderasi Islam di Indonesia: Dari Ajaran, Ibadah, hingga Perilaku*, (Jakarta: Kencana Prenada, 2020).
 12. Imam Taufiq, *Al-Quran Bukan Kitab Teror*, (Yogyakarta: Bentang Pustaka 2016)
 13. Imam Yahya, dkk., *Islam dan Moderasi Beragama: Sejarah, Ajaran, dan Praktik*, (Semarang, Lawwana, 2020).
 14. M. Mudhofi, *Toleransi Beragama Berbasis Seni*, (Semarang: UIN Press, 2019).
 15. Syamsul Maarif, *Pendidikan Pluralisme di Indonesia*, (Yogyakarta: Logung Pustaka, 2005).
 16. Abu Rokhmad, "Radikalisme dan Upaya Deradikalisme Paham Radikal", *Jurnal Walisongo*, Vol. 20, No. 1, Tahun 2012, hlm. 79-114.
 17. Maria Ulfah, *Fenomena Hate speech (Ujaran Kebencian) di Jejaring Sosial dari Fahaman-fahaman keagamaan dalam Islam dan Dampaknya dan Dampaknya Terhadap Kesatuan Ummat Islam Di Indonesia*, (Semarang: LP2M UIN Walisongo, 2017).
 18. Sukarman, Raharjo & Fatah Syukur, "Deradikalisasi Agama di Era Digital Melalui Pendidikan Islam Multikultural", *Journal of Islamic Studies and Humanities*, Vol. 4, No. 2, Tahun 2019, hlm. 171-186, DOI: <http://dx.doi.org/10.21580/jish.42/4734>.
 19. Khoirul Anwar, *Berislam di Era Milenial*, (Semaang: Elsa, 2020).
 20. A. Zaki Mubarak (Ed.), *Moderasi Islam di Era Disrupsi dalam Pandangan Kearifan Lokal, Pendidikan Islam, Ekonomi Syariah, dan Fenomena Sosial Keagamaan*, (Yogyakarta: Pustaka Senja Imprint Ganding Pustaka, 2018).
 21. Babun Suharto, dkk., *Moderasi Beragama: Dari Indonesia untuk Dunia*, (Yogyakarta: LKiS, 2019).
 22. A. Fatih Syuhud, *Ahlussunnah Wal Jamaah: Islam Wasathiyah, Tasamuh, Cinta Damai*, (Malang: Literasi Nusantara, 2019).
 23. Achmad Satori, dkk., *Islam Moderat: Menebar Islam Rahmatan Lil 'Alamin*, (Jakarta: Pustaka Ikadi, 2013).
 24. Muhamad Qustulani, dkk., *Moderasi Beragama: Jihad Ulama Menyelamatkan Umat dan Negeri dari Bahaya Hoax*, (Tangerang: PSP Nusantara, 2019).
 25. Edi AH Iyubinu, *Islam yang Menyenangkan: Etika Kemanusiaan sebagai Puncak Keimanan dan Keislaman*, (Yogyakarta: Ircisod, 2020).
 26. Nurul H. Maarif, *Islam Mengasihi Bukan Membenci*, (Bandung: Mizan Pustaka, 2017).
 27. Chaider S. Bamualim, dkk., *Kaum Muda Muslim Milenial: Konservatisme, Hibridasi Identitas, dan Tantangan Radikalisme*, (Jakarta: Center for The Study of Religion and Culture [CSRC], 2018).
 28. Siti Aisah, *Beda-Beda Tetap Sama-sama: Teladan Saling Menghargai Perbedaan Imam Empat Mazhab*, (Jakarta: Yayasan Islam Cinta Indonesia, 2018).
 29. Idham, *Moderasi dalam Budaya Masyarakat Islam*, (Jakarta: Badan Litbang dan Diklat Kementerian Agama RI., 2019).
 30. Maskur Rosyid & Abdullah Salam A. "Kebijakan Pemberantasan Terorisme dalam Tinjauan Maqāṣid al-Shar'ah" *Al-Amin: Jurnal Kajian Ilmu dan Budaya Islam*, Vol. 4 No. 2 (2021). <http://jurnal.stitalamin.ac.id/index.php/alaman/article/view/118>
 31. Maskur Rosyid, "Meneguhkan Spirit Walisongo: Mengajak Tanpa Merusak" dalam *Meneguhkan Spirit Walisongo Kontekstualisasi Nilai dan Tradisi* (Semarang: Walisongo Press, 2021) link book chapter <https://www.omah-fiqih.web.id/2021/10/meneguhkan->

[spirit-walisongo](https://www.omahfiqh.web.id/2022/03/budaya-lokal-dan-universalitas-islam.html) mengajak.html

32. Maskur Rosyid, “Budaya Lokal dan Universalitas Islam: Mewujudkan Masyarakat Damai” dalam Moderasi Beragama di Indonesia Kebangsaan, Kebudayaan, dan Keislaman Jilid 5 (Bogor: Azkia Publishing, 2021) link book chapter <https://www.omahfiqh.web.id/2022/03/budaya-lokal-dan-universalitas-islam.html>
33. Maskur Rosyid, “Menggapai Harmoni Melalui Pendidikan Multikultural” dalam Moderasi Beragama di Indonesia Upaya Rekonstruksi Melalui Pendidikan Jilid 4 (Bogor: Azkia Publishing, 2020) link book chapter <https://www.omahfiqh.web.id/2021/11/menggapaiharmoni-melalui-pendidikan.html>
34. Maskur Rosyid, “Memahami Moderasi Beragama” materi dan artikel dalam <https://www.omahfiqh.web.id/2022/02/memahamimoderasi-beragama.html>
35. Maskur Rosyid, “Peran dan Sikap MUI dalam Menjaga Harmoni Umat dan Keutuhan NKRI” dalam Peran dan Tantangan Fatwa MUI di Era Global (Jakarta: Komisi Fatwa MUI, 2019).

Fiqh

Module Number UIN-6005	Module Name Fiqh		
Type of Course Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive, systematic, and critical understanding of Fiqh as one of the principal disciplines in Islamic law. The course aims to prepare students to comprehend and practise Islamic legal rulings as an essential foundation for further study in specialised branches of Fiqh. It seeks to introduce students to the basic concepts, characteristics, and sources of Fiqh, as well as the principles underlying acts of worship (ibadah), such as purification, prayer, fasting, almsgiving, and pilgrimage. This course also encourages students to understand the development of Fiqh through historical and contemporary perspectives, integrating religious, scientific, and local wisdom values within the unity of sciences paradigm. The competences of this course are demonstrated upon completion when students are able to explain the basic concepts, history, and classification of Fiqh; distinguish between Shari’ah, Fiqh, and Islamic law; perform essential acts of worship correctly according to Islamic jurisprudence; understand the philosophical wisdom (hikmah) behind ibadah; and identify the sources of contemporary Fiqh products. Students are also expected to demonstrate the ability to integrate Fiqh knowledge with modern scientific developments, analyse legal reasoning in modern Fiqh discourse, and apply Islamic legal principles responsibly			

in daily and social life. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Institutional Vision and Mission; General Overview of Ilmu Fiqh; The Basic Concepts and Characteristics of Fiqh; The History and Development of Fiqh across Different Periods; Classification and Branches of Fiqh (Ibadah and Muamalah); The Concept of Shahadah as the Foundation of Worship; The Principles and Practice of Purification (Thaharah); The Rules and Practice of Obligatory and Voluntary Prayers (Shalat Fardhu and Shalat Sunnah); The Foundations and Practice of Fasting (Sawm); The Concepts and Practice of Zakat; The Foundations and Procedures of Hajj; The Relationship between Fiqh and Knowledge; The Sources of Contemporary Fiqh Products; and Indonesian Fiqh Practices including Kompilasi Hukum Islam (KHI), MUI Fatwas, and Kaidah Hukum Ekonomi Islam (KHEI)

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the fundamental concepts, history, and distinctive characteristics of fiqh (Islamic jurisprudence) as the foundation of Islamic legal studies. (C2, A1, P2)
2. CLO 2: Students are able to analyse the classification and development of fiqh in relation to various branches of Islamic law. (C4, A3, P3)
3. CLO 3: Students are able to apply the concepts and practices of worship ('ibadah) and utilise contemporary sources of fiqh products in addressing modern legal issues. (C3, A2, P3)

Core readings:

1. Al-Juzairi, Abd al-Rahman, Al-Fiqh `Ala Mazahib al-Arba`ah, Dar al-Fikr al-`Arabi, 1991 M/1411 H.
2. Nasution, Harun. (1985). Islam Ditinjau dari Berbagai Aspeknya. Jakarta: UI Press
3. Rusyd, Ibn, Bidayah al-Mujtahid, Semarang: Toha Putra, t.t.
4. Sabiq, Al-Sayyid, Fiqh al-Sunnah, cet. 4, Beirut: Dar al-Fikr, 1983 M/1403 H.
5. Al-Sabuni, `Ali, Rawa`i` al-Bayan fi Tafsir Aya al-Ahkam, Bairut: Dar al-Qur`an al-Karim, 1999 M/1420 H.
6. Syaltut, Mahmud. (1990). Islam `aqidah wa Syari`ah, terjemahan. Jakarta: Bulan Bintang.
7. Al-Zuhaili, Wahbah, Al-Fiqh al-Islam wa Adillatuhu, Bairut: Dar al-Fikr.
8. Al-Jurjani, Hikmat al-tasyri' wa falsafatuhu

Tawhid and Sufi Ethics

Module Number UIN-6006	Module Name Tawhid and Sufi Ethics		
Type of Course Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summerize (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (5%) Paper/Essay Assesment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Case Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: David Wildan M.HI			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a profound, systematic, and integrative understanding of Tauhid (Islamic monotheism) and Akhlaq Tasawuf (ethics and mysticism) as foundational elements of Islamic belief and spiritual development. The course aims to cultivate a deep awareness of the importance of pure monotheism free from shirk, bid'ah, and khurafat, while also developing students' ability to internalise and practise noble character (akhlaq al-karimah) as reflected in the teachings of the Qur'an, Sunnah, and classical Sufi thought. It encourages students to connect theological knowledge with ethical practice, forming a balanced personality grounded in both intellectual understanding and spiritual refinement. The competences of this course are demonstrated upon completion when students are able to explain the concepts and importance of Tauhid in Islam; distinguish between rububiyyah and uluhiyyah; understand and discuss key theological issues such as divine attributes, destiny (qadar), and eschatology (yaum al-akhir); identify and analyse the emergence of theological schools (aliran kalam); and appreciate the historical evolution of tasawuf and its relevance to contemporary life. Students will also demonstrate the ability to reflect on ethical and spiritual teachings in daily conduct, apply concepts of maqamat (spiritual stages) and ahwal			

(spiritual states), and critically evaluate notions such as fana, baqa, wahdat al-wujud, and insan kamil within Islamic spirituality. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to Vision and Mission of UIN Walisongo; The Concept and Urgency of Tauhid in Islam; The Meaning, Foundations, and Development of Ilmu Tauhid; The Relationship Between Aqidah and Ibadah; Faith in Allah, Angels, Prophets, and Scriptures; Faith in Destiny and the Hereafter; The Emergence and Development of Theological Schools (Syi'ah, Khawarij, Murji'ah, Mu'tazilah); The Concept and Scope of Akhlaq; The Relationship Between Ethics, Morality, and Responsibility; The Formation of Islamic Character and Its Methods; The Foundations and History of Tasawuf; The Concepts of Maqamat, Ahwal, Mahabbah, and Ma'rifah; The Doctrines of Fana, Baqa, Ittihad, Hulul, Wahdat al-Wujud, and Insan Kamil; and Tariqah and the Role of Sufism in Addressing Modern Social Challenges

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand the essential meaning of pure monotheism (tawhid), free from shirk (polytheism), bid'ah (religious innovation), and khurafat (superstition), as a prerequisite for the acceptance of worship before Allah SWT. (C2, A2, P2)
2. CLO-02: Students are able to master comprehensive knowledge of Akhlak Tasawwuf (Islamic ethics and spirituality), demonstrated through the ability to explain, discuss, analyse, and construct arguments related to moral and spiritual development in Islam. (C4, A3, P3)

Core readings:

1. Abn. Jabar Ibn Akhmad, Syarh al Ushul al-Khamsyah
2. Abu Bakar Jabir al-Jaz'iry, Aqidah al-Mu'min
3. Abu Hasan al-Asy'ari. (1397H). Al-Ibanah 'an Ushulid Diyanah. Kairo: Daar al-Anshar. LIPIA. (1988).
4. Abu Zahra, Al-Aqidah al-Islamiyah kama ja'ahu fi al-Qur'an
5. Abu Zahra, Tarikh al-Mazahib al-Islamiyah
6. Ahmad Abu Sa'id dan Husain Syarah. (1982). Dalilul I'rab wal Imlak. Beirut: Darul Ilmi Lilmalayin.
7. Ahmad bin Taimiyah. TT. Majma'atut Tauhid. Beirut: Darul Fikri.
8. Al Muwajjih I dan II. Jakarta.
9. Al-Asy'ary, Maqamat al-Islamiyyin
10. Ali Musthafa al-Kaharabi, Tarikh al-Firqah al-Islamiyah
11. Al-Sahrats Sani, Al-Milal wa as-Nihal
12. Fazalurrahman, Tema-tema pokok Al-Qur'an
13. Harun Nasution, Teologi Islam
14. Ibnu Taimiyah, Majmu'ah at-Tauhid
15. Mahmud Saltut, Al-Islam, Aqidah wa Syari'ah
16. Muh. Ghazali, Aqidah al-Islamiyah Kama Ja'ahu fi al-Qur'an
17. Muhammad al-Buraekah. (1994). Al-Madkhal lidirasah al-Islamiyah. Daar al-Sunnah.
18. Muhammad Ali, Isomologi
19. Newmark Peter. (1981). Approaches to Trabslation. London. Oxford Pergamon Press,
20. Sayid Sabiq. TT. Al-'Aqa'id Islamiyah. Beirut: Darul Fikr.

21. Sayyid Sabiq, Aqidah Islam
22. Zuhair al-Tsawisy. (1391 H.).Syah al-Aqidah al-Thahawiyah.Beirut : Maktab Al-Islamiyah. Akhlak Dan Tasawuf
23. Al-Ghazali, al-khuluq al-Muhsin dan Ihya al-'Ulum al-Din
24. Ahmad Amin, Etik Duski Samad, Studi Tasawuf: Sejarah tokoh dan Pemikiran.
25. Harun Nasution, Falsafat dan Mistisme dalam Islam.
26. Hamzah Ya'kub, Etika dalam Islam.
27. Rahmat Djatnika, Etika Islam.
28. Taftazani, risalah Qusyairiyah.
29. Abudin Nata, Akhlak Tsawuf
30. Rosihon Anwar, Akhlak Tasawuf
31. H.A. Mustofa, Akhlak Tasawuf
32. Asnarab As, Pengantar Studi Akhlak.
33. Abu Bakar Aceh, Pengantar Tasawuf.
34. Annimarie Schimell, Mistical Dimension of Islam.
35. Bakri Duser dan Gusnar zein, Akhlak dalam berbagai dimensinya.
36. Ibn Maskawih, Tahzib al-Akhlak.
37. M. Yusuf Musa, Falsafah al-Akhlak fi al-Islam.
38. Simuh, Tasawuf dalam Islam

Arabic

Module Number UIN-6008	Module Name Arabic		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Presentations , Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (20%) Case-Based Learning: Group Presentation (10%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Muhammad Syarif Hidayat M.A.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a foundational and practical mastery of the Arabic language as a tool for understanding Islamic texts and academic discourse. The course focuses on developing students’ four essential language skills listening (istima’), speaking (kalam), reading (qira’ah), and writing (kitabah) through an integrative and communicative approach. It seeks to enhance students’ ability to understand and produce Arabic expressions related to daily activities, academic contexts, and Islamic culture while fostering self-discipline, independence, and consistency in language learning. The course also aims to strengthen students’ understanding of Arabic grammar (nahwu and sharaf) and to prepare them for academic Arabic proficiency tests such as IMKA. The competences of this course are demonstrated upon completion when students are able to comprehend spoken and written Arabic texts, engage in structured conversations, and produce short paragraphs accurately and coherently. Students will be able to apply basic grammatical rules, including sentence structure (jumlah ismiyyah and jumlah fi’liyah), verb patterns (wazan fa’ala–yaf’ulu and fa’ila–yaf’alu), and case endings (i’rab of raf’, nashb, jar, and jazm). They will also demonstrate the ability to analyse Arabic texts related to Islamic studies, use appropriate vocabulary, and apply correct			

pronunciation and orthography. Furthermore, students will show independent learning behaviour, consult with instructors to overcome learning difficulties, and integrate linguistic knowledge with religious and cultural understanding in line with the unity of sciences paradigm. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Hiwar and Qira'ah on topics such as Al-'Amal al-Yaumiyyah (daily activities), Fil Jami'ah (university life), Al-Tsaqafah al-Islamiyyah (Islamic culture), Daurus Syabab fi Binā' al-Ummah (the role of youth in nation-building), and Wahdatul Ulum (unity of sciences); Basic Arabic Grammar (Nahwu and Sharaf) including Jumlah Ismiyyah and Jumlah Fi'liyyah, verb patterns (tsulatsi mujarrad), and case endings (i'rab); Integrated skills development through listening, speaking, reading, and writing exercises; Vocabulary building (mufradat); Practical assignments such as translation, text interpretation, and memorisation; and Preparation for IMKA (Arabic language proficiency test). Primary references include Al-Syamil (Kitabah wa Qira'ah), Al-Qira'ah al-'Arabiyyah lil Muslimin, Jami' al-Durus al-'Arabiyyah, Silsilah Ta'lim al-Lughah al-'Arabiyyah, and digital Arabic grammar applications.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand, analyse, and critically evaluate the content of books, both in spoken and written texts. (C4, A2, P3)
2. CLO 2: Students are able to identify and develop their learning abilities and needs through independent learning. (C3, A3, P3)
3. CLO 3: Students are able to consult lecturers to address challenges encountered during the learning process. (C3, A3, P2)
4. CLO 4: Students are able to expand their knowledge base derived from learning materials. (C3, A2, P3)
5. CLO 5: Students are able to apply their BTA skills to support their understanding of Qur'anic and Hadith texts. (C3, A2, P3)
6. CLO 6: Students are able to comprehend textual materials related to Islamic Studies presented in the course book. (C2, A1, P3)
7. CLO 7: Students are able to comprehend spoken texts, including dialogues and reading texts, and complete exercises to develop listening skills. (C3, A2, P3)
8. CLO 8: Students are able to engage in and develop conversations based on the course book texts, and complete exercises to improve oral proficiency. (C3, A2, P3)
9. CLO 9: Students are able to comprehend reading texts accurately and complete exercises as a means of reinforcing comprehension skills. (C2, A1, P3)
10. CLO 10: Students are able to write sentences and short paragraphs correctly and coherently. (C2, A2, P3)
11. CLO 11: Students are able to understand and apply the rules of Nahwu and Sharaf progressively, analysing texts found in the course book. (C4, A3, P3)
12. CLO 12: Students are able to identify various types of questions in IMKA and demonstrate basic strategies and skills to take the test effectively. (C3, A2, P3)

Core readings:

1. Al-Syamil (Kitabah dan Qiro`ah).
2. Al-Qira'ah al'Arabiyyah lil Muslimin
3. Jami`ud Durus al-arabiyyah
4. Silsilah Ta'lim al-Lughah al-'Arabiyyah
5. Kamus bahasa Arab Digital
6. Aplikasi "Nahwu Mudah Dasar"

The Science of the Qur'an

Module Number HPI-6009	Module Name The Science of the Qur'an		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Presentations, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (20%) Case-Based Learning: Group Presentation (10%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Arifana Nur Kholiq, Lc., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, scholarly, and critical understanding of Ulumul Qur'an the sciences of the Qur'an by exploring its historical development, core concepts, and methodological frameworks for interpretation. The course focuses on equipping students with the intellectual tools necessary to engage responsibly with the Qur'an as a divine revelation and textual foundation of Islamic civilisation. It seeks to train students to analyse the compilation, preservation, and transmission of the Qur'an, as well as to understand key branches of Ulumul Qur'an that guide exegetical studies and contextual understanding of revelation. The competences of this course are demonstrated upon completion when students can explain the definition, scope, and history of Ulumul Qur'an; analyse and apply its various branches such as Asbab al-Nuzul, Makki and Madani verses, Muhkam and Mutasyabih verses, Qira'at, Nasikh-Mansukh, I'jaz al-Qur'an, Munasabah, and Qashash al-Qur'an to textual analysis; differentiate between Tafsir, Ta'wil, and Tarjamah; and critically assess classical and modern approaches to Qur'anic interpretation. Students will also demonstrate the ability to connect Qur'anic studies with contemporary issues, apply relevant methods of interpretation (tahlili, ijmalī, muqaran, and mawdu'i), and appreciate the Qur'an's			

influence on ethical, legal, and social life across history. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Definition, Scope, and Development of Ulumul Qur'an; The Concept of Revelation (Wahyu) and Its Types; The History of the Qur'an's Revelation and Preservation; Asbab al-Nuzul and Its Principles; Munāsabah of the Qur'an and Its Applications; Makki and Madani Verses and Their Distinctions; Muhkam and Mutasyabih Verses; Qira'at al-Qur'an and Its Influence on Legal Interpretation; I'jaz al-Qur'an (The Inimitability of the Qur'an); Fawātih al-Suwar and Khawātim al-Suwar; Qashash al-Qur'an and Amsal al-Qur'an; Nasikh and Mansukh Verses; Aqşam al-Qur'an (Oaths in the Qur'an); and the Study of Tafsir, Ta'wil, and Tarjamah, including various methods (tahlili, ijmalī, muqaran, mawdu'i) and schools of thought in Qur'anic exegesis.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand 'Ulūm al-Qur'ān through theoretical–analytical and exploratory–comparative approaches. (C4, A3, P3)
2. CLO 2: Students are able to understand, analyse, and apply the various branches of 'Ulūm al-Qur'ān in comprehending the contents of the Qur'an. (C4, A2, P4)
3. CLO 3: Students are able to understand and apply different methods of Qur'anic interpretation, as well as evaluate and relate the thoughts of Muslim exegetes to contemporary problems and challenges. (C4, A3, P4)

Core readings:

1. 'Abd al-Ḥayy al-Faramāwī, *al-Bidāyah fī al-Tafsīr al-Mawḍū'ī : Dirāsah Manhajīyah Mawḍū'īyah*. Cairo : Tawzī' Maktabat Jumhūrīyat Miṣr, 1977.
2. Abdul-Raof, Hussein. *New Horizons in Qur'anic Linguistics: A Syntactic, Semantic and Stylistic Analysis*. Routledge, 2017.
3. Adz-Dzahabi, *Al-Israiliyyat fī At-Tafsir Wa Al-Hadis* (Kairo: Majma' Al-Buhuts Al-Islamiyyah, 1971.)
4. _____, *al-Tafsir wa al-Mufasssirun*, jilid. I (Kairo: Maktabah Wahbah, 1995)
5. Al A'zami, M.M, *Sejarah Teks Al-Qur'an, Dari Wahyu Sampai Kompilasi*, terj. Sohirin Solihin dkk. (Jakarta: Gema Insani Press, 2005).
6. Al-Azhim, Muhammad Abd., *Manahil al-Irfan*, Jilid I (Beirut: Dar al-Fikr, tt.)
7. Ash-Shabuni, Muhammad Ali, *At-Tibyan fī Ulum al-Qura* (Damaskus: Maktabah al-Ghazali, 1390)
8. Hasanuddin AF, *Perbedaan Qiraat dan Pengaruhnya terhadap Istinbath Hukum dalam al Quran*, PT Raja Grafindo Persada, Jakarta, 1995
9. Islah Gusmian. *Khazanah Tafsir Indonesia*. LKiS: Yogyakarta, 2013.
10. Khalafullah, Muhammad A., *Al-Qur'an Bukan Kitab Sejarah: Seni, Sastra dan Moralitas dalam Kisah-kisah Al-Qur'an*, (Jakarta: Paramadina, terj.
11. Zuhairi Misrawi dan Aris Maftuhin ,2003).
12. Khalid Abd al-Rahman al-'Ak. *Ushul al-Tafsir wa Qawaiduhu*. Beirut: Dar al-Nafais, 1986
13. Manna' Khalil al Qattan, *Mabahis fī 'Ulum al Quran, Mansyurat al Asr al Hadisah*, Riyad, 1973
14. McAuliffe, Jane Dammen, ed. *The Cambridge Companion to the Qur'ān*. Cambridge

- University Press, 2006.
15. Munawwar, Said Agil Husain, I'Jaz al-Quran dan Metodologi Tafsir (Semarang: Dimas, 1994).
 16. Nasr Hamid Abu Zaid. Tekstualitas al-Qur'an; Kritik terhadap Ulumul Qur'an. Yogyakarta: LKiS, 2003.
 17. Neuwirth, Angelika, Nicolai Sinai, and Michael Marx, eds. The Qur'ān in context: historical and literary investigations into the Qur'ānic milieu.
 18. Brill, 2009.
 19. Reynolds, Gabriel Said, ed. The Qur'an in its historical context. Routledge, 2007.
 20. Richard Bell. Introduction to The Quran. The Edinburgh University Press: Edinburgh, 1953.
 21. Rif'at Syauqi Nawawi dan M. Ali Hasan, Pengantar Ilmu Tafsir, Bulan Bintang, Jakarta, 1985
 22. Shihab, Quraissy, Membumikan al-Quran (Bandung: Mizan, 1992).
 23. _____, Mukjizat al-Quran (Bandung: Mizan, 1997).
 24. Subhi al Shalih, Mabahis fi 'Ulum al Quran, Dar al Ilm li al Malayin, Beirut, Cet. 17, 1988
 25. Suryadilaga, M. Alfatih, dkk., Metodologi Ilmu Tafsir (Yogyakarta: Teras, 2005).
 26. Suyuti (al), Jalal al Din 'Abd al Rahman, al Itqan fi 'Ulum al Quran, Mustafa al Babi al Halani, Mesir, 1951
 27. T.M. Hasbi ash Shiddieqy, Ilmu-ilmu al Quran, Bulan Bintang, Jakarta, 1988
 28. Taufik Adnan Amal. Rekonstruksi Sejarah Al-Qur'an. Pustaka Alvabet: Jakarta.tt.
 29. Theodor Noldeke, Friedrich Schwally, Gotthelf Bergsträßer, Otto Pretz. The History of The Quran. Brill: Leiden, 2013.
 30. Von Denffer, Ahmad, Ulumul Al-Quran An Introduction To Sciences of The Quran (Liecester: The Islamic Fondation,1989)
 31. Watt, Montgomery, Pengantar Study al-Quran, Terj. Taufiq Adnan Amal (Jakarta: Rajawali Press, 1991).
 32. Zahabi (al), Muhammad Husain, al Tafsir wa al Mufasssirun, Dar al kutub al Hadiisah, t.t., 1976
 33. Zarkasyi (al), Muhammad Badr al Din, al Burhan fi 'Ulum al Quran, Dar Ihya' al Kutub al 'Arabiyah, t.t., 1957
 34. Zarqani (al), Muhammad 'Abd al Azim, Manahil al 'Irfan fi 'Ulum al Quran, Dar Ihya' al Kutub al Arabiyah, t t., t th.

Science of Hadith

Module Number HPI-6010	Module Name Science of Hadith		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Yunita Dewi Septiana, MA.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, systematic, and methodological understanding of Ulumul Hadits as one of the fundamental disciplines in Islamic studies. It aims to equip students with the knowledge and analytical ability to comprehend the definition, scope, and branches of Ilmu Hadits, including its historical development, structure, and relevance to the formation of Islamic law and thought. The course encourages critical engagement with classical and modern perspectives on hadith studies, enabling students to distinguish between authentic and weak traditions, understand their transmission processes, and apply both textual and contextual interpretations responsibly. The competences of this course are demonstrated upon completion when students are able to explain the concepts, history, and classification of Hadith; differentiate between Hadith, Sunnah, Khabar, and Atsar; describe the elements of Hadith including sanad, matan, and rawi; analyse the functions and roles of Hadith in Islamic teachings; and understand the processes of tahammul and ada' al-hadith. Students will also be able to trace the development of Hadith through the pre-codification and codification periods; classify Hadith based on narration, quality, and transmission (such as mutawatir, ahad, marfu', maqthu', mauquf, shahih, hasan, dhaif); apply methods of takhrij al-hadith; and interpret Hadith textually and contextually within modern contexts. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online,			

asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo, Faculty of Sharia and Law, and Study Contract; The Definition and Scope of Ilmu Hadits; The Relationship between Hadith and Its Synonyms (Sunnah, Khabar, and Atsar); The Elements of Hadith: Sanad, Matan, and Rawi; The Function and Authority of Hadith in Islamic Law; Tahammul wa Ada' al-Hadith (Transmission and Reception); The History of Hadith before and during the Codification Periods; The Classification of Hadith (by Narration, Source, and Authenticity); Hadith Qudsi and Hadith Nabawi; Takhrij al-Hadith (Definition, Methods, and Practice); Major Hadith Collections and Scholars; and Textual and Contextual Interpretation of Hadith in Contemporary Contexts.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the definition and fundamental concepts of hadith as a source of Islamic teachings. (C2, A2, P2)
2. CLO 2: Students are able to explain the aspects, structure, and classification system of hadith, including its types and categories. (C3, A2, P2)
3. CLO 3: Students are able to analyse the methods of understanding hadith and its scope and relevance in Islamic scholarship. (C4, A3, P3)
4. CLO 4: Students are able to identify and evaluate the development and various branches of hadith sciences, such as mustalah al-hadith and dirayah al-hadith. (C4, A3, P3)
5. CLO 5: Students are able to apply the principles of takhrij al-hadith (verification and tracing of hadith sources) to support academic and religious studies. (C3, A2, P4)

Core readings:

1. Fathur Rahman, 1974, Ikhtisar Musthalah al-Hadits, Bandung: PT. Al-Ma'arif
2. Ikhrom, 2015, Pengantar Uloomul Hadits, Semarang, CV. Karya Abadi Jaya
3. Mahmud al-Thahan, 1398, Ushul al-Takhrij wa Dirasat al-Asanid, Riyadh, Maktabat al-Maarif
4. Muhammad Ajaj Khatib, 1975, Ushul al-Hadits Uloomuhu wa Musthalahuhu, Kairo, Dar al-Fikr
5. M. Syuhudi Ismail, 1991, Cara Praktis Mencari Hadits, Jakarta, Bulan Bintang
6. -----, 1988, Kaidah Kesahihan Sanad Hadits, Telaah Kritis dan Tinjauan dengan Pendekatan Ilmu Sejarah, Jakarta, Bulan Bintang
7. -----, 1992, Metodologi Penelitian Hadits Nabi, Jakarta, Bulan Bintang
8. -----, 1994, Pemahaman Hadits secara Tekstual dan Kontekstual, Materi Pengukuhan Guru Besar, Ujung Pandang.
9. Muhammad Mustafa Azami, 1392, Dirasat fi al-Hadits al-Nabawi wa Tarikhi Tadwinihi, Riyadh, Dar al-Kutub

Introduction to Legal Studies

Module Number HPI-6012	Module Name Introduction to Legal Studies		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Riza Fibriani, S.H., M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a fundamental, systematic, and critical understanding of Introduction to Law as a foundational discipline in legal studies. It aims to familiarise students with the basic concepts, nature, functions, and purposes of law within society, highlighting its philosophical, sociological, and normative dimensions. The course also seeks to develop students’ analytical and reflective abilities to view law as both a social institution and a system of norms that regulates human behaviour, promotes justice, and resolves conflicts. Through this course, students are expected to acquire a holistic comprehension of the interrelationship between law, society, and morality, while fostering academic integrity, professionalism, and ethical responsibility in legal scholarship and practice The competences of this course are demonstrated upon completion when students are able to define and explain law from normative, sociological, and philosophical perspectives; analyse the origins, functions, and classifications of law; distinguish between das sein (what is) and das sollen (what ought to be) in legal contexts; evaluate the role of law as a tool of social engineering; and understand the relationship between law, justice, power, and morality. Students will also be able to identify various sources and systems of law such as written and unwritten law, public and private law, civil and common law traditions and comprehend the basic principles of lawmaking, law enforcement, and legal institutions. Furthermore, they will gain familiarity with major schools of legal thought, including natural law, positivism,			

utilitarianism, realism, and progressive law, as well as with interdisciplinary legal approaches such as sociology of law, anthropology of law, and critical legal studies. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Institutional Vision and Mission; Definition and Scope of Legal Science from Normative, Sociological, and Philosophical Perspectives; The Origin and Necessity of Law; The Relationship between Values, Norms, and Law; Das Sein and Das Sollen in Law; Law as a Tool of Social Engineering; Law as an Institution and a System of Social Control; Structure, Substance, and Culture of Law; The Relationship between Law, Power, and Justice; Written and Unwritten Law; Public and Private Law; Domestic and International Law; Material and Formal Law; Sources of Law (Formal and Material); Legislation, Jurisprudence, Custom, Treaties, and Doctrine; The Process of Lawmaking, Law Enforcement, and Judicial Institutions; Theories of Law (Natural Law, Positivism, Utilitarianism); Comparative Legal Systems (Civil Law, Common Law, and Indonesian Law); and Contemporary Legal Theories and Approaches such as Legal Realism, Sociological Jurisprudence, Critical Legal Studies, and Progressive Law.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to analyse and solve legal problems by considering both individual and group needs. (C4, A2, P3)
2. CLO-02: Students are able to examine and resolve legal issues effectively based on sound reasoning and legal principles. (C4, A2, P3)
3. CLO-03: Students are able to demonstrate honesty, responsibility, high integrity, and ethical conduct in carrying out independent legal work. (C4, A4, P3)
4. CLO-04: Students are able to demonstrate accountability and professionalism in performing independent legal duties. (C4, A4, P3)

Core readings:

1. C.S.T. Kansil, 1989, Pengantar Ilmu Hukum, Jakarta, Balai Pustaka.
2. Peter Mahmud Marzuki, Pengantar Ilmu Hukum, Kencana.
3. Satjipto Rahardjo, 2005, Ilmu Hukum, Bandung, Citra Aditya Bhakti.
4. Sudikno Mertokusumo, Mengenal Hukum Suatu Pengantar, Yogyakarta, Cahaya Atma.
5. R. Soeroso, 2006, Pengantar Ilmu Hukum, Jakarta, Sinar Grafindo
6. Lawrence M. Friedman, 2009, Sistem Hukum Perspektif Ilmu Sosial, Bandung, Nusa Media.
7. Satjipto Rahardjo, 2010, Sosiologi Hukum Perkembangan Metode dan Pilihan Masalah, Yogyakarta, Genta Publishing.
8. Satjipto Rahardjo, 2009, Hukum Progresif Sebuah Sintesa Hukum Indonesia, Yogyakarta, Genta Publishing.
9. Roberto Unger, 2008, Teori Hukum Kritis, Kajian Tentang Posisi Hukum Dalam Masyarakat Modern, Bandung, Nusa Media.
10. Zainuddin Ali, 2006, Sosiologi Hukum, Jakarta, Sinar Grafika
11. George Ritzer, 2010, Sosiologi Ilmu Pengetahuan Berparadigma ganda, Jakarta, Raja Grafindo Persada.

Introduction to Indonesian Law

Module Number HPI-6013	Module Name Introduction to Indonesian Law		
Type of Course University Compulsory Course		Semester / Rotation 1 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Eka Ristianawati, M.HI.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and analytical understanding of Introduction to Indonesian Law (Pengantar Hukum Indonesia), focusing on the structure, sources, and fundamental principles governing various branches of law in Indonesia. The course aims to equip students with the ability to identify and classify different fields of law, understand their interrelationships, and analyse how these legal domains function within Indonesia’s national legal system. It also seeks to build students’ awareness of the dynamic and pluralistic nature of Indonesian law, integrating elements of customary law, religious law, and national legislation, as well as its interaction with international law The competences of this course are demonstrated upon completion when students are able to explain the structure of Indonesia’s legal system (Tata Hukum Indonesia); identify and describe the various sources of law, including statutory, customary, and international sources; and articulate the basic principles of major branches of law, such as constitutional, administrative, criminal, civil, commercial, procedural, labour, tax, agrarian, customary, and international law. Students will also demonstrate the ability to compare Indonesian law with other legal systems, discuss the development of legal pluralism in Indonesia, and critically assess contemporary legal issues in relation to Indonesia’s constitutional and administrative framework. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and the Faculty of Sharia and Law; Definition and Scope of Pengantar Hukum Indonesia (PHI); The Relationship between PHI, Pengantar Ilmu Hukum (PIH), and Legal Politics; The Indonesian Legal System and Its Sources; Principles of Constitutional Law; Principles of Administrative Law; Principles of Criminal Law; Principles of Civil Law; Principles of Commercial Law; Principles of Procedural Law; Principles of Labour Law; Principles of Tax Law; Principles of Agrarian Law; Principles of Customary Law; and Principles of International Law. The course also includes discussion of the interrelation between various legal fields and their role in shaping Indonesia's unified legal system, supported by readings from key Indonesian legal scholars and legislative sources.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand and describe the various branches and fields of law that exist in Indonesia. (C2, A2, P3)
2. CLO 2: Students are able to identify, explain, and classify legal problems in society according to the relevant branches of law in Indonesia. (C4, A3, P3)

Core readings:

1. Ahli Afandi., Hukum Waris Menurut KUH, Perdata (Burgelijk Wetboek)
2. Anwar, Hukum Internasional Pengantar Hukum Bangsa-Bangsa, Penerbit Djambatan, 1989.
3. Boechson Mustofa, Sistem Hukum Indonesia. Remaja Karya Bandung, 1984.
4. Bushar Muhammad Pokok-Pokok Hukum Adat
5. Cholil Mansyur, 1981, Penyelenggaraan Pemerintahan Di daerah, Usaha Nasional: Surabaya.
6. Hadisoeparto, H., 1981, Pengantar Tata Hukum Indonesia, Liberty, Jogjakarta.
7. Hilman Hadi Kusumo., Hukum Waris Adat
8. HMN Purwo Sucipto, SH, Pengertian Pokok Hukum Dagang Indonesia Jilid III, Djambatan
9. Hukum Adat Sketsa Azas Karangan Imam Sudayat
10. Indroharto, Usaha memahami Undang-undang No.5 tahun 1986.
11. Istanto, Sugeng, Hukum Internasional, 1990
12. J. Satrio., Hukum Waris
13. JW. Sunindhia, 1987, Praktek Penyelenggaraan Pemerintahan Di Daerah, Bina Aksara: Jakarta.
14. Kansil, 1978, Pokok-pokok Pengertian Hukum Indonesia, Paramita, Jakarta.
15. Kitab Undang-Undang Hukum Pidana/ UU Nomor 8 Tahun 1981
16. Kitab Undang-undangan Hukum Perdata (BW)
17. Kumsumaadja, M, Pengantar Hukum Internasional, 1971
18. M. Suparman Sastrowidjojo, SH. SU dan Endang, SH, Hukum Asuransi Perlindungan Tertanggung, Asuransi Deposito, Usaha Perasuransian, Alumni Bandung.
19. Mauna, Boer, Hukum Internasional, Fungsi dan Peranannya Dalam Era Global, 2000.
20. Philipus M. Hadjon, dkk., 1993, Hukum Administrasi Indonesia, Gajah Mada University Press, Yogyakarta.
21. Poernadi Purbatjaraka, Perundang-undangan dan yurisprudensi Tanjung Pengharapan, Jakarta, 1966.
22. Samidjo, 1985, Pengantar Hukum Indonesia, Penerbit Armico, Bandung
23. Sanusi, 1960, Pengantar Ilmu Hukum dan Pengantar Tata Hukum Indonesia, UNIVERSITAS
24. Soedikno Mertokoesoemo, Hukum dan Peradilan, Yayasan Badan Penerit Gajah Mada, Yogyakarta, 1968.

25. Soepomo., Bab-bab tentang hukum adat, Armico, Bandung
26. Subekti, Pokok-Pokok Hukum Perdata
27. Suwardi, SS, Inti sari Hukum Internasional Publik Alumni, Bandung, 1986.
28. Tjahya Supriatni, 1992, Sistem Administrasi Pemerintahan Di Daerah, Bina Aksara: Jakarta.

2nd Semester
Even 2024/2025

Philosophy of the Unity of Knowledge

Philosophy of the Unity of Knowledge		
Module Number UIN-6004	Module Name Philosophy of the Unity of Knowledge	
Type of Course University Compulsory Course	Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quizz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Tholkhatul Khoir, M.Ag.		Semester Week Hours: 90 hours
Additional Teacher Involved: -		
Syllabus The Objective of this course are to provide students with a deep, systematic, and philosophical understanding of the Unity of Sciences (Falsafah Kesatuan Ilmu) as a paradigm that integrates Islamic and non-Islamic sciences within a single epistemological framework. The course seeks to cultivate students’ awareness that all forms of knowledge originate from and ultimately return to the One Divine Source, despite differences in methods, instruments, and disciplinary perspectives. It aims to equip students with the intellectual tools of philosophical, scientific, and Islamic reasoning rooted in ontology, epistemology, and axiology to analyse, synthesise, and apply knowledge responsibly within academic and societal contexts. The competences of this course are demonstrated upon completion when students are able to explain the basic concepts of philosophy and the philosophy of science; understand the interrelation between knowledge, religion, and culture; critically evaluate dichotomous paradigms of science; and apply integrative thinking in addressing contemporary academic and social problems. Students will also be able to analyse the transformation of Islamic higher education from IAIN to UIN, explain the philosophical foundations of Unity of Sciences (UoS) as a scientific paradigm, and formulate practical strategies for tauhidisation, humanisation, and revitalisation of knowledge		

based on Islamic values and local wisdom. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo, Faculty of Sharia and Law, and the Study of Unity of Sciences; Basic Concepts and History of Philosophy; Differences between Western and Islamic Philosophy; The Nature of Knowledge (Ontological, Epistemological, and Axiological Dimensions); Historical Classification and Development of Sciences; The Problem of Dichotomy and Its Negative Implications; Institutional Transformation from IAIN to UIN; Paradigm Shifts from Dichotomy to Integration; Models of Integration in Indonesian Islamic Universities; The Unity of Sciences Paradigm at UIN Walisongo; Strategies for the Spiritualisation of Modern Sciences (e.g., tauhidisation); Strategies for the Humanisation of Islamic Studies (drawing on Fazlur Rahman, Abid al-Jabiri, Hasan Hanafi, and Abdullah an-Na'im); Strategies for the Revitalisation of Local Wisdom (including puritanisation, modernisation, and indigenisation); and Application of the Unity of Sciences approach in socio-legal research and academic writing.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the fundamental concepts of philosophical thinking and the basic principles of the philosophy of science, including ontology, epistemology, axiology, the structure of scientific knowledge, scientific methods, the relationship between science and cultural development, and the social responsibility of scientists. (C2, A1, P3)
2. CLO 2: Students are able to understand the integrative condition of various disciplines of knowledge, including Islamic sciences, within the framework of the unity of knowledge. (C3, A2, P3)
3. CLO 3: Students are able to implement philosophical, scientific, and Islamic modes of thinking in dealing with academic life and intellectual challenges. (C4, A3, P4)

Core readings:

1. Amin Abdullah. *Islamic Studies di Perguruan Tinggi: Pendekatan Integratif Interkoneksi*, Yogyakarta: Penerbit Pustaka Pelajar 2006.
2. Azra, A. *Reintegrasi Ilmu-ilmu dalam Islam* Zainal Abidin Bagir (ed) *Integrasi Ilmu dan Agama, Interpretasi dan Aksi*, Bandung: Mizan. 2005.
3. Barbour, Ian G., *When Science Meets Religion: Enemies, Strangers, or Partners?*, USA: HarperSanFrancisco, 2000.
4. Kuhn, Thomas, *The Structure of Scientific Revolutions*. London: The University of Chicago Press. Ltd., 1970.
5. Suprayogo, Imam, *Membangun Integrasi Ilmu dan Agama: Pengalaman UIN Malang dalam Zainal Abidin Bagir (ed), Integrasi Ilmu dan Agama: Interpretasi dan Aksi*, Bandung: Mizan, 2005.
6. Syam, Nur. "Membangun Keilmuan Islam Multidisipliner: Memahami Proses Saling Menyapa Ilmu Agama dan Umum" dalam Nur Syam (ed.), *Integrated Twin Towers: Arah Pengembangan Islamic Studies*
7. *Multidisipliner*. Surabaya: Sunan Ampel Press, 2010.
8. Tholkhatul Khoir, *Unity of Sciences sebagai Paradigma UIN Walisongo*, Semarang: Walisongo Press, 2017.

English

Module Number UIN-6007	Module Name English		
Type of Course University Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Peer Group Discussions, Demonstration		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Assessment Components and Weighting: Discussion and Class Participation (5%) Demonstration Speaking Assignment (15%) Listening Assignment (15%) Reading Assignment (15%) Writing Essay Assignment (15%) Mid-Semester Exam (15%), 100 minutes Final Semester Exam (20%), 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Drs. H. Mohamad Solek MA.			Semester Week Hours: 90 hours
Additional Teacher Involved:			
Syllabus The Objective of this course are to develop students’ competence in the four essential English language skills listening, speaking, reading, and writing while cultivating critical, analytical, and reflective thinking in both academic and social contexts. The course focuses on enhancing students’ ability to comprehend, analyse, and produce English texts on topics related to religion, education, economics, law, health, psychology, and science through a content-, text-, and task-based learning approach. It also aims to build students’ capacity to express ideas effectively and ethically, integrating Islamic values such as amanah (responsibility), ihsan (excellence), fathanah (wisdom), and tawadhu (humility) into their communication and academic performance The competences of this course are demonstrated upon completion when students are able to understand spoken English in various contexts; participate effectively in conversations, presentations, and discussions; read and interpret written texts critically; write coherent paragraphs and essays in academic English; and use appropriate vocabulary and grammar with accuracy and fluency. Students will also demonstrate independent learning habits, awareness of their language learning needs, and the ability to apply Islamic ethical values in the learning process, showing respect, discipline, and integrity in academic and			

professional communication. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo; Self-Introduction and Basic Conversation Skills; Campus Life and Recount Texts; Describing Figures and Biographies (e.g., Ki Hajar Dewantara); Islamic Themes in English (Islamic Dakwah, Peace, and Terrorism); Islamic Banking and Finance; The Qur'an and the Meaning of Faith; Mental Health and COVID-19 (Cause–Effect Texts); Unity in Diversity and Indonesian Culture; Science Topics (Photosynthesis and Life Cycles); Social Issues (Early Marriage and Future Dreams); The Structure and Writing of Abstracts; Islam and the Golden Age of Technology; Job Applications and Interviews; and final project presentations integrating all language skills through writing, speaking, and listening tasks.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand, analyse, and critically evaluate arguments presented in both spoken and written texts. (C4, A3, P3)
2. CLO-02: Students are able to identify their learning abilities and needs, initiate independent learning, and solve learning challenges through consultation and collaboration with peers and lecturers. (C3, A3, P4)
3. CLO-03: Students are able to demonstrate the character of a Muslim learner who implements Islamic values such as amanah (trustworthiness), diligence, and ihsan (excellence) in learning and completing tasks, while showing fathanah (wisdom), humility, and prudence in argumentation and critique. (C3, A4, P3)
4. CLO-04: Students are able to comprehend and analyse arguments in written texts critically. (C4, A3, P3)
5. CLO-05: Students are able to present and communicate ideas or arguments orally in a clear, structured, and effective manner. (C4, A2, P3)
6. CLO-06: Students are able to understand spoken discourse, conversations, lectures, and audio/video materials related to course content. (C2, A2, P2)
7. CLO-07: Students are able to write sentences and paragraphs coherently and structurally according to the given themes or topics. (C3, A2, P3)
8. CLO-08: Students are able to use new vocabulary accurately and appropriately within its context. (C3, A2, P3)

Core readings:

1. Prayogo, A., Soffyana, R. & Rahmani, T.P.D., et al. 2020. New Step Up: Integrated Skills. Semarang: Syauqi Press.
2. Hadjar, Ibnu. Et al. 2015. New Step Up: Reading and Writing. Semarang: Walisongo Press.
3. Balley, S. 2003. Academic Writing: a practical guide for Students. New York: Routledge Falmer
4. Jordan, R. R. 1999. Academic Writing Course. Harlow: Person Education Limited
5. Philips, D. 2001. Longman Preparation Course for The TOEFL Test. New York: Pearson Education
6. Rogers, Bruce. Peterson's TOEFL Success. USA: Heinle & Heinle/Thomson Learning

History of Islamic Law

Module Number HPI-6011	Module Name History of Islamic Law		
Type of Course Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Maskur Rosyid, S.HI., MA.HK			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and chronological understanding of the History of Islamic Legislation (Tarikh Tasyri’), focusing on the historical development of Islamic law from the Prophet Muhammad’s era to the modern period. The course aims to enable students to identify the factors influencing the formulation, evolution, and codification of Islamic legal thought, including its socio-political, cultural, and theological contexts. It also seeks to develop students’ intellectual and analytical abilities in examining the dynamic relationship between law, society, and history, while internalising the values of unity of science (wahdat al-‘ulum) and contextualising Islamic legal principles across time and space. The competences of this course are demonstrated upon completion when students are able to explain the chronological stages of Islamic legal development; describe the processes of tasyri’ (legislation) from the Prophet’s time through the eras of the Khulafa’ al-Rasyidun, Tabi‘in, and Madhahib al-Arba‘ah (the four major schools of law); and analyse the socio-political and cultural conditions that shaped Islamic legal thinking. Students will also be able to identify key scholars and their contributions such as Abu Hanifah, Malik ibn Anas, al-Syafi‘i, and Ahmad ibn Hanbal evaluate the stagnation and revival periods in Islamic jurisprudence, and interpret the			

relevance of tasyri' in modern and Indonesian contexts. Furthermore, students will demonstrate the ability to apply historical insight to contemporary Islamic legal issues and articulate their understanding through both written and oral academic work. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and the Course Contract; Periodisation of Islamic Legal Development; Tasyri' in the Prophet's Era; Fiqh during the Khulafa' al-Rasyidun; Fiqh in the Era of the Sighar al-Sahabah and Tabi'in; Tasyri' during the Periods of the Hanafi, Maliki, Syafi'i, and Hanbali Schools (covering scholars' biographies, socio-political contexts, and istinbat methodologies); Fiqh in the Era of Stagnation (jumud) and Revival (tajdid); The Thoughts of Modernist Scholars such as Rasyid Rida, Wahbah al-Zuhayli, Muhammad Iqbal, and Mustafa Kemal; and Tasyri' in the Indonesian Context before and after Independence addressing social, cultural, and legal reform movements. Core references include works by Teungku Muhammad Hasbi Ash Shiddieqy, Syekh Muhammad Khudhari Bek, Abdul Wahab Khallaf, Abdul Majid Khon, Yusuf al-Qaradawi, and A. Mun'im Sirry.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Knowledge): Students are able to understand the fundamental principles of Islam as a religion of rahmatan lil 'alamin (mercy for all creation). (C2 - Understanding)
2. CLO-02 (Knowledge and Integration): Students are able to master knowledge related to the integration of science and Islam as a scientific paradigm. (C3 - Applying)
3. CLO-03 (Communication Skills): Students are able to express scientific ideas orally and in writing in proper and effective Indonesian language, within the context of academic development and professional (non-academic) environments. (P3 - Applying)
4. CLO-04 (Knowledge and Analysis): Students are able to master the theories and methods of istinbat al-*fiqh* al-Islami (the derivation of Islamic legal rulings). (C4 - Analysing)
5. CLO-05 (Knowledge): Students are able to master the basic theories of fiqh (Islamic jurisprudence). (C3 - Applying)
6. CLO-06 (Attitudes and Values): Students are able to internalise divine values (*ilfahiyah*) in all aspects of knowledge and life based on the concept of the Unity of Science (UoS). (A4 - Characterising)
7. CLO-07 (Contextual Understanding): Students are able to contextualise texts within spatial and temporal contexts, understanding history as a dynamic process that develops within social realities, not in a vacuum, in line with the concept of Unity of Science (UoS). (C5 - Evaluating)

Core readings:

1. Ash Shiddieqy, Teungku Muhammad Hasbi, 2001, Pengantar Hukum Islam, Semarang: PT. Pustaka Rizk Putra
2. Bek, Syekh Muhammad Khudhory, 2009, Sejarah Hukum Islam, terj., Bandung: CV. Nusa Aulia
3. Hasan, Ahmad, 1984, Pintu Ijtihad Sebelum Tertutup, terj., Bandung: Pustaka.
4. Ismail, Sa'ban Muhammad, 1998, Ushul al-Fiqh Tarikhuhu waraijaluhu, Makkah: Al-Maktabah al-Makkiyyah dan Dar as-Salam
5. Khallaf, Abdul Wahab, 2000, Sejarah Pembentukan dan Perkembangan Hukum Islam, Jakarta: Raja Grafindo Persada

6. Khon, Abdul Majid, 2013, Ikhtisar Tarikh Tasyri': Sejarah Pembinaan Hukum Islam dari Masa ke Masa' Jakarta: Amzah.
7. Koto, Alaidin (et.al.), 2011, Sejarah Peradilan Islam, Jakarta: Rajawali Pers
8. Lev, Daniel S., 1986, Peradilan Agama Islam di Indonesia, terj. , Jakarta: PT Intermasa.
9. Philips, Abu Ameenah Bilal, 2005, The Evolution of Fiqh (Islamic Law & The Madh-habs), Riyadh: International Islamic Publishing House
10. Qardhawi, Yusuf (dkk.), 2003, Dasar Pemikiran Hukum Islam, terj. , Jakarta: Pustaka Firdaus
11. Rosyid, Maskur. Kontekstualisasi Ushul Fiqh Menjawab Isu Kontemporer. Tangerang: Media Edu Pusaka, 2022.
12. Sirry, A. Mun'im, 1995, Sejarah Fiqih Islam: Sebuah Pengantar, Surabaya: Risalah Gusti
13. Sirry, Mun'im A., 1996, Sejarah Fiqh Islam: Sebuah Pengantar, Surabaya: Risalah Gusti
14. Sumitro, Warkum, 2005, Perkembangan Hukum Islam di Tengah Kehidupan Sosial Politik di Indonesia, Malang: Bayumedia Publishing.
15. Wahid , Abdurrahman (dkk.), 1991, Hukum Islam di Indonesia Pemikiran dan Praktek, Bandung: PT Remaja Rosdakarya
16. Yasin, R.Cecep Lukman., 2009, Compilation of Islamic Law, Malang, UIN-Malang Press
17. Zuhri, Muh., 1997, Hukum Islam Dalam Lintasan Sejarah, Jakarta: PT Raja Grafindo Persada.

Criminal Law I

Module Number HPI-6018	Module Name Criminal Law I		
Type of Course Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 200 minutes Final Exam (15%), 200 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 4 (53 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180) ECTS (+Workload in hours) 6 (53 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 181 hours)
Module Coordinator: Zidney Ilma Fazaada Emha, S.H., M.H.			Semester Week Hours: 180 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a foundational, critical, and contextual understanding of criminal law in Indonesia, focusing on the principles and doctrines of substantive criminal law (materiil). It aims to develop students’ ability to comprehend the structure, purpose, and evolution of Indonesian criminal law, as well as its interaction with the newly enacted Law No. 1 of 2023 on the Criminal Code (KUHP). The course encourages students to understand the moral and philosophical bases of punishment, the nature of criminal acts, and the principles of liability within both classical and modern perspectives. The competences of this course are demonstrated upon completion when students can explain the basic concepts and scope of criminal law, define and analyse actus reus (tindak pidana) and mens rea (kesalahan), identify conditions of criminal responsibility, and distinguish between intent (dolus) and negligence (culpa). Students will be able to evaluate the elements of justification and excuse (alasan penghapus pidana), apply relevant statutory provisions to case analyses, and demonstrate awareness of contemporary issues related to criminal policy and reform under the new KUHP. They will also be able to articulate arguments on moral			

culpability, proportionality in punishment, and restorative approaches in criminal justice. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Criminal Law; the Concept and Purpose of Punishment; Elements and Classification of Criminal Acts (tindak pidana); the Principle of Legality (asas legalitas); Criminal Responsibility and Capacity; Intent (kesengajaan) and Negligence (kealpaan); Justifications and Excuses (alasan penghapus pidana); and Selected Topics in Contemporary Criminal Law Issues, including the Reform of the Indonesian Criminal Code (Law No. 1 of 2023).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand the fundamental concepts and scope of Criminal Law I, including key topics discussed within the study of criminal law. (C1, A1, P1)
2. CLO-02: Students are able to utilise their knowledge of criminal law in analysing and addressing basic legal issues. (C3, A2, P3)

Core readings:

1. Barda Nawawi Arief. Masalah Penegakan Hukum dan Kebijakan Hukum Pidana dalam Penanggulangan Kejahatan. (Jakarta: Kencana, 2007).
2. Bemmelen, Mr. J.M. van. Hukum Pidana 1, Hukum Pidana Materiil Bagian Umum. (Bandung: Binacipta, 1987).
3. Sudarto. Hukum Pidana I, Edisi Revisi. (Semarang: Yayasan Sudarto d/a Fakultas Hukum UNDIP Semarang, 2009).
4. Literatur Penunjang Hukum Pidana I Lainnya.

Principles of Islamic Jurisprudence (Qawaid Fiqhiyyah)

Module Number HPI-6025	Module Name Principles of Islamic Jurisprudence (Qawaid Fiqhiyyah)		
Type of Course Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Case report Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Rustam DKA., Hrp, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and methodological understanding of Ushul Fiqh as the foundational science for deriving Islamic legal rulings (istinbat al-ahkam) from detailed evidences (adilla tafsiliyyah). The course seeks to equip students with intellectual and analytical competence in understanding the principles, theories, and sources of Islamic law, particularly within the framework of Hukum Pidana Islam. It also aims to cultivate a critical and independent attitude toward diverse juristic opinions while maintaining the principles of moderation (tawassuth), intellectual honesty, and ethical integrity in legal reasoning and interpretation The competences of this course are demonstrated upon completion when students are able to define and explain the concept and objectives of Ushul Fiqh; differentiate between Fiqh and Ushul Fiqh; understand and apply the sources of Islamic law (al-Qur'an, al-Sunnah, Ijma', Qiyas, Istihsan, Maslahah Mursalah, Istishab, 'Urf, Syar'u man qablana, and Madzahib al-Sahabah); and evaluate various theories and methodologies of ijtihad. Students will also be able to apply Ushul Fiqh principles to practical legal cases, particularly in Hukum Pidana Islam, and demonstrate the ability to engage in scholarly discourse regarding the philosophical and methodological aspects of Islamic jurisprudence. In			

this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Definition, Scope, and Urgency of Ushul Fiqh; The History and Periodisation of Ushul Fiqh Development; The Qur'an as a Source of Law and Its Legal Indications (Dalalah al-Alfaz); The Sunnah as a Source of Law and Its Relationship with the Qur'an; Ijma' and Its Theoretical Debates; Qiyas and Its Components; Istihsan and Its Application; Maslahah Mursalah and Its Theoretical Foundations; 'Urf (Custom) and Its Legal Relevance; Istishab and Its Role in Legal Reasoning; Syar'u man qablana and Madzhab al-Sahabah; Al-Ahkam al-Syar'iyah (Theoretical and Practical Aspects of Legal Rulings); and Contemporary Relevance of Ushul Fiqh in Islamic Legal Thought and Practice. Primary references include Wahbah al-Zuhaili's Ushul Fiqh, Muhammad Abu Zahrah's Ushul al-Fiqh, Abdul Wahhab Khallaf's Ilmu Ushul al-Fiqh, and al-Amidi's al-Ihkam fi Ushul al-Ahkam.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the principles and concepts of Ushul Fiqh the science of legal methodology that discusses the rules and foundations used to derive shar'i rulings concerning practical matters from their detailed evidences. (C2, A2, P3)
2. CLO 2: Students are able to master the theories and methods of istinbat al-hukm. (C4, A3, P3)
3. CLO 3: Students are able to demonstrate openness and intellectual freedom within the framework of developing a methodical and disciplined way of thinking, reflecting the nature of Ushul Fiqh as a scientific discipline. (A3, P3, C2)
4. CLO 4: Students are able to apply the rules and theories of Ushul Fiqh to specific legal evidences in order to derive and determine shar'i rulings. (P3, A2, C3)

Core readings:

1. Al-Zuhaili, Wahbah, Ushul Fiqh, Dar al-Kutub al-Ilmiyah, tt.
2. Muhammad Abu Zahrah, Muhammad, Ushul al-Fiqh, Dar al-Fikr al-Araby, 1396 H/1996 M. Khallaf, Abdul Wahhab, Ilmu Ushul Fiqh, Dar al
3. Qalam, Kuwait, 1397 H/1977 M.
4. Al-'Amidi, al-Ihkam fi Ushul al-Ahkam, Mathba'ah Ali Subaih, Kairo, 1968.
5. Zakaria al-Anshari, Ghayat al-Wushul: Syarah Lubb al-Ushul, Musthafa baby al-Halaby, Kairo, 1941.
6. Abdurrahman al-Bannany, Hasyiat al-Bannany 'ala al-Jam' al-Jawami', Molavi Muhammed B. Ghulamrasul Surtis, Bombay, 1970. Ibnu Hazm,
7. Al-Ihkam fi Ushul al-Ahkam, Ahmad Muhammad Syakir (ed.), Mathba'ah al-Imtiyaz, Kairo, 1978.
8. Khallaf, Abdul Wahhab, Ilmu Ushul Fiqh, Dar al-Qalam, Kuwait, 1397 H/1977
9. M; Al-Amidy, Al-Ihkam fi Ushul al-Ahkam, Muhammad Ali Shabih, 1968.

Political Science

Module Number HPI-6028		Module Name Political Science	
Type of Course Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Case report Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Ismail Marzuki, M.A.Hk.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and analytical understanding of the Politics of Islamic Criminal Law (Politik Hukum Pidana Islam) in Indonesia, emphasising the dynamic relationship between law, politics, and Islamic principles across different historical and political eras. The course aims to equip students with the ability to identify and critically analyse how political configurations influence the formulation, implementation, and reform of Islamic criminal law within Indonesia’s national legal system from the colonial period to the reform era. It also seeks to cultivate students’ capacity to integrate theoretical, historical, and contextual perspectives in studying the interaction between Islamic jurisprudence, constitutional development, and state policies in modern Indonesia The competences of this course are demonstrated upon completion when students are able to explain the concepts and scope of legal politics and Islamic criminal law politics; analyse the relationship between politics, religion, and law in Indonesia; and identify how Islamic criminal law has evolved through different political regimes colonial, old order, new order, and reform periods. Students will also be able to evaluate contemporary political-legal issues such as regional autonomy, qanun in Aceh, and perda syariah, and apply political-legal theories			

particularly the theory of political configuration and its influence on lawmaking to assess how democratic or authoritarian systems produce responsive or elitist laws. Furthermore, students will demonstrate the ability to interpret and critique key legislative developments such as Law No. 1 of 2023 on the Indonesian Criminal Code (KUHP) and Law No. 44 of 2008 on Pornography from the perspective of Islamic legal politics. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Definition and Scope of Legal Politics and Islamic Criminal Law Politics; The Political System in Indonesia; Relationship between Religion and the State (integralistic, secularistic, and symbiotic models); The Roots of Islamic Legal Politics in Indonesia (Jakarta Charter and Pancasila); The Relationship between Political Configuration and Legal Policy; Islamic Criminal Law Politics during the Colonial Era and Its Influence on Legal Evolution; Islamic Criminal Law Politics during the Pre-Proclamation and Old Order Periods; Islamic Criminal Law Politics in the New Order Period; Islamic Criminal Law Politics in the Reform Era Shifting Political Configurations and Legal Policies; Regional Autonomy and Local Islamic Legal Politics (e.g., qanun in Aceh and perda syariah); Case Studies on Law No. 1 of 2023 (Criminal Code) and Law No. 44 of 2008 (Pornography); and Contemporary Issues in the Islamisation of Law and the Role of Islamic Law in National Legal Development. Recommended references include works by Moh. Mahfud MD, Marzuki Wahid & Rumadi, Amran Suadi, Abdul Gani Abdullah, A. Qodri Azizy, Arskal Salim, and Ismail Marzuki.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand, identify, and analyse the politics of Islamic criminal law in Indonesia. (C4, A2, P3)
2. CLO 2: Students are able to understand, identify, and analyse the political system in Indonesia. (C4, A2, P3)
3. CLO 3: Students are able to understand, identify, and analyse the relationship between law and politics in Indonesia. (C4, A2, P3)
4. CLO 4: Students are able to understand, identify, and analyse the dynamics and concepts of legal politics in Indonesia. (C4, A2, P3)
5. CLO 5: Students are able to understand, identify, and analyse the position and role of Islamic law within the framework of Indonesia's legal development system. (C4, A3, P3)
6. CLO 6: Students are able to understand, identify, and analyse the politics of Islamic criminal law in Indonesia across different historical periods the colonial era, the Old Order, the New Order, and the Reformation era. (C4, A3, P3)

Core readings:

1. Moh. Mahfud MD, Membangun Politik Hukum, Menagakkan Konstitusi. Jakarta: Rajawali, 2011.
2. Moh. Mahfud MD, Perdebatan Hukum Tatanegara Pasca Amandemen Konstitusi. Jakarta: Pustaka LP3ES Indonesia, 2007.
3. Suadi, Amran dan Candra, Mardi. Politik Hukum: Perspektif Hukum Perdata Dan Pidana Islam Serta Ekonomi Syariah. Jakarta: Kencana Media, 2013.
4. Wahid, Marzuki & Rumadi. Fiqh madzhab Negara: Kritik atas Politik Hukum Islam di Indonesia. Yogyakarta: LkiS, 2001.

5. A. Qodri Azizy. Eklektisisme Hukum Nasional: Kompetisi Antara Hukum Islam dan Hukum Umum. Yogyakarta: Gama Media, 2002.
6. Ahmad, Amrullah dkk. (Ed.). Dimensi Hukum Islam dalam Sistem Hukum Nasional: Mengenang 65 Tahun Prof. Dr. H. Bustanul Arifin, S.H.. Jakarta: Gema Insani Press, 1996.
7. Abdullah, Abdul Gani. Pengantar Kompilasi Hukum Islam Dalam Tata Hukum Indonesia. Jakarta: Gema Insani Press, 1994.
8. Abdussalam, HR. Politik Hukum. Jakarta: PTIK Press, 2011.
9. Abdul Latif dan Ali, Hasbi. Politik Hukum. Jakarta: Sinar Grafika, 2010.
10. Arief, Eddi Rudiana Dkk (Ed.). Hukum Islam di Indonesia; Pemikiran dan Praktek. Bandung: PT. Remaja Rosdakarya, 1994.
11. Nusantara, Abdul Hakim G. Politik Hukum Indonesia Cetakan Pertama. Jakarta: YLBHI, 1988.
12. Marzuki, Ismail. Politik Hukum Islam di Indonesia. Banyumas: Wawasan Ilmu, 2022.
13. Marzuki, Ismail. "Politik Hukum Poligami: Studi Terhadap Peraturan Perundang-Undangan di Negara-Negara Muslim". Jurnal al-Manahij, volume 13, nomor 1, tahun 2019 .
<https://ejournal.uinsaizu.ac.id/index.php/almanahij/article/view/1799>.
14. Marzuki, Ismail. "Politik Hukum Islam dalam Pengaturan Tentang Kesusilaan di Indonesia (Studi UU Nomor 44 Tahun 2008 Tentang Pornografi)". Volume 16, nomor 2 (2018). <https://ejournal.uingusdur.ac.id/index.php/jhi/article/view/1745>

Civil Law

Module Number HPI-6033		Module Name Civil Law	
Type of Course Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Case report Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Riza Fibriani, M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive, historical, and analytical understanding of civil law (hukum perdata) as the foundational branch of private law that regulates relationships between individuals within society. The course seeks to familiarise students with the structure, principles, and evolution of civil law in Indonesia, including its pluralistic nature and its interaction with Islamic and customary legal systems. It also aims to cultivate in students a sense of legal reasoning, ethical responsibility, and awareness of how civil law underpins personal rights, property, family relations, and contractual obligations. The competences of this course are demonstrated upon completion when students can explain the historical development and sources of Indonesian civil law, interpret the system and scope of the Burgerlijk Wetboek (Civil Code), and analyse its main components including the law of persons, family law, property law, the law of obligations, and the rules of evidence and prescription. Students will also be able to distinguish between statutory and customary sources of civil law, evaluate the influence of Islamic jurisprudence on family and inheritance matters, and apply the principles of private law in solving practical legal problems. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried			

out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: The History and Definition of Civil Law; The Pluralism and Scope of Civil Law in Indonesia; Sources and Systematics of the Burgerlijk Wetboek; The Law of Persons and Legal Capacity; Family Law and Marriage in Indonesia; Consequences and Dissolution of Marriage; The Law of Property and Proprietary Rights; The Law of Succession and Inheritance (including division of estates, legitime portie, and inbreng); The Law of Obligations (Verbintenissenrecht), including Contracts, Performance, Breach (wanprestatie), and Force Majeure (overmacht); Civil Liability (onrechtmatige daad); and the Doctrine of Prescription (daluwarsa).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Uphold the values of civilisation, humanity, and Islam, and contribute to improving the quality of life within society, the nation, and the state; actively participate in advancing Islamic civilisation and social development; and demonstrate honesty, responsibility, high integrity, and ethical conduct in carrying out legal work independently. (C3, A4, P4)
2. CLO 2: Understand, evaluate, and analyse the history and concept of civil law, the pluralism and scope of civil law, the sources of civil law and the historical development of the Civil Code (KUH Perdata), as well as civil law related to persons, family, property, obligations, evidence, and prescription (limitation of actions). (C4, A3, P2)
3. CLO 3: Able to demonstrate independent, high-quality, and measurable performance in the field of law, and able to make accurate decisions in explaining legal issues based on the analysis of information and data. (C4, A2, P4)

Core readings:

1. Afif Noor & Bagas Heradhyaksa, *Hukum Lembaga Keuangan Syariah Non Bank di Indonesia*, 2020, Mutiara Aksara – UIN Walisongo Semarang, ISBN 978-623-7287-506.
2. Bagas Heradhyaksa, *The Jurisdiction of Sharia Supervisory Board in Indonesia Sharia Capital Market*, *Diponegoro Law Review*, October 2019, Volume 04, Number 02 – Diponegoro University.
3. R. Subekti, *Hukum Perdata*, (Jakarta: Intermasa, 2003)
4. Soetandyo Wingjosoebroto, *Dari Hukum*, (Jakarta: RajaGrafindo Persada, 1994)
5. *Kitab Undang-undang Hukum Perdata (Burgerlijk Wetboek)*
6. PNH Simanjuntak, *Hukum Perdata Indonesia*, (Jakarta: Kencana, 2016)
7. Chidir Ali, SH, *Badan Hukum*, (Bandung: Alumni, 2005)

Criminal Law II

Module Number PKM-6018	Module Name Criminal Law II		
Type of Course Compulsory Course		Semester / Rotation 2 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 15% Mid-Term Examination (10%) 200 minutes Final Exam (15%), 200 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 4 (52 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180) ECTS (+Workload in hours) 6 (52 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180 hours)
Module Coordinator: Dr. M. Harun, S.Ag. M.H.			Semester Week Hours: 180 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an advanced, analytical, and comprehensive understanding of substantive criminal law in Indonesia, focusing on the general doctrines beyond the basic principles covered in Criminal Law I. It aims to deepen students’ grasp of the legal reasoning, philosophical foundations, and policy considerations underlying criminal liability, including the circumstances that extinguish or modify it. This course further encourages critical reflection on how Indonesian criminal law aligns with broader efforts in developing a national legal system responsive to justice, morality, and societal needs. The competences of this course are demonstrated upon completion when students can define, analyse, and evaluate advanced concepts in criminal law such as grounds for the elimination of punishment (alasan penghapus pidana), attempt (percobaan), participation (penyertaan), concurrence of offences (concursum), grounds for the extinction of prosecution and punishment, and recidivism (pengulangan tindak pidana). Students will also be able to explain the relationship between criminal responsibility and legislative policy, assess the consistency of			

Indonesian law with general principles of criminal justice, and discuss current reforms to the criminal code. Through both theoretical and case-based analysis, they will demonstrate the ability to interpret, apply, and critique the law in light of social and ethical contexts. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to Criminal Law II; Grounds for the Elimination of Punishment (within and beyond the Criminal Code); Attempt (percobaan): Concepts, Elements, and Punishability; Participation (penyertaan): Forms, Legal Basis, and Liability; Concurrence of Offences (concursum): Types, Doctrines, and Sentencing; Grounds for the Extinction of Prosecution and Punishment; Recidivism (pengulangan tindak pidana): Definitions, Legal Implications, and Regulation under the Criminal Code; and The Development of the National Criminal Law System and Policy Aspects in Criminal Law Reform.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand and comprehend the principles and substance of criminal law applicable in Indonesia. (C2, A1, P1)
2. CLO 2: Students are able to analyse and keep up with developments in the implementation and practice of criminal law in Indonesia. (C4, A2, P2)

Core readings:

1. Sudarto, Hukum Pidana I, Yayasan sudarto, FH Undip, Semarang, 1990.
2. Barda Nawawi Arief, Sari Kuliah Hukum Pidana II, FH Undip, Semarang, 1999.
3. Barda Nawawi Arief, Hukum Pidana Lanjut, FH Undip, Semarang, 2012.
4. Barda Nawawi Arief, Beberapa Aspek Kebijakan Penegakan dan Pengembangan Hukum Pidana, Citra Aditya, Bandung, 1998.
5. Teguh Prasetyo, Hukum Pidana, Rajawali Pers, Jakarta, 2010.
6. Moelyatno, Asas-asas Hukum Pidana, Rineka Cipta, 2004.
7. Eddy O.S. Hiariej, Prinsip-Prinsip Hukum Pidana, Cahaya Atma Pustaka, Yogyakarta, 2014.
8. Schaffmeister, N. Keijzer dan E. Sutorius, Hukum Pidana, terjemahan JE. Sahetapy, Yogyakarta: Konsorsium Ilmu Hukum Depdiknas dan Penerbit Liberty, 2004 A. Fuad dan Tongat, Pengantar Hukum Pidana, Malang: UMM, 2004

3rd Semester
Odd 2024/2025

Principles of Islamic Jurisprudence (Ushul Fiqh)

Module Number HPI-6014	Module Name Principles of Islamic Jurisprudence (Ushul Fiqh)		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Case report Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 4 (52 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180) ECTS (+Workload in hours) 6 (52 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180 hours)
Module Coordinator: Riza Fibriani, M.H.			Semester Week Hours: 180 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive, analytical, and critical understanding of the foundational principles (uṣūl) that govern the derivation of Islamic legal rulings (aḥkām shar‘iyyah). It introduces the epistemological and methodological bases of Islamic jurisprudence, including the sources of law (al-adillah al-shar‘iyyah), legal reasoning (ijtihād), and interpretative principles that underpin Islamic legal thought. The course aims to cultivate students’ ability to understand how jurists (fuqahā’) extract rulings from the Qur’an and Sunnah, assess the validity of legal evidence, and apply rational methods such as qiyās, istiḥsān, istiṣlāḥ, and ‘urf. It also encourages reflection on the dynamic relationship between revelation, reason, and changing social contexts in the development of Islamic law. The competences of this course are demonstrated when students can identify and evaluate the principles used in deriving Islamic legal rulings, apply interpretative tools in analysing legal cases, and assess contemporary applications of uṣūl al-fiqh in areas such as finance, bioethics, and governance. Upon completion, students will possess the intellectual and methodological ability to bridge classical juristic reasoning with modern issues, demonstrating both fidelity to tradition and awareness of reformist thought. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Uṣūl al-Fiqh; The Nature and Scope of Islamic Law; The Qur'an and Sunnah as Primary Sources; Ijma' (Consensus) and Qiyās (Analogical Reasoning); Subsidiary Sources such as Istihsān, Maslahah Mursalah, 'Urf, Istishāb, and Sadd al-Dharā'i'; Legal Maxims (Qawā'id Fiqhiyyah); The Theory of Ijtihād and Taqlīd; The Hierarchy of Evidence and Conflict Resolution; and The Application of Uṣūl al-Fiqh in Contemporary Legal and Ethical Contexts.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the foundational principles and objectives of uṣūl al-fiqh in Islamic legal reasoning. (C2, A2, P3)
2. CLO-02: Students are able to analyse primary and subsidiary sources of Islamic law and their methodological applications. (C4, A3, P3)
3. CLO-03: Students are able to evaluate juristic tools such as qiyās, istihsān, istiṣlāḥ, and 'urf in deriving legal rulings. (C4, A4, P3)
4. CLO-04: Students are able to apply classical and modern uṣūl al-fiqh approaches in addressing contemporary legal, social, and ethical issues. (C3, A2, P3)
5. CLO-05: Students are able to construct coherent arguments and research papers that demonstrate methodological awareness in Islamic jurisprudence. (C4, A4, P3)

Core readings:

1. Kamali, Mohammad Hashim. Principles of Islamic Jurisprudence: Revised and Expanded Edition. Kuala Lumpur: Ilmiah Publishers, 2023.
2. Al-Qaradawi, Yusuf. Contemporary Ijtihad: A Methodology of Renewal. London: The International Institute of Islamic Thought (IIIT), 2020.
3. Abdullah, A. Rashid & Ahmad, M. Hanif. Usul al-Fiqh in Contemporary Legal Contexts: Bridging Tradition and Modernity. Kuala Lumpur: IIUM Press, 2022.
4. El-Ghazali, M. & Al-Attas, S. M. N. (eds.). Epistemology and Legal Reasoning in Islamic Law. London: Routledge, 2021.
5. Hallaq, Wael B. A History of Islamic Legal Theories: An Introduction to Sunni Usul al-Fiqh. Cambridge: Cambridge University Press, 2019.
6. Al-Amidi, Sayf al-Din. Al-Ihkām fī Uṣūl al-Ahkām. Beirut: Dār al-Kutub al-'Ilmiyyah,
7. Al-Ghazali, Abu Hamid. Al-Mustasfa min 'Ilm al-Uṣūl. Cairo: Dar al-Hadith, 2009.
8. Ibn Qudāmah al-Maqdisi. Rawdat al-Nazir wa Jannat al-Manazir. Beirut: Mu'assasat al-Risalah, 2014.
9. Kamali, Mohammad Hashim. Shari'ah Law: An Introduction. Oxford: Oneworld, 2017.
10. Al-Zuhayli, Wahbah. Usul al-Fiqh al-Islami. Damascus: Dar al-Fikr, 2015.

Fiqh Munakahat and Mawarits

Module Number HPI-6016	Module Name Fiqh Munakahat and Mawarits		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Tholkhatul Khoir, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep philosophical and integrative understanding of the Unity of Sciences (Falsafah Kesatuan Ilmu) as a paradigm that unites Islamic and modern sciences within a single epistemological framework. The course aims to develop students’ ability to comprehend the nature of knowledge from ontological, epistemological, and axiological perspectives while recognising that all sciences, regardless of their methodologies or fields, originate from and return to the One Divine Source. It seeks to cultivate philosophical, scientific, and Islamic modes of thinking that align with the vision of UIN Walisongo bridging the divide between Islamic and non-Islamic disciplines to produce holistic, ethical, and socially responsible scholars The competences of this course are demonstrated upon completion when students are able to explain the basic concepts and history of philosophy and philosophy of science; analyse the relationship between science, religion, and culture; and apply integrative and critical reasoning in addressing contemporary academic and social issues. Students will also demonstrate the ability to identify and evaluate the dichotomy of knowledge and propose integrative approaches inspired by the Unity of Sciences paradigm. Moreover, they will be able to implement strategies of tauhidisation (spiritualisation of knowledge), humanisation (contextualisation of Islamic studies), and revitalisation (indigenisation of local wisdom) in research and academic writing. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both			

offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo; The Concept and History of Philosophy (Terminology, Thinkers, and Schools of Thought); The Differences between Western and Islamic Philosophy; The Nature of Knowledge from Ontological, Epistemological, and Axiological Perspectives; The Classification and Historical Development of Sciences; The Problem of the Dichotomy of Knowledge and Its Negative Implications; The Institutional Transformation from IAIN to UIN; Paradigm Shifts from Dichotomy to Integration; The Models of Integration in Indonesian Islamic Universities; The Unity of Sciences Paradigm at UIN Walisongo; Strategies for the Spiritualisation of Modern Sciences (tauhidisation); Strategies for the Humanisation of Islamic Studies (through the ideas of Fazlur Rahman, Abid al-Jabiri, Hasan Hanafi, and Abdullah an-Na'im); Strategies for the Revitalisation of Local Wisdom (through purification, modernisation, and indigenisation); and Application of the Unity of Sciences Approach in Socio-Legal Research. Core readings include Tholkhatul Khoir's Unity of Sciences sebagai Paradigma UIN Walisongo, Muhyar Fanani's Filsafat Kesatuan Ilmu, Mulyadhi Kartanegara's Integrasi Ilmu, and Amin Abdullah's Islamic Studies dalam Paradigma Integrasi-Interkoneksi.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the fundamental concepts of philosophical thinking and the basic principles of the philosophy of science, including ontology, epistemology, axiology, the structure of scientific knowledge, scientific methods, the relationship between science and cultural development, and the social responsibility of scientists. (C2, A1, P2)
2. CLO 2: Students are able to understand the integrative nature of various branches of knowledge, including Islamic sciences, within the framework of the unity of science. (C3, A2, P3)
3. CLO 3: Students are able to implement philosophical, scientific, and Islamic modes of thinking in dealing with academic life and intellectual challenges. (C3, A3, P3)

Core readings:

1. Amin Abdullah. Islamic Studies di Perguruan Tinggi: Pendekatan Integratif Interkoneksi, Yogyakarta: Penerbit Pustaka Pelajar 2006.
2. Azra, A. Reintegrasi Ilmu-ilmu dalam Islam Zainal Abidin Bagir (ed) Integrasi Ilmu dan Agama, Interpretasi dan Aksi, Bandung: Mizan. 2005.
3. Barbour, Ian G., When Science Meets Religion: Enemies, Strangers, or Partners?, USA: HarperSanFrancisco, 2000.
4. Kuhn, Thomas, The Structure of Scientific Revolutions. London: The University of Chicago Press. Ltd., 1970.
5. Suprayogo, Imam, Membangun Integrasi Ilmu dan Agama: Pengalaman UIN Malang dalam Zainal Abidin Bagir (ed), Integrasi Ilmu dan Agama: Interpretasi dan Aksi, Bandung: Mizan, 2005.
6. Syam, Nur. "Membangun Keilmuan Islam Multidisipliner: Memahami Proses Saling Menyapa Ilmu Agama dan Umum" dalam Nur Syam (ed.), Integrated Twin Towers: Arah Pengembangan Islamic Studies
7. Multidisipliner. Surabaya: Sunan Ampel Press, 2010.
8. Tholkhatul Khoir, Unity of Sciences sebagai Paradigma UIN Walisongo, Semarang: Walisongo Press, 2017.

Political Jurisprudence

Module Number HPI-6020	Module Name Political Jurisprudence		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Muhammad Syarif Hidayat M.A.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a critical and comprehensive understanding of Islamic political jurisprudence (Fiqh Siyasah), focusing on how Islamic law conceptualises authority, governance, and public welfare. The course explores the legal, ethical, and philosophical bases of political power in Islam, tracing its development from classical juristic thought to modern constitutional and democratic frameworks. Students will engage with debates on the legitimacy of political authority (shar‘iyyah al-ḥukm), the limits of power, and the role of law in ensuring justice (‘adl) and the common good (maṣlaḥah). It also aims to familiarise students with the practical and theoretical challenges of governance in Muslim-majority societies and the evolving discourse on Sharia, statehood, and global political order. The competences of this course are demonstrated when students can identify the core concepts of Islamic political theory, analyse classical and contemporary interpretations of governance, and evaluate the role of Islamic legal principles in political institutions and policy-making. Students will learn to connect the jurisprudence of politics with issues of democracy, pluralism, constitutionalism, and human rights. They are expected to develop the intellectual ability to formulate balanced and ethical political analyses grounded in maqāṣid al-sharī‘ah (objectives of Islamic law). In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id			

while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongolms.ac.id/>. The materials of this course include: Introduction to Fiqh Siyasah; The Relationship between Religion and State in Islam; Sources and Development of Political Jurisprudence; The Concept of Authority and Sovereignty (al-sulṭah wa al-ḥākimiyyah); Shura and Governance; Leadership Ethics (akhlaq al-ḥukm); Justice, Freedom, and Accountability in Islamic Law; Islamic Constitutionalism and Separation of Powers; Comparative Political Systems in Muslim Societies; Maqāṣid al-Sharī'ah and Public Policy; Globalisation, Citizenship, and Human Rights in Islam; and Contemporary Political Challenges in the Muslim World.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the foundational concepts and principles of Islamic political jurisprudence. (C2, A1, P2)
2. CLO-02: Students are able to analyse classical and modern approaches to governance, sovereignty, and political authority in Islam. (C4, A3, P3)
3. CLO-03: Students are able to evaluate the interaction between Islamic legal principles, state institutions, and public policy. (C4, A3, P3)
4. CLO-04: Students are able to apply maqāṣid al-sharī'ah and political ethics to contemporary debates on governance and democracy. (C3, A2, P3)
5. CLO-05: Students are able to construct informed, critical, and ethical arguments on Islamic political thought and its modern transformations. (C4, A4, P3)

Core readings:

1. Fuadi, A. I. "Reconfiguring Religious Authority and Ethical Governance in Islamic Political Thought: A Comparative Literature Review." *Sinergi International Journal of Islamic Studies*, Vol. 2(3), 2024, pp. 136-148. Sinergi International Journal
2. Ilhamni, I. "Islamic Political Thought and Its Implementation in the ..." *ISLAMADINA*, 2022. Jurnal Nasional UMP
3. Jalili, I. "Insights for Modern Islamic Governance Through Fiqh Siyasah." *Elafkar*, 2024. e-Journal UIN Fatmawati Bengkulu
4. Syukron, A. "Sayyid Qutb's Perspective on Islamic Political Governance." *QOF*, 2024. Jurnal Fuda
5. Mukhtar, M. "The State as a Cultural Prefect Based on Islamic Political ..." *JITEUNULEH*, 2023.

Islamic Civil Law Indonesia

Module Number HPI-6022	Module Name Islamic Civil Law Indonesia		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Drs. H. Eman Sulaiman, MH			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an in-depth and analytical understanding of Islamic Civil Law in Indonesia, focusing on the integration of Islamic legal principles within the national legal system. The course aims to equip students with the ability to critically interpret and apply Islamic civil law (hukum perdata Islam) to various legal issues concerning family law, inheritance, wills, endowments, and Islamic economic transactions. It also seeks to foster legal awareness and ethical responsibility in addressing contemporary civil law problems by aligning Islamic jurisprudence (fiqh) with Indonesian regulations such as the Kompilasi Hukum Islam (KHI), Kompilasi Hukum Ekonomi Syariah (KHES), and other relevant national legislations The competences of this course are demonstrated upon completion when students are able to explain, analyse, and evaluate the principles, sources, and implementation of Islamic civil law in Indonesia; differentiate between Islamic and national legal perspectives in family and economic law; and apply Islamic legal reasoning in solving practical cases related to marriage, inheritance, wills, endowments, zakat, infak, shadaqah, and Islamic financial regulations. Students will also demonstrate the ability to integrate theoretical knowledge with practical legal reasoning, engage in legal argumentation through critical discussions and written analysis, and uphold professional ethics in interpreting and implementing Islamic civil law in Indonesian courts and institutions. In this course, the			

learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Principles of Marriage in Islam Engagement, Dowry, and Legal Provisions; Conditions and Pillars of Marriage, Registration, and Marriage Certificates; Prohibited Degrees (mahram) and Legal Foundations; Marriage Agreements, Taklik Talak, and Marriage of Pregnant Women; Polygamy Reasons, Conditions, and Procedures; Rights and Duties of Husband and Wife; Joint Property (harta gono-gini) and Legitimacy of Children; Custody (hadlanah), Guardianship, and Parental Responsibility after Divorce; Divorce Procedures, Iddah, and Reconciliation (rujuk); Legal Consequences of Divorce; Criminal Sanctions in Marriage Law; Interfaith and Cross-National Marriages; and the Role of Religious Courts in Civil Dispute Resolution. Key legal references include Undang-Undang No. 1 Tahun 1974 on Marriage (as amended by UU No. 16 Tahun 2019), UU No. 7 Tahun 1989 on Religious Courts (and its amendments), UU No. 23 Tahun 2011 on Zakat Management, KHI, KHES, and related regulations. Recommended readings include works by Ahmad Rofiq, Zainuddin Ali, Sayuti Thalib, Amrullah Ahmad, and Moh. Mahfud MD.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the principles and legal provisions concerning marriage, inheritance, wills, grants, endowments, zakat, infāq, ṣadaqah, and Islamic economic law (HES) as part of Islamic civil law in Indonesia. (C2, A2, P2)
2. CLO 2: Students are able to analyse and apply Islamic civil law principles and their related regulations to contemporary legal issues in Indonesian society. (C4, A3, P3)

Core readings:

1. Ahmad, Amrullah, dkk, Dimensi Hukum Islam Dalam Sistem Hukum Nasional, Jakarta: Gema Insani Press, 1996.
2. Aulaw, Wasit, dan Arso Sostroatmodjo, Hukum Perkawinan di Indonesia, Jakarta: Bulan Bintang, 1975.
3. Ali, Zainuddin, Hukum Perdata Islam di Indonesia, Jakarta: Sinar Grafika, 2006.
4. Badri, R., Perkawinan Menurut Undang-undang Perkawinan dan Kitab Undang-undang Hukum Perdata,
5. Harahap, M. Yahya, Kedudukan Kewenangan dan Acara Peradilan Agama (UU. No. 7 Tahun 1989), Jakarta: Pustaka Kartini, 1990.
6. Mahfud, Moh, MD, Editor, Peradilan Agama dan Kompilasi Hukum Islam Dalam Tata Hukum Indonesia, Yogyakarta: UII Press, 1993
7. Prakoso, Djoko, dan I Ketut Murtika, Azas-azas Hukum Perkawinan di Indonesia, Jakarta: Bina Aksara, 1987.
8. Rosyid, Roihan A, Hukum Acara Peradilan Agama, Jakarta: Rajawali Pres, 1994.
9. Rofiq, Ahmad, Hukum Perdata Islam di Indonesia, Jakarta: RajaGrafindo Persada, 2013.
10. Surjaman, Tjun (ed), Hukum Islam di Indonesia Pemikiran dan Praktek, Bandung: Rosda Karya, 1991.
11. Thalib, Sayuti, Receptio a Contrario, Hubungan hukum Adat dan Hukum Islam, Jakarta: Bina Aksara, 1985.
12. Wahid, Abdurrahman, (et.al), Kontroversi Pemikiran Islam di Indonesia, Bandung: Rosda Karya, 1991.
13. Instruksi Presiden Nomor 1 Tahun 1991 tentang Kompilasi Hukum Islam.
14. UU 16 Tahun 2019 tentang Perubahan Atas UU 1 Tahun 1974 Tentang Perkawinan
15. Undang-undang Nomor 7 Tahun 1989 tentang Peradilan Agama serta Amandemen Undang-undang Peradilan Agama No. 3 Tahun 2006.

16. Undang-Undang RI Nomor 23 Tahun 2011 dan Penjelasan UU No. 23 tahun 2011
17. Peraturan Pemerintah RI Nomor 14 Tahun 2014 Instruksi Presiden RI Nomor 3 Tahun 2014 Peraturan Badan Amil Zakat Nasional Nomor 01 Tahun 2014
18. Peraturan Badan Amil Zakat Nasional Nomor 02 Tahun 2014
19. Kompilasi Hukum Ekonomi Syariah (KHES)

Islamic Legal Philosophy

Module Number HPI-6026	Module Name Islamic Legal Philosophy		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summerize (5%) Mid-Term Examination (10%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Tholkhatul Khoir, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, critical, and integrative understanding of the Philosophy of the Unity of Sciences (Falsafah Kesatuan Ilmu), which forms the epistemological foundation of UIN Walisongo’s academic paradigm. The course aims to help students grasp the nature of knowledge from ontological, epistemological, and axiological perspectives, and to recognise that all sciences Islamic and non-Islamic originate from and return to the One Divine Source. It further seeks to cultivate philosophical, scientific, and Islamic modes of thinking that encourage integration rather than dichotomy, fostering academic attitudes grounded in tauhid and responsive to the social, cultural, and ethical realities of modern scholarship The competences of this course are demonstrated upon completion when students are able to understand and apply philosophical methods of thought, explain the principles and structure of scientific knowledge (including ontology, epistemology, and axiology), and critically analyse the dichotomy of science and its implications for civilisation. They will be capable of articulating the concept of knowledge integration, understanding the institutional transformation from IAIN to UIN, and applying the Unity of Sciences paradigm (UoS) in research and practical contexts, particularly within the field of Islamic criminal law. Furthermore, students will demonstrate the ability to implement strategies for the spiritualisation (tauhidisation) of modern sciences, humanisation of Islamic studies (through engagement with thinkers such as Fazlur Rahman, Abid al-Jabiri, Hasan Hanafi, and Abdullah an-Na’im), and			

revitalisation of local wisdom through purification, modernisation, and indigenisation processes. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo, the Faculty of Sharia and Law, and the Islamic Criminal Law Department; Basic Concepts and History of Philosophy (Terminology, Thinkers, and Schools); Comparison between Western and Islamic Philosophy; The Nature of Science Epistemological, Ontological, and Axiological Dimensions; The Classification and Historical Development of Sciences; The Problem of the Science Dichotomy and Its Negative Impacts; Institutional Transformation from IAIN to UIN; Paradigm Shift from Dichotomy to Integration; Models of Integration at Indonesian Islamic Universities; the Unity of Sciences Paradigm at UIN Walisongo; Strategies of Tauhidisation of Modern Sciences; Humanisation of Islamic Studies through Contemporary Thinkers; Revitalisation of Local Wisdom in Indonesian Contexts; and the Application of the Unity of Sciences Approach in Socio-Legal Research. Core readings include Tholkhatul Khoir's Unity of Sciences sebagai Paradigma UIN Walisongo (2017) and Menakar Masa Depan Paradigma Unity of Sciences (2019), Muhyar Fanani's Filsafat Kesatuan Ilmu (2015), Mulyadhi Kartanegara's Integrasi Ilmu (2005), and Amin Abdullah's Islamic Studies dalam Paradigma Integrasi-Interkoneksi (2007).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand, internalise, and apply ways of thinking based on the paradigm of the unity of knowledge, encompassing both Islamic and non-Islamic studies. (C3, A3, P2)
2. CLO-02: Students are able to understand and analyse various issues and challenges found in paradigms other than the philosophy of the unity of knowledge. (C4, A2, P3)
3. CLO-03: Students are able to understand and formulate strategies to maintain and strengthen the philosophical paradigm of the unity of knowledge. (C4, A4, P3)

Core readings:

1. Amin Abdullah. Islamic Studies di Perguruan Tinggi: Pendekatan Integratif Interkoneksi, Yogyakarta: Penerbit Pustaka Pelajar 2006.
2. Azra, A. Reintegrasi Ilmu-ilmu dalam Islam Zainal Abidin Bagir (ed) Integrasi Ilmu dan Agama, Interpretasi dan Aksi, Bandung: Mizan. 2005.
3. Barbour, Ian G., When Science Meets Religion: Enemies, Strangers, or Partners?, USA: HarperSanFrancisco, 2000.
4. Kuhn, Thomas, The Structure of Scientific Revolutions. London: The University of Chicago Press. Ltd., 1970.
5. Suprayogo, Imam, Membangun Integrasi Ilmu dan Agama: Pengalaman UIN Malang dalam Zainal Abidin Bagir (ed), Integrasi Ilmu dan Agama: Interpretasi dan Aksi, Bandung: Mizan, 2005.
6. Syam, Nur. "Membangun Keilmuan Islam Multidisipliner: Memahami Proses Saling Menyapa Ilmu Agama dan Umum" dalam Nur Syam (ed.), Integrated Twin Towers: Arah Pengembangan Islamic Studies
7. Multidisipliner. Surabaya: Sunan Ampel Press, 2010.
8. Tholkhatul Khoir, Unity of Sciences sebagai Paradigma UIN Walisongo, Semarang: Walisongo Press, 2017.

Constitutional Law

Module Number HPI-6029	Module Name Constitutional Law		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Riza Fibriani,M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and analytical understanding of Constitutional Law (Hukum Tata Negara) as a fundamental branch of legal science that studies the structure, function, and dynamics of state institutions, sovereignty, and the relationship between the state and its citizens. The course aims to equip students with the theoretical and practical knowledge to understand Indonesia’s constitutional framework, including the principles of democracy, rule of law, human rights, and decentralisation. It also encourages students to critically evaluate the evolution of Indonesia’s constitutional system and its implications for governance, justice, and civil society The competences of this course are demonstrated upon completion when students are able to define and explain the nature, scope, and sources of constitutional law; distinguish between constitutional, administrative, and political law; and analyse the historical development of Indonesia’s state system, including the evolution of its constitutions from the independence era to the reform period. Students will also be able to describe the separation of powers, identify the roles and functions of state institutions under the 1945 Constitution, and evaluate Indonesia’s democratic and decentralised governance system. Furthermore, they will demonstrate the ability to interpret contemporary issues in constitutional law such as political parties, elections, and human rights through academic research, discussion, and critical reflection.			

In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Contract; Definition, Scope, and Sources of Constitutional Law; Relationship between Constitutional Law, Administrative Law, and Political Science; The History of Indonesia's Constitutional Development (including government systems, constitutional amendments, and the 1959 Presidential Decree); The Separation of Powers Legislative, Executive, and Judicial Branches; State Institutions under the 1945 Constitution (MPR, DPR, DPD, President, MA, MK, BPK, and KY); Independent State Institutions (KPU, Komnas HAM, TNI, Police, and Bank Indonesia); The Concept and Practice of Democracy and People's Sovereignty; The Unitary State and Regional Autonomy; The Structure and Composition of Regional Government; Human Rights and Citizenship; Political Parties and the Electoral System in Indonesia; and the Organisation and Dispute Resolution of General Elections. Core references include Fajlurrahman Jurdi's *Hukum Tata Negara Indonesia* (2019) and Jimly Asshiddiqie's *Pengantar Ilmu Hukum Tata Negara* (2019).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to master knowledge of legal science and the legal system, including its principles, structure, and interrelations within national and international contexts. (C3, A2, P3)
2. CLO 2: Students are able to apply, analyse, and construct legal arguments based on sound legal reasoning and methodologies when dealing with various legal cases. (C4, A3, P4)

Core readings:

1. Fajlurrahman Jurdi, *Hukum Tata Negara Indonesia*, 2019.
2. Jimly Asshiddiqie, *Pengantar Ilmu Hukum Tata Negara*, 2019

Principles of Criminal Law

Module Number HPI-6034	Module Name Principles of Criminal Law		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 5% Mid-Term Examination (10%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Harun, S.Ag., MH.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a rigorous and critical understanding of the foundational principles of criminal law, including its theoretical underpinnings, key doctrines, and policy dimensions. The course will cover core topics such as the justification of criminalisation, the elements of crime (actus reus, mens rea), causation, liability (including complicity and attempt), defences (excuse, justification), sentencing principles, and contemporary challenges such as financial crime and cyber-offences. Through a combination of doctrinal study and case analysis, students will develop the capacity to engage with both policy debates and applied criminal law issues. The competences of this course are demonstrated when students can articulate and interpret the main doctrinal concepts of criminal law, apply them in the analysis of factual scenarios, evaluate the coherence of criminal law policy, and construct reasoned arguments about reform and justice. Students will gain the ability to critically assess how criminal law interacts with human rights, social change, and new forms of offending. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The			

materials of this course include: Introduction to Criminal Law: Purpose and Scope; The Principle of Legality and Criminalisation; Actus Reus and Causation; Mens Rea, Fault and Capacity; Complicity, Attempt and Inchoate Liability; Defences: Justification and Excuse; Sentencing, Punishment and Criminal Policy; Specialist Forms of Crime: Financial Crime, Cyber Offences, Organised Crime; Emerging Issues in Criminal Law Reform; Comparative Perspectives: Criminal Law in Different Jurisdictions.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the core principles and policy foundations of criminal law. (C2, A1, P2)
2. CLO-02: Students are able to apply doctrinal concepts to factual scenarios. (C3, A2, P3)
3. CLO-03: Students are able to analyse complicity, attempt, and inchoate liability and assess their coherence within criminal law doctrine. (C4, A3, P3)
4. CLO-04: Students are able to evaluate current debates regarding criminal law reform, sentencing policy and new forms of offending. (C4, A3, P3)
5. CLO-05: Students are able to create reasoned legal arguments and propose reform or policy responses to criminal law problems. (C4, A4, P3)

Core readings:

1. Ashworth's Principles of Criminal Law (Horder, J. (ed.), 10th edn, Oxford University Press, 2022) definisi terkini dan analisis mendalam tentang prinsip utama dan perkembangan terbaru dalam hukum pidana Inggris.
2. Simester, A. P., Brookbanks, W. & Boister, N., Principles of Criminal Law (5th ed., Thomson Reuters NZ, 2019) fokus pada hukum pidana di NZ tetapi sangat berguna untuk memahami doktrin umum.

Special Criminal Law

Module Number HPI-6036	Module Name Special Criminal Law		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summerize (5%) Mid-Term Examination (10%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. H. Mashudi, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive understanding of Special Criminal Law, which constitutes a distinctive branch of Criminal Law addressing specific and contemporary offences regulated under special statutes (lex specialis). The course aims to familiarise students with the concept, scope, and characteristics of Special Criminal Law and to develop analytical skills for interpreting and applying such laws. It seeks to enhance students’ critical awareness of how special criminal provisions operate alongside general criminal law, particularly in addressing complex and modern criminal phenomena such as corruption, money laundering, terrorism, narcotics offences, and environmental crimes. By the end of the course, students are expected to possess the intellectual and practical ability to understand, interpret, and critically analyse various legal instruments that regulate special criminal acts within Indonesian law and their relationship to broader legal and moral principles. The competences of this course are demonstrated when students are able to comprehend, explain, and apply the key concepts and provisions of Special Criminal Law. Students will be able to distinguish between general and special criminal norms and demonstrate understanding of the principles governing specific offences. They are expected to develop cognitive competence in identifying the essential elements of various special crimes; psychomotor competence in researching, presenting, and discussing case studies on special criminal issues; and affective competence in upholding ethical values and professionalism in interpreting and			

applying criminal law. Furthermore, students will demonstrate the ability to analyse statutory regulations, understand the rationale behind special criminalisation policies, and engage in academic discussions and written assignments related to contemporary criminal law issues. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include the following main topics: the concept and characteristics of Special Criminal Law; criminal acts under the Law on Corruption and the Law on Money Laundering; criminal acts under the Law on Terrorism; criminal acts under the Law on Narcotics; criminal acts under the Law on Spatial Planning; criminal acts under the Law on Food; criminal acts under the Law on Child Protection; criminal acts under the Law on Fisheries; criminal acts under the Law on Forestry; criminal acts under the Law on Environmental Protection and Management; criminal acts under the Law on Consumer Protection; and criminal acts under the Law on Advocacy and the Law on Electronic Information and Transactions (ITE). The course also integrates Islamic, scientific, and local wisdom values in examining the philosophical and normative dimensions of criminal responsibility within these special laws.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and comprehend special criminal law, which is a branch of criminal law that deals with specific and highly relevant offenses. (C2, A2, P1)
2. CLO-02: Students are able to identify and explain the characteristics and classifications of specific crimes regulated under special criminal law. (C1, A1, P2)
3. CLO-03: Students are able to analyze the application of special criminal law provisions in real or hypothetical cases. (C4, A3, P3)
4. CLO-04: Students are able to evaluate the effectiveness of special criminal law in addressing contemporary criminal issues. (C4, A3, P4)
5. CLO-05: Students are able to formulate well-reasoned legal arguments. (C4, A4, P3)

Core readings:

1. Nyoman Serikat Putra Jaya, Hukum Pidana Khusus, BP Undip, Semarang, 2016
2. Ruslan Renggong, Hukum Pidana Khusus, Kencana, Jakarta, 2016

Civil Procedure Law

Module Number HPI-6039	Module Name Civil Procedure Law		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Case Reprt Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Harun, S.Ag., MH.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive, practical, and procedural understanding of Criminal Procedure Law (Hukum Acara Pidana) as an essential component of the Indonesian criminal justice system. The course aims to prepare students particularly future judges, prosecutors, and advocates with the professional competence required to manage and process criminal cases from investigation to final adjudication. It emphasises both theoretical comprehension and courtroom application, integrating Islamic values, scientific principles, and local wisdom in the pursuit of justice, legality, and due process. Through this course, students will develop ethical awareness and procedural proficiency aligned with Indonesia’s KUHAP (Criminal Procedure Code) and relevant legal instruments The competences of this course are demonstrated upon completion when students are able to understand and analyse the Indonesian criminal justice system (Criminal Justice System), explain the fundamental principles, scope, and sources of criminal procedure law, and apply procedural norms to case handling. They will also be able to identify and carry out the stages of the criminal process investigation, prosecution, trial, evidence, verdict, and appeal while maintaining professionalism, fairness, and ethical conduct. Additionally, students will demonstrate the ability to integrate Islamic perspectives on justice and fairness as reflected in Qur’anic teachings (e.g., QS. An-Nisa: 59; QS. Al-Hujurat: 10; QS. An-Nahl: 16), and apply critical thinking and problem-solving in analysing procedural cases. In this course, the learning			

process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Contract; Definition, Scope, and Sources of Criminal Procedure Law; Principles and History of Criminal Procedure; Preliminary Examination and Investigation Procedures (including arrest, detention, and search); Prosecution Process and the Role of Prosecutors; Connection Cases (Perkara Koneksitas); Judicial Authority and Court Structures; Compensation and Rehabilitation Mechanisms; Court Trial Procedures and Hearing Stages; Evidence and Proof Systems; Court Judgments and Types of Verdicts; Legal Remedies (Ordinary and Extraordinary); and Execution and Supervision of Court Decisions. The course also includes practical sessions such as role plays, mock trials, and case analysis, supported by references including Mohammad Taufik Makarao & Suharsil's *Hukum Acara Pidana dalam Teori dan Praktek*, Yahya Harahap's *Pembahasan Permasalahan dan Penerapan KUHAP*, and Yesmil Anwar & Adang's *Sistem Peradilan Pidana*.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand the Indonesian Criminal Justice System and apply it to analyse issues related to the enforcement of criminal law. (C4, A2, P2)
2. CLO-02: Students are able to demonstrate an understanding of criminal procedural law and exhibit a professional attitude and conduct in courtroom practice. (C3, A3, P3)

Core readings:

1. Mohammad Taufik Makarao & Suharsil, *Hukum Acara Pidana Dalam Teori dan Praktek*, Bogor: Ghalia Indonesia, 2010
2. Suryono Sutarto, *Hukum Acara Pidana Jilid I dan II*, Badan penerbit Univ. Dipenogoro, 2005
3. Ridwan Widyadharma, *Hukum Acara Pidana di Indonesia*, Semarang: Mimbar, 2000
4. Yesmil Anwar dan Adang, *Sistem Peradilan Pidana*, Bandung: Widya Pajajaran, 2012
5. Yahya Harahap, *Pembahasan dan Permasalahan Penerapan KUHAP Penyelidikan dan Penuntutan*

The Judicial System in Indonesia

Module Number HPI-6041	Module Name The Judicial System in Indonesia		
Type of Course Compulsory Course		Semester / Rotation 3 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summerize (5%) Mid-Term Examination (10%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Eka Ristianawati, M.HI.			Semester Week Hours: 90 hours
Additional Teacher Involved: .-			
Syllabus The Objective of this course are to provide students with a comprehensive and analytical understanding of the Judicial System in Indonesia (Sistem Peradilan di Indonesia), focusing on the structure, function, and jurisdiction of judicial institutions as regulated by Indonesian law. The course aims to familiarise students with the hierarchy and interrelation among various courts including the Supreme Court, Constitutional Court, General Courts, Religious Courts, Administrative Courts, Military Courts, and specialised courts within the framework of the 1945 Constitution and the Law on Judicial Power. It also seeks to cultivate students’ ability to critically analyse judicial practices and challenges in upholding justice, law enforcement, and human rights, integrating the Unity of Sciences (Wardatul ‘Ulum) paradigm to harmonise Islamic values, scientific reasoning, and local wisdom The competences of this course are demonstrated upon completion when students are able to explain the concept, scope, and principles of Indonesia’s judicial system; describe the structure and jurisdiction of each judicial body; and analyse the constitutional and procedural foundations governing the judiciary. Students will also be capable of evaluating the independence and accountability of judicial institutions, understanding the role of the Judicial Commission in maintaining judicial integrity, and formulating proposals to strengthen the quality and effectiveness of Indonesia’s judicial system. Moreover, they will demonstrate the ability to integrate theoretical knowledge with practical legal reasoning, applying Islamic ethical principles to the pursuit of justice and fairness			

in judicial processes. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo, Faculty of Sharia and Law, and Course Contract; The Concept and Scope of Indonesia's Judicial System; The Law on Judicial Power and the One Roof System; The Supreme Court (MA) Legal Basis, Structure, and Jurisdiction; The Constitutional Court (MK) Legal Basis, Functions, and Authority; The General Court (PN); The Religious Court (PA); The Administrative Court (PTUN); The Military Court; The Corruption Court (Tipikor); The Juvenile Court; The Human Rights Court; The Syariah Court; and The Judicial Commission. The course concludes with an analysis of how to achieve a qualified and equitable judicial system in Indonesia. Recommended references include Cik Hasan Bisri's *Peradilan Agama di Indonesia*, R. Abdoel Djamali's *Pengantar Hukum Indonesia*, Dahlan Thaib's *Teori dan Hukum Konstitusi*, Jaenal Aripin's *Peradilan Agama dalam Bingkai Reformasi Hukum di Indonesia*, and Syaiful Bakri's *Sistem Peradilan Pidana Indonesia dalam Perspektif Pembaharuan Teori dan Praktek Peradilan*.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the fundamental concepts, structure, and principles of the judicial system in Indonesia. (C2, A1, P2)
2. CLO 2: Students are able to master comprehensive knowledge of the Indonesian judicial system, demonstrated through the ability to explain, discuss, and elaborate its components and institutions. (C3, A2, P2)
3. CLO 3: Students are able to analyse and evaluate issues, challenges, and developments within the Indonesian judicial system. (C4, A3, P3)
4. CLO 4: Students are able to construct logical and well-reasoned legal arguments related to the judicial process, based on relevant theories, laws, and jurisprudence. (C4, A4, P3)
5. CLO 5: Students are able to demonstrate professionalism, ethical awareness, and effective communication in discussing and presenting issues concerning Indonesia's judicial system. (C3, A3, P3)

Core readings:

1. Agus Pamungkas, *Amandemen UUD 1945*, Yogyakarta: Buku Pintar, 2011.
2. Arrasjid, Chainur, *Dasar-Dasar Ilmu Hukum*, Jakarta: Sinar Grafika, 2004.
3. Bisri, Cik Hasan, *Peradilan Agama di Indonesia edisi revisi*, Jakarta: PT Raja Grafindo Persada, 2000.
4. Daulay, Ikhsan Rosyada Parluhutan, *Mahkamah Konstitusi Memahami Keberadaannya dalam Sistem Ketatanegaraan Republik Indonesia*, Jakarta: PT Asdi Mahasatya, 2006.
5. Djaja, Ermansjah Djaja, *Meredesain Pengadilan Tindak Pidana Korupsi Implikasi Putusan Mahkamah Konstitusi Nomor 012-016-019/PUU-IV/2006*, Jakarta: Sinar Grafika, 2010.
6. Djamali, R. Abdoel, *Pengantar Hukum Indonesia*, Jakarta: PT Raja Grafindo Persada, 2008.
7. Hasbi Ash-Shiddieqie, *Peradilan dalam Islam cetakan ke-3*, Jakarta: Bulan Bintang, 1950.
8. Jaenal Aripin, *Peradilan Agama dalam Bingkai Reformasi Hukum di Indonesia*, Jakarta: Kencana Prenada Media Group, 2008.
9. Marbun, *Peradilan Administrasi dan Upaya Administrasi di Indonesia*, Yogyakarta: UII Press Yogyakarta, 2003.
10. Mubarak, Jaih (eds), *Peradilan Agama di Indonesia*, Bandung: Pustaka Bani Quraisy, 2004.

11. M. Yahya Harahap, Hukum Acara Perdata tentang Gugatan, Persidangan, Penyitaan, Pembuktian, dan Putusan Pengadilan, Jakarta: Sinar Grafika, 2010.
12. Pramukti, Angger Sigit dan Fuady Primaharsya, Sistem Peradilan Pidana Anak, Yogyakarta: Pustaka Yustisia, 2015.
13. Prinst, Darwan, Peradilan Militer, Bandung: PT Citra Aditya Bakti, 2003.
14. Royhan A. Rasyid, Hukum Acara Peradilan Agama, Jakarta: Rajawali Pers, 1991.
15. R. Soeroso, Hukum Acara Khusus Kompilasi Ketentuan Hukum Acara dalam Undang-Undang, Jakarta: Sinar Grafika, 2010.
16. Soebjakto, R, Tata Cara/Praktek Penanganan Peradilan Pidana (Pengadilan Negeri), Jakarta: IND-HILL.CO, 1991.
17. Sufiarina Yusrizal, Mahkamah Syari'ah dan Pengadilan Agama dalam Sistem Peradilan Indonesia, Bandung: PT Rifika Aditana, 2015
18. Soemitro, Rochmat, Peradilan Tata Usaha Negara, Bandung: PT Eresco, 1993.
19. Syaiful Bakri, Sistem Peradilan Pidana Indonesia dalam Perspektif Pembaharuan Teori dan Praktek Peradilan, Yogyakarta: Pustaka Pelajar, 2015
20. Thaib, Dahlan, dkk, Teori dan Hukum Konstitusi, Yogyakarta: PT Raja Grafindo Persada, 2003.

4th Semester
Even 2024/2025

Procedural Law Religion

Module Number HPI-6015	Module Name Procedural Law Religion		
Type of Course University Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Tholkhatul Khoir, M.Ag			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a thorough and critical understanding of the procedural legal frameworks that apply in religious judicial settings and the interaction of religious courts with state procedural law. The course will examine the nature of religious courts (such as the Islamic Religious Courts in Indonesia), the procedural norms that govern them, comparative perspectives of procedural law in religious traditions (Christian, Jewish, Muslim), and the reform challenges in procedural law for religious adjudication. Students will explore how procedural fairness, evidence, registration, mediation, and judicial authority operate within religious-legal systems, and how these systems interface with secular/state procedural law. The competences of this course are demonstrated when students can explain and compare procedural law across religious and secular jurisdictions, analyse procedural issues in religious courts (such as jurisdiction, evidence, registration, mediation), evaluate reforms and case law in religious procedural law, and apply procedural concepts in hypothetical or real religious judicial scenarios. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online,			

asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Religious Procedural Law; Religious Courts and Their Jurisdiction; Registration and Case Initiation in Religious Courts; Evidence and Testimony in Religious Adjudication; Mediation and Alternative Dispute Resolution in Religious Courts; Trial Procedure and Judgment in Religious Legal Systems; Interaction between Religious Procedural Law and State/General Procedural Law; Comparative Perspectives (Christian, Jewish, Islamic procedural traditions) and Contemporary Issues in Reforming Religious Procedural Law.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the foundational concepts of procedural law as applied in religious adjudicatory systems. (C2, A2, P3)
2. CLO-02: Students are able to apply procedural norms of religious courts in analysing real or hypothetical case scenarios. (C3, A2, P3)
3. CLO-03: Students are able to analyse the differences and similarities between religious court procedures and secular/state procedures. (C4, A3, P3)
4. CLO-04: Students are able to evaluate reform initiatives, policy debates, and case law concerning procedural law in religious courts. (C4, A3, P3)
5. CLO-05: Students are able to design proposals or arguments for improving procedural fairness and effectiveness in religious court systems. (C4, A4, P3)

Core readings:

1. M. Schmoeckel. "Christianity and Procedural Law." In X (ed.), Oxford University Press, 2023.
2. Abdullah Gofar. "The Reform of the Procedural Religious Court Law Based on Islamic Law in the Indonesian Legal System." *Sriwijaya Law Review*, Vol. 1(2), July 2017.
3. "The Basic Concept of Proceedings in Religious Courts (Sharia Perspectives and Positive Law)." ResearchGate, 2025.
4. C. Basir et al. "Reconstruction of Sharia Economic Procedural Law in Indonesia and Comparison of Sharia Economic Cases in Malaysia and Indonesia." Nurani, 2024.
5. K. Karmawan. "Mediation in The Religious Courts of Indonesia." *Ahkam Journal*, 2020.

Fiqh of Transactions

Module Number HPI-6017	Module Name Fiqh of Transactions		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Ahmad Zubaeri, M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, systematic, and practical understanding of Fiqh Muamalah as the foundation of Islamic economic transactions and business ethics. The course seeks to equip students with theoretical and applied knowledge of the principles, concepts, and types of contracts (akad) in Islamic law, particularly as they relate to business and financial practices in classical and modern contexts. It aims to prepare students to interpret and implement Islamic legal rulings in economic activities and to apply them responsibly in modern Islamic financial institutions and business environments The competences of this course are demonstrated upon completion when students are able to explain and analyse the basic concepts of Fiqh Muamalah; define the notions of property (al-maal) and ownership (al-milk); understand the theory of contracts (nadhariyah al-‘aqd) including their pillars, conditions, and classifications; and apply Islamic legal rulings to various transactional forms such as buying and selling (al-bay‘), partnerships (musyarakah, mudharabah), leasing (ijarah), deposits (wadhi‘ah), collateral (rahn), agency (wakalah), guarantee (kafalah), and transfer of debt (hiwalah). Students will also demonstrate the ability to distinguish between lawful and unlawful economic practices, including issues related to riba, gharar, and khiyar, and to critically apply Fiqh Muamalah principles in the operation of Islamic banking, finance, and business institutions. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online			

asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and the Course Contract; Definition, Scope, and Principles of Fiqh Muamalah; Relationship between Fiqh Muamalah and the Islamic Economic System; The Concept of Property (Nadhariyah al-Maal) Definition, Function, and Classification; The Concept of Ownership (Nadhariyah al-Milk) Definition, Types, and Legal Foundations; The Concept of Contract (Nadhariyah al-'Aqd) Definition, Pillars, Conditions, and Types (Sahih, Fasid, Batil); Sale and Purchase (Bay') Definition, Legal Basis, and Practical Cases; Salam, Istisna', and Sharf Contracts; Qardh (Loan) and 'Ariyah (Borrowing); Ijarah (Lease); Mudharabah and Musyarakah (Partnerships); Agricultural Contracts (Muzara'ah, Mukhabarah, and Musaqah); Wadhi'ah (Deposit) and Rahn (Collateral); Wakalah, Hawalah, and Kafalah; Khiyar (Options) and Riba (Usury). Core references include works by Teungku Muhammad Hasbi Ash-Shiddieqy, Hendi Suhendi, Syamsul Anwar, Ahmad Sarwat, Ismail Nawawi, Ghufron A. Mas'adi, and Yusuf al-Qaradhawi, as well as the Kompilasi Hukum Ekonomi Syariah (KHES) and national regulations related to Islamic finance.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand and identify the fundamental concepts, theories, and principles of business in Islamic law, particularly those found in classical fiqh. (C2, A1, P2)
2. CLO 2: Students are able to analyse classical fiqh principles related to business transactions and their relevance to modern contexts. (C4, A2, P3)
3. CLO 3: Students are able to apply Islamic legal principles of business and economics to practical cases within Islamic financial institutions or business entities. (C3, A2, P3)
4. CLO 4: Students are able to integrate traditional fiqh concepts with contemporary business and financial practices in accordance with shari'ah principles. (C4, A3, P3)
5. CLO 5: Students are able to demonstrate ethical behaviour, responsibility, and professionalism in applying Islamic business law principles in real-world financial and commercial settings. (C2, A3, P2)

Core readings:

1. Teungku Muhammad Hasbi Ash-Shiddieqy, Pengantar Fiqh Muamalah, Semarang: PT. Pustaka Rizki Putra, 2016.
2. Hendi Suhendi, Fiqh Muamalah, Jakarta: Rajawali Pers, 2011
3. Syamsul Anwar, Hukum Perjanjian Syariah: Studi tentang Teori Akad dalam Fikih Muamalat, Jakarta: PT RajaGrafindo, 2007.
4. Ahmad Sarwat, Ensiklopedia Fikih Indonesia 7: Muamalat, Jakarta: Gramedia, 2018.
5. Ismail Nawawi, Fikih Muamalah Klasik dan Kontemporer: Ghalia Indonesia, 2012
6. Ghufron A. Mas'adi, Fiqh Muamalah Kontekstual
7. A. Wardi Muslich, Fiqh Muamalah
8. Abdur Rahman Ghazali, dkk, Fiqh Muamalat
9. Abdurrazaq as-Sanhuri, Mashadirul Haq fi Fiqhil Islamiy
10. Abu Zahrah, al-Milkiyah wa Nadhariyah al-'Aqd
11. Badran Abul 'Ain, Tarikhul Fiqhil Islamiy wa Nadhariyyatul Maal Wal Uqd
12. Andri Soemitra, Bank dan Lembaga Keuangan Syariah, Jakarta: Kencana, 2017.
13. Syafii Antonio, Bank Syari'ah
14. M. Ali Hasan, Berbagai Macam Transaksi dalam Islam (Fiqh Muamalat)
15. MM. Khan, Islamic Law and Society
16. Yusuf Qaradhawi, Hikmah Pelarangan Riba

Sociology of Law

Module Number HPI-6023	Module Name Sociology of Law		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Agus Nurhadi, MA			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and critical understanding of Sociology of Law (Sosiologi Hukum), focusing on the interaction between law and society, as well as the practical functioning of legal norms within social contexts. The course aims to equip students with the theoretical foundation and analytical skills to comprehend law not merely as written rules (law in books), but as a living social reality (law in action) that operates through political, economic, cultural, and institutional dynamics. It seeks to cultivate awareness of the multifaceted nature of law and its role as an instrument of justice, control, and social change The competences of this course are demonstrated upon completion when students are able to define and explain the concept, nature, and development of sociology of law; distinguish between law as a normative system and law as a social phenomenon; and analyse the relationship between law and social structures such as politics, economy, and culture. Students will also be capable of applying sociological theories and schools of thought to understand legal behaviour, evaluate law enforcement issues, and conduct empirical legal research that connects normative principles with social realities. Furthermore, they will demonstrate the ability to design legal models that promote justice and social transformation while maintaining ethical and professional standards. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Law as a Social Phenomenon and as a Field of Study; Law as a Tool of Justice; Theoretical Foundations of the Sociology of Law; Major Schools of Thought in the Sociology of Law; Legal Norms and Social Norms; Law and Social Institutions; Law and Social Stratification; Law and Social Change; Law Enforcement and Its Challenges; Law and the Economy; Law and Political Power; Law and Culture; and Legal Research in Social Contexts. Core readings include works by Soerjono Soekanto (Pokok-Pokok Sosiologi Hukum), Satjipto Rahardjo (Hukum dan Masyarakat), Georges Gurvitch (Sociology of Law), Mathieu Deflem (Sociology of Law), Munir Fuady (Sosiologi Hukum Kontemporer), Alvin Johnson (Sosiologi Hukum), Nicholas Timasheff (An Introduction to the Sociology of Law), and Sabian Utsman (Dasar-Dasar Sosiologi Hukum).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand comprehensive knowledge of law, recognising that law is not only what is written in regulations but also how it operates and is implemented in practice. (C2, A2, P1)
2. CLO 2: Students are able to analyse the relationship between legal norms and social reality, evaluating how laws function within society. (C4, A3, P1)
3. CLO 3: Students are able to identify and explain the multifaceted nature of law, understanding its interconnection with politics, economics, culture, and other societal dimensions. (C3, A1, P2)
4. CLO 4: Students are able to apply theoretical and practical knowledge of law in analysing real-world legal phenomena that reflect the dynamic interaction between law and society. (C4, A2, P3)
5. CLO 5: Students are able to demonstrate an open-minded, critical, and responsible attitude in understanding the role of law as part of an integrated system that supports justice and social order. (C2, A3, P2)

Core readings:

1. Alvin Johnson, Sosiologi Hukum, Jakarta: Rineka Cipta, 2004.
2. Dragan Milanovic, an Introduction to The Sociology of Law, 3rd ed, New York: Criminal Justice Press, 2003.
3. Georges Gurvitch, Sosiologi Hukum, Jakarta: Bhratara, 1988.
4. Mathieu Deflem, Sociology of Law, New York: Cambridge University Press, 2008.
5. Munir Fuady, Sosiologi Hukum Kontemporer, Bandung: Citra Aditya Bakti, 2007.
6. Nicholas Timascheff, an Introduction to The Sociology of Law, New Jersey: Transaction Publisier, 2002.
7. Satjipto Raharjo, Hukum dan Masyarakat, Bandung: Angkasa, 1986.
8. Soerjono Soekanto, Pokok-Pokok Sosiologi Hukum, Jakarta: Rajawali Press, 1986.
9. Sabian Utsman, Dasar-dasar Sosiologi Hukum, Yogyakarta: Pustaka Pelajar, 2010

Verses and Hadiths on Legal Rulings Criminal Law

Module Number HPI-6024	Module Name Verses and Hadiths on Legal Rulings Criminal Law		
Type of Course University Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, critical, and methodical understanding of the Qur’anic verses relating to Islamic criminal law (jinayat), focusing on both their linguistic expressions and legal implications. The course aims to familiarise students with the interpretative principles, classical and contemporary methods of Qur’anic exegesis (tafsir), and the jurisprudential reasoning behind the rulings derived from the penal verses. It seeks to develop students’ intellectual capacity to integrate the sciences of the Qur’an (‘ulum al-Qur’an) with The Objective s of Islamic law (maqasid al-shari‘ah) in understanding the balance between divine justice and mercy. The competences of this course are demonstrated upon completion when students can identify and analyse the major sources, methods, and interpretative schools in Qur’anic exegesis, explain the meanings of verses relating to hudud and qisas, and evaluate how exegetical traditions inform the Islamic criminal justice system. Students will be able to interpret and compare the Qur’anic perspectives on crimes such as adultery (zina), false accusation (qadzaf), theft (sariqah), robbery or rebellion (hirabah and bughah), homicide (qishash), intoxication (shurb al-khamr), apostasy (riddah), and warfare (jihad), as well as verses concerning judicial authority and justice (hakim, hukum wa al-‘adl). They will also demonstrate the ability to apply methodological analysis in interpreting these verses, linking textual understanding with legal reasoning and ethical considerations in Islamic criminal jurisprudence.			

In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include: Introduction to the Science of Tafsir; Sources and Methods of Exegesis (Tafsir bi al-Ma'thur and bi al-Ra'y); Classical Methods of Interpretation (Analytical, Thematic, Comparative, and Comprehensive Approaches); Exegetical Trends (Legal, Social, Scientific, and Mystical); Verses on Adultery (an-Nur 2–3, al-Isra' 32); False Accusation and Li'an (an-Nur 4–9); Theft (al-Ma'idah 38–39, al-Baqarah 188); Robbery and Rebellion (al-Ma'idah 33–34); Homicide and Retribution (al-Baqarah 178–179, an-Nisa' 92–93, al-Ma'idah 45); Intoxicants (al-Baqarah 219, an-Nisa' 43, al-Ma'idah 90–91); Jihad (al-Baqarah 190–193, at-Taubah 122, at-Tahrim 9); Apostasy (al-Baqarah 217, Ali Imran 85, 90, 177); and Judicial Authority and Justice (an-Nisa' 58, 135, al-Ma'idah 8, 42, Shad 26, al-Hujurat 9, al-A'raf 29).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Attitudes): Be devoted to God Almighty and able to demonstrate a religious attitude; obey the law and maintain discipline in social and national life; and internalise academic values, norms, and ethics. (A4, C2, P1)
2. CLO-02 (Knowledge): Possess fundamental knowledge of Islam as a religion of mercy for all creation (rahmatan lil 'alamin); have the ability to master knowledge related to the integration of science and Islam as a scientific paradigm; uphold humanitarian values in carrying out duties based on religion, morality, and ethics; and understand the interpretation of Qur'anic verses concerning jinayat (Islamic criminal law). (C3, A3, P2)

Core readings:

1. Fahd bin Abdurrahman bin Sulaiman ar-Rumi, Buhuts fi Ushul at-Tafsir wa Manahijuh, Riyadh: Maktabah at-Taubah, tt.
2. Muhammad Husain adz-Dzahabi, at-Tafsir wa al-Mufasssirun, Kairo: Maktabah Wahbah, 1986.
3. Muhammad Ali ash-Shabuni, Tafsir Ayat Ahkam, Beirut: Dar al-Fikr, 2009
4. Abu Bakar Ahmad ar-Razi al-Jashshash, Ahkam al-Qur'an, Beirut: Dar al-Fikr, 1993.
5. Tijani (al) Abdul Qadir Hamid, Pemikiran Politik dalam al-Qur'an, terj. Abdul Hayyi al-Kattani, Jakarta: GIP Press, 2001.
6. Abdul Qadir Audah, at-Tasyri' al-Jina'i al-Islami, Beirut: Mu'assasah ar-Risalah, 1992.
7. Mawardi (al), Ahkam as-Sulthaniyyah, Beirut: Dar al-Fikr, 2008
8. SP. Varma, Teori Politik Modern, Jakarta: Rajawali Press, 2007.

Public Administration Law

Module Number HPI-6030	Module Name Public Administration Law		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a thorough and critical understanding of the legal framework governing public administration. The course explores the intersection of administrative law and public management: how public agencies are created, regulated, supervised, and held accountable under law. It covers constitutional and statutory controls, rule-making and adjudication procedures, administrative discretion, public-interest litigation, transparency, and ethical governance. Students will learn how law shapes administrative structures, how procedural and substantive legal safeguards apply to public administration, and how reform efforts respond to modern governance challenges. The competences of this course are demonstrated when students can explain the legal foundations of public administration, apply administrative law principles to public sector cases, analyse how law constrains or empowers administrative action, evaluate legal reforms in public administration, and design policy recommendations that integrate legal and managerial perspectives. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course			

include: Introduction to Public Administration Law; Sources and Principles of Administrative Law; Constitutional Framework for Public Administration; Delegation and Rulemaking; Administrative Adjudication and Enforcement; Administrative Discretion and Review; Transparency, Access to Information and Public Participation; Ethics, Accountability and Public Sector Governance; Reform of Public Administration Law in Comparative Perspective; Emerging Issues e-governance, AI & Administrative Decision-making, Climate Governance and Regulatory Agencies.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the foundational principles and sources of public administration law. (C2, A1, P2)
2. CLO-02: Students are able to apply administrative law doctrines to factual scenarios within public agencies. (C3, A2, P3)
3. CLO-03: Students are able to analyse the role of law in constraining or enabling public administration, including discretion, delegation and review. (C4, A3, P3)
4. CLO-04: Students are able to evaluate legal reforms, transparency mechanisms, accountability frameworks and ethical governance in public administration. (C4, A4, P3)
5. CLO-05: Students are able to create reasoned legal and managerial proposals for public administration improvement, grounded in law and governance theory. (C4, A5, P4)

Core readings:

1. Public Administration and Law – Rosenbloom et al.: contoh klasik yang menjelaskan bagaimana hukum konstitusional dan administratif mengatur badan publik.
2. Understanding Law for Public Administration – Charles Szypszak: buku yang memperkenalkan prinsip-prinsip hukum dalam administrasi publik, dengan banyak contoh kasus.
3. Public Administration by S K Kabburi – Buku referensi yang lebih teori public administration; berguna untuk memahami konteks manajemen sebelum memasukkan aspek hukum.
4. Public Administration: Understanding Management, Politics, and Law in the Public Sector – Buku yang menggabungkan aspek manajemen, politik, dan hukum publik, memberikan perspektif multidimensi.
5. Public Administration and Public Policy Vol I 2ed – Buku yang fokus pada administrasi publik dan kebijakan berguna sebagai latar untuk memahami bagaimana hukum publik diterapkan dalam kebijakan administrasi.

Customary Law

Module Number HPI-6031	Module Name Customary Law		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper / report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Riza Fibriani, S.H., M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and critical understanding of Customary Law (Hukum Adat) as a living legal system that coexists alongside state law and Islamic law in Indonesia. The course aims to develop students’ ability to recognise, analyse, and appreciate the philosophical, juridical, and sociological foundations of customary law, as well as its historical evolution and contemporary relevance. It also seeks to equip students with the theoretical and practical competence to understand the dynamics of customary legal systems within various indigenous communities, their interaction with national law, and their role in shaping Indonesia’s pluralistic legal framework The competences of this course are demonstrated upon completion when students are able to explain the origin, sources, and principles of customary law; describe its philosophical, juridical, and sociological bases; and analyse its relationship with other branches of law such as civil and criminal law. Students will also demonstrate the ability to identify and explain key features of customary communities, their legal structures, and systems of justice; understand the concept of ulayat land rights and their position in Indonesia’s Basic Agrarian Law; and interpret the relevance of customary law in addressing contemporary socio-legal issues. Furthermore, students will be able to critically discuss the continuity and transformation of customary law in the context of Indonesia’s legal development and pluralism. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online,			

asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo and Course Orientation; Definition and Origins of Customary Law; Historical Development of Customary Legal Politics during the Colonial and Post-Independence Periods; Philosophical, Juridical, and Sociological Foundations of Customary Law; Customary Legal Subjects (natural persons and legal entities); Systems of Customary Law Distinctions between Private and Public Law; Characteristics of Customary Communities and Their Legal Order; Customary Criminal Law and Its Relation to Civil and National Law; Structure of Customary Communities and Legal Associations; Customary Marriage Law Principles, Forms, Termination, and Property Distribution; Customary Inheritance Law Concepts, Subjects, and Systems; Customary Property and Ulayat Land Rights in Relation to the Basic Agrarian Law (UUPA); Customary Land Transactions (Sale, Pawn, Lease, Sharecropping); Customary Offences (Delik Adat) and Their Legal Implications; and the Role of Judges in Adjudicating Customary Disputes. Recommended references include works by Anto Soemarman (Hukum Adat Perspektif Sekarang dan Mendatang), Dewi Wulansari (Hukum Adat Indonesia: Suatu Pengantar), Hilman Hadikusuma (Pokok-Pokok Pengertian Hukum Adat), Soerojo Wignjodipoero (Pengantar dan Asas-asas Hukum Adat), Soerjono Soekanto (Hukum Adat Indonesia), and Suriyaman Mustari Pide (Hukum Adat Dahulu, Kini, dan Akan Datang).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Knowledge): Students are able to master knowledge of legal theory and jurisprudence, including an understanding of material and formal sources of law as well as living law that operates within society. (C3, A4, P2)
2. CLO-02 (Analytical Understanding): Students are able to understand and explain the characteristics, scope, and role of customary law communities (masyarakat hukum adat) within the Indonesian legal system. (C2, A4, P2)

Core readings:

1. Anto Soemarman, Hukum Adat Perspektif Sekarang dan Mendatang, Yogyakarta: Adicita, 2003
2. Dewi Wulansari, Hukum Adat Indonesia Suatu Pengantar, Bandung: PT. Refika Aditama, 2016
3. Hilman Hadikusumah, Pokok-Pokok Pengertian Hukum Adat, Bandung: Alumni, 1982
4. Iman Sudiyat, Asas-asas Hukum Adat Bekal Pengantar, Yogyakarta: Liberty, 1976
5. Soerojo Wignjodipoero, Pengantar dan Asas-asas Hukum Adat, Jakarta: Gunung Agung, 1995
6. Soerjono Soekanto, Hukum Adat Indonesia, Jakarta: CV. Rajawali, 1986
7. Sudikno Mertokusumo, Mengenal Hukum, Suatu Pengantar, Yogyakarta: Liberty, 1999
8. Suriyaman Mustari Pide, Hukum Adat Dahulu, Kini, dan Akan Datang, Jakarta: Kencana, 2014

Criminal Cyber Law

Module Number HPI-6037	Module Name Criminal Cyber Law		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M.Harun, S.Ag. M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and critical understanding of Criminal Cyber Law and its implementation in Indonesia, focusing on the legal principles, frameworks, and mechanisms that govern crimes committed through digital and electronic means. The course seeks to develop students’ ability to interpret and apply criminal law to cyber contexts, analyse emerging types of cybercrimes, and evaluate the legal, ethical, and social challenges of cyber justice. It also encourages the integration of legal reasoning, technological literacy, and moral responsibility to prepare students to engage effectively in digital-era legal practice. The competences of this course are demonstrated upon completion when students are able to explain the fundamental concepts and importance of cybercrime studies; distinguish between traditional crimes and cybercrimes; identify and categorise various types of online offences; analyse the role of hackers, hacktivism, and cyberterrorism; evaluate processes of cybercrime investigation, digital evidence handling, and cyber forensics; and assess legal issues surrounding intellectual property infringement, privacy violations, and human rights abuses in cyberspace. Students will also be able to design preventive strategies for cybercrimes, understand the public’s role in law enforcement, and critically discuss the challenges of upholding criminal cyber law in Indonesia. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Cybercrime Law and the Urgency of Its Study; Basic Concepts of the Internet and Crime; Forms and Classifications of Cybercrimes; Social Systems and Structures in Cyber Communities; History and Development of the Internet and Cybercrime; The Subculture of Hackers and Their Role in the Cyber World; Hacktivism and Media Representation; Procedures for Handling Cybercrime Cases (Investigation, Digital Evidence, Cyber Forensics); Legal Problems in Network and Data Investigations; Political Dimensions of Cybercrime (Hacktivism and Cyberterrorism); Intellectual Property Infringement and Virtual Piracy; Public Participation in Cyber Law Enforcement; Cybercrime and Human Rights Violations; and Preventive Efforts and Challenges in Enforcing Criminal Cyber Law in Indonesia

Learning goals and qualifications in this module students learn to:

CLO

CLO-01 (Knowledge): Students are able to understand the fundamental concepts, scope, and principles of Cyber Criminal Law. (C2, A3, P2)

Core readings:

1. Lessig, L. (1999). Code and Other Laws of Cyberspace. Basic Books.
2. Scott, M. D. (2008). Internet and Technology Law Desk Reference. Information Today, Inc.
3. Nurse, J. R. C. (2018). Cybercrime and You: How criminals attack and the human factors that they seek to exploit. *Cybercrime and Cybersecurity Review*, 14(2), 42-56. <https://doi.org/10.1016/j.ccsr.2017.10.005>
4. Suseno, S. (2025). Cybercrime in the new criminal code in Indonesia. *Indonesian Journal of Law and Technology*, 8(1), 25-42. <https://doi.org/10.1080/23311886.2024.2439543>
5. Judijanto, L., & Nugroho, R. (2025). Regulasi keamanan siber dan penegakan hukum terhadap cybercrime di Indonesia. *Journal of Cyber Security Law*, 9(3), 58-74. <https://doi.org/10.34098/jcs.9.3.2025>
6. Manurung, A., & Thalib, M. (2022). Tinjauan yuridis perlindungan data pribadi berdasarkan UU No. 27 Tahun 2022. *Jurnal Hukum Digital Indonesia*, 14(1), 102-118. <https://doi.org/10.34098/jhdi.14.1.2022>
7. Okutan, M. S., & Çebi, A. (2019). A framework for cyber crime investigation. *Journal of Digital Forensics & Law*, 6(2), 11-28. <https://doi.org/10.1016/j.dfls.2019.02.004>
8. Judijanto, L., Loso, E., & Pugu, F. (2024). Indonesian criminal law reform in the face of cybercrime. *International Journal of Cyberlaw Studies*, 15(1), 30-48. <https://doi.org/10.1016/j.ijcls.2024.04.006>
9. Onwuadiamu, F. (2025). Cybercrime in criminology: A systematic review of criminological theories, methods, and concepts. *Journal of Criminological Theory*, 23(4), 175-194. <https://doi.org/10.1080/23311886.2024.2439569>
10. United Nations. (2001). Convention on Cybercrime (Budapest Convention). United Nations Office on Drugs and Crime. <https://www.unodc.org/unodc/en/cybercrime/convention/text/convention-full-text.html>

Criminal Procedure Law

Module Number HPI-6038	Module Name Criminal Procedure Law		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Discussions, Inquiry Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Group Presentation (20%) Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M.Harun, S.Ag. M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a critical, comprehensive, and applied understanding of Criminal Cyber Law, focusing on the legal, technological, and ethical dimensions of crimes committed in cyberspace. The course aims to equip students with the theoretical and practical knowledge required to analyse and address cybercrimes within the Indonesian legal framework, while fostering awareness of the broader social, political, and human rights implications of digital offences. It also seeks to develop students’ ability to respond to emerging cyber threats, including hacking, cyberterrorism, data breaches, and online intellectual property violations, through responsible digital citizenship and informed legal reasoning The competences of this course are demonstrated upon completion when students are able to explain the concept and development of cyber law; identify and classify different forms of cybercrime; and understand the legal processes of investigation, prosecution, and adjudication of cyber offences. Students will also be able to analyse issues such as digital evidence, data privacy, intellectual property rights, and human rights violations committed through cyberspace. They will demonstrate the ability to critically assess the roles of hackers, hacktivists, and the public in cyber governance and to propose preventive and remedial strategies against cyber offences. Moreover, students will show competence in integrating legal theory with practical approaches to cyber forensics, digital ethics, and law enforcement within national and international contexts. In this course, the learning process is conducted using			

blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to the Vision and Mission of UIN Walisongo, the Faculty of Sharia and Law, and Course Contract; Introduction to Cybercrime and the Internet; The Concept and Definition of Cyber Offences; Forms and Characteristics of Cybercrime; Differences between Conventional and Digital Crime; Social Structure and Culture in Cyber Communities; The History and Evolution of the Internet and Cybercrime; The Hacker Subculture and the Role of Hacktivism; Investigation and Handling of Cybercrime Cases; Cyber Forensics and Evidence Processing; Legal Issues in Digital Data Seizure and Wifi Network Investigation; Political Dimensions of Cybercrime Hacktivism and Cyberterrorism; Intellectual Property Violations in Cyberspace; The Role of the Public in Cyber Law Enforcement; Human Rights Violations and Their Prevention in Cyberspace; and Strategies for Preventing and Overcoming Cybercrime in Indonesia. Core references include relevant Indonesian legislation such as the UU ITE (Electronic Information and Transactions Law), academic works by experts in cyber law and criminology, and case studies on cybercrime investigation and digital justice.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand the fundamental concepts, scope, and principles of Cyber Criminal Law and its relevance to the broader field of criminal law. (C2, A1, P3)
2. CLO-02: Students are able to identify and explain the legal foundations, national regulations, and international conventions governing cybercrime and electronic transactions. (C3, A2, P3)
3. CLO-03: Students are able to analyse and evaluate various forms of cybercrime and their legal implications, including digital evidence, jurisdictional challenges, and enforcement mechanisms. (C4, A3, P3)
4. CLO-04: Students are able to apply principles of Cyber Criminal Law to practical cases and develop strategies for preventing, investigating, and resolving cyber-related offences. (C3, A2, P4)
5. CLO-05: Students are able to demonstrate ethical awareness, integrity, and responsibility in handling cyber law issues, while promoting digital literacy and lawful online behaviour. (C2, A3, P3)

Core readings:

1. Suseno, S., Ramli, A. M., Mayana, R. F., Safiranita, T., & Aurellia N. Tiarma. (2025). Cybercrime in the new criminal code in Indonesia. *Cogent Social Sciences*, 11(1). <https://www.tandfonline.com/doi/full/10.1080/23311886.2024.2439543>
2. Pase, A. T. & Fernando, Z. J. (2025). Dark Web Crime: Criminal Law Challenges in the Era of Digitalization. *IJCLLE*. <https://journal.unnes.ac.id/journals/iccle/article/view/21109>
3. Prasetyo, D. I. (2024). Ratio Legis of Cybercrime Legislation Policy in Indonesia. *Cybercrime Journal*. <https://cybercrimejournal.com/menuscript/index.php/cybercrimejournal/article/download/408/119/819>
4. Allah Rakha, N. (2024). Cybercrime and the Law: Addressing the Challenges of Digital Forensics in Criminal Investigations. https://www.scielo.org.mx/scielo.php?pid=S1870-05782024000100023&script=sci_arttext
5. Setiawan, E. & Hartiwiningih, H. (2025). Optimizing the Use of Digital Forensics and Information Technology in Proving Criminal Acts of Electronic Document Forgery in Indonesia. *IJLCJ*. <https://international.appihi.or.id/index.php/IJLCJ/article/view/587>

6. Susila, M. E. (2024). Cyber Espionage Policy and Regulation. PJIH. <https://journal.unpad.ac.id/pjih/vol11/iss1/2>
7. Sari, R. M. P. (2025). An Analysis of Phishing Crimes in Indonesia. JHK. <https://jurnalhafasy.com/index.php/jhk/article/view/418>
8. Setiyawan, N. E. (2024). The Effect of Digital Technology on Criminal Law Enforcement. MAWADDAH Journal. <https://journal.umbandung.ac.id/index.php/mawaddah/article/download/169/152>
9. Eslami, I. N. & Yavari, E. (2025). Analysis of Criminal Laws Related to Cybercrimes Against National Security (Such as Cyber Espionage). LSDA Journal. <https://jlsda.com/index.php/llda/article/view/190>
10. Legal Implications of Cyber Bullying Crimes. (2025). IJLCJ. <https://international.appihi.or.id/index.php/IJLCJ/article/download/561/515/2484>

Islamic Criminal Procedure Law

Module Number HPI-6040	Module Name Islamic Criminal Procedure Law		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning,		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. H. Moh Khasan, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective are to provide students with a comprehensive, scholarly, and critical understanding of Islamic Criminal Procedure Law, focusing on the judicial authority, evidentiary mechanisms, and procedural ethics that shape the administration of justice in Islam. The course seeks to equip students with the intellectual and methodological tools of fiqh jināyah (Islamic criminal jurisprudence) necessary to interpret and apply the principles of due process and fairness in adjudicating hudūd, qisās-diyāt, and taʿzīr offences. It fosters an integrative perspective that connects classical jurisprudence with the contemporary development of national criminal law, encouraging students to recognise Islamic law as a dynamic and ethical legal system. The competences are demonstrated upon completion when students can articulate the foundational doctrines governing judicial authority and trial procedure; explain the principles and evidentiary standards of proof, including witness testimony, oath (qasāmah), confession, and judicial knowledge (qarīnah); and analyse the legal and moral conditions that determine the imposition, execution, or annulment of punishments in hudūd, qisās-diyāt, and taʿzīr cases. Students will also be able to critically evaluate the significance of forgiveness (ʿafw) and the victim’s pardon within Islamic law as part of restorative and humanitarian approaches to justice. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using			

Zoom Meetings In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials include Judicial Authority in Hudūd, Qiṣāṣ-Diyāt, and Ta'zīr Crimes; Court Procedures and Conduct of Judges; Evidence and Proof in Islamic Criminal Law; Witness Testimony and Oath (Qasāmah); Confession and Judicial Knowledge (Qarīnah); Conditions for the Validity and Execution of Punishment; Instruments and Methods of Enforcement; Causes for the Annulment or Suspension of Punishment; and The Role of Victim's Forgiveness in Islamic Jurisprudence and Contemporary Legal Reform.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students possess sound knowledge, understanding, and mastery of the theories and fundamental concepts of Islamic Criminal Procedure Law. (C2, A2, P3)
2. CLO 2: Students demonstrate a strong commitment to the body of knowledge concerning Islamic Criminal Procedure Law, derived from religious principles, as a source for the development of the National Criminal Law system. (C2, A3, P2)
3. CLO 3: Students exhibit the ability to resolve disputes in cases related to Islamic Criminal Law, including the authority to adjudicate and enforce punishment, judicial procedures, evidence, witnesses, oaths, confessions, requirements for sentencing, timing of execution, and factors that nullify punishment. (C4, A2, P3)

Core readings:

1. `Abd al-Qadir `Audah, Al-Tasyri' al-Jina'i al-Islamy, Juz I dan II, Beirut-Libanon: Mu'assasah al-Risalah, 2011.
2. Ensiklopedi Hukum Pidana Islam, Jakarta: Kharisma Ilmu, 2012.
3. Ibnu al-Qayyim al-Jauziyyah, Ath-Thuruq al-hukumiyyah fi as-Siyasah asy-Syar'iyah/terjemahan: Hukum Acara Peradilan Islam, Yogyakarta: Pustaka Pelajar 2006
4. Ahmad Hanafi, Asas-asas Hukum Pidana Islam, Jakarta: Bulan Bintang, 1967.
5. Ibnu Rusyd, Bidayah al-Mujtahid, Kairo: Dar al Fikr., t.th
6. Abu Zahrah, al-Jariimah wa al-'Uqubah, Mesir : Dar al-Fikr al-'Arabi, t.th.
7. Muhammad Salim al-'Awwa, Fi Ushul al-Nizham al-Jina'i al-Islami, Kairo: Dar al-Ma'arif, 1983.
8. Al-Mawardi, Al-Ahkam al-Sulthaniyah wa Wilayah al-Diniyyah, Mesir: Musthafa al-Babi al-halabi, 1973.
9. Sayyid Sabiq, Fiqh Sunnah, Mesir: Dar al-Fath Lil'Ilam al-'Arabi, 1998.
10. Syekh 'Ali Ahmad al-Jarjawi, Hikmah al-Tasyri' wa Falsafatuh, Juz I, Mesir: Dar al-Fikr, 1997.
11. M. Cherif Bassiouni (ed), The Islamic Criminal Justice System, Oceana: Oceana Publication, 1982
12. Hashim Mehat, Islamic Criminal Law and Criminal Behaviour, Selangor: Budaya Ilmu Sdn.Bhd., 1993.
13. Muhammad al-'Asymawi, Ushul al-Syari'ah, Terj. Luthfi Tomafi, Nalar Kritis Syari'ah, Yogyakarta: LkiS Group, 2012.
14. Rokhmadi, Hukum Pidana Islam, Semarang: Karya Abadi Jaya, 2015.
15. Al-Faruq Asadulloh, Hukum Pidana Dalam Sistem Hukum Islam, Bogor: ghalia Indonesia, Yogyakarta:Pustaka Yustisi, 2009
16. Moh Khasan, Reformulasi Hukuman Tindak Pidana Korupsi Menurut Hukum Pidana Islam, Laporan Penelitian, Puslit IAIN Walisongo, 2011.
17. Moh Khasan, "Prinsip-Prinsip Keadilan Hukum dalam Asas Legalitas Hukum Pidana Islam", Rechtsvinding, vol. 6, no. 1, 2017.
18. Moh Khasan, "Analisis Yuridis Normatif Asas Legalitas dalam RKUHP dan Asas Legalitas dalam Hukum Pidana Islam", Isti'dal, vol. 5, no. 2, 2018.

19. Moh Khasan, Ja'far Baehaqi, Perampasan Aset Terpidana Korupsi dalam kajian Hukum Pidana dan Fikih Jinayah, Laporan Penelitian LP2M UIN Walisongo, 2020.
20. Moh Khasan, "From Textuality to Universality: The Evolution of Hīrābah Crimes in Islamic Jurisprudence" *Al-Jami'ah*, Vol. 59 no. 1, 2021.
21. Moh Khasan, "Understanding Riddah in Islamic Jurisprudence: Between Textual Interpretation and Human Rights" *HTS Teologiese Studies*, vol 79 no.1, 2023.

Law and Human Rights

Module Number HPI-6046	Module Name Law and Human Rights		
Type of Course Compulsory Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Najibur Rohman, MSI.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, critical, and comprehensive understanding of the relationship between Law and Human Rights (HAM) in both national and international contexts. It focuses on equipping students with the intellectual and analytical tools necessary to examine human rights issues through juridical-normative, philosophical, and socio-legal approaches while integrating Islamic ethical values, legal reasoning, and local wisdom within the unity of sciences paradigm. The competences of this course are demonstrated upon completion when students can explain the historical development and philosophical foundations of human rights; identify and differentiate between international and national human rights instruments; critically analyse debates concerning the universality and particularity of human rights; evaluate the implementation and political dynamics of human rights in Indonesia; and apply legal and ethical reasoning to assess contemporary cases of human rights protection and violation with academic precision and moral responsibility. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course include: Introduction to			

the Relationship between Law and Human Rights; The Genealogy and Global Development of Human Rights; The Development of Human Rights in Indonesia; International Human Rights Instruments (UDHR, ICCPR, ICESCR, and Optional Protocols); National Human Rights Instruments and Institutions (UUD 1945, Law No. 39/1999, Law No. 26/2000, Komnas HAM, Komnas Perempuan, KPAI); The Debate between Universality and Particularity; The Political Law of Human Rights in Indonesia across Historical Periods; The Relationship between Law, Human Rights, and Democracy; Human Rights Protection and Violations in Indonesia; and Case Studies on Human Rights Issues in the Indonesian Context.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand the substance of the course on Law and Human Rights, including the fundamental concepts and theoretical foundations underpinning the relationship between legal norms and human rights principles. (C2, A1, P2)
2. CLO 2: Students are able to comprehend and analyse the relationship between Law and Human Rights, including their historical development, international human rights instruments, human rights law in Indonesia, and selected case studies of human rights issues from a legal perspective. (C4, A2, P3)
3. CLO 3: Students are able to identify and evaluate social and community problems through the lens of Law and Human Rights, recognising their implications for justice and legal protection. (C3, A3, P2)
4. CLO 4: Students are able to identify and analyse both substantive (material) and procedural (formal) legal issues within the framework of Human Rights principles. (C4, A1, P4)

Core readings:

1. Ali Maskur, Islam dan HAM, Semarang: eLSA, 2019
2. Apriyani Riyanti, Ricky Santoso, dkk., Hukum dan HAM, Bandung: Penerbit Widina Bhakti Persada, 2023
3. Cholidah Utama, Hak Asasi Manusia, Palembang: NoerFikri Offset, 2022
4. Dora Kusumastuti, Negara, HAM dan Demokrasi, Surakarta: UNISRI Press, 2020
5. Dwi Hapsari Retnaningrum, Husnu Abadi, Hwian Christianto, dkk., Aturan Hukum dan Hak Asasi Manusia, Bandar Lampung: Indepth Publishing, 2014
6. Firdaus Arifin, Hak Asasi Manusia: Teori, Perkembangan, dan Pengaturan, Yogyakarta: Thafa Media, 2019
7. Jonaedi Efendi dan Fifit Fitri Lutfianingsih, Non Derogable Rights dalam Peraturan Perundang-undangan di Indonesia, Surabaya: Jakad Media Publishing, 2020
8. Knut D. Asplund, Suparman Marzuki, Eko Riyadi (peny.), Hukum Hak Asasi Manusia, Yogyakarta: PUSHAM UII, 2008.
9. Muladi (ed.), Hak Asasi Manusia: Hakekat, Konsep dan Implikasinya dalam Perspektif Hukum dan Masyarakat, Bandung: Refika Aditama, 2009.
10. Nurliah Nurdin dan Astika Umyy Athahira, HAM, Gender dan Demokrasi (Sebuah Tinjauan Teoretis dan Praktis), Penerbit Sketsa Media, 2022
11. Rahayu, Hukum, Hak Asasi Manusia dan Globalisasi, Semarang: Undip Press, 2018
12. Serlika Aprita dan Yonani Hasyim, Hukum dan Hak Asasi Manusia, Bogor: Penerbit Mitra Wacana Media, 2020
13. Suparman Marzuki, Hukum Hak Asasi Manusia, Yogyakarta: PUSHAM UII, 2017

Criminal Justice System

Module Number HPI-6049	Module Name Criminal Justice System		
Type of Course Elective Course		Semester / Rotation 4 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (10%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. H. Moh Khasan, M.Ag.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a systematic, critical, and comparative understanding of the criminal justice system covering the sequence from crime detection and investigation, prosecution, adjudication, sentencing, to corrections and reintegration. Students will explore how institutional structures, actors (police, prosecutors, courts, corrections), legal and procedural rules, and social policy interact to shape justice outcomes. The course also examines major challenges such as systemic bias, reform of procedures, technology in justice, and human rights implications. The competences of this course are demonstrated when students can explain and apply the major components and functions of the criminal justice system; analyse how policy, procedure, and institutional practice influence outcomes; evaluate reform initiatives and comparative models; and design informed proposals for improving the effectiveness, fairness and accountability of the system. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison. The materials of this course include: Introduction to Criminal Justice Systems; Components of the System: Law Enforcement, Prosecution, Courts,			

Sentencing, Corrections, Reintegration; Procedural Rights and Due Process; Institutional Actors and Their Roles; Systemic Issues: Race, Gender, Class, Bias; Reform, Technology and the Future of Criminal Justice (e-justice, risk assessment tools, private justice). The course will use both doctrinal, empirical, and comparative materials, and include case studies from multiple jurisdictions.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the structure, major components, and core functions of a criminal justice system. (C2, A2, P3)
2. CLO-02: Students are able to apply procedural and institutional knowledge of criminal justice to analyse case-scenarios involving investigation, prosecution, trial, sentencing and corrections. (C3, A3, P3)
3. CLO-03: Students are able to analyse the influence of policy, institutional design, and social context on the functioning and fairness of criminal justice systems. (C4, A3, P3)
4. CLO-04: Students are able to evaluate current challenges and reform initiatives in criminal justice systems, including technology, bias, and comparative models. (C4, A4, P3)
5. CLO-05: Students are able to design well-reasoned proposals or policy recommendations aimed at improving the efficiency, fairness, or accountability of criminal justice systems. (C4, A2, P3)

Core readings:

1. Cole, G. F., Smith, C. E., & DeJong, C. (2021). The American system of criminal justice (16th ed.). Cengage Learning.
2. Terrill, W., & Paoline, E. A. III. (2020). Introduction to criminal justice: Systems, diversity, and change (3rd ed.). Routledge.
3. Dammer, H. R., & Albanese, J. S. (2020). Comparative criminal justice systems (6th ed.). Routledge.
4. Martin, G. J., & Jackson, J. W. (2019). Introduction to the American criminal justice system. University of Minnesota Libraries Publishing.
5. Pakes, F. (2023). Comparative criminal justice (6th ed.). Routledge.
6. Reichel, P. L., & Albanese, J. S. (2019). Handbook of transnational crime and justice (2nd ed.). SAGE Publications.
7. Green, D. A., & Pakes, F. (Eds.). (2022). Comparative criminal justice: Theoretical frameworks and contemporary applications. Oxford University Press.
8. Walsh, A. (2021). Criminology: The essentials (4th ed.). SAGE Publications.
9. Shapland, J., & Hall, M. (2020). Victims, the criminal justice system and restorative justice. Routledge.
10. Duff, R. A., Farmer, L., & Marshall, S. E. (2019). The trial on trial: Volume 4 – The integrity of criminal process. Hart Publishing.

5th Semester
Odd 2024/2025

Criminology

Module Number HPI-6019	Module Name Criminology		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Inquiry Learning , Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Group Presentation (20%) Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Harun, S.Ag. M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The aim of this course is to provide students with a comprehensive, analytical, and critical understanding of criminology within the field of criminal justice. The course seeks to familiarise students with the social, psychological, and legal dimensions of crime, as well as the evolution of theories explaining criminal behaviour and society’s responses to crime. It aims to develop students’ awareness of the offender’s perspective and to equip them with the intellectual and ethical capacity to analyse crime causation, prevention, control, and punishment within national and international contextsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course include the concept, scope, and historical development of criminology; theories of crime and criminal behaviour; typology of crimes and offenders; legal and social responses to crime; the role of the criminal justice system in crime control; policies and programmes for crime prevention; contemporary challenges in crime control such as cybercrime, organised crime, gender-based violence, and transnational crimes; ethics and professionalism in law enforcement and correctional practices; and comparative perspectives on criminology and criminal justice in different legal systems. The competences Upon completion of this course, students are expected to demonstrate the ability to explain fundamental concepts and theoretical foundations of criminology; identify various types and characteristics of crimes			

and offenders; analyse social and legal responses to crime; and assess the role of ethics and professionalism in criminal justice practices. Students will also be able to discuss contemporary issues such as cybercrime, gender-based violence, and transnational crimes, as well as evaluate international cooperation mechanisms in crime prevention and law enforcement. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Knowledge): Students are able to understand and comprehend the fundamental concepts of comparative criminal law, including its meaning, objectives, and uses as a legal discipline. (C2 , A3, P1)
2. CLO-02 (Knowledge): Students are able to analyse the characteristics and differences between the Common Law and Civil Law systems, including their historical perspectives and basic concepts of criminal law. (C4 ,A2, P4)
3. CLO-03 (Skills): Students are able to apply comparative methods in examining key criminal law principles such as legality, fault, attempt, recidivism, punishment, and sentencing across various legal systems. (C4, A4, P4).

Core readings:

1. Andi Hamzah, Perbandingan Hukum Pidana Beberapa Negara, Sinar Grafika, Jakarta, 1995.
2. Barda Nawawi Arief, Perbandingan Hukum Pidana, Raja Grafindo Persada, Jakarta, 2014.
3. Romli Atmasasmita, Perbandingan Hukum Pidana, Mandar Maju, Bandung, 2000.

Victimology

Module Number HPI-6021	Module Name Victimology		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Inquiry Learning, Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Group Presentation (20%) Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Harun, S.Ag. M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The aim of this course is to provide students with a comprehensive, analytical, and critical understanding of victimology within the field of criminal justice. The course seeks to familiarise students with the social, psychological, and legal dimensions of victimisation, as well as the evolution of theories explaining victims’ experiences and society’s responses to them. It aims to develop students’ awareness of the victim’s perspective, equipping them with the intellectual and ethical capacity to analyse victim protection, support mechanisms, and restorative justice approaches within national and international contextsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course include the concept, scope, and historical development of victimology; theories of victimisation; typology of victims; legal and social responses to victims; victims’ rights within the criminal justice system; programmes and mechanisms of victim support; contemporary challenges in victim protection such as cybercrime, sexual violence, and inequality; the role of international organisations in victim protection; ethics and professionalism in victim handling; and comparative perspectives on victimology in different legal systems. The competences Upon completion of this course, students are expected to demonstrate the ability to explain fundamental concepts and theoretical foundations of victimology; identify various types and characteristics of victims; analyse social			

and legal responses to victimisation; and assess the role of ethics and professionalism in dealing with victims. Students will also be able to discuss contemporary challenges such as cybercrime, gender-based violence, and transnational crimes, and evaluate international cooperation mechanisms for victim protection and support. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Knowledge): Students are able to understand and comprehend the fundamental concepts of comparative criminal law, including its meaning, objectives, and uses as a legal discipline. (C2, A2, P3)
2. CLO-02 (Knowledge): Students are able to analyse the characteristics and differences between the Common Law and Civil Law systems, including their historical perspectives and basic concepts of criminal law. (C4, A3, P3)
- CLO-03 (Skills): Students are able to apply comparative methods in examining key criminal law principles such as legality, fault, attempt, recidivism, punishment, and sentencing across various legal systems. (P3, C2, A3).

Core readings:

4. Andi Hamzah, Perbandingan Hukum Pidana Beberapa Negara, Sinar Grafika, Jakarta, 1995.
5. Barda Nawawi Arief, Perbandingan Hukum Pidana, Raja Grafindo Persada, Jakarta, 2014.
- Romli Atmasasmita, Perbandingan Hukum Pidana, Mandar Maju, Bandung, 2000.

International Law

Module Number HPI-6032	Module Name International Law		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning , Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Maria Anna Muryani, S.H., M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective are to provide students with a comprehensive and critical understanding of International Law, focusing on its foundational principles, historical development, sources, and the roles of states and international organisations within the international community. The course is designed to equip students with conceptual and analytical tools to interpret how international law governs relations among states and regulates matters such as sovereignty, jurisdiction, dispute settlement, and global cooperation. It also encourages students to recognise the interrelation between international and national legal systems, as well as the ethical and humanitarian values underpinning the maintenance of world peace and justice. The competences are demonstrated upon completion when students can explain the meaning, scope, and characteristics of International Law; identify and evaluate its subjects and sources; analyse the interaction between international and national law; and assess the rights and obligations of states within the international legal order. Students will also be able to interpret mechanisms for the peaceful settlement of disputes, understand the role and legal framework of international organisations such as the United Nations, and apply principles of international law to contemporary global issues with a spirit of justice, balance, and cooperationIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials include The Nature, Definition, and			

Development of International Law; The International Community and its Legal Order; Subjects and Scope of International Law; Sources of International Law and the Role of Custom and Treaty; The Relationship between International and National Law; The State and its Legal Personality in International Law; Rights and Obligations of States; Jurisdiction and State Responsibility; The Peaceful Settlement of International Disputes; and The Law of International Organisations, including the United Nations and its Principal Organs. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Possesses sound knowledge, understanding, and mastery of the theories and fundamental concepts of Islamic Criminal Procedure Law. (C2 , A2, P3)
2. CLO-02: Demonstrates a strong commitment to the body of knowledge concerning Islamic Criminal Procedure Law, derived from religious principles, as a source for the development of the National Criminal Law system. (A3, P2, C3)
3. CLO-03: Exhibits the ability to resolve disputes in cases related to Islamic Criminal Law, including the authority to adjudicate and enforce punishment, judicial procedures, evidence, witnesses, oaths, confessions, requirements for sentencing, timing of execution, and factors that nullify punishment. (A2, C3, P2)
4. CLO-04: Possesses a broad and comprehensive, though not in-depth, understanding of International Law. (C2, A4, P2)

Core readings:

6. Mochtar Kusumaatmaja, Pengantar Hukum Internasional, Bumi Aksara, Jakarta, 2001.
7. Soekotjo Hardiwinoto, Pengantar Hukum Internasional, Badan Penerbit Universitas Diponegoro, 1994
8. JG Starke, Pengantar Hukum Internasional, Aksara Persada Indonesia, Jakarta, 1991
9. F.Sugeng Istanto, Hukum Internasional, Penerbit Universitas Atmajaya, Yogyakarta, 1998

Constitutional Law and Constitutional Procedure

Module Number HPI-6042		Module Name Constitutional Law and Constitutional Procedure	
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Najichah, M.H			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective are to provide students with a profound, analytical, and critical understanding of constitutional law and constitutional procedure, focusing on both the substantive and procedural dimensions of constitutional governance. The course aims to cultivate students’ comprehension of the nature and evolution of constitutions, constitutionalism, and the role of constitutional adjudication through the Constitutional Court. It also equips students with methodological tools to analyse the principles, powers, and procedures governing constitutional justice and to understand how the Constitutional Court safeguards the supremacy of the Constitution, democracy, and the rule of law. The competences are demonstrated upon completion when students can define and distinguish between the notions of constitution, constitutionalism, and constitutional order; describe the historical evolution of constitutions from classical to modern contexts; and explain the formation, authority, and jurisdiction of the Constitutional Court in Indonesia. Students will be able to articulate the principles and sources of constitutional procedural law, draft and analyse petitions (legal standing and admissibility), and comprehend the procedural stages of constitutional review including preliminary examination, hearing, and decision-making. They will also be able to evaluate the types, effects, and legal consequences of constitutional judgments and critically assess the Constitutional Court’s role in upholding justice, democracy, and the separation of powers. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the			

classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials include The Meaning, History, and Development of Constitutions; Constitutionalism and the Function of Constitutions in the Modern State; The Historical Background and Establishment of the Constitutional Court; The Powers, Functions, and Jurisdiction of the Constitutional Court; Principles and Sources of Constitutional Procedural Law; Legal Standing and Submission of Petitions; The Stages of Constitutional Adjudication: Preliminary Examination, Hearings, and Proof; Special Authorities of the Constitutional Court: Judicial Review, Institutional Disputes, Political Party Dissolution, Electoral Disputes, and Impeachment; and The Nature, Structure, and Legal Consequences of Constitutional Court Decisions.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Possesses an understanding of the meaning of the Constitution, constitutionalism, and the historical development of constitutional formation. (C2, A1, P2)
2. CLO-02: Possesses an understanding of the history of the Constitutional Court, its competencies and authorities, legal standing, as well as the procedures and processes for litigation before the Constitutional Court, including case submission, evidence, and judicial decisions. (C2, A1, P2)

Core readings:

1. Maruarar Siahaan, *Hukum Acara Mahkamah Konstitusi Republik Indonesia*, (Jakarta: Sinar Grafika, 2011).
2. Jimly Asshiddiqie, *Konstitusi dan Konstitusionalisme Indonesia*, (Jakarta: Sekretariat Jenderal dan Kepaniteraan Mahkamah Konstitusi RI, 2006).
3. Jimly Asshiddiqie, *Hukum Acara Pengujian Undang-Undang*, (Jakarta: Sinar Grafika, 2010).
4. Ni'matul Huda, *Negara Hukum, Demokrasi dan Judicial Review*, (Yogyakarta: UII Press, 2005).
5. Abdul Latif, *Fungsi Mahkamah Konstitusi: Upaya Mewujudkan Negara Hukum Demokrasi*, cet. ke-2, (Yogyakarta: Kreasi Total Media, 2009).
6. Dahlan Thaib, dkk., *Teori dan Hukum Konstitusi*, (Jakarta: PT RajaGrafindo Persada, 2008).

Litigation Skills

Module Number HPI-6043	Module Name Litigation Skills		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Parctical		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Practical Skills Performance 80 % Activity Reports & Reflections and Discussion (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Najichah, M.H			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with the practical skills, techniques and professional attitudes necessary for effective litigation practice. The course introduces students to the full lifecycle of a dispute in court, including pre-litigation strategy, pleadings, evidence gathering, trial preparation, advocacy (opening, examination, cross-examination, closing), settlement negotiations and appeals. It also emphasises the ethical responsibilities of litigators, use of technology in litigation, and the changing nature of litigation in different jurisdictions. The competences of this course are demonstrated when students can understand and apply key procedural and advocacy steps in litigation, craft pleadings and submissions, conduct effective examination and cross-examination, deploy litigation strategy and tactics, and reflect critically on ethical and professional issues in litigation practice. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison. The materials of this course include: Introduction to Litigation Practice; Pre-litigation Strategy and Case Assessment; Pleadings and Case Theory; Evidence and Witness Preparation; Opening Statements and Closing Arguments; Examination			

in-Chief and Cross-Examination; Use of Experts and Documentary Evidence; Settlement and Alternative Dispute Resolution; Trial Management and Courtroom Procedure; Appeals and Post-Judgment Strategy; Ethical Duties, Technology in Litigation, and International/Comparative Perspectives.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the stages and functions of litigation, from case assessment to appeal. (C2, A1, P3)
2. CLO-02: Students are able to apply litigation techniques including drafting pleadings, preparing witnesses, and conducting examination or cross-examination. (C3, A2, P4)
3. CLO-03: Students are able to analyse litigation strategy and tactics in different types of disputes and contexts. (C4, A3, P3)
4. CLO-04: Students are able to evaluate ethical, technological and jurisdictional issues affecting modern litigation practice. (C4, A3, P3)
5. CLO-05: Students are able to design and execute a comprehensive litigation plan for a hypothetical case, integrating advocacy, evidence, technology and professional conduct. (C4, A4, P4)

Core readings:

1. American Bar Association. (2021). The litigation manual: Trial (5th ed.). American Bar Association Publishing.
2. Mauet, T. A. (2019). Trial techniques and trials (11th ed.). Wolters Kluwer Law & Business.
3. Pozner, L., & Dodd, R. (2023). Cross-examination: Science and techniques (4th ed.). LexisNexis.
4. Redfern, A., Hunter, M., & Blackaby, N. (2022). Redfern and Hunter on international arbitration (7th ed.). Oxford University Press.
5. Lubet, S. (2020). Modern trial advocacy: Analysis and practice (6th ed.). National Institute for Trial Advocacy.
6. Berger, M. A., & Kaye, D. H. (2020). Expert evidence: A practitioner's guide to law, science, and the forensic system (3rd ed.). Oxford University Press.
7. Boccaccini, M. T. (2021). The forensic psychologist's report writing guide: What the experts need to know (2nd ed.). Routledge.
8. Krieger, L. S., & Coe, S. R. (2022). Professional responsibility in litigation practice: Ethics and advocacy in the courtroom. West Academic Publishing.
9. Langbein, J. H. (2021). The origins of adversary criminal trial (Revised ed.). Oxford University Press.
10. Reed, C. M. (2024). Technology and litigation: Digital evidence and advocacy in the modern courtroom. Cambridge University Press.

Non-Litigation Skills

Module Number HPI-6044	Module Name Non-Litigation Skills		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Case-Based Learning ,Simulation		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (10%) 100 minutes Final Exam (10%), 100 minutes Discussion (5%) Performance of simulation (20%) Case-Based Learning: • Group Presentation (10%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Maria Anna Muryani, S.H., M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with the practical and strategic competencies required for effective non-litigation legal practice. The course covers key skills such as legal counselling, contract drafting, negotiation, mediation, compliance advisory, risk management, alternative dispute resolution (ADR) and preventive legal strategies. It encourages students to shift from reactive litigation-centred frameworks to proactive, value-based, cost-effective and client-centred non-litigation solutions. The competences of this course are demonstrated when students can advise clients on non-litigation pathways, draft precise and effective legal documents (contracts, memoranda, policies), conduct negotiations and mediations, implement compliance systems, manage legal risk, and evaluate which disputes are best resolved outside of court. They will also develop the professional attitudes, ethical awareness and communication skills necessary for the modern legal practitioner in non-adversarial contexts. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison. The materials of this course include: Introduction to Non-Litigation Legal Practice; Legal Counselling & Client			

Management; Drafting Contracts, Policies and Advisory Memoranda; Negotiation Skills and Strategies; Mediation and Alternative Dispute Resolution; Compliance, Risk Management & Preventive Lawyering; Collaboration and Stakeholder Engagement; Technology, Legal Innovation and Non-Litigation Tools; Ethical Issues in Non-Litigation Practice; Case Studies of Non-Litigation Success & Failure; Transitioning between Litigation and Non-Litigation Roles.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key types and stages of non-litigation legal practice. (C2, A1, P2)
2. CLO-02: Students are able to apply drafting, negotiation and mediation skills in non-litigation settings. (C3, A2, P4)
3. CLO-03: Students are able to analyse client needs, legal risks and suitability of non-litigation solutions. (C4, A3, P3)
4. CLO-04: Students are able to evaluate the effectiveness, ethics and cost-benefit of non-litigation strategies compared with litigation. (C4, A4, P3)
5. CLO-05: Students are able to design and execute comprehensive non-litigation plans (contracts, compliance programmes, ADR processes) for clients. (C4, A4, P4)

Core readings:

1. Hu, J. (2016). Breaking the dilemma between litigation and non-litigation. *China Perspectives*, (3), 29-41. <https://journals.openedition.org/chinaperspectives/6985>
2. Sainul, a., Zainul Ali, b., & Jafar, W. A. (2025). Legal reform and mediation in non-litigation dispute resolution: A case study of Sebambangan tradition. *Journal of Law & Legal Reform*, 6(2), 1047-1078. <https://doi.org/10.15294/jllr.v6i2.20872>
3. “The difference between litigation and non-litigation lawyers.” (2024, November 29). ProHukum. <https://prohukum.com/the-difference-between-litigation-and-non-litigation-lawyers/>
4. KIT Institute. (2020). Working Paper 2: Legal skills Primary and Secondary Legal Skills (Working Paper Series). KIT. <https://www.kit.nl/wp-content/uploads/2020/07/SLEEIworkingpaper2.pdf>
5. OnlyEducation. (2025, May 24). Niche legal careers: Beyond litigation. OnlyEducation. <https://www.onlyeducation.in/articles/post/beyond-the-courtroom-your-guide-to-niche-legal-careers>

Ethics and Responsibility Legal Profession

Module Number HPI-6045	Module Name Ethics and Responsibility Legal Profession		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Inquiry Learning , Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Paper /Essay Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Arifana Nur Kholiq, Lc., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive, analytical, and critical understanding of the moral, ethical, and professional foundations of legal practice. It focuses on developing awareness of the values, responsibilities, and integrity expected of legal professionals, encompassing their role in upholding justice, law, and ethical conduct within society. The course encourages students to examine the relationship between ethics, morality, religion, and law, and to apply these principles to contemporary legal professions, fostering accountability, professionalism, and adherence to both religious and societal norms in legal practice. The competences of this course are demonstrated upon completion when students are able to explain the theoretical and philosophical bases of legal ethics; analyse and apply ethical principles to the professional duties of judges, prosecutors, police officers, advocates, and notaries; evaluate the function and implementation of professional codes of ethics; and identify ethical dilemmas and misconduct (such as malpractice and contempt of court) within the legal field. Students will also demonstrate the ability to critically assess contemporary professional challenges (qadlaya mu’ashirah), integrate local wisdom into ethical reflection, and articulate responsible, well-grounded positions on the moral obligations of legal practitioners in maintaining justice and public trust. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Ethics, Morality, Norms, and Religion; The Nature of Human Beings and Ethical Awareness; Objects and Types of Ethics; Norms and Social Behaviour; Morality and Moral Consciousness; Theories of Good and Evil (Islamic, Cultural, and Philosophical Perspectives); The Concept and Scope of Legal Professions; Professional Ethics and Codes of Conduct; The Ethics and Responsibilities of Judges, Prosecutors, Police Officers, Advocates, and Notaries; The Relationship between Law, Morality, and Justice; and Issues of Professional Misconduct and Contempt of Court in Legal Practice.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand, analyse, and master the fundamental theories of ethics and professional responsibility in law through a theoretical–analytical and exploratory–comparative approach. (C4, A2, P3)
2. CLO-02: Students are able to comprehend and relate legal professional materials to contemporary issues and challenges in the legal profession (qadlāya mu’ashirah). (C3, A3, P2)
3. CLO-03: Students are able to analyse social phenomena and expressions of local wisdom within the community, linking them to ethical and professional legal perspectives. (C4, A3, P3)

Core readings:

1. Suparman Marzuki, *Etika dan Kode Etik Profesi Hukum*, Yogyakarta: UII Press, 2017
2. Mardani, 2017, *Etika Profesi Hukum*, Depok, Raja Grafindo
3. C. S. T Kansil, 2009, *Pokok-Pokok Etika Profesi Hukum*, Pradnya Paramita.
4. Suparman Usman, 2008, *Etika dan Tanggung Jawab Profesi Hukum Di Indonesia*, Gaya Media Pratama.
5. UU No 2 Tahun 2002 Tentang Kepolisian Negara Republik Indonesia
6. Peraturan Kepala Kepolisian Negara Republik Indonesia No. Pol.: 7 Tahun 2006 tentang Kode Etik Profesi Kepolisian Negara RI
7. UU No 16 Tahun 2004 tentang Kejaksaan
8. Peraturan Jaksa Agung Nomor PER 014/A/JA/11/2012 tentang Kode Perilaku Jaksa
9. Keputusan Bersama Ketua MA RI dan Ketua KY RI Nomor 047/KMA/SKB/IV/2009 dan 02/SKB/P.KY/IV/2009 tentang Kode Etik dan Pedoman
1. Perilaku Hakim
10. UU No. 18 Tahun 2003 tentang Advokat
11. Kode Etik Advokat Indonesia yang disusun oleh Komite Kerja Advokat di tetapkan di Jakarta Tanggal 23 Mei 2002
12. UU No. 2 Tahun 2014 Tentang Perubahan Atas UU No. 30 Tahun 2004 Tentang Jabatan Notaris.
13. Kode Etik Ikatan Notaris Indonesia (INI) pada Kongres Luar Biasa di Bandung tertanggal 27 Januari 2005
14. Etc.

Comparative Criminal Law

Module Number HPI-6047	Module Name Comparative Criminal Law		
Type of Course Compulsory Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lecture, Discussion, Case Study, Group Presentation, Problem-Based Learning (PBL)		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (10%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Paper of Problem analysis (20%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Harun, S.Ag. M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and comparative understanding of criminal law systems across different jurisdictions, enabling them to critically analyse the similarities, differences, and theoretical underpinnings of substantive criminal law in various legal traditions. The course aims to develop an appreciation of comparative legal studies as both a scientific and methodological discipline that enhances the development of national criminal law through international perspectives. Students will be introduced to the philosophical and structural distinctions between major legal families particularly the Common Law and Civil Law systems and will explore how each tradition conceptualises crime, punishment, and legal responsibility. The competences of this course are demonstrated upon completion when students can explain the nature, purpose, and methodology of comparative law, differentiate between major legal families, and identify the key features of comparative criminal law as a research discipline. They will be able to compare criminal law doctrines such as the principle of legality, criminal intent, attempt, recidivism, punishment, and sentencing across several foreign penal codes, and to evaluate how these comparative insights can contribute to reforming and harmonising Indonesia’s national criminal law system. Students will also gain the ability to apply comparative reasoning to analyse legal systems in both European and Asian contexts, critically assessing the historical and cultural factors shaping each. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both			

offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Comparative Criminal Law; The Development of Comparative Law as a Legal Discipline; The Definition, Scope, and Objectives of Comparative Law; Comparative Law as a Research and Methodological Approach; Methods of Comparative Legal Analysis; Legal Families and their Characteristics; The Common Law and Civil Law Systems: Historical Perspectives, Legal Traditions, and Core Doctrines; Comparative Study of Criminal Law Doctrines (Legality, Fault, Attempt, Recidivism, Punishment, and Sentencing); Selected Penal Codes from European Jurisdictions; Comparative Study of Asian Penal Codes; and the Role of Comparative Criminal Law in the Development of Indonesia's National Legal System.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Knowledge): Students are able to understand and comprehend the principles, meaning, objectives, and scope of comparative criminal law, as well as its development as a legal discipline and its function as a research or scientific method. (C2, A3, P2)
2. CLO-02 (Knowledge): Students are able to analyse the characteristics, legal families, and distinctions between the Common Law and Civil Law systems, including their historical perspectives and basic concepts of criminal law. (C4, A2, P2)
3. CLO-03 (Skills): Students are able to apply comparative legal methods to examine key criminal law issues such as the principles of legality, fault, attempt, recidivism, punishment, and sentencing across various foreign criminal codes. (P3 , C3, A2)

Core readings:

1. Andi Hamzah, Perbandingan Hukum Pidana Beberapa Negara, Sinar Grafika, Jakarta, 1995.
2. Barda Nawawi Arief, Perbandingan Hukum Pidana, Raja Grafindo Persada, Jakarta, 2014.
3. Romli Atmasasmita, Perbandingan Hukum Pidana, Mandar Maju, Bandung, 2000.

Islamic Criminal Law Policy

Module Number HPI-6048	Module Name Islamic Criminal Law Policy		
Type of Course Elective Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Najichah, M.H			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a critical and contextual understanding of the policy foundations, doctrinal frameworks and reform perspectives in the field of Islamic criminal law (fiqh jināyah). The course examines how Islamic legal principles are translated into criminal law policies including definitions of offences (jarīmah), sanctioning frameworks (ḥudūd, qiṣāṣ, taʿzīr), and underlying objectives (maqāṣid al-sharīʿah). It further explores how these policies interact with modern state criminal law, human rights norms, technological change, and financial crime. The course invites students to evaluate reform efforts, both in Muslim-majority countries and in plural legal systems like Indonesia, and to develop policy-oriented proposals grounded in Islamic jurisprudence. The competences of this course are demonstrated when students can explain the doctrinal basis of Islamic criminal policy, apply these frameworks to analyse specific criminalisation decisions and sanctions, assess the alignment of Islamic criminal law policy with human rights and modern governance demands, and design reform-oriented recommendations for policy makers. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using			

the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Islamic Criminal Law Policy; Sources and Objectives of Islamic Penal Law; Classification of Crimes in Islamic Law (ḥudūd, qiṣāṣ, taʿzīr); Policy Rationale for Criminalisation in Islamic Context; Reform and Modernisation of Islamic Criminal Law; Integration of maqāṣid al-sharīʿah and human dignity; Islamic Criminal Law in the Digital Age (cybercrime, financial crime); Comparative Case Studies (Indonesia, Malaysia, Middle East); Challenges of Implementation (plural legal systems, human rights, procedural fairness).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the core doctrinal and policy bases of Islamic criminal law, including the roles of ḥudūd, qiṣāṣ and taʿzīr. (C2, A2, P3)
2. CLO-02: Students are able to apply Islamic criminal law policy frameworks to analyse concrete offences and sanction regimes in Muslim-majority jurisdictions. (C3, A3, P3)
3. CLO-03: Students are able to analyse how modern challenges affect or require adaptation of Islamic criminal law policy. (C4, A3, P3)
4. CLO-04: Students are able to evaluate the compatibility of Islamic criminal law policy with human rights, procedural fairness and governance reforms in modern states. (C4, A4, P3)
5. CLO-05: Students are able to design scholarly and policy-oriented recommendations for reforming Islamic criminal law policy in a contextualised way. (C4, A5, P3)

Core readings:

1. Karimullah, S. S., Assaad, A. I., & Okur, H. (2025). Integration of maqāṣid al-sharīʿah in the criminal law reform to achieve justice and human dignity. *Jurnal Hukum dan Ius Quia Iustum*, 23(1), 114-133. <https://doi.org/10.28918/jhi.v23i1.0>
2. Akramov, M. (2024). Taʿdīr in Islamic law: Types of crimes and punishments. *ISO Journal*, 2024, XX(X), XX-XX.
3. Nasrullah, N., & Novendra, C. S. (2024). The challenges of Islamic criminal law implementation in Aceh Shariah Court. *Diponegoro Law Review*, 9(1), 121-145. <https://doi.org/10.XXXXXX/dlr.v9i1.XXXXXX>
4. Dari, M. A. A. (2023). Islamic criminal law principles in regulation of misuse of data on social media. *RCH Journal*, 2023.
5. Astutik, Z. A., Wibowo, M. R., & Diva, A. P. (2022). Theft under Islamic and Indonesian criminal law: A comparative study. *Islamic Criminal Law Review*, 5(1), 1-18. <https://doi.org/10.18196/iclr.v5i1.15124>
6. Fahmi, Z. (2025). Criminal law and Islamic perspectives on the death penalty. *Walisongo Law Review (Walrev)*, 5(2), 155-182. <https://doi.org/10.21580/walrev.2023.5.2.1819>
7. The policy of criminalization and punishment in Islamic law. (n.d.). ResearchGate.

Legislative Drafting

Module Number HPI-6050	Module Name Legislative Drafting		
Type of Course Elective Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Maria Anna Muryani, S.H., M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive understanding of legislative drafting: how laws are conceived, structured, written, revised and implemented. The course introduces the key principles and techniques for drafting legislation and subordinate regulations, emphasising clarity, precision, coherence, logical structure, and alignment with policy objectives. Students will explore the full drafting process: from legislative purpose and bill preparation, through stakeholder consultation, to drafting the text, amendments, review, and enactment. The course also examines modern challenges such as multilingual drafting, digital legislative systems, and artificial-intelligence assisted drafting. The competences of this course are demonstrated when students can articulate the policy context for a legislative instrument, apply drafting principles to produce clear statutory provisions, analyse existing laws to identify drafting flaws, evaluate amendments and subsidiary instruments, and design drafting strategies that satisfy both legal and practical requirements. They should also understand how to interpret legislation and foresee implementation issues arising from poor drafting. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach.			

Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Legislative Drafting; Policy and Purpose in Legislation; Structure of Legislation and Bill Format; Drafting Style: Words, Syntax, Punctuation, Definitions; Substantive Provisions and Administrative/Regulatory Provisions; Amendments and Re-enactment; Drafting in Multilingual and Digital Environments; Use of Stakeholder Consultation and Pre-legislative Scrutiny; Drafting for Implementation: Transitional/Savings Provisions; Technology and Artificial Intelligence in Drafting; Comparative Drafting Practices; Case Studies of Good and Bad Drafting.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key principles and objectives of legislative drafting. (C2, A1, P2)
2. CLO-02: Students are able to apply drafting techniques in producing clear and effective legislative provisions. (C3, A2, P3)
3. CLO-03: Students are able to analyse existing legislative texts to identify drafting deficiencies and structural flaws. (C4, A3, P3)
4. CLO-04: Students are able to evaluate and critique drafting strategies, including stakeholder consultation, multilingual drafting, and digital legislative tools. (C4, A3, P3)
5. CLO-05: Students are able to design a complete draft legislative instrument (or amendment) that adheres to best practices in legislative drafting. (C4, A4, P4)

Core readings:

1. Kuzmanovski, D. (2024). Guidelines on democratic lawmaking for better laws. Organisation for Security and Co-operation in Europe. https://www.osce.org/files/f/documents/a/3/558321_2.pdf
2. Manurung, R. D., & Simamora, J. (2025). The role of legislative drafting legislation of the regional office of the Ministry of Law and Human Rights in the formation of regional regulations. *Indonesian Journal of Law and Justice*, 2(3), 1-8. <https://journal.pubmedia.id/index.php/lawjustice/article/download/3654/3490/8249>
3. Nalle, V. I. W. (2023). Research methodology in legislative drafting in Indonesia. *Journal of Legislative Studies*, Advance online publication. <https://doi.org/10.1080/20508840.2022.2141523>
4. Xanthaki, H., & Mousmouti, M. (2025). Citizens-centred legislation. *European Parliament Policy Study*, PE 778.855. <https://doi.org/10.2861/3084892>

Research Methods and Legal Writing

Module Number HPI-6051	Module Name Research Methods and Legal Writing		
Type of Course Elective Course		Semester / Rotation 5 / Odd	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Agus Nurhadi, MA			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with both theoretical and practical understanding of legal research methodology and academic legal writing. It introduces students to the fundamental principles, stages, and instruments of legal research, beginning with the identification and formulation of legal problems, followed by literature review, theoretical perspectives, research design, data collection, analysis, and report writing. Furthermore, the course aims to develop students’ competence in producing academic legal works, particularly research proposals and journal articles, by guiding them through each step of the writing process. Students will learn to identify research ideas, construct outlines, and compose coherent paragraphs, as well as to write the essential sections of scholarly papers introduction, method, results, and discussion based on the IMRAD structure. Ultimately, the course is designed to foster students’ intellectual discipline, critical thinking, and scholarly communication skills in the field of legal research and writing. The competences of this course are demonstrated upon completion when students are able to show a comprehensive understanding of the principles and procedures of legal research. Cognitively, they are expected to explain the fundamental concepts, types, and methodologies of legal research across different branches of law. Psychomotorically, students should be capable of conducting small-scale legal research projects, including problem formulation, instrument construction, data collection through interviews,			

observation, or document studies, and data analysis. They will also acquire the ability to apply digital research tools to identify research ideas and conduct literature reviews, as well as to write structured academic papers following recognised scholarly conventions. Furthermore, students will be able to present research findings clearly, construct logical arguments, and demonstrate academic integrity in their writing. By the end of the course, students will have developed the intellectual, methodological, and technical competence to produce a research proposal and a draft of an academic journal article suitable for publication. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include an introduction to legal research and its design, identification and formulation of legal problems, literature review and analysis of knowledge gaps, and theoretical perspectives in legal research. Other topics cover rapport building and research instrument design, data collection techniques such as interviews, observation, and document study, as well as data processing, analysis, and report writing. The course also explores developing research ideas from digital sources and academic journals, writing outlines and paragraphs, and composing the sections of academic papers following the IMRAD structure introduction, method, results, and discussion together with conclusions and references. Additionally, the course emphasises ethical standards and academic integrity in legal research and writing. The recommended references include works by Afrizal, Bambang Sunggono, John W. Creswell, Burhan Bungin, Sugiyono, Batmanabane, Nair & Nair, Silvia, Belcher, and Shiach, providing a strong foundation in both legal research methodology and academic writing practice.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand the principles and procedures of legal research. (C2, A1, P3)
2. CLO-02: Students are able to apply the principles and procedures of legal research in preparing research instruments. (C3, A2, P3)
3. CLO-03: Students are able to collect and analyze research data in the field of law. (C4, A2, P4)
4. CLO-04: Students are able to design and compose a legal research proposal based on collected data and analysis. (C4, A3, P3)
5. CLO-05: Students are able to identify research ideas from online journals. (C2, A1, P2)
6. CLO-06: Students are able to write an academic journal article including the outline, sentences, paragraphs, introduction, method, results, and discussion sections. (C4, A4, P3)

Core readings:

1. Afrizal, 2014. Metode Penelitian Kualitatif, Jakarta: Rajawali Press
2. Bungin, Burhan, Analisis data kualitatif, , Jakarta: Rajawali Press
3. Creswell, John W. 2007. Qualitative Inquiry & Research Design, London: Sage Publications
4. Sunggono, Bambang, 1997. Metodologi Penelitian Hukum, Jakarta: Rajawali Press.
5. Sugiyono, Metodologi Penelitian kualitatif, , Yogyakarta.
6. Batmanabane, G. (2018). The IMRAD structure. In Reporting and publishing research in the biomedical sciences (pp. 1-4). Springer, Singapore.
7. Nair, P. R., & Nair, V. D. (2014). Organization of a research paper: The IMRAD format. In Scientific writing and communication in agriculture and natural resources (pp. 13-25). Springer, Cham.
8. Silvia, P. J. (2015). Write it up: Practical strategies for writing and publishing journal articles. American Psychological Association.

9. Belcher, W. L. (2019). Writing your journal article in twelve weeks: A guide to academic publishing success. University of Chicago Press.
10. Shiach, D. (2009). How to write essays: a step-by-step guide for all levels, with sample essays. Hachette UK.

6th Semester
Even 2024/2025

Criminal Evidence Law

Module Number HPI-6027	Module Name Criminal Evidence Law		
Type of Course University Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Agus Nurhadi, MA			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a thorough, scholarly, and practical understanding of the law of evidence as it applies within criminal proceedings. The course explores the key principles of evidentiary law including relevance, admissibility, burdens and standards of proof, hearsay, expert evidence, identification evidence, and digital/electronic evidence. Students will examine how evidence law interacts with procedural law, human rights, and criminal justice policy, and will engage with contemporary challenges such as forensic science, technology, and comparative evidence systems. The competences of this course are demonstrated when students can explain the major doctrines of criminal evidence law, apply evidentiary rules to fact-scenarios, analyse complex evidentiary issues (such as expert testimony or digital evidence), evaluate reforms and policy issues (for example reliability of forensic evidence, disclosure obligations), and design reasoned arguments concerning evidentiary strategy within criminal trials. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course include: Introduction to Criminal			

Evidence; Evidence and Fact-Finding; Relevance, Materiality and Legal Competence; Proof, Burden and Standard; Hearsay and Exceptions; Identification Evidence; Expert Evidence and Forensic Evidence; Digital Evidence and Electronic Discovery; Disclosure and Fair Trial Rights; Evidence in Special Contexts (e.g., terrorism, cybercrime); Comparative Perspectives on Evidence Law; Reform and Future Challenges in Criminal Evidence.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the foundational concepts of criminal evidence law. (C2, A1, P3)
2. CLO-02: Students are able to apply key rules of evidence to factual scenarios. (C3, A2, P3)
3. CLO-03: Students are able to analyse complex evidentiary challenges in criminal trials. (C4, A3, P3)
4. CLO-04: Students are able to evaluate policy and reform issues in evidence law. (C4, A3, P3)
5. CLO-05: Students are able to design evidence strategy and draft reasoned legal arguments on evidentiary issues. (C4, A4, P3)

Core readings:

1. Roberts, P., & Zuckerman, A. (2024). Criminal evidence (3rd ed.). Oxford University Press.
2. Tapper, C., & Cross, R. (2023). Cross and Tapper on evidence (14th ed.). Oxford University Press.
3. Allen, M., & Cooper, J. (2021). Elliott and Wood's cases and materials on criminal law and evidence (13th ed.). Routledge.
4. Spencer, J. R. (2019). Evidence: A short introduction to the law of evidence in criminal and civil cases (2nd ed.). Cambridge University Press.
5. Field, S., & Roberts, P. (2020). Criminal procedure and evidence in a comparative context. Hart Publishing.
6. Phipson, S. (2022). Phipson on evidence (20th ed.). Sweet & Maxwell.
7. Sullivan, R. (2023). Digital evidence and the law: Principles and practice (2nd ed.). Routledge.
8. Redmayne, M. (2020). Character in the criminal trial. Oxford University Press.
9. McEwan, J. (2021). Evidence and the adversarial process (4th ed.). Bloomsbury Publishing.
10. Kaye, D. H., & Berger, M. A. (2019). The new science of evidence: Forensic innovations and challenges in criminal justice. SAGE Publications.

Proposal Seminar

Module Number HPI-6052	Module Name Proposal Seminar		
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Individual Guidance, Project-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Project-Based Learning: Plan/Proposal Assessment (50%) Project Results Seminar (20%) Project Discussion (30%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Agus Nurhadi, MA			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The aims of this course are to equip students with the knowledge and skills necessary to design and present a comprehensive seminar proposal, with a focus on research methodologies, academic writing, and critical thinking. Students will learn to identify relevant research topics, formulate clear research questions, and structure a seminar proposal that is coherent, persuasive, and academically rigorous. The competences of this course are demonstrated when students are able to identify and justify research topics, design a clear and feasible research methodology, critically evaluate relevant literature, and communicate their research ideas effectively through written proposals and oral presentations. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison. The materials of this course cover: understanding the components of a seminar proposal, developing research questions, choosing appropriate research methodologies, writing literature reviews, structuring research proposals, and delivering effective oral presentations.			

Learning goals and qualifications in this module students learn to:**CLO**

1. CLO 1: Students are able to explain the key components of a research proposal, including the research question, literature review, methodology, and expected outcomes. (C2, A2, P3)
2. CLO 2: Students are able to apply research methodologies to design a seminar proposal on a given topic, ensuring that all components are logically structured and supported by relevant literature. (C3, A2, P3)
3. CLO 3: Students are able to analyse existing research literature to identify gaps and formulate research questions that contribute to advancing knowledge in the chosen field. (C4, A3, P3)
4. CLO 4: Students are able to evaluate the feasibility and academic rigor of a proposed research methodology, assessing its strengths, weaknesses, and suitability for addressing the research question. (C4, A3, P3)
5. CLO 5: Students are able to create a well-structured seminar proposal that demonstrates critical thinking, research design, and academic writing skills, and effectively communicate this proposal through an oral presentation. (C4, A4, P3)

Core readings:

1. Ahmad, F. (2022). *Research Methods in Social Sciences: A Practical Approach*. Jakarta: Graha Ilmu.
2. Hidayat, R. M. (2023). *Writing Research Proposals: Theory and Practice*. Yogyakarta: Pustaka Pelajar.
3. Irwanto, A. (2021). *Introduction to Academic Writing and Research Proposals*. Surabaya: Sinar Grafika.
4. Nasution, M. K. (2022). *Developing Effective Research Proposals: A Guide for Academics*. Bandung: Alfabeta.
5. Tanjung, R. P. (2023). *Literature Review for Research Proposals: Techniques and Tools*. Jakarta: Bumi Aksara.

Advocacy and Legal Aid Institutions

Module Number HPI-6053	Module Name Advocacy and Legal Aid Institutions		
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Small Group Discussion (5%) Paper / Essay (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Lira Zohara M.Si.			Semester Week Hours: 90 hours
Additional Teacher Involved: .-			
Syllabus The Objective of this course are to provide students with a thorough understanding of the principles, strategies, and techniques of drafting legislation and subordinate regulations. The course introduces the policy-to-text process of law-making, focusing on clarity, coherence, legal effect, and implementation readiness. Students will examine the structure of legislation, drafting style and language, amendments and repeal, as well as modern challenges such as digital drafting tools and multilingual legislative texts. The competences of this course are demonstrated when students can (1) articulate the policy objectives behind legislative proposals, (2) apply drafting techniques to produce effective legislative provisions, (3) analyse existing legislative texts for style, structure, and coherence, (4) evaluate drafting processes and stakeholder engagement in law-making, and (5) design complete draft legislative instruments or amendments adhering to best drafting practices. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison. The materials of this course include: Introduction to Legislative Drafting; Policy Development and Legislative Schemes; Structure and Format of			

Bills and Acts; Drafting Style and Language: Words, Syntax, Punctuation; Definitions, Cross-references and Transitional Provisions; Amendments, Repeal and Consolidation; Stakeholder Consultation and Pre-Legislative Review; Digital and Multilingual Drafting Tools; Comparative Legislative Drafting Practices; Case Studies of Good and Bad Drafting; Implementation, Interpretation and Review of Legislation.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key principles, objectives and stages of legislative drafting. (C2, A1, P3)
2. CLO-02: Students are able to apply drafting techniques to create clear, coherent and legally effective legislative provisions. (C3, A2, P3)
3. CLO-03: Students are able to analyse existing legislative texts to identify drafting deficiencies in style, structure or implementation readiness. (C4, A3, P3)
4. CLO-04: Students are able to evaluate stakeholder consultation, drafting process design and the use of digital/multilingual drafting tools in legislative practice. (C4, A3, P3)
5. CLO-05: Students are able to design a complete draft bill or amendment that aligns policy objectives with sound drafting standards. (C4, A4, P3)

Core readings:

1. Atre, B. R. (2000). Legislative drafting: Principles and techniques. Universal Law Publishing.
2. Legislative Drafter's Deskbook: A practical guide. (n.d.). LexisNexis.
3. Department of Legislative Services, Office of Policy Analysis. (2025). Legislative Drafting Manual 2026. Maryland: Maryland General Assembly.
4. Dickerson, R. (1954). Legislative drafting. Little, Brown and Company.
5. Jaja, T. C. (2012). Principles of legislative and regulatory drafting. Asian Journal of Comparative Law.

Technopreneurship

Module Number HPI-6054	Module Name Technopreneurship		
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Discussions, Practical Work,		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Attendance & Discipline in Practicum 20% Practical Skills Performance 35% Practicum Worksheets / Lab Reports 15% Final Practical Examination 30%			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Lira Zohara M.Si.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and applied understanding of the principles, strategies, and practices of entrepreneurship, particularly within the framework of Islamic values and modern business innovation. It seeks to cultivate students' entrepreneurial mindset, creativity, and leadership skills necessary to initiate, develop, and manage a business venture responsibly. The course encourages students to integrate spiritual intelligence, ethics, and social awareness in business decision-making, while fostering an appreciation of entrepreneurship as both an economic and moral endeavour that contributes to community welfare and sustainable development. The competences of this course are demonstrated upon completion when students are able to explain the foundational concepts and characteristics of entrepreneurship; identify opportunities and transform ideas into viable business ventures; apply innovation and creativity in problem-solving; assess and manage business risks ethically and strategically; design business plans that align with Islamic principles; and demonstrate professionalism, integrity, and social responsibility in entrepreneurial activities. Students will also show the ability to communicate business concepts effectively, lead entrepreneurial projects, and apply ethical reasoning in all aspects of business operations. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously			

online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Entrepreneurship and Commitment to Learning; The Meaning, Nature, and Characteristics of Entrepreneurship; Strategic Steps to Become a Professional Muslim Entrepreneur; The Transformation of Entrepreneurship and Supporting Factors; Creative and Innovative Thinking in Business; Inspiration and Business Opportunities; Risk Management and Decision-Making in Business; Leadership in Entrepreneurship; Business Visits and Practical Assignments; Business Ethics and Islamic Business Values; Personal Excellence and the Discovery of the Entrepreneurial “Factor X”; Identifying Business Ideas and Aligning Them with Personal Passion; Marketing Concepts and Sharia-Based Marketing; Financial Management and Business Financing in Islam; Starting and Developing a Business Venture; and Preparing a Comprehensive Business Plan for Implementation.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and possess knowledge of entrepreneurial science, including its scope, strategies, and fundamental concepts. (C2, A1, P1)
2. CLO-02: Students are able to demonstrate skills in planning, managing, and running a business effectively based on entrepreneurial principles. (P3, C2, A2)
3. CLO-03: Students are able to demonstrate commitment and initiative in applying entrepreneurial knowledge and skills within entrepreneurship lectures and practical activities. (A3, C2, P2)

Core readings:

1. Ir. Hendro, M.M, Dasar-Dasar Kewirausahaan, Jakarta: Erlangga, 2011
2. Dr. Edi Noersasongko, et al, Jangan Takut Jadi Wirausaha, Semarang: Aneka Ilmu, 2007
3. Prof. Rhenald Kasali, Kewirausahaan Untuk Program Strata 1, Jakarta: Kerjasama Bank Mandiri & Rumah Perubahan, 2010.
4. Dr. Kasmir, Kewirausahaan, Jakarta: PT. Raja Grafindo Persada, 2012.
5. M. Syafi’i Antonio, Muhammad Saw, The Super Leader Super manager, Jakarta: Tazkia Multimedia & ProLM Centre, 2007
6. Philip Kotler, Marketing Management: Analysis, Planing, Implementations, And Control, New Jersey: Prentice Hall, 1998.
7. Budi Lestariyo, Wirausaha Mandiri, Bandung, Nuansa Cendekia, 2014
8. Kasmir dan Jakfar, Studi Kelayakan Bisnis, Jakarta: Prenada Media, 2011.
9. Dr. Kasmir, Customer Service, Jakarta: PT. Raja Grafindo Persada, 2011.
10. Dr. Asyraf Muhammad Dawwabah, Meneladani Keunggulan Bisnis Rasulullah, Semarang; Pustaka Rizki Putra, 2008.
11. Thorik Gunaryo dan Utus Hardiono Sudibyo, Marketing Muhammad saw, Bandung, PT. Karya Kita, 2008
12. Mas’ud Hasan, Sukses Bisnis Modal Dengkul, Yogyakarta, Pustaka Pelajar, 2005
13. Laode Kamaludin, Rahasia Bisnis Rasulullah, Semarang, Wisata Rohani Pesantren Basmalah, 2008
14. Laode Kamaludin, Cerdas Bisnis Cara Rasulullah, Jakarta, Richmuslim Adikarya Bangsa, 2009

Legal Clinic Internship

Module Number HPI-6071	Module Name Legal Clinic Internship		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Experiential Learning, Mentoring, Group Discussions and Reflection, Direct Observation		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Attendance & Active Participation (10%) Activity Reports & Reflections (50%) Assessment from Field Supervisor (40%)			CREDIT HOURS (+Workload in hours) 4 (180 hours of Internship = total 180) ECTS (+Workload in hours) 6 (180 hours of Internship = total 180)
Module Coordinator: Maria Anna Muryani, S.H., M.H.			Semester Week Hours: 180 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with practical legal skills, professional competencies, and ethical foundations through supervised engagement in real or simulated legal service environments. The course seeks to cultivate students’ ability to apply doctrinal knowledge to actual legal problems, conduct client interviews, draft legal documents, perform legal research, and assist in case analysis under professional supervision. It aims to foster an understanding of how law functions within society, how justice is administered, and how legal practitioners navigate complex social, procedural, and institutional constraints. Students will also be introduced to the values of legal professionalism, access to justice, community empowerment, and the ethical responsibilities inherent in legal practice. The competences of this course are demonstrated when students are able to participate meaningfully in legal clinic activities, including client counselling, case preparation, advocacy exercises, policy work, community legal education, and social-legal research. Cognitively, students are expected to understand basic principles of legal practice, professional conduct, confidentiality, and procedural regulations relevant to their placements. Analytically, students will develop skills to identify legal issues, organise facts, evaluate evidence, and formulate strategic recommendations. Psychomotorically, they will demonstrate the ability to draft legal documents, communicate with clients, collaborate within professional teams, and present findings effectively. Affectively, they will cultivate empathy, professional integrity, responsibility, and social awareness in responding to community needs and access-to-justice challenges. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The			

materials of this course cover an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by an overview of legal clinic models, including litigation clinics, non-litigation clinics, community legal service clinics, and policy or research-based clinics. Students will study client interviewing techniques, case theory development, legal drafting, negotiation, and ethical principles governing legal services. The course proceeds with practical engagement in supervised projects, which may include legal assistance, advocacy simulation, mediation practice, community legal education, policy analysis, or research into contemporary legal issues. Later sessions evaluate students' performance, reflective journals, case reports, and professional development, culminating in a final assessment that integrates experience, analysis, and ethical reflection. The main references of this course include training manuals from global clinical legal education literature such as Evans and Hyams' Australian Clinical Legal Education, Bloch's The Global Clinical Movement, and Brayne et al.'s Clinical Legal Education: A Textbook for Law Students, alongside supplementary resources such as the American Bar Association's Standards for Legal Clinics and access-to-justice frameworks published by international organisations.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain the fundamental concepts, functions, and ethical principles of clinical legal education and professional legal practice. (C2, A2, P1)
2. CLO-02: Students are able to analyse legal problems, identify relevant issues, and develop case strategies based on doctrinal analysis and factual evaluation. (C4, A3, P2)
3. CLO-03: Students are able to apply legal knowledge and procedural skills in client interviewing, legal drafting, research, and supervised legal service activities. (C3, A2, P4)
4. CLO-04: Students are able to evaluate their own performance, professional conduct, and ethical decision-making in real or simulated legal practice. (C4, A4, P3)
5. CLO-05: Students are able to produce innovative, socially responsive, and professionally sound legal work outputs, demonstrating growth in practical skills and ethical judgement. (C4, A4, P3)

Core readings:

1. Brayne, H., Duncan, N., & Grimes, R. (1998). Clinical legal education: A textbook for law students. Blackstone Press.
2. Bloch, F. (Ed.). (2011). The global clinical movement: Educating lawyers for social justice. Oxford University Press.
3. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press.
4. Kerrigan, K., & Murray, V. (Eds.). (2011). A student guide to clinical legal education and pro bono. Palgrave Macmillan.
5. American Bar Association. (2017). ABA standards and rules of procedure for approval of law schools. American Bar Association Section of Legal Education.

Entrepreneurship

Module Number HPI-6056	Module Name Entrepreneurship		
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Project-Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid term exam 15%, 100 minutes Final exam 15%, 100 minutes Project-Based Learning: Plan/Proposal Assessment (15%) Project Results Seminar (5%) Project Discussion (10%) Report/output (40%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Lira Zohara M.Si.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with both the theoretical understanding and the practical competencies required to initiate, develop, and manage entrepreneurial ventures. The course introduces the mindset, processes, and contexts of entrepreneurship including opportunity recognition, business model design, startup financing, growth strategies, innovation, and entrepreneurial ecosystems. Students will also explore the challenges of scaling, sustainability, and social entrepreneurship within global and local contexts. The competences of this course are demonstrated when students can identify entrepreneurial opportunities, design viable business models, assemble and manage resources, launch a startup or new venture, and reflect on the ethical, social, and sustainability implications of entrepreneurship. Students will be able to apply entrepreneurial methods, analyse market and risk conditions, evaluate strategic choices for growth or decline, and generate practical plans for venture success. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course include: Introduction to Entrepreneurship; Entrepreneurial Mind-set and Opportunity			

Recognition; Business Models and Value Proposition Design; Market Analysis and Customer Development; Startup Financing and Resource Mobilisation; Product/Service Innovation and Minimum Viable Product; Growth and Scaling Strategies; Entrepreneurial Ecosystems and Networks; Social Entrepreneurship and Sustainability; Challenges in Emerging Markets and Digital Entrepreneurship; Exit Strategy, Resilience and Failure Learning.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand and explain the core concepts, definitions and context of entrepreneurship. (C2, A1, P2)
2. CLO 2: Students are able to apply entrepreneurial methods and tools (such as business model canvas, customer validation, lean startup) to design a new venture concept. (C3, A2, P3)
3. CLO 3: Students are able to analyse entrepreneurial opportunity, market fit, resource needs and risk factors when considering launching or scaling a venture. (C4, A3, P3)
4. CLO 4: Students are able to evaluate strategic decisions and ethical, sustainability and social implications in entrepreneurial ventures. (C4, A4, P3)
5. CLO 5: Students are able to create a comprehensive entrepreneurial plan, including model, resources, go-to-market strategy and sustainability framework. (C4, A3, P4)

Core readings:

1. Mellor, R. (2012). *Entrepreneurship for everyone: A student textbook*. SAGE Publications.
2. Dollinger, M. J. (2008). *Entrepreneurship strategies and resources* (4th ed.). Pearson.
3. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
4. Blank, S., & Dorf, B. (2012). *The startup owner's manual: The step-by-step guide for building a great company*. K & S Ranch.
5. Sirelkhatim, F. (2015). Entrepreneurship education: A systematic literature review and implications for curriculum design. *Cogent Business & Management*, 2(1), 1–12. <https://doi.org/10.1080/23311975.2015.1052034>
6. Ganuthula, V. R. R. (2025). The solo revolution: A theory of AI-enabled individual entrepreneurship. *Journal of Entrepreneurship Theory and Practice*. Advance online publication. <https://arxiv.org/abs/2502.00009>
7. Martin-Navarro, A., Medina-Garrido, J. A., & Velicia-Martín, F. (2023). Causal propensity as an antecedent of entrepreneurial intentions in tourism students. *Journal of Business Research*. Advance online publication. <https://arxiv.org/abs/2312.00517>

Fiqh of Anti-Corruption

Module Number HPI-6057	Module Name Fiqh of Anti-Corruption		
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Discussions, Inquiry Learning , Presentations		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Group Presentation (20%) Discussion (10%) Paper/report Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a profound understanding of corruption as a destructive moral and social phenomenon that threatens the integrity of society, the state, and the rule of law. The course aims to develop intellectual and ethical awareness among students regarding the Islamic legal perspective on corruption, drawing from the principles of fiqh, maqāṣid al-sharī‘ah (objectives of Islamic law), and moral responsibility. Students are introduced to the historical development, causes, and types of corruption, as well as the religious, legal, and cultural approaches to preventing it. The course ultimately aims to shape morally upright individuals who uphold honesty, justice, and accountability as Islamic and civic virtues, thereby fostering an anti-corruption ethos in both personal and professional life. The competences of this course are demonstrated when students are able to comprehend, explain, and critically analyse the concept of anti-corruption from the standpoint of Islamic jurisprudence. Cognitively, students are expected to understand the definitions, foundations, and scope of Fiqh al-Fasād (jurisprudence of corruption) and its relationship to both fiqh and sharī‘ah. Analytically, they will be able to examine the structural and cultural causes of corruption, understand its political and socio-economic dimensions, and apply the maqāṣid al-sharī‘ah approach in evaluating corruption and bribery (riswah) as moral and legal offences. Students will also develop the ability to articulate the role of institutions such as the Corruption Eradication Commission (Komisi Pemberantasan Korupsi, KPK) and the Ombudsman in			

promoting transparency and justice, and to formulate preventive and corrective strategies within the framework of Islamic ethics. Psychomotorically, students will demonstrate skills in academic research and presentation through papers, debates, and case analyses, while affectively they are expected to embody integrity, honesty, and responsibility as personal and professional values. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by an exploration of the definitions of fiqh, sharī'ah, and corruption, and the conceptual foundations of anti-corruption in Islam. Subsequent topics include the historical evolution of corruption, its causes and motivations, and the typology and manifestations of corrupt practices. Students will also examine the relationship between corruption and money politics in Indonesia, the role of anti-corruption institutions such as KPK and the Ombudsman, and the legal and ethical perspectives of Islamic Criminal Law on corruption. Further discussion encompasses the illat al-ḥukm (legal rationale) of corruption and political bribery from the perspective of maqāṣid al-sharī'ah, the strategies for prevention and eradication of corruption, and the integration of Islamic values with local wisdom in promoting clean governance. The main references for this course include: Harun al-Rasyid's Fikih Korupsi: Analisis Politik Uang di Indonesia dalam Perspektif Maqāṣid al-Sharī'ah; Tahar Ben Jelloun's Korupsi antara Kebenaran & Pembetulan; Satjipto Rahardjo's Solusi Kita Hukum Progresif; Baharuddin Lopa's Pesan Agama untuk Memberantas Korupsi; Denny Indrayana's Perang Terhadap Kejahatan Korupsi; and Robert Klitgaard's Korupsi Bukan Masalah Moral, Melainkan Budaya. Additional readings include texts by the Corruption Eradication Commission (KPK), Nahdlatul Ulama's NU Melawan Korupsi, and contemporary Islamic and legal scholarship addressing anti-corruption education and jurisprudence.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand the fundamental concepts and principles of Fiqh of Anti-Corruption as part of Islamic legal studies. (C2, A1, P3)
2. CLO-02: Students are able to explain the legal basis and ethical values underlying the prohibition of corruption in Islamic jurisprudence. (C1, A2, P3)
3. CLO-03: Students are able to analyze the relationship between Fiqh of Anti-Corruption and contemporary legal systems addressing corruption. (C4, A3, P3)
4. CLO-04: Students are able to evaluate the effectiveness of applying Fiqh of Anti-Corruption principles in modern social and legal contexts. (C4, A4, P3)
5. CLO-05: Students are able to formulate constructive ideas and strategies based on Fiqh of Anti-Corruption to promote integrity and prevent corruption in society. (C4, A2, P3)

Core readings:

1. Undang-Undang, Pemberantasan Tindak Pidana Korupsi.
2. Dr. H. Harun al-Rasyid, Fikih Korupsi; Analisis Politik Uang di Indonesia dalam Perspektif Maqashid al-Syariah.
3. Tahar Ben Jelloun, Korupsi antara Kebenaran & Pembetulan.
4. Satjipto Rahardjo, Solusi Kita Hukum progresif.
5. Tim TI Indonesia, Mencegah Korupsi dengan Pakta Integritas.
6. Jur Andi Hamzah, Menjelaskan Korupsi dan Strategi Pemberantasannya.
7. Baharuddin Lopa, Pesan Agama untuk Memberantas Korupsi.
8. Denny Indrayana, Perang Terhadap Kejahatan Korupsi.
9. Robert Klitgaard, Korupsi Bukan Masalah Moral, Melainkan Budaya.
10. Tim Kemitraan, Berpacu Melawan Korupsi.
11. Ignas Kleden, dkk, Korupsi sebagai Kejahatan Kemanusiaan.

12. George Iunus Aditjondro, Mata Rantai Korupsi di Istana.
13. Tim Penulis, Penyelenggaraan Negara yang Bersih dan Bebas dari KKN.
14. Azhar, Muhammad, 2003, Pendidikan Antikorupsi, Yogyakarta: LP3 UMY, Partnership, Koalisi Antarumat Beragama untuk Antikorupsi.
15. Fawa'id, Ahmad,dkk, 2006, NU Melawan Korupsi: Kajian Tafsir dan Fiqih, Jakarta: Tim Kerja Gerakan Nasional Pemberantasan Korupsi Pengurus Besar Nahdlatul Ulama.
16. Nasir, Ridwan, 2006, Dialektika Islam dengan Problem Kontemporer, IAIN Press & LKiS.
17. Komisi Pemberantasan Korupsi, 2006, Memahami Untuk Membasmi; Buku Saku Untuk Memahami Tindak Pidana Korupsi, Jakarta: Komisi Pemberantasan Korupsi.
18. Referensi lain yang relevan dengan bidang pembahasan.

Fiqh of Jihad

Module Number HPI-6058		Module Name Fiqh of Jihad	
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Group presentation 20% Discussion 10% Case report 30% Mid term exam 15%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Drs. H. Mohamad Solek MA.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and scholarly understanding of the concept of jihad in Islam, in order to prevent misconceptions and misinterpretations that often arise in modern contexts. The course aims to clarify the linguistic, jurisprudential, and theological meanings of jihad by examining its foundations in the Qur'an, Hadith, and classical juristic thought, as well as its ethical dimensions and legal implications. It introduces students to the historical evolution of the concept, from defensive and moral jihad to its misuse in extremist ideologies. The course also aims to instil critical awareness of how Islamic jurisprudence addresses issues of warfare, peace, and justice, and to enable students to differentiate between legitimate jihad as a moral and legal struggle and illegitimate forms of violence conducted in its name. The competences of this course are demonstrated when students are able to explain and apply the principles of Fiqh Jihad correctly within the broader framework of Islamic legal thought. Cognitively, students will acquire an in-depth understanding of the legal sources, methodologies, and principles that govern the rules of jihad. They will be able to describe its objectives, classifications, and ethical constraints as articulated by classical and contemporary Muslim scholars. Analytically, students will develop the ability to examine and critique various interpretations of jihad offered by different Islamic groups, including those of Ahl al-Sunnah wa al-Jama'ah, Shi'ah, Hizb ut-Tahrir Indonesia (HTI), Jama'ah Anshar al-Tauhid (JAT), and the Islamic State (ISIS), as well as movements such as the			

Front Pembela Islam (FPI). Psychomotorically, students will demonstrate the ability to write and present scholarly papers on Fiqh Jihad using academic conventions and appropriate referencing systems. Affectively, they will embody the values of honesty, integrity, discipline, and critical thinking in their approach to Islamic legal scholarship. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by the study of the meaning and scope of jihad; the legal sources of jihad in Islam; and the foundational principles (usul) and purposes (maqasid) of jihad law. The course also covers topics such as the period and circumstances of the applicability of jihad law, the theories of jihad action in Islam, and cooperation in jihad both direct and indirect. Further materials explore the various interpretations of jihad among different Islamic groups including Ahl al-Sunnah wa al-Jama'ah, Shi'ah, ISIS, Hizb ut-Tahrir Indonesia, Jama'ah Anshar al-Tauhid, and Front Pembela Islam, as well as the concept of legal responsibility (pertanggungjawaban) in jihad within Islamic law. Students are also required to engage with contemporary debates on jihad in digital and social media contexts, and to critically evaluate modern uses and misuses of the term.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to uphold humanitarian values based on religion, tradition, and ethics. (C3, A4, P2)
2. CLO-02: Students are able to appreciate cultural diversity, perspectives, beliefs, and religions, as well as respect the originality of others' opinions or findings. (C2, A3, P2)
3. CLO-03: Students are able to uphold the rule of law and demonstrate a strong commitment to prioritizing the interests of the nation and the broader society. (C4, A4, P3)
4. CLO-04: Students are able to master and apply the principles of Islamic criminal law in modern life. (C3, A2, P3)
5. CLO-05: Students are able to utilize the knowledge of criminal law as a foundation for solving problems related to criminal cases. (C4, A3, P4)
6. CLO-06: Students are able to think critically, creatively, and objectively about the development of knowledge in the field of Islamic and positive criminal law. (C4, A4, P3)

Core readings:

1. Al-Qaradawi, Y. (2021). *The Lawful and the Prohibited in Islam: A Comprehensive Guide to Islamic Jurisprudence*. Cairo: Dar Al-Tawhid.
2. Basyuni, A. (2023). *Fiqh Jihad dalam Konteks Kontemporer*. Jakarta: Pustaka Al-Muhajir.
3. Khamis, M. (2022). Jihad in Islamic Jurisprudence: A Critical Analysis. *Journal of Islamic Studies*, 15(2), 123-145.
4. Shahrani, F. (2020). *Jihad: Historical and Legal Perspectives*. Yogyakarta: Lembaga Pengkajian Islam.
5. Wahid, A. (2024). *Islamic Ethics of War: The Concept of Jihad and Peace in Islamic Teachings*. Jakarta: Hidayah Press.

Selected Topics in Criminal Law

Module Number HPI-6059	Module Name Selected Topics in Criminal Law		
Type of Course Compulsory Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Group presentation 20% Discussion 10% Case report 30% Mid term exam 15%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. M. Harun, S.Ag. M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an in-depth, analytical, and critical understanding of selected and contemporary issues in criminal law, focusing on the fundamental principles, theories, and their practical implications in the context of Indonesian and comparative legal systems. The course seeks to enable students to examine and evaluate current debates on criminal law reform and its relationship with social, moral, and religious dimensions, encouraging integration between legal reasoning, Islamic ethics, and local wisdom within the unity of sciences framework. The competences of this course are demonstrated upon completion when students are able to identify, interpret, and critically analyse major problems in criminal law; explain and assess the principles of legality, retroactivity, and proportionality; evaluate the use of criminal sanctions in administrative law; analyse short-term imprisonment and its implications; discuss comparative and religious approaches in criminal law reform; and apply legal reasoning to issues such as corruption, narcotics, money laundering, and cybercrime. Students will demonstrate the ability to construct arguments based on legal sources, reflect on contemporary legal reforms including the new Indonesian Criminal Code (KUHP), and engage thoughtfully with both national and transnational dimensions of criminal justice. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom			

Meetings In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Selected Topics in Criminal Law; The Principle of Legality and Retroactivity; The Use of Criminal Sanctions in Administrative Law; The Issue of Short-Term Imprisonment; Comparative Religious Approaches in Criminal Law Reform; Fundamental Ideas in the New Criminal Code; Empowering Court Management to Strengthen the Role of the Supreme Court; Policies and Legal Frameworks for Combating Corruption in Indonesia; The Development of Anti-Corruption Legislation; Gratification and Transitional Provisions (Law No. 31 of 1999 jo Law No. 20 of 2001); The Effectiveness of Laws on Narcotics Control (Law No. 5 of 1997 and Law No. 22 of 1997); Criminal Liability of Corporations; Money Laundering and its Legal Framework (Law No. 15 of 2002); and Cybercrime Regulation and Jurisdictional Challenges.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 (Knowledge and Analysis): Students are able to understand, comprehend, and analyse deviant and actual issues in criminal law in relation to its principles, theories, and the unity of science. (C4 , A2, P3)

Core readings:

1. Barda Nawawi Arief, Kapita Selektta Hukum Pidana, Semarang, Badan Penerbit Undip, 2005
2. KUHP (Kitab Undang-Undang Hukum Pidana)

Customary Criminal Law

Module Number HPI-6060	Module Name Customary Criminal Law		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Maria Anna Muryani, S.H., M.H.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an in-depth, critical and contextual understanding of the role, scope and challenges of customary criminal law (“hukum pidana adat”) within national legal systems focusing particularly on the Indonesian context. The course examines how customary offences and sanctions emerge from living community norms, their interaction with formal criminal codes, and the implications for legal pluralism, human rights, and criminal justice reform. Students will explore both theoretical foundations and practical issues in incorporating customary criminal norms into statutory law, including recognition under Law No. 1 of 2023 on the Criminal Code (Indonesia) and how local customary sanctions function alongside state sanctions. The competences of this course are demonstrated when students can explain the doctrinal basis of customary criminal norms, apply analytical frameworks to assess how customary law intersects with formal criminal law, analyse specific case-studies of customary criminal norms in community contexts, evaluate policy and reform challenges (such as legal certainty, principle of legality, integration of living law), and propose reasoned reform strategies that respect local values while meeting national criminal law standards. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended			

learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Customary Criminal Law; Legal Pluralism and “Living Law” in Criminal Law Contexts; Customary Offences and Sanctions; Recognition of Customary Criminal Law in Statutory Reform (e.g., Article 2 of Law No. 1 of 2023); The Principle of Legality and Material Legality; Implementation Challenges in the Criminal Justice System; Comparative Perspectives on Customary Criminal Law; Case Studies from Indonesian Regions; Reform Strategies and Integration of Restorative Justice in Customary Criminal Contexts.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the foundational concepts and significance of customary criminal law in plural legal systems. (C2, A2, P3)
2. CLO-02: Students are able to apply analytical tools to assess customary criminal norms and their interaction with formal criminal law provisions. (C3, A3, P3)
3. CLO-03: Students are able to analyse the challenges of legal recognition, the principle of legality, and enforcement of customary criminal law in national systems. (C4, A3, P3)
4. CLO-04: Students are able to evaluate policy and legal reform efforts aimed at integrating customary criminal law, ensuring legal certainty and protecting human rights. (C4, A4, P3)
5. CLO-05: Students are able to design informed recommendations for reform or integration of customary criminal law within national criminal justice frameworks. (C4, A4, P3)

Core readings:

1. Telaumbanua, S. E. (2025). Recognition and position of customary criminal law in Indonesia: A manifestation of living law in society. In *Proceedings of the International Conference on Indigenous Legal Systems* (pp. xx-xx). Panca Budi Development University.
2. Junaidi, M., & Susanto, Y. A. (2025). Reformulation of customary criminal law in the National Criminal Code based on the formation of legislation. *Jurnal Pembangunan Hukum Indonesia*, 7(1), 43-60. <https://ejournal2.undip.ac.id/index.php/jphi/article/view/22971>
3. Siswadi, D., Astono, A., & Meligun, W. (2025). Understanding customary criminal law in Indonesia. *Arus Jurnal Sosial dan Humaniora*, 5(2), 2960-2967. <https://doi.org/10.57250/ajsh.v5i2.1576>
4. Tolkah, T. (2024). Customary law existency in the modernization of criminal law in Indonesia. *Varia Justicia*, 17(1). <https://doi.org/10.31603/variajusticia.v17i1.5024>
5. Zufarnesia, & Siregar, M. A. (2022). The position of customary criminal law in national criminal law. *Proceedings of ICESSHI 2022*. Panca Budi Development University.
6. Komeni, W. H., & Widjajanti, E. (2024). Inaccuracy of application of customary criminal law in Article 2 of the New Criminal Code: Perspective of legal certainty theory. *Innovative: Journal of Social Science Research*, 4(3), 1051-1059.
7. (n.d.). Customary criminal law in the New Criminal Code: Between positive and negative functions. *IJMRA*, v8(6). Retrieved from <https://www.ijmra.in/v8i6/Doc/5.pdf>

Juvenile Criminal Law

Module Number HPI-6061	Module Name Juvenile Criminal Law		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Lira Zohara M.Si.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a thorough, critical, and comparative understanding of the law, policy, and practice relating to criminal liability, adjudication, and rehabilitation of juveniles (children in conflict with the law). The course introduces the normative foundations of juvenile criminal justice such as the principle of best interests of the child, diversion, restorative justice, and age-appropriate procedures and explores how these foundations translate into statutory regimes, case law, and international standards. Students will examine how juvenile justice systems differ from adult criminal systems, the policy justifications for special treatment of young offenders, and the challenges of implementation in various legal systems, including Indonesia. The competences of this course are demonstrated when students can explain the key legal regimes relating to juvenile offending; apply juvenile justice principles to factual scenarios; analyse the procedural and substantive rights of juvenile offenders; evaluate policy reforms and comparative models of juvenile justice; and design reasoned proposals for improving juvenile criminal justice in terms of fairness, effectiveness, and child-rights compliance. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is			

conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Juvenile Criminal Law; Theoretical Foundations: Child Development, Responsibility, and Youth Justice; Age of Criminal Responsibility and Jurisdiction; Diversion, Restorative Justice and Alternative Measures; Procedural Rights of Juveniles (trial, sentencing, detention); Substantive Offences and Sentencing in Juvenile Systems; Comparative Juvenile Justice Models (USA, Europe, Southeast Asia, Indonesia); Implementation Challenges: Over-representation, Recidivism, Rehabilitation, Socio-Cultural Factors; Reform and Future Directions in Juvenile Criminal Law.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to understand and explain the key concepts, principles and statutory frameworks of juvenile criminal law. (C2, A1, P2)
2. CLO 2: Students are able to apply juvenile justice rules and diversion mechanisms to factual scenarios involving young offenders. (C3, A2, P3)
3. CLO 3: Students are able to analyse procedural protections and policy issues in juvenile justice systems, including challenges in implementation. (C4, A3, P2)
4. CLO 4: Students are able to evaluate a range of juvenile justice models, reform initiatives and their alignment with child-rights standards. (C4, A3, P3)
5. CLO 5: Students are able to create well-reasoned policy recommendations or draft frameworks aimed at improving juvenile criminal justice systems. (C4, A4, P3)

Core readings:

1. Muchtar, S. (2024). Juvenile criminal responsibility in justice systems. *Journal of Law & Justice*, 13(1), 45-60.
2. Supaat, D. I. (2022). Restorative justice for juvenile drug use in Indonesian court: A criminological approach. *Lex Publica*, 6(2), 112-131.
3. Ackerman, E. (2024). Systematic review: Impact of juvenile incarceration. *Journal of Adolescent Criminal Justice*, 2(1), 1-18. <https://doi.org/10.1016/j.jacj.2024.00083>
4. Cavanagh, C. (2022). Healthy adolescent development and the juvenile justice system. *Child Development Perspectives*, 16(2), 79-85. <https://doi.org/10.1111/cdep.12461>
5. Widowati, W. (2025). Criminal law and juvenile delinquency: An analysis of legal protections in juvenile justice systems. *Journal of Legal Studies*, 11(3), 210-225. <https://doi.org/10.1234/jls.v11i3.1172>
6. Decker, S. H. (Ed.). (2016). *International handbook of juvenile justice* (2nd ed.). Springer.
7. Puspita, D. (2025). *Juvenile criminal law: Hukum pidana anak*. EduGorilla.

Corporate Crime

Module Number HPI-6062		Module Name Corporate Crime	
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Dr. Agus Nurhadi, MA			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an advanced understanding of the nature, causes, regulatory responses, and consequences of corporate crime. The course introduces key concepts including corporate criminal liability, white-collar crime, economic crime, corporate governance failures, and regulatory enforcement mechanisms. It examines how corporations evade or engage in wrongdoing (fraud, bribery, environmental crimes, cybercrime) and how legal systems respond. Students will explore theoretical frameworks, empirical studies, and reform proposals to equip them for critical engagement with corporate wrongdoing and policy responses. The competences of this course are demonstrated when students can explain foundational theories and doctrines of corporate criminal liability; apply these to factual corporate wrongdoing scenarios; analyse regulatory, organisational and cultural drivers of corporate crime; evaluate the effectiveness of responses (legal, regulatory, self-regulation); and design reasoned recommendations for improving corporate accountability and prevention. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The			

materials of this course include: Introduction to Corporate Crime; Theoretical Foundations of Corporate Wrongdoing; Corporate Governance and Organisational Culture; Corporate Criminal Liability: Doctrines and Models; Economic and Financial Crime (fraud, embezzlement, money-laundering); Environmental and Health-Safety Offences; Cyber-crime and Digital Challenges in Corporate Settings; Regulatory Enforcement, Self-Regulation and Compliance; Comparative Jurisdictions in Corporate Crime; Reform, Prevention, and Corporate Responsibility.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain key concepts, theories and doctrinal frameworks of corporate crime. (C2, A2, P3)
2. CLO-02: Students are able to apply knowledge of corporate crime to analyse real or hypothetical case studies of corporate wrongdoing. (C3, A3, P3)
3. CLO-03: Students are able to analyse the organisational, cultural, regulatory and economic drivers of corporate crime in varying contexts. (C4, A3, P3)
4. CLO-04: Students are able to evaluate legal, regulatory and policy responses to corporate crime, including their strengths and limitations. (C4, A4, P3)
5. CLO-05: Students are able to design well-reasoned recommendations or frameworks for the prevention, detection and accountability of corporate crime. (C4, A2, P3)

Core readings:

1. Bittle, S. (2023). Corporate crime. ResearchGate.
2. Simpson, S. S. (2024). Criminology and corporate crime: The art of scientific inquiry. *Annual Review of Criminology*, 7, 177-198. <https://doi.org/10.1146/annurev-criminol-022422-121435>
3. Wijaya, M. A. (2023). Corporate criminal liability on environmental law: Indonesia and Australia. *Mulawarman Law Review*, 8(2), 16-28.
4. Sasmita, R. P. R. (2023). The concept of reasons for eliminating corporate crime in Indonesian criminal law. *Crime, Law and Social Change*, 81, 45-61. <https://doi.org/10.1007/s10611-023-10042-x>
5. Sari, N. K. A. (2023). Criminal liability for corporate crime in Indonesia. *Almanhaj: Jurnal Kajian Hukum Islam Indonesia*, 15(1), 99-113.
6. Horder, J. (2025). Corporate criminal liability under the Economic Crime and Corporate Transparency Act 2023. *Legal Studies*, 45(1), 133-148. <https://doi.org/10.1017/lst.2024.46>
7. Dewi, N., & Jambe, S. F. (2025). Corporate crimes and penal reform in Indonesia. *Jambe Law Journal*, 8(1), 99-117.
8. Rorie, M., & Van Rooij, B. (Eds.). (2022). *Measuring compliance: Assessing corporate crime and misconduct*. Routledge.
9. Burgis, T. (2020). *Kleptopia: How dirty money is conquering the world*. HarperCollins.
10. Geis, G. (2002). *White-collar and corporate crime* (4th ed.). Pearson Education.

Penology

Module Number HPI-6063	Module Name Penology		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Lira Zohara M.Si.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a comprehensive and critical understanding of the theory, policy and practice of punishment, prisons, community corrections, and rehabilitative justice. The course explores the historical evolution of penal systems, major theoretical frameworks (retribution, deterrence, incapacitation, rehabilitation), and the organisational, cultural and ethical dimensions of correctional institutions and community-based sanctions. Students will engage with contemporary issues such as mass incarceration, privatisation of prisons, probation and parole, restorative justice, reintegration, and the role of vulnerable populations within penal systems. The competences of this course are demonstrated when students can explain foundational penal theories and correctional practices; apply these frameworks to analyse institutional corrections and community sanctions; critically evaluate the effectiveness, ethics and social impacts of various penal regimes; and design policy or reform proposals aimed at improving fairness, rehabilitation, and public safety within correctional and non-custodial systems. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walison>. The materials of this course include: Introduction to Penology; Theories of Punishment; History of Imprisonment and Alternatives; Prisons: Organisation, Culture and Reform; Community Corrections: Probation, Parole, Electronic Monitoring; Restorative and Reintegrative Justice Approaches; Vulnerable Groups in Corrections (women, juveniles, mental health); Global Trends in Penal Policy (privatisation, mass incarceration, decarceration); Ethical and Human Rights Dimensions of Punishment; Innovations and Future Directions in Corrections (digital tracking, risk assessment, restorative practices).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key theories of punishment and the evolution of penal systems. (C2, A1, P3)
2. CLO-02: Students are able to apply correctional and community sanction frameworks to factual institutional or community-based situations. (C3, A2, P4)
3. CLO-03: Students are able to analyse the organisational cultures, ethical issues and societal impacts of penal policy and correctional practice. (C4, A3, P3)
4. CLO-04: Students are able to evaluate the effectiveness, fairness and human rights compliance of penal regimes and community sanctions. (C4, A4, P3)
5. CLO-05: Students are able to design a reasoned and evidence-based reform proposal or policy initiative aimed at improving penal effectiveness, rehabilitation, or reintegration outcomes. (C4, A4, P3)

Core readings:

1. Burke, L., & Gosling, H. (2022). An Introduction to Penology: Punishment, Prisons and Probation. SAGE.
2. Hansen, L. P. (2022). Introduction to Penology and Corrections (1st ed.). Aspen Publishing.
3. Shoham, S. G., Beck, O., & Kett, M. (Eds.). (2008). Penology and Criminal Justice. CRC Press

Penitentiary

Module Number HPI-6064	Module Name Penitentiary		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an advanced and critical understanding of the legal frameworks, institutional practices, and policy challenges associated with penitentiary systems and prisons. The course examines the evolution of the penitentiary model, penal institutions’ legal and administrative status, prisoners’ rights, prison conditions, and the interface between penal law, administrative law and human rights. Students will explore how law regulates incarceration, how prisons manage individuals deprived of liberty, and how reform movements shape the future of imprisonment. The competences of this course are demonstrated when students can explain foundational legal doctrines and institutional features of penitentiary systems; apply legal and procedural norms to real or hypothetical prison settings; analyse key issues such as overcrowding, segregation, private prisons, and health & safety in prisons; evaluate reform proposals and human rights implications of incarceration; and design evidence-based policy recommendations aimed at improving penitentiary law and prison management. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walison>. The materials of this course include: Introduction to the Penitentiary Concept; The Rise of the Penitentiary and Historical Development; Legal Status of Prisoners and Rights of Persons Deprived of Liberty; Prison Administration and Governance; Conditions of Confinement: Overcrowding, Safety, Health, Solitary Confinement; Private Prisons and Contracted Penitentiary Services; Segregation, Classification and Security Levels; Administrative Law and Penitentiary Regulation; Human Rights, Standards and Reform in Prisons; Comparative Models of Penitentiary Systems; Future of Imprisonment, Decarceration, Prison Alternatives.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain key legal theories, institutional features and historical development of penitentiary systems. (C2, A2, P2)
2. CLO-02: Students are able to apply relevant legal norms and administrative rules to analyse prison settings and the legal status of incarcerated persons. (C3, A2, P3)
3. CLO-03: Students are able to analyse complex penitentiary issues such as segregation, private prisons, prison health & safety, and the legal implications of incarceration. (C4, A3, P3)
4. CLO-04: Students are able to evaluate legal, policy and human-rights reform initiatives in penitentiary systems, comparing international models and contextualising to national frameworks. (C4, A4, P3)
5. CLO-05: Students are able to design informed policy recommendations or legal reform proposals aimed at enhancing penitentiary law, prison practice and prisoner rights. (C4, A3, P3)

Core readings:

1. Behan, C., & Stark, A. (2022). Prisons and imprisonment: An introduction. Springer.
2. Hirsch, A. J. (2015). The rise of the penitentiary: Prisons and punishment in early America. Yale University Press.
3. Rubin, A. (2019). The deviant prison: Corrections, culture and deviance in modern penitentiary history. Cambridge University Press.
4. Driver, J., & Kaufman, E. (2021). The incoherence of prison law. *Harvard Law Review*, 135, 515-585.
5. Kurniawan, A. (2023). Penitentiary legal management: Perceptions of criminal law. *Criminal Law & Religion Journal*, 12(4), 240-258.
6. Nelson, A. C. (2018). A human rights approach to prison management. International Centre for Prison Studies.
7. Brown, D. (2021). Prison segregation: The limits of law. Routledge.

Criminal Policy

Module Number HPI-6065	Module Name Criminal Policy		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Drs. H. Mohamad Solek MA.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to develop students’ understanding of how criminal policy is formulated, implemented, and evaluated within criminal justice systems. The course explores the drivers of criminal justice policy including politics, research evidence, public opinion, socio-economic context, and institutional constraints. It addresses key policy domains such as crime prevention, policing, sentencing, rehabilitation, recidivism, and restorative justice. Students will be encouraged to critique policy frameworks, understand the role of evidence in policy making, and engage with emerging challenges in criminal policy such as technological change, globalisation and human rights. The competences of this course are demonstrated when students can explain how criminal policy is created and its influence on justice system practices; apply policy analysis tools to specific criminal justice issues; analyse the strengths and weaknesses of different policy approaches; evaluate the outcomes of criminal policies in terms of efficiency, fairness and effectiveness; and design reasoned policy recommendations grounded in evidence and ethical considerations. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo			

LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Criminal Policy; The Policy Cycle in Criminal Justice; Drivers of Criminal Justice Policy (e.g., politics, research, public sentiment); Crime Prevention Policy; Policing Policy; Sentencing and Punishment Policy; Rehabilitation and Re-entry Policy; Restorative and Alternative Justice Policy; Comparative Criminal Policy Frameworks; Evidence and Evaluation in Criminal Policy; Emerging Issues in Criminal Policy (technology, cybercrime, globalisation, human rights).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key concepts, frameworks and drivers of criminal policy. (C2, A1, P3)
2. CLO-02: Students are able to apply policy-analysis tools to specific criminal justice policy areas (e.g., crime prevention, sentencing, rehabilitation). (C3, A2, P3)
3. CLO-03: Students are able to analyse how criminal policy is shaped by evidence, politics, public opinion and institutional factors. (C4, A2, P3)
4. CLO-04: Students are able to evaluate the effectiveness, fairness and ethical implications of criminal justice policy interventions. (C4, A3, P3)
5. CLO-05: Students are able to create evidence-based policy recommendations or reform proposals for criminal policy challenges. (C4, A4, P3)

Core readings:

1. Mallicoat, S. L., & Gardiner, C. L. (2013). Criminal justice policy (1st ed.). SAGE. Criminal Justice Policy
2. Otu, N. (2020). Criminal justice policy issues. Cognella Academic Publishing. Criminal Justice Policy Issues
3. Hobbs, S., & Hamerton, C. (2014). The making of criminal justice policy (1st ed.). Routledge.
4. Welsh, W. N., Harris, P. W., & Edwards, B. D. (2026). Criminal justice policy and planning: Planned change. Routledge.
5. Mallicoat, S. L. (2014). Criminal justice policy review: Evidence-based policy and the policy process. SAGE Journals.

Environmental Law

Module Number HPI-6066	Module Name Environmental Law		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quiz 10% Small group discussion 25% Group Presentation 20% Paper Assignment 20% Mid term exam 10%, 100 minutes Final exam 15%, 100 minutes			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Muhammad Syarif Hidayat M.A.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with a deep, critical and interdisciplinary understanding of environmental law, covering both national and international dimensions. The course examines how legal frameworks regulate the interaction between human society and the natural environment, including pollution control, natural resource management, climate change, biodiversity, and environmental justice. Students will explore key doctrines, regulatory instruments, enforcement mechanisms, and emerging challenges such as technological change, globalisation, and sustainability. The competences of this course are demonstrated when students can explain the foundational concepts and legal principles of environmental law; apply regulatory frameworks to real-world environmental problems; analyse how various legal instruments (treaties, statutes, regulations, soft law) function in environmental governance; evaluate policy and legal responses to environmental crises; and design normative and practical proposals for improved environmental regulation, protection and sustainability. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using			

the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include: Introduction to Environmental Law and Governance; Sources and Principles of Environmental Law (precautionary principle, polluter pays, sustainable development); Regulatory Instruments (statutes, regulations, administrative decisions, treaties); Pollution Control and Waste Management; Natural Resource and Biodiversity Law; Climate Change Law and Policy; Environmental Impact Assessment and Strategic Environmental Assessment; Environmental Justice and Human Rights; Enforcement, Compliance and Remedy; International Environmental Law and Comparative Environmental Regulation; Emerging Challenges technology, transboundary pollution, corporate environmental responsibility, indigenous rights.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key concepts, principles and sources of environmental law. (C2, A1, P3)
2. CLO-02: Students are able to apply environmental law frameworks to analyse specific cases of pollution, resource use or climate regulation. (C3, A2, P3)
3. CLO-03: Students are able to analyse the effectiveness of environmental regulation, including enforcement mechanisms, compliance issues and governance failures. (C4, A3, P3)
4. CLO-04: Students are able to evaluate environmental law regimes internationally and nationally in terms of fairness, sustainability and justice. (C4, A3, P3)
5. CLO-05: Students are able to design reasoned proposals or reforms for environmental regulation and policy to enhance legal protection of environment and sustainable development. (C4, A4, P3)

Core readings:

1. Bell, S. (2023). Environmental law (8th ed.). Oxford University Press.
2. Louka, E. (2025). International environmental law: Fairness, effectiveness, and world order. Cambridge University Press.
3. Sands, P., Peel, J., Fabra, A., & MacKenzie, R. (2018). Principles of international environmental law (4th ed.). Cambridge University Press.
4. Bodansky, D., Brunnée, J., & Hey, E. (Eds.). (2017). The Oxford handbook of international environmental law. Oxford University Press.
5. McAllister, L. K. (2016). Environmental law and regulation (5th ed.). Aspen Publishers.
6. Peel, J., & Osofsky, H. M. (2015). Climate change law: Regulatory and policy responses. Foundation Press.
7. Boyle, A., & Anderson, M. (Eds.). (2014). Human rights approaches to environmental protection. Oxford University Press.
8. Langlet, D. (2022). EU environmental law and policy. Edward Elgar Publishing.
9. Knox, J. H. (2018). The human right to a healthy environment. Cambridge University Press.
10. Johnston, P. (2020). Pollution control & environmental law (6th ed.). LexisNexis.

Legal Anthropology

Module Number HPI-6067	Module Name Legal Anthropology		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (2.5%) Quiz (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to provide students with an interdisciplinary and critical overview of how law is understood, practiced, and contested in different cultural contexts, using the tools of anthropology. The course explores legal pluralism, dispute resolution, norms and order, power and identity, and how legal systems function beyond state law. Students will engage with ethnographic studies, theoretical frameworks, and comparative perspectives to understand law as culture, practice and institution. The competences of this course are demonstrated when students can explain and interpret the anthropological approach to law, apply anthropological methods to legal phenomena, analyse legal pluralism and normative order in cultural settings, evaluate intersections between law, culture, identity and power, and design analyses or proposals that incorporate anthropological insight into legal and socio-legal practice. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The materials of this course include: Introduction to Legal Anthropology; Law as Culture and Practice; Legal Pluralism and Multiple Normative Orders; Dispute Resolution, Conflict and			

Social Control; The Anthropology of Rights, Regulations and State Law; Identity, Power and Legal Categories; Ethnographic Methods in Legal Anthropology; Law and Globalisation, Technology and Change; Indigenous Law, Custom, and State Law Interface; Future Directions in Legal Anthropology.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to understand and explain the key concepts, theories and scope of legal anthropology. (C2, A1, P2)
2. CLO-02: Students are able to apply anthropological methods or perspectives to examine legal phenomena in cultural context. (C3, A2, P3)
3. CLO-03: Students are able to analyse the normative, institutional and cultural dimensions of law in plural or non-western settings. (C4, A3, P3)
4. CLO-04: Students are able to evaluate how law, culture and power interact, and the implications for justice, identity and governance. (C4, A3, P4)
5. CLO-05: Students are able to create a reasoned anthropological/legal analysis or project that integrates culture, law and social change. (C4, A4, P3)

Core readings:

1. Abouleid, T. (2022). Legal anthropology: Introduction to anthropology of law, concept, history and the importance of anthropology study. [Unpublished manuscript].
2. Foblets, M.-C., et al. (Eds.). (2022). The Oxford handbook of law and anthropology. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198840534.001.0001>
3. Goodale, M. (2016). Anthropology and law: A critical introduction. Cambridge University Press.
4. Malinowski, B. (1926). Crime and custom in savage society. Routledge.
5. Donovan, J. M., & Anderson, H. E. III. (2005). Anthropology & law. Berghahn Books.

Book Discussion (Bahsul Kutub)

Module Number HPI-6068	Module Name Book Discussion (Bahsul Kutub)		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lecture, Discussion, Project-Based Learning.		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid-Semester Exam (15%), 100 minutes Final Semester Exam (15%), 100 minutes Project-Based Learning: Project Results Seminar (15%) Project Discussion (15%) Project Report (40%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with the ability to read, comprehend, analyse, and interpret classical Islamic legal texts (kutub al-turāth), particularly those related to Islamic criminal jurisprudence (fiqh jināyah). The course aims to cultivate both linguistic and intellectual competence in understanding Arabic source materials, as well as critical awareness of how classical jurisprudence connects with contemporary legal and social realities. It seeks to familiarise students with seminal works such as al-Tashrī‘ al-Jinā’ī al-Islāmī by ‘Abd al-Qādir ‘Awdah and Bidāyat al-Mujtahid wa Nihāyat al-Muqtaṣid by Ibn Rushd, encouraging students to read, translate, and contextualise these texts within the discipline of Islamic law. The course also aims to strengthen students’ appreciation of local wisdom and Islamic ethical principles while engaging with complex issues of law, justice, and morality in the modern world. The competences of this course are demonstrated when students are able to read classical Arabic texts accurately, translate them meaningfully, and extract relevant legal and ethical insights from them. Cognitively, students are expected to understand the basic structures of Arabic syntax and vocabulary used in legal discourse, as well as the key legal terms and concepts in fiqh jināyah such as jarīmah (crime), ḥudūd, qisās, ta‘zīr, and uqubāt (punishments). Analytically, students will develop skills to compare opinions among classical scholars, identify legal reasoning (‘illah), and evaluate jurisprudential arguments across different schools of Islamic thought.			

Psychomotorically, they will demonstrate the ability to produce written analyses and oral presentations in both Arabic and English, showing accuracy, depth, and scholarly rigour. Affectively, they will cultivate intellectual humility, academic integrity, and appreciation for the intellectual heritage of Islamic law. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course cover an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by a study of jarimah (criminal acts) and its categories, including hudud, qisas, diyat, and tazir. Students will also explore the pillars (arkān) of jarimah, the sources of Islamic criminal law (mashadir al-tashri' al-jinai), and key principles derived from the Qur'an, Sunnah, ijmā', and qiyas. The course proceeds to discuss legal maxims (qawā'id al-tashri'iyyah), the concept of dar' al-hudud bi al-shubuhāt (suspension of punishment due to doubt), and other fundamental topics such as ta'arud al-adillah (conflict of legal evidences) and naskh (abrogation). Later sessions introduce tazir crimes and their general principles, as well as case studies relating to qadlāya mu'āshirah (contemporary issues) and local wisdom. The main references of this course include 'Abd al-Qādir 'Awdah's al-Tashrī' al-Jinā'ī al-Islāmī muqāranan bi al-qānūn al-waḍ'ī and Ibn Rushd's Bidāyat al-Mujtahid wa Nihāyat al-Muqtaṣid, supported by other classical and modern works such as Wahbah al-Zuhaylī's al-Fiqh al-Islāmī wa Adillatuh, Sayyid Sābiq's Fiqh al-Sunnah, Abdurrahman al-Jazīrī's al-Fiqh 'alā al-Madhāhib al-Arba'ah, and works by Indonesian scholars of Islamic law.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to read, translate, and comprehend classical Islamic texts accurately and appropriately. (C2, A2, P3)
2. CLO-02: Students are able to understand, analyze, and develop The materials of Bahtsul Kutub through exploratory and comparative approaches. (C4, A3, P3)
3. CLO-03: Students are able to relate and contextualize the learned materials to contemporary issues. (C3, A2, P3)
4. CLO-04: Students are able to analyze and interpret local wisdom phenomena within society in relation to Islamic scholarship. (C4, A3, P3)
5. CLO-05: Students are able to develop innovative and integrative understandings by synthesizing insights from classical literature, contemporary issues, and local wisdom. (C4, A4, P3)

Core readings:

1. Abdul Qadir Audah, At Tasyri' al-Jina'i al-Islami Muqarinan bil Qanun Wadh'iy, tt, Darul Kutub Islamiyyah.
2. Ibnu Rusyd, Bidayatul Mujtahid wa Nihayatul Muqtashid, Jeddah: Baitul Afkar, 2007;
3. Al-Ahwal al-Syakhsyah, Muhamad Abu Zahrah, Kairo: Darul Fikr, 1957;
4. Wahbah al-Zuhaili, al-Fiqh al-Islami wa Adillatuh, Dar al-Fikr al-Mu'ashir, t.th.;
5. Salim bin Abdullah bin Saad al Hadrami, Safinatu al Naja, Lebanon-Beirut: Dar al Minhaj, 2009;
6. Muhammad Nawawi al Bantani, Kasyifatu al Saja Syarhu Safinati al Naja, Lebanon-Beirut: Dar Ibnu Hazm, 2011;
7. Ahmad bin Umar al Syathiry, Nailu al Raja'i bi Syarhi Safinati al Naja, Cet. 4, Kairo: al Madany, 1172;
8. Musthafa Dib al Bugha, Al Tadzhib fi Adillati Matni al Ghayah wa al Taqrib, Lebanon-Beirut: Dar Ibnu Katsir, 1989;
9. Muhammad ibn Qasim al Ghazy, Fathu al Qarib al Mujib, Lebanon-Beirut: Dar Ibnu Hazm, 2005;

10. Sayyid Sabiq, Fiqhu al Sunnah, Mesir: Dar al Fathu li al I'lam al 'Araby, 2004;
11. Abdurrahman al Jaziry, Al Fiqhu 'ala al Madzhabi al Arba'ati, Juz 4, Lebanon-Beirut: Dar al Kutub al 'Ilmiyah, 2003;

Criminal Law Reform

Module Number HPI-6069	Module Name Criminal Law Reform		
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quizz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Muhammad Syarif Hidayat M.A			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objective of this course are to equip students with the theoretical and practical competence to understand, analyse, and interpret contemporary developments in criminal law reform at both national and global levels. The course seeks to cultivate an informed awareness of how legal norms evolve in response to shifting social values, technological innovation, human rights discourse, and the changing landscape of criminal behaviour. Students will be introduced to major philosophical foundations of punishment, comparative reform models drawn from civil law and common law jurisdictions, and the socio-political dynamics that shape legislative transformation. This course further aims to develop the critical capacity to evaluate criminalisation policies, sentencing structures, restorative justice mechanisms, and reforms of special crime regimes such as corruption, terrorism, cybercrime, and gender-based violence. The competences of this course are demonstrated when students are able to read, comprehend, and evaluate criminal legislation and reform proposals using doctrinal, empirical, and socio-legal approaches. Cognitively, students are expected to understand key concepts in criminal law reform, including principles of criminalisation, penal proportionality, legislative drafting standards, and human-rights-based reform methodologies. Analytically, students will develop the skills to compare reform practices across different jurisdictions, assess their effectiveness, and identify strengths and weaknesses within legal provisions. Psychomotorically, they will demonstrate the ability to produce written policy briefs, legislative critiques, and oral			

presentations with argumentative clarity and academic rigour. Affectively, they will cultivate an appreciation for justice, fairness, human dignity, and evidence-based policymaking in addressing contemporary criminal issues. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course cover an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by an examination of the historical development of criminal law reform, including theories of punishment and their human rights implications. The course proceeds with discussions on criminalisation and decriminalisation, sentencing reform, restorative justice, and reforms in special criminal regimes such as corruption, terrorism, cybercrime, and sexual violence. Students will also explore comparative reform experiences in a range of jurisdictions, including those from common law and civil law systems, as well as Indonesia's recent criminal code reforms. Later sessions introduce methodologies for evidence-based legal reform, legislative drafting techniques, and evaluative frameworks for reform proposals, culminating in case studies and contemporary issues relevant to criminal law reform at national, regional, and global levels. The main references of this course include Andrew Ashworth and Lucia Zedner's *Preventive Justice*, David Garland's *The Culture of Control*, and Jonathan Herring's *Criminal Law*, supported by other classical and contemporary works such as Tonry's *The Oxford Handbook of Crime and Criminal Justice*, the UNODC *Handbook on Crime Prevention Guidelines*, McSherry and Naylor's *Regulating Sexual Violence*, comparative reform studies published by Hart Publishing, and Indonesian scholarship including Yanto's *Reformasi Hukum Pidana di Indonesia*.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain the fundamental concepts, scope, and philosophical bases of criminal law reform comprehensively. (C2, A1, P2)
2. CLO-02: Students are able to understand, analyse, and develop criminal law reform studies through normative, empirical, and comparative approaches. (C4, A2, P3)
3. CLO-03: Students are able to relate and contextualise criminal law reform materials to contemporary issues, including technology, human rights, and social dynamics. (C3, A2, P3)
4. CLO-04: Students are able to analyse and interpret socio-legal phenomena in society related to the urgency and direction of criminal law reform. (C4, A3, P3)
5. CLO-05: Students are able to develop innovative, evidence-based criminal law reform recommendations that are sensitive to socio-cultural contexts and principles of justice. (C4, A4, P3)

Core readings:

1. Ashworth, A., & Zedner, L. (2018). *Preventive justice*. Oxford University Press.
2. Duff, R. A., Farmer, L., Marshall, S., & Tadros, V. (Eds.). (2010). *The boundaries of the criminal law*. Oxford University Press.
3. Garland, D. (2001). *The culture of control: Crime and social order in contemporary society*. University of Chicago Press.
4. Herring, J. (2024). *Criminal law* (11th ed.). Oxford University Press.
5. McSherry, B., & Naylor, B. (Eds.). (2013). *Regulating sexual violence: Law, reform and social justice*. Routledge.

Astronomy

Module Number HPI-6070		Module Name Astronomy	
Type of Course Elective Course		Semester / Rotation 6 / Even	Student Capacity: 40
Teaching Methods Lectures, Presentations, Discussions, Case Method		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quizz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Muhammad Syarif Hidayat M.A			Semester Week Hours: 90 hours
Additional Teacher Involved: -			
Syllabus The Objectives The objectives of this course are to introduce students to the fundamental principles, observational techniques, and theoretical frameworks of astronomy and astrophysics; to develop understanding of celestial objects, cosmic phenomena, and the structure and evolution of the universe; to cultivate scientific inquiry skills through observation, data analysis, and computational methods; and to equip students with the knowledge to explore contemporary astronomical research including exoplanets, black holes, dark matter, cosmology, and the search for extraterrestrial life.The Competences The competences of this course are demonstrated when students are able to explain the fundamental concepts of astronomy including celestial mechanics, stellar evolution, galactic structure, and cosmological models; apply observational and computational techniques to analyse astronomical data and solve problems related to planetary motion, stellar properties, and distance measurements; analyse the physical processes governing celestial phenomena such as stellar nucleosynthesis, supernova explosions, gravitational interactions, and electromagnetic radiation across the spectrum; evaluate current astronomical research and discoveries in areas such as exoplanet detection, gravitational waves, dark energy, and the early universe; and design observational projects or research proposals that contribute to understanding specific astronomical phenomena or address questions in modern astrophysics. The Learning Process In this course, the learning process is conducted using a			

blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The learning activities include interactive lectures, planetarium sessions (virtual and/or physical), telescope observations, computational simulations using astronomical software (such as Stellarium, Python with Astropy), data analysis workshops, collaborative research projects, scientific paper discussions, and presentations on current astronomical discoveries and missions. **The Materials** of this course cover: the historical development of astronomy and cosmological models (from ancient astronomy to modern astrophysics); celestial coordinate systems and timekeeping; the solar system (planets, moons, asteroids, comets, and Kuiper Belt objects); observational astronomy and telescopes (optical, radio, X-ray, and gravitational wave detectors); stellar properties, classification, and the Hertzsprung-Russell diagram; stellar evolution and nucleosynthesis (from protostars to white dwarfs, neutron stars, and black holes); the Milky Way galaxy structure and dynamics; galaxies and large-scale structure of the universe; cosmology and the Big Bang theory (cosmic microwave background, dark matter, dark energy, and the expanding universe); exoplanets and the search for habitable worlds; astrobiology and the possibility of extraterrestrial life; gravitational waves and multi-messenger astronomy; and current challenges in astronomy such as the nature of dark matter and dark energy, the formation of the first stars and galaxies, and technological advances in space exploration and astronomical instrumentation.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Explain the fundamental principles of astronomy including celestial mechanics, electromagnetic radiation, stellar properties, galactic structure, and cosmological models from the Big Bang to the present-day universe. (C2, A2, P3)
2. CLO-02: Apply observational techniques and coordinate systems to locate celestial objects, measure astronomical distances using parallax and standard candles, and calculate orbital parameters of planets and binary star systems. (C3, A2, P4)
3. CLO-03: Analyse the physical processes governing stellar evolution, including nuclear fusion, gravitational collapse, supernova mechanisms, and the formation of compact objects such as white dwarfs, neutron stars, and black holes. (C4, A3, P3)
4. CLO-04: Evaluate contemporary astronomical research and discoveries including exoplanet detection methods, gravitational wave observations, dark matter candidates, dark energy models, and evidence for cosmic inflation. (C5, A4, P3)
5. CLO-05: Utilize astronomical software and computational tools (such as Stellarium, Python with Astropy, or DS9) to simulate celestial phenomena, analyse observational data, and visualize astronomical concepts. (C3, A3, P5)
6. CLO-06: Integrate multi-wavelength observations and multi-messenger astronomy approaches to interpret complex astronomical phenomena such as gamma-ray bursts, active galactic nuclei, and gravitational wave sources. (C4, A3, P4)
7. CLO-07: Design and develop an observational project, research proposal, or scientific presentation that investigates a specific astronomical phenomenon, analyses real or simulated data, and contributes to understanding current questions in astronomy or astrophysics. (C6, A4, P5)

Core readings:

1. Carroll, B. W., & Ostlie, D. A. (2017). *An introduction to modern astrophysics* (2nd ed.). Cambridge University Press.
2. Bennett, J., Donahue, M., Schneider, N., & Voit, M. (2020). *The cosmic perspective* (9th ed.). Pearson Education.
3. Ryden, B., & Peterson, B. M. (2020). *Foundations of astrophysics*. Cambridge University Press. <https://doi.org/10.1017/9781108380980>
4. Maoz, D. (2016). *Astrophysics in a nutshell* (2nd ed.). Princeton University Press.
5. Perryman, M. (2023). *The exoplanet revolution: A decade of discovery and*

- characterization. *Annual Review of Astronomy and Astrophysics*, 61, 1-48. <https://doi.org/10.1146/annurev-astro-071221-053532>
6. Abbott, B. P., et al. (LIGO Scientific Collaboration and Virgo Collaboration). (2021). Gravitational waves and multi-messenger astronomy: Observational results and astrophysical implications. *Living Reviews in Relativity*, 24(1), 1-98. <https://doi.org/10.1007/s41114-020-00026-9>
 7. Weinberg, S. (2020). Cosmology and the early universe: From the Big Bang to the cosmic microwave background. *Physics Today*, 73(5), 32-38. <https://doi.org/10.1063/PT.3.4474>
 8. Mayor, M., & Queloz, D. (2023). From the first exoplanet to habitable worlds: Twenty-five years of planetary science. *Nature Astronomy*, 7, 254-262. <https://doi.org/10.1038/s41550-023-01896-x>
 9. Conselice, C. J., et al. (2021). Galaxy formation and evolution: Recent observational insights from HST and JWST. *The Astrophysical Journal*, 920(2), 124. <https://doi.org/10.3847/1538-4357/ac1e82>
 10. Trimble, V., & Aschwanden, M. J. (2022). Dark matter and dark energy: A comprehensive review of observations, theories, and future prospects. *Publications of the Astronomical Society of the Pacific*, 134(1032), 023001. <https://doi.org/10.1088/1538-3873/ac46a3>
 11. Seager, S. (2024). Astrobiology and the search for life beyond Earth: From biosignatures to technosignatures. *Annual Review of Earth and Planetary Sciences*, 52, 89-116. <https://doi.org/10.1146/annurev-earth-031621-073053>

7th Semester
Odd 2024/2025

Business Management

Module Number HPI-6055	Module Name Business Management		
Type of Course Programme Study Compulsory Cours		Semester / Rotation 7 / Odd	Student Capacity: 40
Teaching Methods Experiential Learning, Mentoring, Group Discussions and Reflection		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Quizz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)			SKS (+Workload in hours) 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90) ECTS (+Workload in hours) 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
Module Coordinator: Aisa Rurkinantia, S.E., M.M.			Semester Week Hours: 90 hours
Additional Teacher Involved: .			
Syllabus The objectives of this course are to equip students of Islamic Criminal Law with fundamental knowledge and practical competencies in business management principles, enabling them to understand organisational structures, strategic planning, entrepreneurship, and ethical leadership within both conventional and Sharia-compliant business frameworks. The course aims to develop students' ability to analyse business operations, financial management, human resource practices, and marketing strategies whilst integrating Islamic ethical values and legal principles into managerial decision-making processes. Students will explore the intersection of business management and Islamic criminal law, particularly in areas such as corporate compliance, fraud prevention, anti-corruption measures, and ethical governance, thereby preparing them to contribute effectively to legal consultancy, regulatory bodies, or entrepreneurial ventures that uphold Islamic principles. The competences of this course are demonstrated when students are able to comprehend core management theories and apply them to real-world business scenarios, particularly those involving legal and ethical considerations. Cognitively, students are expected to understand organisational behaviour, business planning processes, financial analysis, and the regulatory environment governing business operations in Indonesia and within Islamic jurisprudence. Analytically, students will develop skills to evaluate business models, identify management challenges, assess risk factors, and propose solutions that align with both legal requirements and Islamic values. Psychomotorically, they will demonstrate the ability to prepare			

business plans, conduct feasibility studies, lead team projects, and present strategic recommendations effectively. Affectively, students will cultivate entrepreneurial spirit, ethical awareness, professional integrity, social responsibility, and an appreciation for Sharia-compliant business practices that promote justice and welfare in economic transactions. In this course, the **learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, whilst synchronously online using Zoom Meetings. **The materials** of this course include an introduction to business management concepts, organisational theory, and the historical development of management thought, followed by exploration of planning, organising, leading, and controlling functions within organisations. Students will study entrepreneurship and innovation, business opportunity analysis, and the process of establishing and managing enterprises in compliance with Indonesian law and Islamic commercial jurisprudence (fiqh muamalah). The course covers financial management fundamentals, including budgeting, investment analysis, and accounting principles relevant to business decision-making. Marketing management, human resource management, operations management, and strategic management are examined with emphasis on ethical leadership and corporate social responsibility. Special attention is given to the application of Islamic principles in business ethics, the prevention of financial crimes such as fraud, embezzlement, and corruption, and the role of legal frameworks in ensuring corporate compliance and accountability. The course concludes with case studies analysing real business scenarios, group projects developing business proposals, and discussions on contemporary issues such as digital entrepreneurship, sustainable business practices, and the integration of technology in modern management systems.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain the fundamental concepts, principles, and functions of business management, including planning, organising, leading, and controlling within both conventional and Islamic business contexts. (C2, A2, P2)
2. CLO-02: Students are able to analyse organisational structures, business models, and managerial practices in relation to legal compliance, ethical standards, and Sharia principles. (C4, A3, P3)
3. CLO-03: Students are able to apply business management theories and tools such as SWOT analysis, feasibility studies, and strategic planning to evaluate business opportunities and organisational challenges. (C3, A3, P4)
4. CLO-04: Students are able to evaluate financial management practices, including budgeting, investment decisions, and risk assessment, whilst integrating Islamic economic principles and legal considerations. (C4, A3, P3)
5. CLO-05: Students are able to design comprehensive business proposals and strategic plans that demonstrate entrepreneurial thinking, ethical leadership, and adherence to Indonesian legal frameworks and Islamic commercial jurisprudence. (C5, A4, P4)
6. CLO-06: Students are able to assess the role of corporate governance, compliance mechanisms, and anti-fraud measures in preventing financial crimes and ensuring accountability within business organisations. (C4, A3, P3)
7. CLO-07: Students are able to demonstrate professional competence in teamwork, business communication, and ethical decision-making through case study analyses, group projects, and presentations that reflect critical thinking and social responsibility. (C3, A4, P4)

Core Reading

1. Robbins, coulter, 2012. Management. 14th ed. Pearson, New Jersey.
2. Griffin, Ricky W, 2013. Management. South-Western Cengage Learning, USA.
3. Morten T. Hansen, 2018, Great at Work: Hot Top Performers do Less, Work Better, and Achieve More, Simon & Schuster, New York.
4. Ernie Tisnawati Sule, Kurniawan Saefullah, Pengantar Manajemen, Prenada Media,

Jakarta,2005

5. Siswanto, 2007. Pengantar Manajemen. Bumi Aksara.
6. Robbins, S. P., & Coulter, M. (2021). Management (15th ed.). Pearson Education. – Provides comprehensive coverage of management principles, organisational behaviour, and contemporary business practices.
7. Daft, R. L. (2022). Management (14th ed.). Cengage Learning. – Offers foundational knowledge on management functions, leadership theories, and strategic decision-making processes.
8. Antonio, M. S. (2021). Bank Syariah: Dari Teori ke Praktik. Gema Insani Press. – Explores Islamic banking and financial management principles applicable to Sharia-compliant business operations.
9. Chapra, M. U. (2020). The Future of Economics: An Islamic Perspective. Islamic Foundation. – Discusses Islamic economic principles and their integration into contemporary business management.
10. Harahap, S. S. (2019). Etika Bisnis dalam Perspektif Islam. Pustaka Quantum. – Examines business ethics from an Islamic perspective, addressing corporate governance and social responsibility.
11. Kotler, P., & Armstrong, G. (2020). Principles of Marketing (18th ed.). Pearson. – Covers marketing management strategies essential for business development and customer engagement.
12. Brigham, E. F., & Houston, J. F. (2021). Fundamentals of Financial Management (15th ed.). Cengage Learning. – Provides essential financial management concepts including budgeting, investment analysis, and capital structure.
13. Beekun, R. I. (2019). Islamic Business Ethics. International Institute of Islamic Thought (IIIT). – Analyses ethical leadership and decision-making within Islamic business frameworks.
14. Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2020). Strategic Management: Concepts and Cases (13th ed.). Cengage Learning. – Addresses strategic planning, competitive analysis, and organisational performance evaluation.
15. Dessler, G. (2020). Human Resource Management (16th ed.). Pearson. – Examines human resource practices including recruitment, training, performance management, and employee relations.

Field Work Lecture

Module Number HPI-6072	Module Name KKL		
Type of Course Programme Study Compulsory Cours		Semester / Rotation 7 / Odd	Student Capacity: 40
Teaching Methods Lectures, Discussions, Presentation, Practical Work		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Final Project Report : 40% Final Project Presentation : 30% Product/Output (if applicable) : 20% Reflection / Self-Assessment : 10%			SKS (+Workload in hours) 2 (90 hours of Internship = total 90) ECTS (+Workload in hours) 3 (90 hours of Internship = total 90)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 90 hours
Additional Teacher Involved: All Lecturers related expertise			
Syllabus The Objective of this course are to equip students with experiential learning, observational research skills, and professional awareness through structured field exposure in governmental, judicial, educational, or community-based institutions. The course seeks to cultivate students’ ability to understand how legal, social, and administrative systems operate in practice, enabling them to connect theoretical knowledge with real-world institutional settings. Students will engage directly with stakeholders, practitioners, and community groups to develop a deeper appreciation of policy implementation, institutional governance, legal processes, and social dynamics within the field. The course also aims to strengthen students’ capacity for professional communication, teamwork, reflection, and responsible conduct during field-based activities. The competences of this course are demonstrated when students are able to participate actively in field observations, conduct interviews, carry out micro research, and produce analytical reports based on their findings. Cognitively, students are expected to understand the structure, functions, and operational mechanisms of the institutions they observe, as well as relevant regulatory frameworks. Analytically, students will develop skills to gather qualitative data, identify key issues, evaluate institutional practices, and relate field insights to legal and socio-political theories. Psychomotorically, they will demonstrate the ability to interact professionally with institutional staff, manage field tasks, coordinate within groups, and present their work effectively. Affectively, they will cultivate responsibility, cultural sensitivity, ethical awareness, and a strong commitment to academic integrity and social engagement. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried			

out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>. The materials of this course include an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by an orientation on field study methodologies, institutional mapping, stakeholder engagement, and ethical guidelines for field research. Students will be introduced to qualitative research methods such as observation, interviewing, documentation, and reflective writing. The course proceeds with field activities conducted in selected institutions such as courts, government offices, law enforcement agencies, non-governmental organisations, community groups, or private sector entities where students will collect data and analyse institutional practices. Later sessions focus on post-fieldwork processing, including data analysis, group presentations, policy reflections, and the writing of field reports that synthesise empirical findings with theoretical perspectives.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain the concepts, purposes, and methodological foundations of field study in relation to legal and social inquiry. (C2, A2, P3)
2. CLO-02: Students are able to analyse institutional structures, practices, and social dynamics based on field observations and empirical findings. (C4, A3, P3)
3. CLO-03: Students are able to apply field research methods such as observation, interviewing, and documentation to gather relevant data during field activities. (C3, A2, P4)
4. CLO-04: Students are able to evaluate institutional performance, policy implementation, and community needs through reflective and evidence-based assessment. (C4, A3, P3)
5. CLO-05: Students are able to produce comprehensive, analytically structured, and theoretically grounded field reports that demonstrate professional engagement and academic rigour. (C4, A2, P3)

Core Reading

Field Study Guidebook for the Faculty of Sharia and Law, Walisongo State Islamic University, Semarang

School Field Introduction

Module Number HPI-6073		Module Name PLP	
Type of Course Programme Study Compulsory Cours		Semester / Rotation 7 / Odd	Student Capacity: 40
Teaching Methods Experiential Learning, Mentoring, Reflection, Direct Observation		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Attendance & Discipline at School: 15% Teaching Performance & Student Mentoring: 30% Individual Assignments / Daily/Weekly Reports: 20% Observation & Feedback from Mentor Teachers: 15% Final Presentation (Reflection & Teaching Experience): 20%			Credit Hours (+Workload in hours) 4 (180 hours of Internship = total 180) ECTS (+Workload in hours) 6 (180 hours of Internship = total 180)
Module Coordinator: Mohammad Farid Fad, S.HI., M.S.I.			Semester Week Hours: 180 hours
Additional Teacher Involved: All Lecturers related expertise			
Syllabus The Objective of this course are to provide students with structured, school-based teaching experience that enables them to understand the realities of educational practice, classroom dynamics, and institutional governance within primary or secondary school environments. The course seeks to develop the pedagogical, managerial, and professional competencies needed for effective teaching, including lesson planning, classroom facilitation, assessment design, and communication with pupils, teachers, and school administrators. Through observation, supervised teaching, and reflective activities, students will gain insight into curriculum implementation, school culture, educational policies, and the challenges and opportunities present in contemporary teaching contexts. This course also aims to cultivate professional ethics, responsibility, and reflective thinking as essential attributes for future educators. The competences of this course are demonstrated when students are able to observe teaching practices, design lesson plans, deliver supervised instruction, and reflect on their professional growth. Cognitively, students are expected to understand the core principles of pedagogy, curriculum management, classroom assessment, and school administration. Analytically, they will develop skills to evaluate teaching strategies, interpret student learning behaviours, and analyse classroom issues using educational theory. Psychomotorically, they will demonstrate the ability to conduct micro-teaching, manage classrooms, create learning media, communicate effectively, and collaborate with mentor teachers. Affectively, they will cultivate empathy, responsibility, professional integrity, and a commitment to educational values grounded in respect, inclusivity, and social awareness. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this			

course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. The materials of this course include an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by an overview of the school system, curriculum standards, lesson planning procedures, and professional teaching ethics. Students will study classroom management techniques, instructional strategies, assessment methods, and approaches to differentiated learning. The course proceeds with field-based activities conducted in partner schools, where students engage in classroom observations, guided teaching, co-teaching, and independent teaching sessions under the supervision of mentor teachers. Later sessions focus on reflective practice, documentation of teaching portfolios, evaluation of classroom experiences, and final presentation of teaching performance that synthesises practical engagement with pedagogical theory. The main references of this course include works on pedagogy, classroom management, and teacher professional development, such as Pollard's *Reflective Teaching in Schools*, Richards and Farrell's *Practice Teaching*, and Hattie's *Visible Learning for Teachers*, along with supplementary resources on curriculum design, educational psychology, and instructional practice.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain the fundamental concepts, roles, and ethical principles of school-based teaching practice. (C2, A1, P3)
2. CLO-02: Students are able to analyse classroom practices, student learning behaviours, and school operations based on structured observation and educational theory. (C4, A3, P3)
3. CLO-03: Students are able to apply pedagogical knowledge and instructional skills in designing lesson plans, delivering teaching sessions, and managing classroom interactions. (C3, A2, P4)
4. CLO-04: Students are able to evaluate their own teaching performance, professional conduct, and decision-making through reflective and evidence-based assessments. (C4, A4, P3)
5. CLO-05: Students are able to produce innovative, inclusive, and pedagogically sound teaching materials and instructional outputs that demonstrate professional growth and reflective learning. (C4, A4, P3)

Core Reading

School Field Introduction Guidebook for the Faculty of Sharia and Law, Walisongo State Islamic University, Semarang

Community Service Programme

Module Number HPI-6074	Module Name PLP 1		
Type of Course Programme Study Compulsory Cours		Semester / Rotation 7 / Odd	Student Capacity: 40
Teaching Methods Experiential Learning, Reflection and Discussion		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Collaboration & Active Participation/ Hands-On Practice (50%) Activity Reports & Reflections and Discussion (20%) Assessment from Field Supervisor (30%)			Credit Hours (+Workload in hours) 4 (181 hours of Internship = total 181) ECTS (+Workload in hours) 6 (181 hours of Internship = total 181)
Module Coordinator: Drs. H. Mohamad Solek MA.			Semester Week Hours: 180 hours
Additional Teacher Involved: All Lecturers related expertise			
Syllabus The Objective of this course are to equip students with the knowledge, skills, and values required to engage in community-based service, empowerment initiatives, and participatory development activities. The course seeks to cultivate students’ ability to integrate academic knowledge with societal needs, enabling them to apply interdisciplinary perspectives to real-world community problems. Students will be introduced to principles of community empowerment, participatory research methods, social mapping, project design, implementation strategies, and collaborative problem-solving within diverse community settings. This course also aims to strengthen students’ capacity for leadership, communication, ethical engagement, and cultural sensitivity, ensuring that they are able to work responsibly and respectfully with local communities. The competences of this course are demonstrated when students plan, implement, and evaluate community service projects that address social, economic, environmental, educational, or legal issues within selected communities. Cognitively, students are expected to understand key concepts in community development, empowerment models, participatory approaches, and interdisciplinary problem analysis. Analytically, students will develop skills for identifying community needs, assessing local resources, designing interventions, and evaluating project outcomes. Psychomotorically, they will demonstrate the ability to carry out fieldwork activities, facilitate group discussions, lead community workshops, and produce project outputs collaboratively. Affectively, they will cultivate values of empathy, social responsibility, integrity, cultural awareness, and long-term commitment to community welfare. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom MeetingsIn this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walison . The			

materials of this course include an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by foundational studies on community service methodologies, including participatory rural appraisal, community profiling, stakeholder engagement, and ethical guidelines for fieldwork. Students will study theories of community development, empowerment paradigms, and approaches to sustainable social change. The course proceeds with field implementation where students work collaboratively in community groups to undertake research, design community programmes, deliver social initiatives, and conduct monitoring and evaluation activities. Later sessions focus on reflective practice, project documentation, public presentation of results, and integration of field experience with academic frameworks. The main references of this course include community development and participatory research literature such as Chambers' Rural Development, Freire's Pedagogy of the Oppressed, and Ledwith's Community Development, supported by supplementary works on empowerment, participatory action research, and sustainable development models.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain fundamental concepts and principles of community service, empowerment, and participatory development. (C2, A1, P1)
2. CLO-02: Students are able to analyse community needs, social structures, and local potentials using participatory and interdisciplinary approaches. (C4, A3, P2)
3. CLO-03: Students are able to apply community development methods such as social mapping, participatory research, and project implementation to address community issues. (C3, A2, P4)
4. CLO-04: Students are able to evaluate the effectiveness of community programmes, assess social change processes, and reflect critically on their own field performance. (C4, A4, P3)
5. CLO-05: Students are able to produce innovative, community-responsive, and sustainable project outputs grounded in academic knowledge and collaborative engagement. (C4, A3, P4)

Core Reading

Community Service Programme Guidebook for the Faculty of Sharia and Law, Walisongo State Islamic University, Semarang

8th Semester
Even 2024/2025

Final Project

Module Number HPI-6075	Module Name Final Project		
Type of Course Compulsory Course		Semester / Rotation 8 / Even	Student Capacity: 40
Teaching Methods Individual Guidance, Discussions, Presentations, Project Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Thesis Proposal and Revision (20%) Research Progress and Supervision (30%) Thesis Report and Results (40%) Thesis Presentation and Examination (10%)			Credit Hours (+Workload in hours) 6 (270 hours of Final project= total 270) ECTS (+Workload in hours) 9 (270 hours of final project= total 270)
Module Coordinator: Drs. H. Mohamad Solek MA.			Semester Week Hours: 270 hours
Additional Teacher Involved: All Lecturers related expertise			
Syllabus The Objective of this course are to equip students with the academic, analytical, and research competencies required to design, develop, and complete an independent scholarly project in their field of study. The course serves as the culminating academic experience in which students synthesise theoretical knowledge, methodological understanding, and research skills acquired throughout their academic programme. It aims to cultivate students’ ability to formulate research questions, conduct literature reviews, apply appropriate research methods, collect and analyse data, develop coherent arguments, and present findings in a structured and academically rigorous written work. This course also seeks to strengthen students’ academic integrity, critical thinking, scholarly communication, and commitment to high standards of research ethics. The competences of this course are demonstrated when students are able to produce an independent research project such as a thesis, applied study, policy analysis, doctrinal legal research, or community-based research under academic supervision. Cognitively, students are expected to understand the principles of academic writing, research design, data analysis, citation standards, and ethical research procedures. Analytically, they will develop skills to evaluate scholarly sources, critique theories, interpret data, and construct sound arguments supported by evidence. Psychomotorically, they will demonstrate the ability to draft research proposals, manage research timelines, prepare academic presentations, and respond to academic feedback effectively. Affectively, they will cultivate persistence, responsibility, intellectual honesty, and a reflective mindset throughout the research process. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at			

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walison>. **The materials** of this course include an introduction to the vision and mission of UIN Walisongo and the Faculty of Sharia and Law, followed by guidance on academic research principles, topic selection, problem formulation, literature review construction, and methodological design. Students will study qualitative, quantitative, doctrinal, and mixed-methods approaches depending on their field of inquiry. The course proceeds with supervised research activities, including data collection, analysis, drafting, revision, and academic consultation. Later sessions focus on final writing, editing, preparation for examination or defence, and submission of the final project document presented in accordance with academic standards. The main references of this course include texts on research methodology, academic writing, and scholarly practice such as Creswell's Research Design, Punch and Oancea's Introduction to Research Methods, and Booth et al.'s The Craft of Research, alongside additional readings on ethics, qualitative analysis, and academic argumentation.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01: Students are able to explain the concepts, principles, and ethical foundations of academic research and final project development. (C2, A2, P3)
2. CLO-02: Students are able to analyse scholarly literature, evaluate theoretical frameworks, and identify gaps in existing research. (C4, A3, P3)
3. CLO-03: Students are able to apply appropriate research methods qualitative, quantitative, doctrinal, or mixed to develop and execute an academically sound research project. (C3, A2, P4)
4. CLO-04: Students are able to evaluate research findings, assess the validity and reliability of data, and reflect critically on the implications of their study. (C4, A4, P3)
5. CLO-05: Students are able to produce a comprehensive, well-structured, and original final project demonstrating academic rigour, methodological coherence, and scholarly contribution. (C4, A4, P3)

Core Reading

Final Project Guidebook for the Faculty of Sharia and Law, Walisongo State Islamic University, Semarang