



**OUTCOME-BASED EDUCATION (OBE) CURRICULUM  
BACHELOR OF LAW STUDY PROGRAM  
FACULTY OF SHARIA AND LAW**

**STATE ISLAMIC UNIVERSITY WALISONGO  
SEMARANG  
2024**



Bachelor of Law Programme  
Faculty of Sharia and Law, UIN Walisongo  
2024

**CURRICULUM OUTCOME-BASED  
EDUCATION (OBE) BACHELOR OF LAW (BL)  
STUDY PROGRAMME**



**Faculty of Sharia and Law, State  
Islamic University of Walisongo,  
Semarang  
2024**



Bachelor of Law Programme  
Faculty of Sharia and Law, UIN Walisongo  
2024



**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**

**DECREE OF RECTOR/VICE RECTOR FOR ACADEMIC AFFAIRS  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
NUMBER: 2558/Un.10.1/D/DA.05.1/04/2024**

**REGARDING**

**CURRICULUM DEVELOPMENT TEAM FOR  
OUTCOME-BASED EDUCATION (OBE) 2024  
LAW PROGRAM (IH)  
AT THE FACULTY OF SHARIA AND LAW  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**

**WITH THE GRACE OF GOD THE ALMIGHTY  
RECTOR/VICE RECTOR FOR ACADEMIC AFFAIRS UIN WALISONGO SEMARANG**

- Considering :
1. the need for proper administration and implementation of Outcome-Based Education (OBE) Curriculum Development for Law Program (IH) at the Faculty of Sharia and Law, Universitas Islam Negeri Walisongo Semarang, it is necessary to issue a Rector's Decree regarding the Curriculum Development Team for Outcome-Based Education (OBE) 2024 Law Program (IH) at the Faculty of Sharia and Law, Universitas Islam Negeri Walisongo Semarang;
  2. that there are officials whose names are listed in the attachment below and are appointed as members of the Curriculum Development Team for Outcome-Based Education (OBE) 2024 Law Program (IH) at the Faculty of Sharia and Law, Universitas Islam Negeri Walisongo Semarang.
- In view of: :
1. Law Number 20 Year 2003 regarding National Education System (State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement to State Gazette of the Republic of Indonesia Number 4301);
  2. Law Number 12 Year 2012 regarding Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to State Gazette of the Republic of Indonesia Number 5336);
  3. Government Regulation Number 19 Year 2005 regarding National



- Education Standards (State Gazette of the Republic of Indonesia Year 2005 Number 41, Supplement to State Gazette of the Republic of Indonesia Number 4496), as amended by Government Regulation Number 13 Year 2015 regarding Second Amendment to Government Regulation Number 19 Year 2005 regarding National Education Standards (State Gazette of the Republic of Indonesia Year 2015 Number 45, Supplement to the State Gazette of the Republic of Indonesia Number 5670);
4. Government Regulation Number 37 of 2009 concerning Lecturers (State Gazette of the Republic of Indonesia Year 2009 Number 76, Supplement to the State Gazette of the Republic of Indonesia Number 5007);
  5. Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Universities (State Gazette of the Republic of Indonesia Year 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
  6. Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Standards for Higher Education, as amended by the latest regulation Regulation of the Minister of Research, Technology, and Higher Education Number 50 of 2018 concerning Amendment to Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Standards for Higher Education;
  7. Regulation of the Minister of Religious Affairs Number 54 of 2015 concerning Organization and Working Procedures of the State Islamic University (UIN) Walisongo Semarang (State Gazette of the Republic of Indonesia Year 2015 Number 1317);
  8. Regulation of the Minister of Religious Affairs Number 57 of 2016 concerning Statute of the State Islamic University (UIN) Walisongo Semarang (State Gazette of the Republic of Indonesia Year 2016 Number 1532);
  9. Decree of the Minister of Religious Affairs Number 492 of 2021 concerning Determination of Accreditation for Study Programs at Religious Higher Education Institutions;
  10. Decree of the Rector of the State Islamic University (UIN) Walisongo Semarang Number 121 of 2016 concerning Quality Guidelines of UIN Walisongo Semarang;
  11. Decree of the Rector of the State Islamic University (UIN) Walisongo Semarang concerning the Establishment of the Outcome-Based Education (OBE) Curriculum Development Team at the Faculty of Sharia and Law of UIN Walisongo Semarang;
  12. Regulation of the Minister of Finance Number 68/KCOURSE.05/2009 concerning Performance Improvement of Government Agencies



Implementing Financial Management of Public Service Agencies  
(BLU);

DECIDES

- To enact: THE OUTCOME-BASED EDUCATION (OBE) CURRICULUM DEVELOPMENT TEAM FOR THE YEAR 2024 OF THE LAW STUDY PROGRAM (IH) AT THE FACULTY OF SHARIA AND LAW, STATE ISLAMIC UNIVERSITY (UIN) WALISONGO SEMARANG;
- FIRST: The Outcome-Based Education (OBE) Curriculum Development Team for the Year 2024 of the Law Study Program (IH) at the Faculty of Sharia and Law, State Islamic University (UIN) Walisongo Semarang, as listed in the appendix of this decree.
- SECOND: All financial implications arising from the issuance of this decree shall be charged to the DIPA of UIN Walisongo Semarang for the Fiscal Year 2024.
- THIRD: This decree shall take effect ad hoc for one (1) year, starting from January 1 to December 31, 2024, with the provision that if any errors are later found, they shall be corrected and amended accordingly.

Issued in Semarang,

On April 19, 2024

On behalf of the Rector/KPA



**Dr. H. Ahmad Shofuri, M.Ag.**

Copies of this decree are forwarded to:

1. Rector of UIN Walisongo Semarang;
2. Head of Finance and Planning Division of UIN Walisongo Semarang;
3. Treasurer of DIPA UIN Walisongo Semarang;
4. BPP Faculty of Sharia and Law of UIN Walisongo Semarang;
5. The concerned parties.



Appendix to the Decree of the Rector/Authorized Budget User

State Islamic University (UIN) Walisongo Semarang

Number : 2558/Un.10.1/D/DA.05.1/04/2024

Date : April 19, 2024

**LIST OF MEMBERS OF THE CURRICULUM DEVELOPMENT TEAM**

**OUTCOME-BASED EDUCATION (OBE) YEAR 2024**

**LAW STUDY PROGRAM (BL)**

**FACULTY OF SHARIA AND LAW**

**STATE ISLAMIC UNIVERSITY (UIN) WALISONGO SEMARANG**

<b>NO</b>	<b>NAME / NIP</b>	<b>RANK / GRADE</b>	<b>POSITION IN FACULTY</b>	<b>ROLE IN TEAM</b>
1	Prof. Dr. H. Abdul Ghofur, M.Ag. 19670711 199703 1 001	Principal Supervisor (IV/e)	Professor / Dean	Advisor
2	Dr. Afif Noor, S.Ag., S.H., M.Hum. 19760615 200501 1 005	Principal Supervisor (IV/a)	Head Lecturer / Vice Dean I	Coordinator of Academic Affairs
3	Supangat, M.Ag. 19710402 200501 1 004	Principal Supervisor (IV/a)	Head Lecturer / Vice Dean II	Coordinator of Finance
4	Rustam Dahar Karnaidi Apollo Harahap, M.Ag. 19690723 199903 1 005	Principal Supervisor (IV/a)	Head Lecturer / Vice Dean III	Coordinator of Student Affairs
5	Dr. Novita Dewi Masyithoh, S.H., M.Hum. 19791022 200701 2 011	Young Expert (III/d)	Lecturer / Secretary of Law Study Program	Chairperson
6	Mahdaniyah Isnaini Zuringrum, M.Si. 19850721 201503 2 002	Junior Expert (III/c)	Lecturer / Secretary of Law Study Program	Secretary
7	Hj. Brilyan Setiawan, S.H., M.Hum. 19791029 201503 1 001	Junior Expert (III/d)	Lecturer	Member
8	Hj. Nur Hidayati Setyani, S.H., M.H. 19810729 201503 2 003	Junior Expert (III/c)	Lecturer	Member
9	M. Khoiruro Rofiq, M.S.I. 19780519 200501 1 003	Junior Expert (III/c)	Lecturer / GKM Law Study Program	Member
10	Fenny Bintaramawati, M.H. 19851211 201503 2 001	Junior Expert (III/c)	Lecturer / Secretary of GKM Law Study Program	Member
11	Siti Fadhlilah, S.E. 19800508 200312 2 001	Junior Staff (II/c)	Treasurer	Member



## APPROVAL PAGE

The Outcome-Based Education (OBE) Curriculum for the Law Study Program, Faculty of Sharia and Law, State Islamic University (UIN) Walisongo Semarang, Year 2024, has been ratified and approved for implementation beginning in the Academic Year 2024/2025.

Semarang, August 1, 2024

**Vice Dean  
For Academic and Institutional  
Affairs**

**Afif Noor**

**Head of Law  
Study Program**

**Novita Dewi Masyithoh**

**Acknowledged by,  
Dean, Faculty of Sharia and Law**

**Abdul Ghofur**



Bachelor of Law Programme  
Faculty of Sharia and Law, UIN Walisongo  
2024

## **CURRICULUM DEVELOPMENT TEAM FOR THE OBE PROGRAM IN LAW STUDIES FSH UIN Walisongo Semarang**

The curriculum development team for the OBE-based Law Programme at UIN Walisongo Semarang is as follows:

- A. Chairperson: Prof. Dr. Abdul Ghofur, M.Ag.
- B. Responsible Officer: Dr. Afif Noor, S.Ag., S.H., M.Hum.
- C. Chairperson: Dr. Novita Dewi Masyithoh, M.H.
- D. Secretary: Mahdaniyal Hasanah Nuriyyatiningrum, M.S.I.
- E. Members:
  - 1. Briliyan Erna Wati, LL.B., M.Hum.
  - 2. Nur Hidayati, LL.B., LL.M.
  - 3. M. Khoirur Rofiq, M.S.I.
  - 4. Fenny Bintarawati, LL.M.
  - 5. Anis Shalatin Simon, M.Pd.I.

Semarang, 30 July 2024 Team  
Leader,

Novita Dewi Masyithoh



## FOREWORD

Praise be to Allah, the development of the 2024 Curriculum for the Bachelor of Laws (S.1) programme at the Faculty of Sharia and Law (FSH) of UIN Walisongo Semarang has been completed. This curriculum is an improvement on the previous curriculum, which has been in place since 2020. The OBE (Outcome-Based Education) curriculum is based on the demands of global developments known as the Industrial Era 4.0 and the Millennial Era. This has implications for the demands of institutional users. The global era, characterised by the rapid use of information technology, requires educational institutions to adapt and strive to meet the demands of society.

This curriculum is also based on applicable laws and regulations and Academic Guidelines derived from the vision, mission and objectives of UIN Walisongo with a unity of science paradigm. In developing this curriculum, we refer to the Indonesian National Qualifications Framework (KKNI), Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education, as well as the latest needs and developments in the field of basic education. The national policy on the Indonesian National Qualifications Framework (KKNI), which also serves as the basis for designing the curriculum, is expected to produce graduates who meet national standards and are internationally competitive. We also involve various stakeholders, including lecturers, students, alumni, graduate users, education practitioners, and curriculum experts to ensure that this curriculum is relevant and of high quality. In addition, the review of the new curriculum through a workshop forum attended by professors, doctors, and lecturers within the Faculty of Social Sciences is expected to produce a perfect curriculum. However, it is recognised that there are still gaps that need to be further refined. Further input is certainly highly appreciated.

We would like to express our gratitude to all those who have contributed to the development of this curriculum.



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## CHAPTER I PROGRAM IDENTITY

Table 1.1

### Programme Identity Form

1	Name of Higher Education Institution (HEI)	State Islamic University (UIN) Walisongo
2	Faculty	Faculty of Sharia and Law
3	Study Programme	<b>Law</b>
4	Accreditation Rating	Excellent
5	Level of Education	Bachelor's Degree
6	Graduate Degree	Bachelor of Law
7	Academic Vision of the Study Programme	Developing law based on the unity of knowledge for humanity and civilisation at the international level by 2038
8	Programme Mission	<ol style="list-style-type: none"><li>1. Conducting education and teaching in the field of law based on the unity of sciences;</li><li>2. Conducting research related to legal science in order to address legal issues in society;</li><li>3. Conducting community service in the field of legal science for civilisation and humanity;</li><li>4. Establishing cooperation with various institutions at the regional, national and international levels;</li><li>5. Exploring and applying local wisdom values related to legal science or legal issues in society;</li><li>6. Implementing professional institutional management in accordance with international standards.</li></ol>



## CHAPTER II CURRICULUM EVALUATION AND TRACER STUDY

### A. Curriculum Evaluation

**Table 2.1  
Curriculum Evaluation Stages**

EVALUATION	PERFORMANCE QUALITY	QUALITY PERFORMANCE STANDARDS
<b>Needs Assessment</b>	<ol style="list-style-type: none"> <li>1. The graduate profile includes judges, prosecutors, advocates, court clerks, civil servants, legal experts, lecturers, government employees, notaries, paralegals, mediators, and entrepreneurs. The course structure has not been holistically designed to support Graduate Learning Outcomes (GLOs) and outcomes;</li> <li>2. The study material is the 2020 academic paper that uses the Merdeka Belajar Kampus Merdeka.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rector's Decree No. 281 of 2020 concerning the Strategic Plan of UIN Walisongo Semarang for 2020-2024;</li> <li>2. Decree of the Dean of the Faculty of Sharia and Law, UIN Walisongo Semarang No. B371/Un.10.1/D/KP.02.3/09/2020 Regarding the Strategic Plan of the Faculty of Sharia and Law, UIN Walisongo Semarang for the Years 2020-2024;</li> <li>3. Programme Association Consortium;</li> <li>4. Professional Consortium;</li> <li>5. Field of Study Consortium.</li> </ol>
<b>Curriculum Design and Development</b>	<ol style="list-style-type: none"> <li>1. The Programme Learning Outcomes (PLOs) have been based on the National Higher Education Standards (SN Dikti), but they are not yet aligned and holistic with the graduate profile and outcomes;</li> <li>2. Several changes and adjustments to courses are needed in line with the needs of graduate profiles and outcomes, changes in credit hours, learning methods, study materials and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Ministry of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education;</li> <li>2. Ministry of Education and Culture Regulation No. 5 of 2020 concerning the Accreditation of Study Programmes and Higher Education Institutions.</li> </ol>



EVALUATION	PERFORMANCE QUALITY	QUALITY PERFORMANCE STANDARDS
	<p>tools Semester Learning Plan (SLP), Management Review Meeting (MRM), assessment instruments, teaching materials, and learning media learning.</p>	
<p><b>Resources</b></p>	<ol style="list-style-type: none"> <li>1. Lecturers have undergone several changes in terms of education level, rank and position, resulting in more lecturers with doctoral degrees, senior lecturers and lecturers;</li> <li>2. Educational personnel have also experienced an increase in their level of expertise in their field of work and mastery of educational digitalisation technology.</li> <li>3. Learning resources are no longer manual in the form of books in libraries, but are now mostly digital and integrated between education, research and community service (the three pillars of higher education), collaborative between lecturers and students, both on and off campus,</li> </ol>	<ol style="list-style-type: none"> <li>1. Minister of Religion Regulation Number 57 of 2015 concerning the Statute of the State Islamic University Walisongo Semarang;</li> <li>2. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 8 of 2022 concerning Amendments to PERMA Number 54 of 2015 concerning the Organisation and Work Procedures of Walisongo State Islamic University Semarang;</li> <li>3. Rector's Decree No. 281 of 2020 concerning the Strategic Plan of UIN Walisongo Semarang for 2020-2024;</li> <li>4. Decree of the Dean of the Faculty of Sharia and Law, UIN Walisongo Semarang No. B371/Un.10.1/D/KP.02.3/09/2020 Regarding the Strategic Plan of the Faculty of Sharia and Law (FSH) of UIN Walisongo Semarang for the years 2020-2024.</li> </ol>
	<p>both domestically and internationally.</p> <ol style="list-style-type: none"> <li>4. Learning facilities are well-equipped and representative. There is a need to increase the number and capacity of law laboratories, namely a mock court laboratory (litigation), a mediation</li> </ol>	



EVALUATION	PERFORMANCE QUALITY	QUALITY PERFORMANCE STANDARDS
	laboratory (non-litigation) and a laboratory for drafting legislation.	
<b>Curriculum Implementation Process</b>	<p>1. The curriculum has been implemented for four years and has produced graduates who graduated on time (eight semesters) amounting to more than 50%. The implementation of the curriculum has also been evaluated and monitored by the Study Programme Quality Control Group (GKM) and the Faculty Quality Assurance Group (GPM). At the university level, Internal Quality Audits (IQA) are also conducted periodically by the Quality Assurance Agency (QAA). However, the shortcomings identified in the implementation of the curriculum have not yet been fully followed up/addressed.</p>	<p>1. Ministry of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education;</p> <p>2. Ministry of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programmes and Higher Education Institutions;</p> <p>3. Ministry of Education and Culture Regulation No. 50 of 2014 concerning the Education Quality Assurance System;</p> <p>4. AMI Instrument of UIN Walisongo;</p> <p>5. AMI Instrument for the Faculty of Social Sciences.</p>
	<p>to be improved;</p> <p>2. The scientific competence of lecturers is still largely inadequate for the courses offered. There are still lecturers who teach beyond their competence;</p> <p>3. The teaching staff's competence is good and they have at least a bachelor's degree qualification. They have the ability to use digital technology in information</p>	



EVALUATION	PERFORMANCE QUALITY	QUALITY PERFORMANCE STANDARDS
	systems developed to support learning, but they need a refresher course in student academic service SOPs for students.	
<b>Curriculum Implementation Achievement</b>	<ol style="list-style-type: none"> <li>1. PLO has been fulfilled but is still not aligned with the programme profile and outcomes;</li> <li>2. The study period has reached 57% of students graduating on time within 8 semesters, but there are still quite a few who exceed 8 semesters.</li> <li>3. All students have produced scientific papers in the form of essays, as assignments or exam substitutes. However only some students</li> </ol>	<ol style="list-style-type: none"> <li>1. Ministry of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education;</li> <li>2. Ministry of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programmes and Higher Education Institutions;</li> <li>3. Ministry of Education and Culture Regulation No. 50 of 2014 concerning the Education Quality Assurance System;</li> <li>4. AMI Instrument of UIN Walisongo;</li> <li>5. AMI Instrument FSH.</li> </ol>
	who have published scientific works in various reputable national and international journals reputable journals.	
<b>Funding</b>	The establishment, implementation, evaluation, control, and improvement (PPEPP) of the curriculum, as well as follow-up changes and curriculum reviews, are funded by the DIPA of UIN Walisongo and the DIPA of the Faculty of Social Sciences (FSH).	Rector's Decree No. 3 of 2021 on Guidelines for Budget Management at the State Islamic University Walisongo.

## B. Tracer Study

A tracer study is a monitoring tool to assess the adaptation of university graduates in Indonesia when entering the workforce.

The objectives of the tracer study are:



1. Understanding the educational outcomes produced by higher education institutions;
2. Understanding the contribution of higher education institutions to the competencies required in the workplace;
3. A means of monitoring the adaptation of higher education graduates when entering the world of work.

The benefits of tracer studies are:

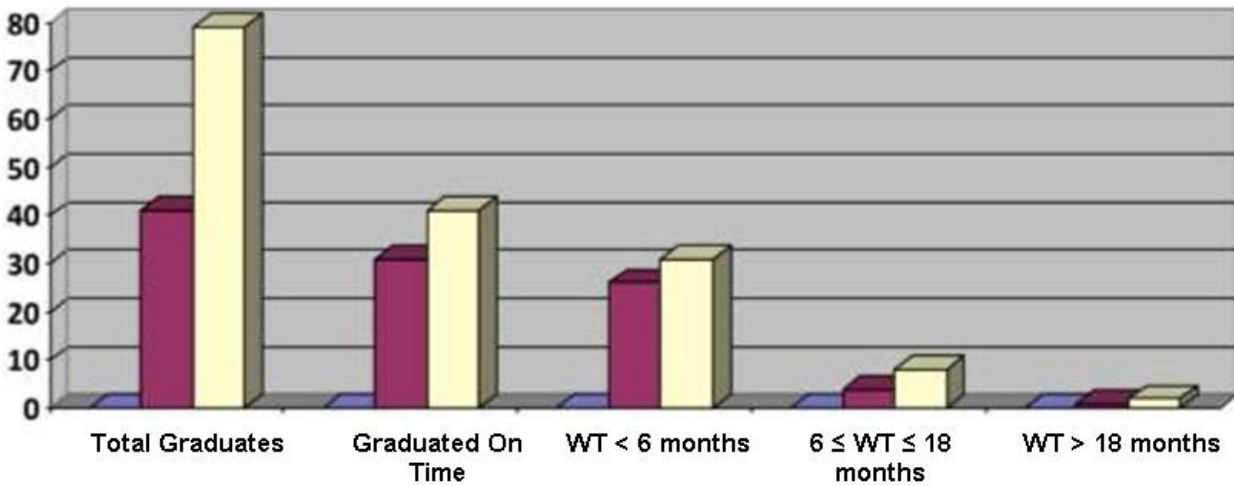
1. For higher education institutions
  - a. To understand the distribution of higher education institution graduates (alumni information);
  - b. As a basis for evaluating whether the graduates produced by higher education institutions meet the competency standards required in the workplace;
  - c. As information regarding competencies relevant to the world of work;
  - d. To assist in efforts to improve the curriculum and learning system;
  - e. As one of the added values in the higher education accreditation process.
2. For industry
  - a. To gain deeper insights into university graduates through tracer studies;
  - b. As a reference in developing more relevant training programmes for new job seekers.

The implementation of the tracer study covers five aspects, namely coordinated tracer study implementation at the university level, regular annual tracer study activities that are documented, questionnaire content that covers all core questions of the DIKTI tracer study, targeting the entire population (2019 to 2021 graduates), and the results are disseminated and used for curriculum and learning development. The implementation of the tracer study has been fully coordinated by the LPM. The PS Law Tracer Team is directly involved and given accounts to oversee the completion of questionnaires by alumni. The results of this tracer study are reported and presented at leadership forums for follow-up in the curriculum review, which is conducted periodically every four years.

After completing their studies, graduates of the Law Study Programme then enter the workforce. According to the Law Programme's research, from 2019 to 2021, the waiting time to secure employment was less than 6 months for 57 graduates, while 12 alumni secured employment within a waiting period of 6 to 18 months. Only 3 alumni had a waiting period of more than 18 months.

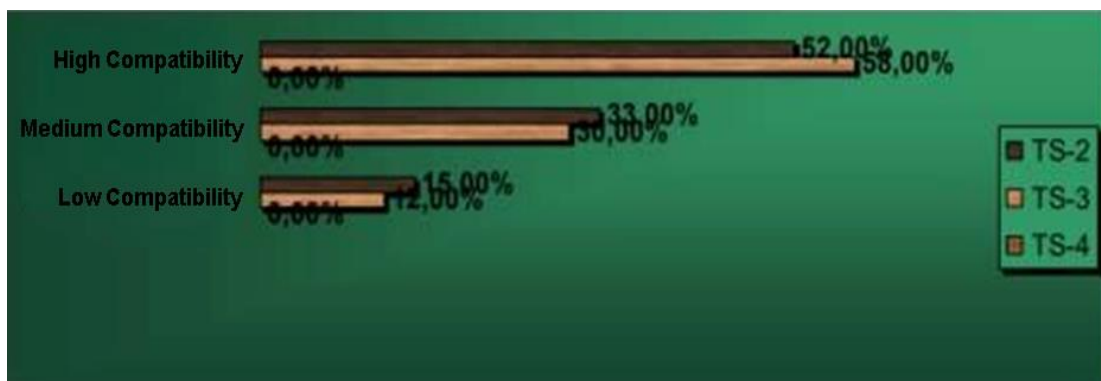


**Figure 2.1**  
**Graduates' Waiting Period**



The suitability of the field of work is also a concern for the study programme in tracking alumni who have been absorbed into various fields of work. In line with the waiting period for graduates, the number of graduates working in fields related to their studies is high, at 58% in TS-3 and 52% in TS-2, while the low level is only 12% in TS-3 and 15% in TS-2 of the total number of graduates tracked. This fact proves that graduates of the Law Study Programme are accepted and trusted by employers to work in strategic positions. The high level of suitability of these graduates' fields of work also indicates that the curriculum presented is in line with the PLO and the demands of the world of work.

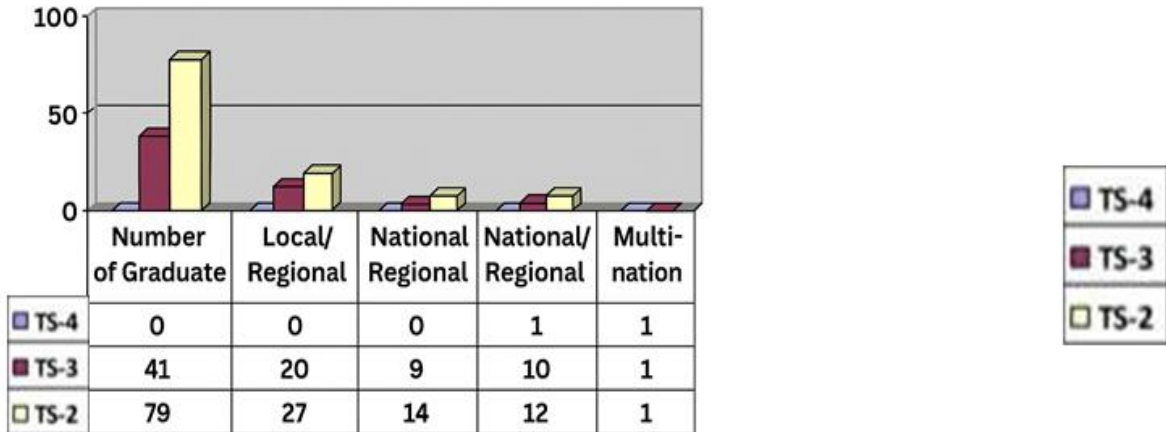
**Figure 2.2**  
**Field Suitability of Graduates**





**Chart 2.3**

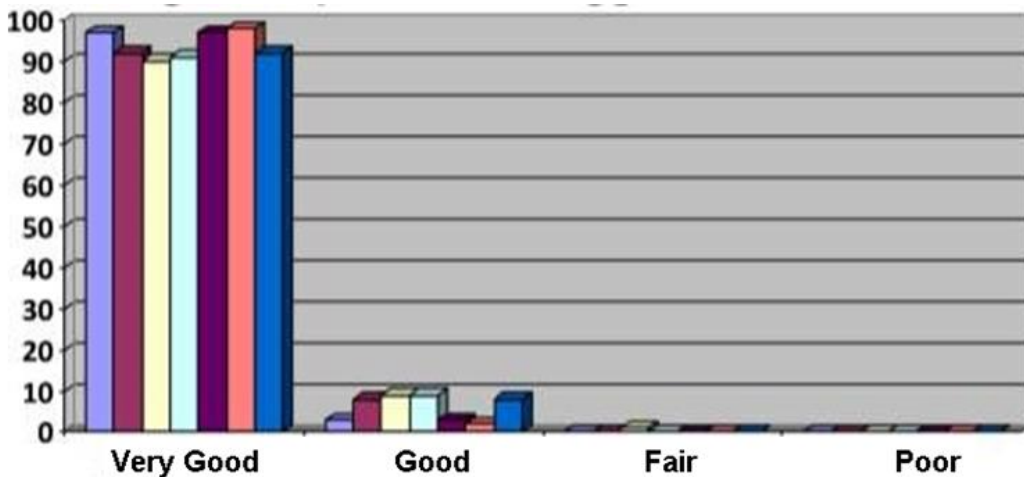
**Level and Size of Graduates' Workplaces**



Based on the chart above, the number of graduates from 2019 to 2021 totalled 120 alumni, with 72 alumni tracked and completing the questionnaire. The alumni who were tracked and filled out the questionnaire provided data showing that 47 graduates are self-employed, 22 work in national legal institutions, and 2 work in international legal institutions. The performance of graduates who are already working in various fields, PS Law has conducting a survey of stakeholders to determine the extent of the contribution and assessment of the world of work to alumni working in their institutions. Based on the results of the tracer study, all respondents gave a rating of above 90% (very good). This assessment confirms that, in addition to a high level of absorption in the world of work, PS Law alumni also demonstrate excellent performance in their current places of employment.

**Chart 2.4**

**Graduate User Satisfaction Level**





## **CHAPTER III**

### **FOUNDATIONS OF CURRICULUM DESIGN AND DEVELOPMENT**

#### **A. Philosophical Basis**

Education is the right of all Indonesian citizens without exception, as mandated by Article 31 of the 1945 Constitution of the Republic of Indonesia, which states:

- (1) Every citizen has the right to education;
- (2) Every citizen must attend basic education and the government must finance it;
- (3) The government shall strive to establish and implement a national education system that promotes faith, piety and noble character in order to educate the nation, as regulated by law.
- (4) The state prioritises an education budget of at least twenty percent of the state revenue and expenditure budget and of the regional revenue and expenditure budget to meet the needs of national education.

Strengthening moral values, character and ethics through education is a requirement of social, national and state life. It is not only the right of the people and the obligation of the state, but also a requirement of global life in the era of Industry 4.0, which requires education to be able to adapt to the demands of dynamic developments and the needs of the global community. The values that characterise Indonesian society and statehood are a very strong pillar and must shape the personality of the nation's children. This is not only to demonstrate the identity and personality of a great and dignified nation, but also to ensure that it is equal and has high standing in the world community.

The philosophical character of the unity of sciences is a strong feature of curriculum development at UIN Walisongo. This concept reflects efforts to integrate various disciplines in order to provide a more comprehensive understanding of complex phenomena in society and everyday life. The concept of unity of sciences seeks to integrate aspects of religion, culture, and modern science to provide a more holistic understanding of science. By combining various disciplines, UIN Walisongo helps students develop interdisciplinary skills that can be applied in various fields of work and contribute positively to society. Thus, The paradigm of unity of knowledge at UIN Walisongo plays a key role in shaping a comprehensive and competitive intellectual generation.

Religion is a valuable foundation in shaping ethics, morals, and values that are relevant in modern society, as well as being the source and goal of science. The main principles of the paradigm of unity of knowledge at UIN Walisongo are the integration of religious knowledge and general knowledge, the principle of inclusiveness, the principle of collaboration, and the principle of service.

#### **B. Sociological Foundation**

Socio-cultural conditions greatly influence educational development. Indonesian society stretches from Sabang to Merauke and is characterised by a diversity of religions, languages, cultures and values, as well as models of interaction that unite differences within a framework of pluralism and diversity. The majority of Indonesians are Muslim and have



a strong pesantren (Islamic boarding school) background. Santri culture and values are very strong and represent enormous potential for the continuation of dignified and distinctive community, national and state life.

Sociologically, UIN Walisongo students consist of graduates of Madrasah Aliyah (MA), Senior High School (SMA), Vocational High School (SCOURSE) and Islamic boarding school graduates who have completed equivalency or package C courses. UIN Walisongo students come from various regions in Indonesia, with diverse family economic backgrounds. Culturally, UIN Walisongo also has a strong character of santri and kyai social life. Patterns of relationships, politeness, and humility have become institutionalised and are strong characteristics.

On the other hand, technological developments have also long been incorporated into the development of UIN Walisongo. Therefore, learning development at UIN Walisongo is directed towards three main skills in order to compete at a global level, namely learning and innovation skills, digital literacy skills, and career and life skills. The digitisation of education (e-education) is a challenge for the future of national education. Online new student selection, e-curriculum, e-learning, e-library, e-administration, and so on, are parts of e-education that have been developed.

### **C. Psychological Foundations**

Education is closely related to the formation of human behaviour and character. The educational process is a process of interaction between students and their environment, both physical and social. Education is a process of internalisation and formation of human behaviour towards maturity, both physically, mentally, emotionally, morally, intellectually, and socially.

Psychological considerations are essential in curriculum development, namely in selecting and determining course content so that the depth of the material is appropriate to the cognitive, moral and affective development of students. This is necessary to ensure that students do not become victims of an inability to understand the subject matter due to differences in the abilities, personalities, models and attitudes of individual learners.

The graduate profile for the Law Study Programme is to become legal experts and law enforcers. Psychologically, strong morality and mentality are required, as graduates will deal with various legal issues that need to be resolved. Curriculum development is aimed at strengthening students' psychology so that they can become the expected graduate profile. In addition, the enormous challenges and risks faced by law enforcers require a very strong psychological foundation to be able to carry out their roles. The construction of courses and learning outcomes is aimed at building a strong moral character to become defenders of truth and enforcers of justice.

### **D. Historical Basis**

In 1970, IAIN Walisongo was established in Semarang, with the Faculty of Sharia as its first faculty. Subsequently, in 2014, IAIN Walisongo became UIN Walisongo Semarang, and the Faculty of Sharia became the Faculty of Sharia and Law. This change stimulated the opening of the Law Study Programme in 2015, with an operational permit based on the



Decree of the Minister of Education and Culture of the Republic of Indonesia No. 273 B/P/2014 concerning Permits for the Implementation of Study Programmes at the State Islamic University Walisongo Semarang, dated 9 October 2014. In 2018, the Law Study Programme was accredited by BAN-PT with a score of 319 (grade B). Most recently, it has been accredited as "Excellent" with a score of 365, valid from 17 October 2023 to 17 October 2028. This has been a progressive and positive journey.

Within a period of 8 years, the Law Study Programme at UIN Walisongo has successfully obtained an Excellent rating. This achievement has become a motivation to continue making changes and improvements, including the development of an outcomes-based curriculum and graduate profiles. This accreditation status demonstrates the quality assurance of the academic quality of legal education provided by the Law Study Programme at UIN Walisongo.

## **E. Legal Basis**

Education policy is the process of making important and fundamental decisions in the field of education at the local, national and international levels. Law No. 20 of 2003 on the National Education System states that the goal of national education is to educate the nation and develop well-rounded individuals. The 2005-2025 National Long-Term Development Plan (RPJPN 2005-2025) has a significant influence on national education policy, planning and budgeting. Currently, Indonesia is in the 2020-2025 period, which is the development of education with international competitiveness, after previously in the 2015-2020 period, which was the development of education with regional competitiveness.

The direction of national education policy is based on the constitution, Article 31 of the 1945 Constitution of the Republic of Indonesia, and is elaborated into a number of legal products as the basic foundation of national education, namely:

- a. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
- b. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
- c. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning the Indonesian National Qualifications Framework (KKNI);
- d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of KKNI in Higher Education;
- e. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System;
- f. Regulation of the Minister of Research, Technology, and Higher Education Number 59 of 2018 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Procedures for Writing Degrees in Higher Education Institutions;
- g. Decision of the Minister of Research, Technology, and Higher Education No. 123 of 2019 concerning Internships and Recognition of Industrial Internship Semester Credit



Units for Bachelor's and Applied Bachelor's Programmes.

- h. Ministry of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education;
- i. Ministry of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programmes and Higher Education Institutions;
- j. Ministry of Education and Culture Regulation No. 7 of 2020 concerning the Establishment, Amendment, and Dissolution of State Higher Education Institutions, and the Establishment, Amendment, and Revocation of Licences for Private Higher Education Institutions;
- k. Ministry of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture.
- l. Ministry of Education and Culture Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education.



## CHAPTER IV

### VISION, MISSION, OBJECTIVES, STRATEGIES AND UNIVERSITY VALUES

#### A. Vision, Mission, Objectives, Strategy and University Values (VMTS)

##### 1. Vision of UIN Walisongo

“A Leading Islamic Research University Based on the Unity of Knowledge for Humanity and Civilisation by 2038”

##### 2. Mission of UIN Walisongo

- a. To conduct education and teaching in science and technology based on the unity of knowledge to produce professional graduates with good character;
- b. Improving the quality of research for the benefit of Islam, science and society;
- c. Conducting beneficial community service for the development of society;
- d. Exploring, developing and applying local wisdom values;
- e. Developing cooperation with various institutions at the regional, national and international levels;
- f. Realising professional institutional management with international standards.

##### 3. Objectives of UIN Walisongo

- a. Producing graduates with academic and professional capabilities and noble character who are able to apply and develop the unity of knowledge;
- b. Producing research works that are beneficial to Islam, science and society;
- c. Producing useful works of service for community development;
- d. Realising the internalisation of local wisdom values in the Tridharma of higher education;
- e. Achieving positive and productive results from cooperation with various institutions at the regional, national and international levels;

##### 4. The emergence of professional, internationally standardised university governance UIN Walisongo Strategy

- a. Strengthening the foundation of human resources oriented towards performance, integrity, and integration of the academic community to produce superior performance as a determining factor in the quality of education and research;
- b. The creation of a high-quality recruitment and student service system to produce graduates with noble character, a unified scientific perspective, academic excellence, professional careers, and a commitment to serving the community and competitiveness;
- c. The realisation of institutional services and a healthy faculty management system based on the application of the principles of good university governance implemented by UIN Walisongo Semarang;
- d. Enhancing the ethos, culture and quality of research based on innovative and effective unity of knowledge, as well as supporting the realisation of community welfare;



- e. Enhancing the ethos, culture and quality of community service based on innovative and effective knowledge integration, supporting the realisation of prosperity;
- f. Preparing students to become professional graduates with good character through the provision of education programmes based on the unity of knowledge and the application of blended learning so that they can apply, develop and advance knowledge in the fields of sharia and law;
- g. Enhancing cooperation and partnerships in the context of implementing the Tridharma of Higher Education and developing faculties at the University as a Public Service Agency;
- h. Improving the quality and quantity of facilities and infrastructure that support the performance of the Tridharma through effective and efficient management based on the optimisation and development of resources to realise research faculties;
- i. Enhancement and development of faculties in an integrative online system;
- j. Realising good university governance by implementing a sound, transparent and accountable financial management system, a professional and objective internal control system, and effective risk management;
- k. Realising a smart and green campus

## **B. Vision, Mission, Objectives, and Strategies of the Faculty of Sharia and Law**

### **a. Vision of the Faculty of Sharia and Law, UIN Walisongo**

“A Leading Faculty of Sharia and Law in Research Based on the Unity of Knowledge for Humanity and Civilisation by 2038”

### **b. Mission of the Faculty of Sharia and Law, UIN Walisongo**

- 1) Conducting education and teaching in the field of Sharia and law based on research and unity of sciences to produce graduates and practitioners in the field of Sharia and law who have good character;
- 2) Developing research in the field of Sharia sciences and law based on the unity of sciences;
- 3) Conducting community service in the field of Sharia sciences and law for research-based community development;
- 4) Developing cooperation with various institutions in the field of Sharia sciences and law at the regional, national and international levels;
- 5) Developing local wisdom values related to Sharia and law;
- 6) Establishing professional, internationally standardised governance of the Faculty of Sharia and Law.

### **c. Objectives of the Faculty of Sharia and Law, UIN Walisongo**

- 1) To produce graduates with academic and professional capacity in the field of Sharia



and law with noble character who are able to apply and develop a unified body of knowledge;

- 2) To produce graduates who are skilled in providing solutions to the community in the fields of Sharia and law;
- 3) Conducting and developing research in the field of Sharia and law that contributes to religious, national and state life;
- 4) Innovative community service to improve the quality of life of the community;
- 5) Achieving positive and productive results from collaboration with various institutions in the development of Sharia and law on a regional, national and international scale;
- 6) The establishment of professional, internationally standardised governance of the Faculty of Sharia and Law.

**d. Strategy of the Faculty of Sharia and Law, UIN Walisongo**

- 1) Strengthening the foundation of human resources oriented towards performance, integrity, and integration of the academic community to produce superior performance as a determining factor in the quality of education and research;
- 2) Creating a quality recruitment and student service system to produce graduates with noble character, a unified scientific perspective, academic achievement, professional careers, community service, and competitiveness;
- 3) The realisation of institutional services and a sound faculty governance system based on the application of the principles of good university governance implemented by UIN Walisongo Semarang;
- 4) Enhancing the ethos, culture and quality of research based on innovative and effective scientific unity, as well as supporting the realisation of community welfare;
- 5) Enhancing the ethos, culture and quality of community service based on innovative and appropriate scientific unity that supports the realisation of welfare;
- 6) Preparing students to become professional graduates with good character through the provision of education programmes based on the unity of knowledge and the application of blended learning so that they can apply, develop and advance knowledge in the fields of sharia and law;
- 7) Enhancing cooperation and partnerships in the implementation of the Tridharma Perguruan Tinggi (Three Pillars of Higher Education) and the development of faculties at the University as a Public Service Agency;
- 8) Improving the quality and quantity of facilities and infrastructure that support the performance of Tridharma through effective and efficient management based on the optimisation and development of resources to realise a research faculty;
- 9) Improving and developing faculties through an integrated online system;
- 10) Realising good university governance by implementing a sound, transparent and accountable financial management system, a professional and objective internal control system, and effective risk management;
- 11) Realising a smart and green campus.



### **C. Vision, Scientific Mission of the Study Programme**

#### **a. Vision of the Law Study Programme**

“To develop law based on the unity of knowledge for humanity and civilisation at the international level by 2038”

#### **b. Mission of the Law Study Programme**

- 1) To conduct education and teaching in the field of law based on the unity of sciences;
- 2) Conducting research related to law in order to address legal issues in society;
- 3) To carry out community service in the field of legal science for civilisation and humanity;
- 4) Establishing cooperation with various institutions at the regional, national and international levels;
- 5) Exploring and applying local wisdom values related to legal science or legal issues in society;
- 6) Implementing professional institutional management in accordance with international standards.



## CHAPTER V FORMULATION OF GRADUATE COMPETENCY STANDARDS (SKL)

### A. Programme Profile Formulation

**Table 5.1  
Graduate Profile and Competency Matrix**

<b>Graduate Profile (GP)</b>	<b>Competencies to be Mastered</b>
Legal Scholar	Mastering basic law, philosophy of science, philosophy of law, substantive law, procedural law, legal skills and practice, specialised law, legal document drafting, legal internships, legal research and community service to the community.
Legal Practitioner	Mastering basic law, philosophy of science, philosophy of law, substantive law, procedural law, legal skills and practice, specialised law, legal internships, legal research and community service.
State Officials	Mastering basic law, philosophy of science, philosophy of law, substantive law, procedural law, legal skills and practice, specialised law, legal internships, legal document drafting, legal research and community service to the community.
Researcher	Mastering fundamental law, philosophy of science, philosophy of law, substantive law, procedural law, legal skills and practice, specialised law, legal internships, drafting legal documents, legal research, and community service to the community.
Lawpreneur	Mastering basic law, philosophy of science, philosophy of law, substantive law, procedural law, legal skills and practice, specialised law, legal internships, legal document drafting, legal research, entrepreneurship and community service.



**B. Educational Objectives of the Study Programme/ Programme Educational Objectives (PEO)**

**Table 5.2**  
**Table of Programme Educational Objectives (PEO)**

Code	PEO Content Statement
PEO 1	Produce graduates who possess academic competence in the field of law who are honest, moral, ethical and have good character.
PEO 2	Producing graduates who are skilled in providing solutions and legal assistance to the community.
PEO 3	Conducting research in the field of law that contributes to the development of legal science and benefits the lives society.
PEO 4	Innovative community service for the improvement of the quality of life of society.
PEO 5	Achieving positive and productive results from collaboration with various institutions in the development of legal science at the regional, national and international levels.
PEO 6	The birth of professional, internationally standardised governance of the Law Study Programme

**C. Mapping of PEOs to the Programme's Mission**

**Table 5.3**  
**Mapping of the Study Programme Mission to PEO**

Mission Statement Law Study Programme	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
Conducting education and teaching in the field of law based on the unity of sciences.	√					
Conducting research related to legal science in order to address legal issues in society.		√				
Conducting community service in the field of legal science for civilisation and humanity.			√			
Establishing cooperation with various institutions at the regional, national and international levels.				√		
Exploring and applying local wisdom						



Mission Statement Law Study Programme	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
values related to legal science or legal issues in society.					√	
Implementing institutional management in accordance with international standards.						√

**D. Programme Learning Outcomes (PLO)**

**Table 5.4  
 Programme Learning Outcomes (PLO)**

No	PLO Code	Description	Reference Source
<b>A. Attitude and Values (S)</b>			
1.	PLO-S-01	Being able to have faith and be devoted to God Almighty and possess a religious personality as an individual, a member of society, and in the life of the nation and state based on the values of God Almighty	Ministry of Education and Culture Regulation Number 53 Year 2023 Regarding Quality Assurance in Higher Education
2.	PLO-S-02	Able to uphold human values, tolerance, and civilised and moderate human rights in interacting in social, national, and state life based on the principles of humanity and civilisation.	Ministry of Education and Culture Regulation Number 53 Year 2023 Regarding Quality Assurance in Higher Education
3.	PLO-S-03	Able to integrate the values of truth, norms (religious, moral, social and legal), ethics ethics, common sense and sensitivity conscience in all aspects of personal, community, nation and state.	Ministry of Education and Culture Regulation Number 53 Year 2023 on Quality Assurance Higher Education



No	PLO Code	Description	Reference Source
4.	PLO-S-04	Capable of taking responsibility and possessing integrity in all areas of work, possessing an entrepreneurial spirit and leadership based on honesty and truth, independently and independently.	Ministry of Education and Culture Regulation Number 53 Year 2023 Regarding Quality Assurance in Higher Education
<b>B. Knowledge (P)</b>			
1.	PLO-P-01	Able to master and develop well the paradigms, theories, concepts, history, methods, approaches and branches of law based on the philosophy of unity of sciences in a holistic, comprehensive, multidisciplinary, prospective, integrated and continuous manner with the development of global legal science.	Rector's Decision of UIN Walisongo Semarang Number 137 of 2020 Regarding Guidelines Academic Program Diploma 3 (D.3), Bachelor's Degree (S.1), Master's Degree (S.2), and Doctorate Degree (S.3) UIN Walisongo Semarang 2020
2.	PLO-P-02	Able to master applied and comparative legal sciences within the framework of legislation (legal product development) and innovative legal design in law enforcement to achieve justice, humanity, and civilisation.	
3.	PLO-P-03	Able to analyse and resolve various legal issues in society in a solution-oriented, fair, and wise manner, prioritising the principles of legal justice guided by philosophical values unity of sciences	



No	PLO Code	Description	Reference Source
4.	PLO-P-04	Able to master and develop research designs in the fields of collaborative and comparative law using interdisciplinary and multidisciplinary research methods and approaches to realise humanity and civilisation at the regional, national and international levels.	
<b>C. General Skills (KU)</b>			
1.	PLO-KU-01	<p>Able to develop logical, critical, systematic, and creative thinking through scientific research in the field of law, the creation of legislative product designs/law enforcement implementation by following developments in science and technology that pay attention to and apply humanistic values in accordance with their field of expertise.</p> <p>Developing scientific concepts and research results based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent scientific work, and uploading them to the university website, as well as papers/articles that have been published in reputable national or international scientific journals.</p>	Ministry of Education and Culture Regulation No. 53 Year 2023 on Quality Assurance in Higher Education
2.	PLO-KU-02	Able to formulate ideas, thoughts, and scientific arguments in the field of law responsibly, based on academic ethical values, and communicate them through	Ministry of Education and Culture Regulation No. 53 Year 2023 concerning Quality Assurance in Higher Education



No	PLO Code	Description	Reference Source
		various media to the academic community and the general public in order to provide alternative solutions problem solving.	
3.	PLO-KU-03	Able to identify fields of legal science that are the subject of research and position them within a legal research map based on the unity of sciences developed through an interdisciplinary or multidisciplinary legal approach at the regional, national and international levels regional, national and international scale.	Ministry of Education and Culture Regulation Number 53 Year 2023 concerning Quality Assurance in Higher Education
4.	PLO-KU-04	Able to make decisions in the context of problem solving based on legal knowledge and technology, taking into account and applying human and civilised values based on analytical or experimental studies on information and data	Ministry of Education and Culture Regulation No. 53 Year 2023 concerning Quality Assurance in Higher Education
<b>D. Special Skills (KK)</b>			
.	PLO-KK-01	Able to apply logical, critical, systematic, and innovative thinking in the context of developing and implementing law in accordance with the principles of unity of sciences and resolving legal issues based on the fundamentals of legal professional ethics, by engaging in dialogue with various fields of science outside of law in a multidisciplinary and interdisciplinary manner.	Rector's Decision of UIN Walisongo Semarang Number 137 of 2020 Regarding Guidelines
2.	PLO-KK-02	Able to enforce the law,	



No	PLO Code	Description	Reference Source
		Empower and advocate and provide solutions for affected communities and discriminated against sustainable and sustainable.	Academic Programmes Diploma 3 (D.3), Bachelor's Degree (S.1), Master's (S.2), and Doctorate (S.3) at UIN Walisongo Semarang 2020
3.	PLO-KK-03	Able to publish and utilise writings, research, and works in the field of law for the advancement of legal knowledge and can be utilised by the community in a sustainable and sustainable manner.	

#### E. Mapping of PLO Study Program to PEO

**Table 5.5**  
**Relationship between PLO Study Program and PEO**

PLO/PEO	PEO-1	PEO-2	PEO-3	PEO-4	PEO-5	PEO-6
PLO-S-01	3	1	1	1	2	2
PLO-S-02	3	1	1	1	2	2
PLO-S-03	3	1	1	1	2	2
PLO-S-04	3	1	1	1	2	2
PLO-P-01	2	1	1	1	1	1
PLO-P-02	2	1	1	1	1	1
PLO-P-03	2	1	1	1	1	1
PLO-P-04	2	1	1	1	1	1
PLO-KU-01	1	2	2	3	3	3
PLO-KU-02	1	2	2	3	3	3
PLO-KU-03	1	2	2	3	3	3
PLO-KU-04	1	2	2	3	3	3
PLO-KK-01	1	3	3	2	1	1
PLO-KK-02	1	3	3	2	1	1
PLO-KK-03	1	3	3	2	1	1



## F. Mapping of PLO Study Program to Graduate Profile

**Table 5.6**  
**PLO and PL Mapping**

PLO Code	Graduate Profile					
	PL-01	PL-02	PL-03	PL-04	PL-05	PL-06
PLO-S-01	√	√	√	√	√	√
PLO-S-02	√	√	√	√	√	√
PLO-S-03	√	√	√	√	√	√
PLO-S-04	√	√	√	√	√	√
PLO-P-01	√	√	√	√	√	√
PLO-P-02	√	√	√	√	√	√
PLO-P-03	√	√	√	√	√	√
PLO-P-04	√	√	√	√	√	√
PLO-KU-01	√	√	√	√	√	√
PLO-KU-02	√	√	√	√	√	√
PLO-KU-03	√	√	√	√	√	√
PLO-KU-04	√	√	√	√	√	√
PLO-KK-01	√	√	√	√	√	√
PLO-KK-02	√	√	√	√	√	√
PLO-KK-03	√	√	√	√	√	√



## CHAPTER VI DETERMINATION OF RESEARCH MATERIAL

### A. Formulation of Study Materials

**Tabel 6.1**  
**Formulation of Study Material**

No	BK Code	Study Materials	Course
1	BK-01	Pancasila Civic Education	Pancasila Education Citizenship
2.	BK-02	Language	Indonesian, English, Arabic
3.	BK-03	Islamic Law (Fiqh)	Islamic Law, Fiqh
4.	BK-04	Philosophy	Philosophy of the Unity of Knowledge, Philosophy of Law
5.	BK-05	Morality and Religion	Islam and Religious Moderation, Tawhid and Sufi Ethics, Ulumul Qur'an, Ulumul Hadith, History of Islamic Civilisation, Legal Professional Ethics, Law and Gender Equality
6.	BK-06	Basic Law	Introduction to Legal Science, Introduction to Indonesian Law, Political Science, Sociology of Law
7.	BK-07	Substantive Law	Criminal Law, Civil Law, Constitutional Law, Public Administration Law, Labour Law, Agrarian Law, Customary Law, International Law, Commercial Law, Tax Law, Banking Law, Environmental Law, Intellectual Property Law, Constitutional Law, Cyberlaw.
8.	BK-08	Procedural Law	Civil Procedure Law, Criminal Procedure Law, Administrative Court Procedure Law, Constitutional Court Procedure Law Constitution, Military Court Procedure Law, Alternative Dispute Resolution (ADR)



No	BK Code	Study Materials	Course
9.	BK-09	Legal Skills	Litigation Skills, Non-Litigation Skills, Legislative Drafting Techniques, Contract Drafting Techniques, Advocacy.
10.	BK-10	Advanced Legal Studies	Selected Topics in Criminal Law, Special Criminal Law, Criminology, Victimology, Comparative Criminal Law, Selected Topics in Civil Law, Investment and Capital Market Law, Bankruptcy Law, Consumer Protection Law, Comparative Civil Law, Selected Topics in Constitutional Law, Election and Regional Election Law, Law and Politics, Comparative Constitutional Law, Law and Public Policy, Humanitarian Law, Extradition Law, Health Law.
11.	BK-11	Practicum	Field Experience Practice/PPL, KKL/Field Work Lecture, Legal Clinic Internship, Thematic Community Service Programme (KKN)
12	BK-12	Scientific Paper/ Final Assignment	Research Methods and Legal Writing, Journal, Thesis



**B. Mapping PLO to Study Materials**

**Table 6.2**  
**Matrix of the Relationship between PLO and Study Materials**

No	Learning Learning	Subject Matter (SM)											
		1	2	3	4	5	6	7	8	9	10	11	12
<b>A. ATTITUDE</b>													
	PLO-S-01	√	√	√	√	√	√	√	√	√	√		
	PLO-S-02	√	√	√	√	√	√	√	√	√	√		
	PLO-S-03	√	√	√	√	√	√	√	√	√	√		
	PLO-S-04	√	√	√	√	√	√	√	√	√	√		
<b>B. KNOWLEDGE</b>													
	PLO-P-01	√	√	√	√	√	√	√	√	√	√		
	PLO-P-02	√	√	√	√	√	√	√	√	√	√		
	PLO-P-03	√	√	√	√	√	√	√	√	√	√		
	PLO-P-04	√	√	√	√	√	√	√	√	√	√		
<b>C. GENERAL SKILLS</b>													
	PLO-KU-01	√	√	√	√	√	√	√	√	√	√	√	√
	PLO-KU-02	√	√	√	√	√	√	√	√	√	√	√	√
	PLO-KU-03	√	√	√	√	√	√	√	√	√	√	√	√
	PLO-KU-04	√	√	√	√	√	√	√	√	√	√	√	√
<b>D. SPECIAL SKILLS</b>													
	PLO-KK-01	√	√	√	√	√	√	√	√	√	√	√	√
	PLO-KK-02	√	√	√	√	√	√	√	√	√	√	√	√
	PLO-KK-03	√	√	√	√	√	√	√	√	√	√	√	√



## CHAPTER VII COURSE FORMATION AND DETERMINATION OF CREDIT WEIGHTS

### A. Formation of Courses (COURSE)

#### 1. Selection of Course Names

Table 7.1

Course Name

NO	COURSE CODE	COURSE NAME
1	UIN-6001	Pancasila and Civic Education
2	UIN-6002	Indonesian Language Scientific Writing
3	UIN-6007	English
4	UIN-6008	Arabic
5	PIH-6009	Islamic Law
6	UIN-6005	Fiqh
7	UIN-6004	Philosophy of the Unity of Knowledge
8	PIH-6010	Philosophy of Law
9	UIN-6006	Tawhid and Sufi Ethics
10	UIN-6003	Islam and Religious Moderation
11	PIH-6011	Qur'anic Studies
12	PIH-6012	Hadith Studies
13	PIH-6013	History of Islamic Civilisation
14	PIH-6014	Legal Professional Ethics
15	PIH-6015	Sociology of Law
16	PIH-6016	Introduction to Legal Studies
17	PIH-6017	Introduction to Indonesian Law
18	PIH-6018	Political Science
19	PIH-6019	Civil Law
20	PIH-6020	Criminal Law
21	PIH-6021	Constitutional Law
22	PIH-6022	Public Administration Law
23	PIH-6023	Labour Law
24	PIH-6024	Customary Law
25	PIH-6025	Agrarian Law
26	PIH-6026	Commercial Law
27	PIH-6027	International Law
28	PIH-6028	Tax Law
29	PIH-6029	Banking Law
30	PIH-6030	Environmental Law



<b>NO</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>
31	PIH-6031	Law and Human Rights
32	PIH-6032	Constitutional Law
33	PIH-6033	Intellectual Property Law
34	PIH-6034	Intellectual Property Law
35	PIH-6035	Law on the Protection of Women and Children
36	PIH-6036	Alternative Dispute Resolution
37	PIH-6037	Civil Procedure Law
38	PIH-6038	Criminal Procedure Law
39	PIH-6039	Administrative Court Procedure Law
40	PIH-6040	Religious Court Procedure Law
41	PIH-6041	Constitutional Court Procedure Law
42	PIH-6042	Criminal Court Practice
43	PIH-6043	Civil Court Practice
44	PIH-6044	Administrative Law Practice
45	PIH-6045	Constitutional Court Practice
46	PIH-6046	Non-Litigation Practice
47	PIH-6047	Legislative Drafting
48	PIH-6048	Contract Design
49	PIH-6049	Research Methods and Legal Writing
50	PIH-6071	Entrepreneurship
51	PIH-6072	Legal Clinic Internship
52	PIH-6073	Field Experience Practice
53	PIH-6074	Field Work Lecture
54	PIH-6075	Practical Fieldwork
55	PIH-6076	Proposal Seminar
56	PIH-6077	Final Project
<b>ELECTIVE COURSES</b>		
57	PIH-6050	Selected Topics in Criminal Law
58	PIH-6051	Selected Topics in Civil Law
59	PIH-6052	Selected Topics in Constitutional Law
60	PIH-6053	Selected Topics in International Law
61	PIH-6054	Selected Topics in Business/Economic Law
62	PIH-6055	Criminology
63	PIH-6056	Victimology
64	PIH-6057	Comparative Criminal Law
65	PIH-6058	Comparative Civil Law



NO	COURSE CODE	COURSE NAME
66	PIH-6059	Comparative Constitutional Law
67	PIH-6060	Comparative Business/Economic Law
68	PIH-6061	Special Criminal Law
69	PIH-6062	Investment and Capital Market Law
70	PIH-6063	Bankruptcy Law
71	PIH-6064	Consumer Protection Law
72	PIH-6065	Elections and Regional Elections Law
73	PIH-6066	Public Law and Policy
74	PIH-6067	Law and Politics
75	PIH-6068	Humanitarian Law
76	PIH-6069	Extradition Law
77	PIH-6070	Health Law

## B. Mapping of Study Materials and Courses

Table 7.2

Mapping of Study Materials and Courses

Study Materials	Course
BK-01	Pancasila and Civics Education
BK-02	Indonesian Language Scientific Writing
	English
	Arabic
BK-03	Islamic Law
	Fiqh
BK-04	Philosophy of the Unity of Knowledge
	Philosophy of Law
BK-05	Tawhid and Sufi Ethics
	Islam and Religious Moderation
	Qur'anic Sciences
	Hadith Studies
	History of Islamic Civilisation
	Professional Ethics and Professional Responsibility in Law
	Sociology of Law
BK-06	Introduction to Legal Science
	Introduction to Law in Indonesia



<b>Study Materials</b>	<b>Course</b>
	Political Science
BK-07	Civil Law
	Criminal Law
	Constitutional Law
	Public Administration Law
	Labour Law
	Customary Law
	Agrarian Law
	Commercial Law
	International Law
	Tax Law
	Banking Law
	Environmental Law and Natural Resource Management
	Law and Human Rights
	Constitutional Law
	Cyberlaw
	Intellectual Property Law
	Law on the Protection of Women and Children
BK-08	Civil Procedure Law
	Criminal Procedure Law
	Administrative Court Procedure Law
	Constitutional Court Procedural Law
BK-09	Criminal Court Practice
	Civil Court Practice
	Administrative Court Practice
	Constitutional Court Practice
	Non-litigation Practice
	Legislative Drafting
	Contract Drafting
	Alternative Dispute Resolution
	Selected Topics in Criminal Law
	Selected Topics in Civil Law
	Selected Topics in Constitutional Law
	Selected Topics in International Law



Study Materials	Course
BK-10	Selected Topics in Business/Economic Law
	Criminology
	Victimology
	Comparative Criminal Law
	Comparative Civil Law
	Comparative Constitutional Law
	Comparative Business/Economic Law
	Special Criminal Law
	Investment and Capital Market Law
	Bankruptcy Law
	Consumer Protection Law
	Electoral Law and Regional Elections
	Law and Public Policy
	Law and Politics
	Humanitarian Law
	Extradition Law
BK-11	Entrepreneurship
	Legal Clinic Internship
	Field Experience Practice
	Field Work Lectures
	Real-World Work Experience
BK-12	Research Methodology and Legal Writing
	Proposal Seminar
	Final Assignment



### C. Credit Weight Mapping

**Table 7.3**  
**Course Mapping and Credit Weighting**

NO	COURSE CODE	COURSE NAME	SKS	REQUIREMENTS TAKE
1	UIN-6001	Pancasila Civics Education	2	136
2	UIN-6002	Indonesian Language Scientific Writing	2	
3	UIN-6007	English	2	
4	UIN-6008	Arabic	2	
5	PIH-6009	Islamic Law	4	
6	UIN-6005	Fiqh	2	
7	UIN-6004	Philosophy of the Unity of Knowledge	2	
8	PIH-6010	Philosophy of Law	2	
9	UIN-6006	Tawhid and Sufi Ethics	2	
10	UIN-6003	Islam and Religious Moderation	2	
11	PIH-6011	Qur'anic Studies	2	
12	PIH-6012	Hadith Studies	2	
13	PIH-6013	History of Islamic Civilisation	2	
14	PIH-6014	Legal Professional Ethics	2	
15	PIH-6015	Sociology of Law	2	
16	PIH-6016	Introduction to Legal Science	2	
17	PIH-6017	Introduction to Indonesian Law	4	
18	PIH-6018	Political Science	2	
19	PIH-6019	Civil Law	4	
20	PIH-6020	Criminal Law	4	
21	PIH-6021	Constitutional Law	2	
22	PIH-6022	Public Administration Law	2	
23	PIH-6023	Labour Law	2	
24	PIH-6024	Customary Law	2	
25	PIH-6025	Agrarian Law	2	
26	PIH-6026	Commercial Law	4	
27	PIH-6027	International Law	2	
28	PIH-6028	Tax Law	2	
29	PIH-6029	Banking Law	2	
30	PIH-6030	Environmental Law	2	
31	PIH-6031	Law and Human Rights	2	
32	PIH-6032	Constitutional Law	2	



NO	COURSE CODE	COURSE NAME	SKS	REQUIREMENTS TAKE	
33	PIH-6033	Inter-State Law	2		
34	PIH-6034	Intellectual Property Law	2		
35	PIH-6035	Law on the Protection of Women and Children	2		
36	PIH-6036	Alternative Dispute Resolution	2		
37	PIH-6037	Civil Procedure Law	4		
38	PIH-6038	Criminal Procedure Law	4		
39	PIH-6039	Administrative Court Procedure Law	2		
40	PIH-6040	Religious Court Procedure Law	2		
41	PIH-6041	Constitutional Court Procedure Law	2		
42	PIH-6042	Criminal Court Practice	2		
43	PIH-6043	Civil Court Practice	2		
44	PIH-6044	Practice of Administrative Law	2		
45	PIH-6045	Constitutional Court Practice	2		
46	PIH-6046	Non-Litigation Practice	2		
47	PIH-6047	Legislative Drafting	2		
48	PIH-6048	Contract Design	2		
49	PIH-6049	Research Methods and Legal Writing	2		
50	PIH-6071	Entrepreneurship	2		
51	PIH-6072	Legal Clinic Internship	4		
52	PIH-6073	Field Experience Practice	4		
53	PIH-6074	Field Work Lecture	2		
54	PIH-6075	Practical Work Course	4		
55	PIH-6076	Proposal Seminar	2		
56	PIH-6077	Final Project	6		
<b>Elective Courses</b>					
57	PIH-6050	Selected Topics in Criminal Law	2		10
58	PIH-6051	Selected Topics in Civil Law	2		
59	PIH-6052	Selected Topics in Constitutional Law	2		
60	PIH-6053	Selected Topics in International Law	2		
61	PIH-6054	Selected Topics in Business/Economic Law	2		
62	PIH-6055	Criminology	2		
63	PIH-6056	Victimology	2		
64	PIH-6057	Comparative Criminal Law	2		
65	PIH-6058	Comparative Civil Law	2		
66	PIH-6059	Comparative Constitutional Law	2		
67	PIH-6060	Comparative Business/Economic Law	2		



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<b>NO</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>SKS</b>	<b>REQUIREMENTS TAKE</b>
68	PIH-6061	Special Criminal Law	2	
69	PIH-6062	Investment and Capital Market Law	2	
70	PIH-6063	Bankruptcy Law	2	
71	PIH-6064	Consumer Protection Law	2	
72	PIH-6065	Election and Regional Election Law	2	
73	PIH-6066	Public Law and Policy	2	
74	PIH-6067	Law and Politics	2	
75	PIH-6068	Humanitarian Law	2	
76	PIH-6069	Extradition Law	2	
77	PIH-6070	Health Law	2	
<b>TOTAL CREDITS AVAILABLE</b>			<b>178</b>	<b>146</b>



## CHAPTER VIII CURRICULUM MAP AND MATRIX

### A. Course Grouping

**Table 8.1  
 Course Grouping**

Course Group	Semester	Characteristics
Compulsory General Courses	1	Characteristic Compulsory Courses University and Faculty
Programme-Specific Compulsory Courses	2-4	Required Courses Core Competencies of the Programme
MBKM Courses	5-7	Core Competency Courses Core Programme Skills
Elective Courses	5-6	Advanced Courses and Enrichment

### B. Organisation and Distribution of Courses

**Table 8.2  
 Organisation and Distribution of Courses**

Semester			
No	Code	Course	Credits
1	UIN-6001	Pancasila and Civic Education	2
2	UIN-6002	Indonesian Language Scientific Writing	2
3	UIN-6007	English	2
4	UIN-6008	Arabic	2
5	UIN-6004	Philosophy of the Unity of Knowledge	2
6	UIN-6006	Tawhid and Sufi Ethics	2
7	UIN-6003	Islam and Religious Moderation	2
8	PIH-6011	Qur'anic Studies	2
9	PIH-6012	Hadith Studies	2
10	PIH-6013	History of Islamic Civilisation	2
<b>Total</b>			<b>20</b>



### Semester 2

No	Code	Course	Credits
1	PIH-6009	Islamic Law	4
2	UIN-6005	Fiqh	2
3	PIH-6016	Introduction to Legal Studies	2
4	PIH-6017	Introduction to Indonesian Law	4
5	PIH-6018	Political Science	2
6	PIH-6010	Philosophy of Law	2
7	PIH-6031	Law and Human Rights	2
8	PIH-6015	Sociology of Law	2
<b>Total</b>			<b>20</b>

### Semester 3

No	Code	Course	Credits
1	PIH-6019	Civil Law	4
2	PIH-6020	Criminal Law	4
3	PIH-6021	Constitutional Law	2
4	PIH-6022	Public Administration Law	2
5	PIH-6026	Commercial Law	4
6	PIH-6032	Constitutional Law	2
7	PIH-6023	Labour Law	2
8	PIH-6025	Agrarian Law	2
9	PIH-6027	International Law	2
<b>Total</b>			<b>24</b>

### Semester 4

No	Code	Course	Credits
1	PIH-6024	Customary Law	2
2	PIH-6029	Banking Law	2
3	PIH-6036	Alternative Dispute Resolution	2
4	PIH-6033	Intellectual Property Law	2
5	PIH-6034	Intellectual Property Law	2
6	PIH-6037	Civil Procedure Law	4
7	PIH-6038	Criminal Procedure Law	4
8	PIH-6039	Administrative Court Procedure Law	2
9	PIH-6041	Constitutional Court Procedure Law	2
10	PIH-6040	Religious Court Procedure Law	2
<b>Number</b>			<b>24</b>



### Semester 5

No	Code	Course	Credits
1	PIH-6028	Tax Law	2
2	PIH-6035	Law on the Protection of Women and Children	2
3	PIH-6014	Legal Professional Ethics	2
4	PIH-6042	Criminal Court Practice	2
5	PIH-6043	Civil Court Practice	2
6	PIH-6044	Administrative Law Practice	2
7	PIH-6045	Constitutional Court Practice	2
8	PIH-6046	Non-Litigation Practice	2
9	PIH-6047	Legislative Drafting	2
10	PIH-6048	Contract Design	2
11	PIH-6049	Research Methods and Legal Writing	2
12	PIH-6030	Environmental Law	2
<b>Number</b>			<b>24</b>

### Semester 6

No	Code	Course	Credit Elective	Credits Compulsory
1	PIH-6071	Entrepreneurship		2
2	PIH-6072	Legal Clinic Internship		4
3	PIH-6073	Field Experience Practice		4
4	PIH-6074	Field Work Lecture		2
5	PIH-6050	Selected Topics in Criminal Law	2	10
6	PIH-6051	Selected Topics in Civil Law	2	
7	PIH-6052	Selected Topics in Constitutional Law	2	
8	PIH-6053	Selected Topics in International Law	2	
9	PIH-6054	Selected Topics in Business/Economic Law	2	
10	PIH-6055	Criminology	2	
11	PIH-6056	Victimology	2	
12	PIH-6057	Comparative Criminal Law	2	
13	PIH-6058	Comparison of Civil Law	2	
14	PIH-6059	Comparative Constitutional Law	2	
15	PIH-6060	Comparative Business/Economic Law	2	
16	PIH-6061	Special Criminal Law	2	
17	PIH-6062	Investment and Capital Market Law	2	
18	PIH-6063	Bankruptcy Law	2	



19	PIH-6064	Consumer Protection Law	2	
20	PIH-6065	Elections and Regional Elections Law	2	
21	PIH-6066	Public Law and Policy	2	
22	PIH-6067	Law and Politics	2	
23	PIH-6068	Humanitarian Law	2	
24	PIH-6069	Extradition Law	2	
25	PIH-6070	Health Law	2	
<b>Total</b>			<b>22</b>	

#### Semester 7

No	Code	Course	Credits
1	PIH-6075	Practical Work Course	4
2	PIH-6076	Proposal Seminar	2
<b>Total</b>			<b>6</b>

#### Semester 8

No	Code	Course	Credits
1	PIH-6077	Final Project	6
<b>Total</b>			<b>6</b>

<b>TOTAL CREDITS</b>			<b>146</b>
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#### Course Distribution Summary

NO.	SEMESTER	CRE DITS	DESCRIPTION
1.	Semester 1	20	1. The total number of courses offered is 178 SKS; 2. The number of compulsory courses is 146 SKS; 3. Elective courses (P) must be taken for a minimum of 10 SKS.
2.	Semester 2	20	
3.	Semester 3	24	
4.	Semester 4	24	
5.	Semester 5	24	
6.	Semester 6	22	
7.	Semester 7	6	
8.	Semester 8	6	
<b>Total</b>		<b>146</b>	



### C. COURSE DESCRIPTION

**Table 8.3**  
**Course Description**

Course	Course Description
<b>Semester 1</b>	
Pancasila and Civic Education	This course equips students with the ability to analyse, apply the ethics and morals of Pancasila, and solve various problems in society, nation and state life appropriately
Indonesian Language Scientific Writing	This course equips students with the ability to express/convey, describe, conceptualise, and using grammar, sentences, and texts Indonesian language correctly and appropriately
English	This course equips students with the ability to To express/communicate, describe, conceptualise, and using grammar, sentences, and texts English grammar, sentences, and texts
Arabic	This course equips students with the ability to express/communicate, describe, conceptualise, and use grammar, sentences, and texts Arabic language correctly and appropriately
Philosophy of the Unity of Knowledge	This course equips students with the ability to identify and classify branches of knowledge effectively, as well as to correlate all branches of knowledge transcendently as a unity of knowledge.
Tawhid and Sufi Ethics	This course equips students with the ability to apply, practise, and cultivate attitudes of monotheism and behaviour in accordance with Islamic values
Islam and Religious Moderation	This course equips students with the ability to apply, practise and cultivate moderate attitudes in religion, and to analyse and resolve various religious conflicts that arise.
Qur'anic Studies	This course equips students with the ability to articulate, conceptualise, and explore the depth of Qur'anic knowledge, which they can then apply, practise, and contextualise in their daily lives, both personally, community, national, and state life.
	This course equips students with the ability to express, conceptualise, and explore the depth of hadith knowledge for further application,



Course	Course Description
Hadith Studies	practice, and contextualisation in their daily lives, both personally and social, national and state life.
History of Islamic Civilisation	This course equips students with the ability to explore the history of Islamic civilisation in the early days of Islam to discover and examine the development of Islamic civilisation
<b>Semester 2</b>	
Islamic Law	This course equips students with the ability to express, explore the foundations of Islamic law, use and conceptualise it, to analyse and solve various problems in the fields of Islamic law.
Fiqh	This course equips students with the ability to explore the values and foundations of Islamic law, as well as analyse and resolve legal issues based on various fiqh theories.
Introduction to Legal Studies	This course equips students with the ability to express, conceptualise, and classify the fundamentals of legal science, including its branches and branches of the field.
Introduction to Indonesian Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamentals of law in Indonesia and categorise various fields of law according to their legal families.
Political Science	This course equips students with the ability to articulate and conceptualise the fundamentals of state science.
Philosophy of Law	This course equips students with the ability to express, conceptualise and classify various schools of legal philosophy, which can then be used and applied as a moral foundation and mindset in upholding the law and justice.
Law and Human Rights	This course equips students with the ability to articulate, conceptualise the fundamentals of, and apply them in resolving existing human rights issues.
Sociology of Law	This course equips students with the ability to express, conceptualise the fundamentals of the fundamentals of sociology, classifying various



Course	Course Description
	sociological theories and correlating them with various existing legal issues in order to solve existing legal problems in society using a sociological approach
<b>Semester 3</b>	
Civil Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamentals of substantive civil law of civil law.
Criminal Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamentals of substantive.
Constitutional Law	This course equips students with the ability to express, conceptualise, and classify the fundamentals of substantive law and constitutional law.
State Administrative Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamentals of substantive law of state administration.
Commercial Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamental principles of substantive law.
Constitutional Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamental principles of substantive constitutional law.
Labour Law	This course equips students with the ability to express, conceptualise, and classify the fundamentals of substantive labour law labour law.
Agrarian Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamentals of substantive law land/agrarian law.
International Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamental principles of international law.
<b>Semester 4</b>	
Customary Law	This course equips students with the ability to present, conceptualise, and classify the material foundations of customary law.



Course	Course Description
Banking Law	This course equips students with the ability to express, conceptualise, and classify the material foundations of banking law.
Alternative Dispute Resolution	This course equips students with the ability to present, conceptualise, and classify various alternative dispute resolution.
Intellectual Property Law	This course equips students with the ability to present, conceptualise, and classify the material foundations of cyberlaw
Intellectual Property Law	This course equips students with the ability to articulate, conceptualise, and classify the fundamental principles of intellectual property law. intellectual property.
Civil Procedure Law	This course equips students with the ability to explain and sequence the stages of civil proceedings, create flowcharts of proceedings, conceptualise, examine and analyse problems.
Criminal Procedure Law	This course equips students with the ability to articulate and sequence the stages of criminal proceedings, create flowcharts of the proceedings, conceptualise, examine and analyse issues.
Administrative Court Procedure Law	This course equips students with the ability to explain and sequence the stages of proceedings in the field of state administration, create flowcharts of proceedings, conceptualise, examine and analyse problems.
Constitutional Court Procedure Law	This course equips students with the ability to articulate and sequence the stages of procedural processes in the field of constitutional and state administration, create flowcharts procedural processes, conceptualising, examining and analyse issues.
Religious Court Procedure Law	This course equips students with the ability to explain and sequence the stages of proceedings in religious courts, create flowcharts of proceedings, conceptualise, examine and analyse issues.
<b>Semester 5</b>	
Tax Law	This course equips students with the ability to present, conceptualise, and classify the



Course	Course Description
	material basis of tax law.
Law on the Protection of Women and Children	This course equips students with the ability to articulate, conceptualise, and classify the fundamental principles of women's and children's protection law for the protection of women and children.
Legal Professional Ethics	This course equips students with the ability to apply, practise and adopt attitudes and behaviours that are in line with the values of ethics and responsibilities of the legal profession.
Criminal Court Practice	This course equips students with the ability to apply, calculate, modify, investigate, examine, analyse and resolve criminal cases through the criminal justice system.
Civil Court Practice	This course equips students with the ability to apply, calculate, modify, investigate, examining, analysing and resolving civil cases through the civil court system.
Administrative Court Practice	This course equips students with the ability to apply, calculate, modify, investigate, examine, analyse and resolve state administrative/administrative cases through the state administrative/administrative justice system
Constitutional Court Practice	This course equips students with the ability to apply, calculate, modify, investigate, examine, analyse and resolve constitutional/state affairs cases through the constitutional judicial system.
Non-Litigation Practice	This course equips students with the ability to apply, calculate, modify, investigate, examine, analyse and resolve matters outside of court through alternative dispute resolution.
Legislative Drafting	This course equips students with the ability to design, draft, and modify various legislation.
Contract Design	This course equips students with the ability to design, draft, and modify various contracts/ agreements
	This course equips students with the ability to



<b>Course</b>	<b>Course Description</b>
Research Methodology and Legal Writing	formulate research proposals and sequence the stages of research stages
Environmental Law	This course equips students with the ability to present, conceptualise, and classify the material foundations of environmental law environmental law
<b>Semester 6</b>	
Entrepreneurship	This course equips students with the ability to build, apply, determine, adapt, and honing entrepreneurial skills.
Legal Clinic Internship	This course equips students with the ability to apply substantive and procedural law to resolve various issues dealt with in various legal institutions.
Field Experience Practice	This course equips students with the ability to apply substantive and procedural law to resolve various issues addressed by various judicial and law enforcement institutions and law enforcement.
Field Work Lectures	This course equips students with the ability to apply substantive and procedural law to resolve various issues dealt with in various state institutions, government, and law.
<b>Elective Courses</b>	
Selected Topics in Criminal Law	This course equips students with the ability to articulate, conceptualise, and develop legal knowledge to analyse and formulate legal breakthroughs legal innovations to resolve various issues in the field of criminal law
Selected Topics in Civil Law	This course equips students with the ability to express, conceptualise, and develop legal knowledge to analyse and formulate legal breakthroughs to resolve various issues in the field of civil law.
Selected Topics in Constitutional Law	This course equips students with the ability to articulate, conceptualise, and develop legal knowledge to analyse and formulate legal innovations to resolve various issues in the field of constitutional law and constitutional law.
	This course equips students with the ability to express, conceptualise, and develop legal



Course	Course Description
Selected Topics in International Law	knowledge to analyse and formulate legal breakthroughs to resolve various issues in the field of international law.
Selected Topics in Business/Economic Law	This course equips students with the ability to articulate, conceptualise, and develop legal knowledge to analyse and formulate legal innovations to resolve various issues in the field of legal breakthroughs to resolve various problems in the field of economic law
Criminology	This course equips students with the ability to describe, conceptualise, and analyse various criminal acts based on criminological theories
Victimology	This course equips students with the ability to discuss, conceptualise, and analyse various criminal acts from the perspective of victim protection.
Comparative Criminal Law	This course equips students with the ability to present, conceptualise, and compare criminal law concepts in various countries.
Comparative Civil Law	This course equips students with the ability to express, conceptualise, and compare civil law concepts in various countries.
Comparative Constitutional Law	This course equips students with the ability to present, conceptualise, and compare constitutional law concepts in various countries.
Comparative Business/Economic Law	This course equips students with the ability to present, conceptualise, and compare concepts of economic law in various countries.
Special Criminal Law	This course equips students with the ability to presenting, classifying, conceptualising, and analysing special/extraordinary criminal cases.
Investment and Capital Market Law	This course equips students with the ability to present, conceptualise, and develop economic law in the field of investment and capital markets
Bankruptcy Law	This course equips students with the ability to articulate, conceptualise, and develop economic law in the field of bankruptcy
Consumer Protection Law	This course equips students with the ability to articulate, conceptualise, and develop economic law in the field of consumer



Course	Course Description
	protection.
Electoral Law and Regional Elections	This course equips students with the ability to express, conceptualise and develop constitutional law in the field of elections and regional elections
Law and Public Policy	This course equips students with the ability to articulate, conceptualise, and develop constitutional law in the field of public policy
Law and Politics	This course equips students with the ability to articulate, conceptualise, and develop constitutional law in the field of politics
Humanitarian Law	This course equips students with the ability to express, conceptualise and develop international law in the field of war and humanitarian law
Extradition Law	This course equips students with the ability to articulate, conceptualise, and develop international law in the field of extradition law
Health Law	This course equips students with the ability to articulate, conceptualise, and develop international law in the field of health law
<b>Semester 7</b>	
Practical Work Course	This course equips students with the ability to apply legal knowledge, adapt, and create community development programme
Proposal Seminar	This course equips students with the ability to apply scientific knowledge, formulate research proposals and proposals.
<b>Semester 8</b>	
Final Project	This course equips students with the ability to apply, examine, and analyse problems in society in order to develop legal breakthroughs and innovations for the advancement of law in accordance with the needs of society



## CHAPTER IX SEMESTER LEARNING PLAN

### A. CLO Formulation Based on PLO and COURSE

**Table 9.1**

**CLO Formulation Based on COURSE**

Course	CLO
Semester 1	
Pancasila and Civic Education	Students have the ability to analyse, apply Pancasila ethics and morals, and solve various problems in social society, nation and state appropriately
Indonesian Language Scientific Writing	Students have the ability to express/communicate, describe, conceptualise, and use Indonesian grammar, sentences, and texts well and correctly
English	Students have the ability to express/communicate, describe, conceptualise, and use English grammar, sentences, and texts in English well and correctly.
Arabic	Students have the ability to express/convey, describe, conceptualise, and use Arabic grammar, sentences, and Arabic texts correctly and appropriately.
Philosophy of the Unity of Knowledge	Students have the ability to determine and classify the tree of knowledge effectively, and correlate all branches of knowledge in a as a unified whole (unity of sciences)
Tawhid and Sufi Ethics	Students have the ability to apply, practise, and cultivate attitudes of monotheism and behaviour consistent with Islamic values
Islam and Religious Moderation	Students have the ability to apply, practise, and cultivate moderate attitudes in religion and are able to analyse and resolve various religious conflicts that arise.
Qur'anic Studies	Students have the ability to articulate, conceptualise, and explore the depth of Qur'anic knowledge, and subsequently apply, practise, and contextualise it in daily life—in personal, social, national, and national life.
Hadith Studies	Students have the ability to express, conceptualise, and explore the depth of hadith knowledge to then apply, practise, and contextualise it in their daily lives, both personally and in society, nation, and national life
History of Islamic Civilisation	Students have the ability to explore the history of Islamic civilisation in the early days of Islam to discover and examine the development of civilisation Islam



Course	CLO
<b>Semester 2</b>	
Islamic Law	Students have the ability to present, explore the foundations of Islamic law, use and conceptualise it, to analyse and solve various problems in the fields of Islamic law.
Fiqh	Students have the ability to explore the values and foundations of Islamic law, as well as analyse and resolve existing legal issues based on various fiqh theories.
Introduction to Legal Studies	Students have the ability to articulate, conceptualise the foundations of legal science and classify the branches of legal science down to its branches and sub-branches.
Introduction to Indonesian Law	Students have the ability to explain, conceptualise the fundamentals of law in Indonesia and classify the various fields of law that exist. in accordance with its legal framework.
Political Science	Students have the ability to express and conceptualise the fundamentals of political science.
Philosophy of Law	Students have the ability to articulate, conceptualise and classify various schools of legal philosophy, which can then be used and applied as a moral foundation and mindset in upholding law and justice.
Law and Human Rights	Students have the ability to articulate, conceptualise the fundamentals and apply them in resolving existing human rights issues.
Sociology of Law	Students have the ability to express and conceptualise the fundamentals of sociology, classify various sociological theories and correlate them with various existing legal issues in order to solve legal problems in society using a sociological approach
<b>Semester 3</b>	
Civil Law	Students have the ability to express, conceptualise, and classify the fundamentals of substantive civil law.
Criminal Law	Students are able to articulate, conceptualise, and classify the fundamentals substantive criminal law.
Constitutional Law	Students have the ability to present, conceptualising and classifying the fundamentals of substantive constitutional law.
State Administrative Law	Students have the ability to express, conceptualise, and classify the fundamentals of of substantive state administration law.



<b>Course</b>	<b>CLO</b>
Commercial Law	Students have the ability to present, conceptualise, and classify the fundamentals of substantive commercial law.
Constitutional Law	Students have the ability to present, conceptualise, and classify the fundamentals of substantive constitutional law.
Labour Law	Students have the ability to present, conceptualise, and classify the fundamental principles of substantive labour law.
Agrarian Law	Students have the ability to present, conceptualising and classifying the fundamentals of substantive land/agrarian law.
International Law	Students have the ability to articulate, conceptualise, and classify the fundamentals of of international law.
<b>Semester 4</b>	
Customary Law	Students have the ability to present, conceptualise, and classify the fundamental customary law.
Banking Law	Students have the ability to present, conceptualise, and classify the material foundations of banking law.
Alternative Dispute Resolution	Students have the ability to present, conceptualise, and classify various alternative dispute resolution methods.
Intellectual Property Law	Students have the ability to express, conceptualise, and classify the fundamentals of of cyberlaw
Intellectual Property Law	Students have the ability to express, conceptualise, and classify the fundamentals of of intellectual property law.
Civil Procedure Law	Students have the ability to present and sequence the stages of civil proceedings, create flowcharts of proceedings, conceptualise, examine and analyse issues
Criminal Procedure Law	Students have the ability to explain and sequence the stages of criminal proceedings, create flowcharts of proceedings, conceptualise, examine and analyse issues.
Administrative Court Procedure Law	Students have the ability to explain and sequence the stages of proceedings in the field of state administration/public administration, create flowcharts of proceedings, conceptualise, examine and analyse problems.
Constitutional Court Procedural Law	Students have the ability to express and sequence the stages of proceedings in the field of constitutional and state administration law, create flowcharts of proceedings, conceptualise, examine and analyse



Course	CLO
	problems.
Religious Court Procedure Law	Students have the ability to explain and sequence the stages of proceedings in the field of religious courts, create flowcharts of proceedings, conceptualise, examine and analyse issues.
Semester 5	
Tax Law	Students have the ability to present, conceptualise, and classify the fundamentals of tax law.
Law on the Protection of Women and Children	Students have the ability to express, conceptualise, and classify the fundamentals of women and child protection law.
Legal Professional Ethics	Students have the ability to apply, practise, and adopt attitudes and behaviours that are consistent with the ethical values and responsibilities of the legal profession.
Criminal Court Practice	Students have the ability to apply, calculate, modify, investigate, examine, analyse and resolve criminal cases through the criminal justice system.
Civil Court Practice	Students have the ability to apply, calculate, modify, investigate, examine, analyse and resolve civil matters through the civil justice system.
Administrative Court Practice	Students have the ability to apply, calculate, modify, investigate, examine, analyse and resolve administrative/state administration cases through the administrative/state administration judicial system.
Constitutional Court Practice	Students have the ability to apply, calculate, modify, investigate, examine, analyse and resolve constitutional/state affairs cases through the constitutional court system.
Non-Litigation Practice	Students have the ability to apply, calculate, modify, investigate, examine, analyse and resolve cases outside of the court system through alternative dispute resolution.
Legislative Drafting	Students have the ability to design, draft, and modify various legislation.
Contract Design	Students have the ability to draft, draft, and modify various contracts/agreements
Research Methods and Legal Writing	Students have the ability to compile research proposals and sequence the stages of research
Environmental Law	Students have the ability to present, conceptualise, and classify the fundamentals of environmental law



Course	CLO
<b>Semester 6</b>	
Entrepreneurship	Students have the ability to build, implement, determine, adapt, and hone their entrepreneurial skills.
Legal Clinic Internship	Students have the ability to apply substantive and procedural law to resolve various issues addressed in various legal institutions legal institutions.
Field Experience Practice	Students have the ability to apply substantive and procedural law to resolve various issues handled by various judicial and law enforcement institutions. judicial and law enforcement institutions.
Field Work Lectures	Students have the ability to apply substantive and procedural law to resolve various issues dealt with in various state institutions state, government, and law.
<b>Elective Courses</b>	
Selected Topics in Criminal Law	Students have the ability to articulate, conceptualise, and develop legal knowledge to analyse and formulate legal breakthroughs to resolve various issues in the field of criminal law.
Selected Topics in Civil Law	Students have the ability to express, conceptualise, and develop legal knowledge to analyse and formulate legal breakthroughs to resolve various issues in the field of civil law.
Selected Topics in Constitutional Law	Students have the ability to articulate, conceptualise, and develop legal knowledge to analyse and formulate legal innovations to resolve various issues in the field of constitutional law and the constitution.
Selected Topics in International Law	Students have the ability to express, conceptualising and developing legal science to analyse and formulate legal breakthroughs to resolve various issues in the field of international law.
Selected Topics in Business/Economic Law	Students have the ability to express, conceptualise, and develop legal knowledge to analyse and formulate legal breakthroughs to resolve various issues in the field of economic law.
Criminology	Students have the ability to present, conceptualise, and analyse various criminal acts based on criminological theories
Victimology	Students have the ability to present, conceptualising and analysing various criminal acts from the perspective of victim protection.
Comparative Criminal	Students have the ability to express, conceptualise, and compare criminal law concepts in various countries.



<b>Course</b>	<b>CLO</b>
Law	
Comparative Civil Law	Students have the ability to present, conceptualise, and compare civil law concepts in various countries.
Comparative Constitutional Law	Students have the ability to present, conceptualise, and compare concepts of in various countries.
Comparative Business/Economic Law	Students have the ability to present, conceptualising and comparing economic law concepts in various countries.
Special Criminal Law	Students have the ability to present, classify, conceptualise, and analyse special/extraordinary criminal cases.
Investment and Capital Market Law	Students have the ability to present, conceptualise, and develop economic law in the field of investment and capital markets
Bankruptcy Law	Students have the ability to present, conceptualise, and develop economic law in the field of bankruptcy
Consumer Protection Law	Students have the ability to present, conceptualise, and develop economic law in the field of consumer protection.
Election and Regional Election Law	Students have the ability to express, conceptualise, and develop constitutional law in the field of elections and regional elections
Law and Public Policy	Students have the ability to express, conceptualise, and develop constitutional law in the field of public policy
Law and Politics	Students have the ability to articulate, conceptualise, and develop constitutional law in the field of politics
Humanitarian Law	Students have the ability to express, conceptualise, and develop international law in the field of war and humanitarian law
Extradition Law	Students have the ability to express, conceptualise and develop international law in the field of extradition law
Health Law	Students have the ability to express, conceptualise, and develop international law in the field of health law.
<b>Semester 7</b>	
Practical Work Course	Students have the ability to apply legal knowledge, adapt, and create programmes community development programmes
Proposal Seminar	Students have the ability to apply their knowledge, formulate research proposals and proposals.



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Course	CLO
<b>Semester 8</b>	
Final Project	Students have the ability to apply, examine, and analyse problems in society in order to develop legal breakthroughs and innovations for the development of law in accordance with the needs of society



## B. Mapping of PLO-CLO-COURSE

**Table 9.2**  
**Mapping of PLO to Courses**

Course	PLO
<b>Semester 1</b>	
Pancasila Civic Education	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04
Indonesian Language Scientific Writing	PLO-P-04, PLO-KU-02, PLO-KU-03, PLO-KK-03
English	PLO-P-04, PLO-KU-02, PLO-KU-03, PLO-KK-03
Arabic	PLO-P-04, PLO-KU-02, PLO-KU-03, PLO-KK-03
Philosophy of the Unity of Knowledge	PLO-S-01, PLO-KU-02, PLO-KU-04, PLO-KK-01
Tawhid and Sufi Ethics	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-S-04, PLO-KU-02, PLO-KK-02
Islam and Moderation Religion	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04
Qur'anic Studies	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04
Science of Hadith	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04
History of Islamic Civilisation	PLO-P-01
<b>Semester 2</b>	
Islamic Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04
Islamic Jurisprudence (Fiqh)	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04
Introduction to Legal Studies	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04
Introduction to Law in Indonesia	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04
Political Science	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04
Philosophy of Law	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-02, PLO-KU-04, PLO-KK-01



Course	PLO
Law and Human Rights	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04, PLO-KK-01
Sociology of Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-04, PLO-KK-01
<b>Semester 3</b>	
Civil Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Criminal Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Constitutional Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Administrative Law State	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Commercial Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Constitutional Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Labour Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Agricultural Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
International Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
<b>Semester 4</b>	
Customary Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Banking Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Alternative Dispute Resolution Dispute	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Intellectual Property Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,
Intellectual Property Law Intellectual	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01,



Course	PLO
Civil Procedure Law	PLO-S-02, PLO-S-03, PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-02, PLO-KU-04, PLO-KK-01, PLO-KK-02
Criminal Procedure Law	PLO-S-02, PLO-S-03, PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-02, PLO-KU-04, PLO-KK-01, PLO-KK-02
Court Procedure Law State Administration	PLO-S-02, PLO-S-03, PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-02, PLO-KU-04, PLO-KK-01, PLO-KK-02
Court Procedure Law Constitution	PLO-S-02, PLO-S-03, PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-02, PLO-KU-04, PLO-KK-01, PLO-KK-02
Procedural Law of the Court Religion	PLO-S-02, PLO-S-03, PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-02, PLO-KU-04, PLO-KK-01, PLO-KK-02
Semester 5	
Tax Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01
Protection of Women and Children Law for Women and Children	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01
Legal Professional Ethics	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04, PLO-KK-01, PLO-KK-02
Criminal Court Practice	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04, PLO-KK-01, PLO-KK-02
Civil Court Practice	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04, PLO-KK-01, PLO-KK-02
Administrative Court Practice State Enterprise	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04, PLO-KK-01, PLO-KK-02
Judicial Practice Constitution	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04, PLO-KK-01, PLO-KK-02
Non-litigation Practice	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-KU-04, PLO-KK-01, PLO-KK-02
Legislative Drafting Invitation	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01
Contract Design	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01



Course	PLO
Research Methodology and Legal Writing	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-03, PLO-KU-04, PLO-KK-01, PLO-KK-02, PLO-KK-03
Environmental Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KK-01
<b>Semester 6</b>	
Entrepreneurship	PLO-S-04, PLO-P-03
Legal Clinic Internship	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-03, PLO-KU-04, PLO-KK-01, PLO-KK-02
Practical Experience Field	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-03, PLO-KU-04, PLO-KK-01, PLO-KK-02
Field Work	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-03, PLO-KU-04, PLO-KK-01, PLO-KK-02
<b>Elective Courses</b>	
Selected Topics in Law Criminal Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Selected Topics in Law Civil	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Selected Topics in Law Constitutional Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Selected Topics in Law International	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Selected Topics in Law Business/Economics	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Criminology	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Victimology	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Comparative Law Criminal	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Comparison of Laws Civil	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03



Course	PLO
Comparative Law State Administration	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Comparative Law Business/Economics	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Special Criminal Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Investment and Capital Markets	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Bankruptcy Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Consumer Protection Law Consumer	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Electoral Law and Regional Elections	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Law and Policy Public	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Law and Politics	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Humanitarian Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Extradition Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
Health Law	PLO-P-01, PLO-P-02, PLO-P-03, PLO-KU-01, PLO-KU-02, PLO-KU-03, PLO-KU-04, PLO-KK-01, PLO-KK-03
<b>Semester 7</b>	
Practical Work Experience	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-03, PLO-KU-04, PLO-KK-01, PLO-KK-02
Proposal Seminar	PLO-S-01, PLO-S-02, PLO-P-03, PLO-KU-04, PLO-KK-01
<b>Semester 8</b>	
Final Project	PLO-S-01, PLO-S-02, PLO-S-03, PLO-S-04, PLO-P-03, PLO-KU-04, PLO-KK-01, PLO-KK-02, PLO-KK-03



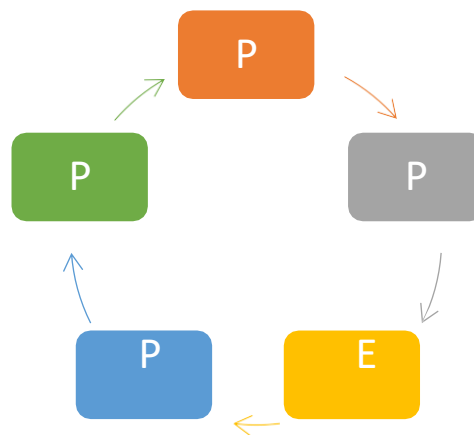
## CHAPTER X PLO Assessment

### A. Learning Quality Assurance Process

Assessment as a continuous process to understand and improve the learning process of students in the Law Study Programme (PS) is carried out using a system that is directly controlled by the Quality Assurance Institute of UIN Walisongo Semarang. This is to ensure that students are able to complete a learning unit. The quality assurance process for learning implemented by the Law Study Programme involves the application of PPEPP (Establishment, Implementation, Evaluation, Control, and Improvement) and SPMI.

Figure 11.1

#### PPEPP Process (Internal Quality Assurance System)



#### 1) P (Establishment)

The Establishment of Standards and Quality Manuals for the Internal Quality Assurance System (SPMI) of the Faculty of Social and Political Sciences (FSH) is based on the Decision of the Dean/Authorised Officer of the Faculty of Social and Political Sciences (FSH), State Islamic University Walisongo Semarang, No. 5411/Un.10.1/D/PP.00.9/11/2021, which is derived from the Internal Quality Assurance System Standards of the State Islamic University Walisongo Semarang, established based on the Rector's Decision of the State Islamic University Walisongo Semarang Number 414 of 2020.

#### 2) P (Implementation)

The Faculty of Law implements quality standards as outlined in the SPMI UPPS FSH Quality Standards and Manual, which are stipulated in the Decree of the Dean/Commitment-Making Official of UPPS FSH, Walisongo State Islamic University Semarang No. 5411/Un.10.1/D/PP.00.9/11/2021.

#### 3) E (Evaluation)

GPM and GKM conduct regular monitoring and evaluation under the coordination of LPM, three times per semester, namely: monitoring and evaluation at the beginning of the semester, monitoring and evaluation in the middle of the semester,



and monitoring and evaluation at the end of the semester. The things that are monitored and evaluated at the beginning of the semester are the readiness of the RPS, lecture buildings, facilities and infrastructure, and lecturer attendance at the beginning of the semester. During the mid-semester evaluation, the focus is on the alignment of the number of sessions with the duration of the academic term that has already commenced. The end-of-semester evaluation assesses learning characteristics, the lecturers' grading process, and student evaluations of lecturers (EDOM).

4) **P (Control)**

The Faculty of Law pays attention to the results of monitoring and evaluation by the LPM, GKM, GPM, LP2M and the results of general or special audits on the achievement of standards. The standards that have been achieved are monitored for their continued compliance with the standards. Standards that have not been achieved are scheduled and monitored to determine the stages for their achievement. During the control phase, the LPM, assisted by the GKM and GPM, monitors the implementation of standards that have been achieved to prevent a decline in quality. The LPM, GKM, and GPM analyse the achievement of each standard and subsequently take corrective action to address any deviations or failures to implement activities in accordance with SPMI standards.

5) **P (Improvement)**

Based on data from the evaluation stage of standard implementation and control, the LPM conducts a review of the development and improvement of standards that have been achieved in order to realise the vision and mission of UIN Walisongo. Standards that have been achieved must be improved so as to result in kaizen or continuous improvement.

Academic quality assurance is the responsibility of the Quality Assurance Agency (LPM) at the university level, the Quality Assurance Group (GPM) at the faculty level, and the Quality Control Group (GKM) at the study programme level, which are tasked with monitoring and improving academic quality as a form of sustainable implementation of SPMI. Therefore, the policies, systems and implementation of quality assurance at UPPS FSH and the Law Study Programme follow the policies and systems determined by the LPM. The policies made by the LPM include quality policies, quality standards and quality manuals as well as their derivative standards, which are contained in the Rector's Decree that includes the vision, mission and organisation of the Translated to KPI/Key Performance Indicator. Quality policies, quality standards and quality manuals (including standards that exceed SNPT) serve as references for UPPS FSH and PS Ilmu Hukum in SPMI and are used to set realistic quality targets to measure the success of indicator achievement. The aforementioned documents are contained in Rector's Decree Number 413 of 2020 concerning the SPMI Policy of UIN Walisongo Semarang for 2020-2024, Rector's Decree Number 414 of 2020 concerning SPMI Quality Standards and Manuals at UIN Walisongo Semarang for 2020-2024 and its derivative, the Decree of the Dean/Commitment Making Officer of UPPS FSH, State Islamic University Walisongo Semarang Number:



5411/Un.10.1/D/PP.00.9/11/2021.

The existence of internal audits, to ensure the successful achievement of indicators, will be gradually and continuously improved through continuous improvement. Quality assurance, which is responsible for ensuring academic quality at the UPPS FSH level, is called the Quality Assurance Team, while at the PS level, particularly PS Law, it is carried out by the Quality Control Team. GPM together with GKM are integrated with internal audits at LPM to conduct monitoring and evaluation twice (2x) in one (1) semester at the beginning and end of lectures. Monitoring and evaluation is carried out based on data compiled from the reports of each study programme. Each study programme compiles a report by processing data through Sijamu at <https://sijamu.Walisongo.ac.id>. Monitoring and evaluation is also carried out through direct observation, especially in terms of infrastructure. The initial money focuses on three aspects, namely learning readiness (RPS), first week activity, and infrastructure readiness. The methods used are interviews with programme administrators and questionnaires via Google Forms for all academic staff (lecturers, students, and technical staff). End-of-semester monitoring and evaluation was implemented to measure the effectiveness and conduct a comprehensive evaluation of the implementation of lectures. The results were used as material for self-reflection on the performance of UPPS FSH UIN Walisongo Semarang. The methods used in this case were questionnaires distributed via Google Forms, observation, and checking EDOM documents (end-of-semester reports). The variables for end-of-semester monitoring and evaluation included:

1. Characteristics of the teaching process, including the following aspects: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, student-centred;
2. Implementation of blended learning, which includes the following aspects: effectiveness of blended learning implementation (accessibility, interactivity, customer-based), learning process characteristics of learning, the proportion of online-offline learning, and learning outcomes from blended learning;
3. Lecture evaluation includes: educational, authentic, objective, accountable and transparent;
4. Student Evaluation of Lecturers (EDOM) covering the following aspects: diligence in preparing and conducting lectures, mastery of the subject area, ability to explain the relevance of the subject area taught to real life, authority and wisdom, social skills, and receptiveness to criticism, suggestions and opinions from others.

The implementation of effective quality assurance in the Law Science Study Programme is evident in, first, quality assurance in the recruitment of new students (selection of new students who apply, are accepted and register in various admission clusters, with a very significant ratio of 1:10). Second, quality assurance related to education management, which includes the appointment of lecturers, curriculum, RPS, student attendance requirements, exam questions, lecturer performance (BKD, SKP), and SPMI. The management of SPMI implementation is designed, implemented, and continuously improved based on the PPEPP management cycle (standard setting, standard



implementation, standard evaluation, standard control, and standard improvement). The first step is to set standards to be achieved through appropriate activities and strategies. Next, implement these standards consistently, then conduct evaluations and continue with the control process by analysing each standard achievement and deviation. Finally, continue with efforts to improve standards that have been implemented well.

The implementation of the PPEPP cycle management model requires openness, cooperation and readiness for audit by the internal audit team, which is conducted once a year. The audit results are reported by each leader to the university leadership in the Management Review Meeting (RTM) for corrective action to be taken based on the findings and recommendations of the Audit Team. The results of the improvements will be monitored and evaluated. The implementation of the SPMI based on the PPEPP cycle also serves as a form of readiness to undergo the accreditation process or external quality assessment by credible BAN PT or LAM, and to establish a culture of sustainable quality within the university, UPPS FSH and PS Ilmu Hukum. The PPEPP cycle management model is contained in the SPMI implementation management document (Internal Quality Assurance System Policy).



**Table 10.1**

**Curriculum Management and Implementation Mechanisms (PPEPP Cycle)**

Establishment	Implementation		Evaluation	Control	Improvement Sustainability
	Activities	Physical Evidence			
Curriculum Book for the Law Programme (IH)	Preparation of the IH Study Programme Curriculum Book	The Curriculum Book has been approved by the Rector	Programme Report/ Performance Programme (achievement PLO)	Report Achievement PLO periodic	Action programme related to with curriculum improvements, particularly PLO improvements and profile Graduates
			Tracer Study	Monitoring of programme achievement Programme Educational Objective or graduate profile	
Standards Learning And Development of Curriculum Implementation Plan for the IH Study Programme	Process learning	Minutes learning/ course journal	Portfolio course (learning)	Follow-up outcomes learning	Improvements Standards Learning
Standards Assessment and Creation RPS IH Study Programme	Process assessment/ assessment	Minutes assessment	Portfolio course (assessment)	Follow-up assessment results	Improvements Standards Assessment
Standards Lecturer Evaluation By Students (EDOM) Study Programme IH	Evaluation process	Minutes EDOM results	EDOM Award	Follow-up EDOM results	Improvements EDOM Standards



## B. Evaluation

Assessment for learning standards are minimum criteria for assessing student learning processes and outcomes in order to meet graduate learning outcomes. This assessment includes: 1) assessment principles; 2) assessment techniques and instruments; 3) assessment mechanisms and procedures; 4) assessment implementation; 5) assessment reporting; and 6) student graduation. Assessment principles include educational, authentic, objective, accountable, and transparent principles.

**Table 10.2**  
**Assessment Principles**

<b>Principle Assessment</b>	<b>Explanation</b>
Educational	Motivates to: a. Improving learning plans and methods; b. Achieving learning outcomes.
Authentic	a. Focused on a continuous learning process; b. Learning outcomes that reflect students' abilities.
Objective	a. Assessment standards agreed upon by lecturers and students; b. Free from the influence of the assessor's and the assessed's subjectivity.
Accountable	Assessment conducted in accordance with clear procedures and criteria, agreed upon at the beginning of the course, and understood by students.
Transparent	a. Procedural assessment; b. The results of the assessment can be accessed by all stakeholders;

Assessment techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires. Assessment instruments consist of process assessment in the form of rubrics and/or outcome assessment in the form of portfolios or design work. The final assessment result is an integration of the various assessment techniques and instruments used.

1. Attitude assessment is conducted through observation, self-assessment, peer assessment (students assess their peers' performance in a particular field or group), and personal assessment that emphasises faith, noble character, self-confidence, discipline and responsibility in interacting effectively with the social environment, the natural world, and the world and its civilisations.
2. Assessment of knowledge mastery, general skills, and specific skills is done by selecting one or a combination of assessment techniques and instruments. Knowledge assessment can take the form of written and oral tests, which can be conducted directly or indirectly. Direct assessment means that lecturers and students meet face-to-face during the assessment, for example during a munaqasah/thesis examination. Indirect assessment, on the other hand, involves the use of written examination papers, for



example.

3. The assessment of general skills and specific skills is also carried out through performance assessments that can be conducted through practical work, practice, simulations, field practice, and other activities that enable students to improve their skills.

The assessment mechanism consists of:

- a. Developing, communicating, and agreeing on the stages, techniques, instruments, criteria, indicators, and weightings of the assessment between the assessor and the assessed in accordance with the learning plan;
- b. Conducting the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and assessment weights that embody the principles of assessment, providing feedback and opportunities for students to question the assessment results;
- c. Documenting the assessment process and student learning outcomes in an accountable and transparent manner.

The assessment procedure includes the planning stage, assignment or question distribution, performance observation, feedback on observation results, and final grading. The assessment procedure at the planning stage can be carried out through gradual assessment and/or reassessment. Assessment is carried out in accordance with the learning plan. Assessment can be carried out by:

- a. The lecturer in charge or a team of lecturers in charge;
- b. The lecturer or team of lecturers with the participation of students; and/or
- c. The lecturer or team of lecturers with the involvement of relevant stakeholders.

Assessment reports are expressed in terms of the student's success in completing a course using letters and numbers for grades ranging from 0 (zero) to 4 (four). Assessment results are announced to students after one stage of learning in accordance with the learning plan.



**Table 11.3**  
**Learning Assessment**

Letter	Number
A	4.00
B	3.50 – 3.99
B	3.00 – 3.49
C	2.50–2.99
C	2.00–2.49
D	1.50 – 1.99
D	1.00–1.49
E+	0.05 – 0.99
E	0

The equivalence of values on a scale of 0-100 is as follows:

**Table 11.4 Value Equivalence**

Number	Letter	Weight	Number	Letter	Weight
≥80	A	4.0	64	C	2.4
79	B+	3.9	63	C	2.3
78	B+	3.8	62	C	2.2
77	B+	3.7	61	C	2.1
76	B+	3.6	60	C	2.0
75	B+	3.5	59	D+	1.9
74	B	3.4	58	D+	1.8
73	B	3.3	57	D+	1.7
72	B	3.2	56	D+	1.6
71	B	3.1	55	D+	1.5
70	B	3.0	54	D	1.4
69	C+	2.9	53	D	1.3
68	C+	2.8	52	D	1.2
67	C+	2.7	51	D	1.1
66	C+	2.6	50	D	1.0
65	C+	2.5	≤49	E	0

The assessment results of graduate learning outcomes in each semester are expressed as the Semester Grade Point Average (SGPA). The Semester Grade Point Average (SGPA) is calculated by summing the product of the letter grade for each course taken and the credit hours of the relevant course, divided by the total credit hours of courses taken in one semester.



The results of the assessment of graduate learning outcomes at the end of the study programme are expressed in terms of a Grade Point Average (GPA). The Grade Point Average (GPA) is expressed as a figure calculated by multiplying the letter grade for each course taken by the number of credits for that course and dividing the result by the total number of credits for courses taken.

Students who have graduated are entitled to receive a Graduation Certificate.

The statement follows the format below:

**Table 10.5 Student Graduation**

No	Level	Graduation Statement	GPA	Graduation Predicate	
1	Bachelor	If all required coursework has been completed and have achieved the learning outcomes set by the programme targeted by the study programme with a grade point average (GPA) greater than or equal to 2.00 (two point zero zero).			
				2.76-3.00	Satisfactory
				3.01–3.50	Very Satisfactory
				> 3.50 Commendation	Praise

Students who have passed are entitled to receive:

- a. A diploma;
- b. Bachelor of Law degree; and
- c. Certificate of Accompanying the Diploma (SKPI).



## CHAPTER XI

### IMPLEMENTATION PLAN FOR THE RIGHT TO STUDY FOR A MAXIMUM OF 3 SEMESTERS OUTSIDE THE PROGRAMME

In order to implement the spirit of the MBKM curriculum, the Law Study Programme has planned the following curriculum map and MBKM implementation:

**Table 11.1**  
**MBKM Curriculum Map and Implementation**

<b>Semester/ SKS</b>	<b>MBKM Courses/ Credits</b>	<b>Implementation</b>
<b>VII (10 SKS)</b>	Thematic Community Service Programme (KKN) (4 credits)	In villages in the form of community service, both domestic and international community service, both programmed thematic community service and nusantara and independent KKN.
	Final Project (6 credits)	<ol style="list-style-type: none"><li>1. Conducting research at various institutions and within the community to solve legal problems in an academic, scientific, systematic and methodological manner in order to provide recommendations and solutions;</li><li>2. Publishing collaborative research and legal studies in reputable national and international journals national and international journals.</li></ol>
<b>VI (20 SKS)</b>	Field Experience Practice (4 credits)	Conducting practice in various enforcement agencies, such as courts and prosecutors' offices.
	Field Work Lecture (2 credits)	Visiting various legal institutions to hold direct meetings and gain first-hand knowledge with practitioners to gain a deeper understanding of the duties, functions, and authorities of these institutions.



	Legal Clinic Internship (4 credits)	Undertaking an internship/work placement at several legal institutions, in accordance with the specialisation
	Elective Courses MBKM (10 credits)	Studying within and outside the university about specialised and in-depth courses chosen to increase knowledge and skills in the field of law that will be needed when entering the workforce and conducting research.
<b>V (16 credits)</b>	Subject Practical MBKM Course (16 SKS)	Learning both within and outside the university by inviting and hosting practitioner lecturers who work in various legal institutions, such as solicitors, judges, court clerks, and prosecutors.
<b>Total</b>	<b>46 credits</b>	



## **CHAPTER XII**

### **CURRICULUM MANAGEMENT AND IMPLEMENTATION MECHANISMS**

#### **A. Curriculum Management**

Curriculum management is a cooperative, comprehensive, systemic and systematic curriculum management system aimed at achieving curriculum objectives. The scope of curriculum management includes planning, organising, implementing and evaluating the curriculum. There are five principles in curriculum management, namely productivity, democratisation, cooperation, effectiveness and efficiency, as well as directing the vision, mission and objectives set out in the curriculum.

The curriculum development management cycle in higher education consists of four stages, namely:

1. The planning stage, which includes:
  - a. Needs analysis;
  - b. Formulating and answering philosophical questions;
  - c. Determining the curriculum design;
  - d. Creating a master plan for development, implementation and evaluation.
2. The development stage includes:
  - a. Formulating rationale or basic principles;
  - b. Formulating the vision, mission and objectives;
  - c. Determining the structure and content of the programme;
  - d. Selection and organisation of materials;
  - e. Organisation of learning activities; f. Selection of learning resources, tools and facilities;
  - g. Determination of methods for measuring learning outcomes.
3. The implementation stage includes:
  - a. The development of learning plans and programmes (syllabus and lesson plans);Elaboration of material (depth and breadth);
  - b. Determination of learning strategies and methods;
  - c. Provision of learning resources, tools and advice;
  - d. Determining methods and tools for assessing the learning process and outcomes;
  - e. Setting the learning environment.
4. The evaluation or assessment stage, which involves evaluating the implementation of the curriculum at both the development and implementation stages.

#### **B. Curriculum Implementation Mechanism**

Curriculum implementation refers to the learning process, learning assessment, student evaluation of lecturers, and quality assurance systems.

##### **1. Characteristics of the Learning Process**

Learning is a process of interaction between students and lecturers and learning resources in a learning environment. The characteristics of the learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred.

- a. Interactive. Two-way interaction between lecturers and students is clearly described in the learning plan (Syllabus/RPS) in the form of discussions or dialogues, and is



fully implemented in the learning process, supported by validated lecture journals/online links and feedback on the learning process assessment conducted by students in the form of grade appeals.

- b. Holistic. There is a very clear explanation in the learning plan and its implementation in the learning process, supported by evidence of questions and/or other forms of assignments, which show that the learning process is directed at encouraging the formation of a comprehensive and broad mindset for students by internalising local and national excellence and wisdom.
- c. Integrative. There is an application of interdisciplinary and multidisciplinary approaches in the form of integrating research and community service activities into the learning process, such as additional lecture material, case studies, chapters/sub-chapters in the textbooks used, or other relevant forms, and are described or mentioned very clearly in the learning plan and fully implemented in each learning meeting;
- d. Scientific. The implementation of scientific activities such as observing, questioning, experimenting, associating, and communicating learning outcomes is well described and detailed in the learning plan (in terms of final competencies, achievement indicators, methods, learning experiences, and assessment criteria and forms) and supported by comprehensive evidence/research results.
- e. Contextual. Contextual learning indicators (CTL), including modelling, questioning, learning communities, inquiry, constructivism, reflection, and authentic assessment, are clearly reflected in the learning plan (in the form of learning experiences undergone and felt by students) and are supported by positive feedback from students.
- f. Thematic. The materials (themes) studied in the learning process have been adapted to the scientific characteristics of the study programme and linked to real-world problems through a transdisciplinary approach;
- g. Effective. There are assessment results for learning effectiveness indicators consisting of 1) learning implementation management; 2) communicative process; 3) student response; 4) learning activities; and 5) learning outcomes, with an accumulation of excellent scores.
- h. Collaborative. There are assessment results related to the fulfilment of collaborative learning elements (positive interdependence; individual responsibility; face-to-face interaction; application of collaborative skills, and group processes) as well as the steps in implementing collaborative learning methods (orienting students; forming study groups; compiling learning tasks; facilitating student collaboration; and grading and evaluating collaborative learning), with an accumulation of excellent scores.
- i. Student-centred. There are assessment results on the fulfilment of all characteristics of student-centred learning (SCL), which include changes in patterns. One-way learning becomes interactive; isolated learning patterns change to networked ones; passive learning patterns change to active-seeking ones; independent learning patterns change to group or team-based learning; single-tool learning patterns change to multimedia-based ones; mass-based learning patterns are changing to customer-needs-based learning with the development of the specific potential of each student; single-knowledge (monodiscipline) learning patterns are changing to multidiscipline; and passive learning patterns are changing to critical learning.



## **2. Characteristics of Learning Assessment**

- a. Educational. The assessments given by lecturers are educational in nature, motivating students to engage in self-reflection in order to achieve learning outcomes that encompass attitudes, knowledge, and skills.
- b. Authentic. The assessments given by lecturers are authentic, i.e. oriented towards the learning process (namely complex thinking skills, information processing, effective communication, cooperation, collaboration, and effective reasoning) and learning outcomes (namely mastery of lecture material);
- c. Objective. The assessment given by lecturers is objective, i.e. in accordance with the assessment criteria/rubrics in the learning contract that has been disseminated to students and in accordance with the assessment standards contained in the existing assessment guidelines;
- d. Accountable. The assessments given by lecturers are accountable, i.e. based on clear assessment techniques, clear assessment instruments and rubrics, clear assessment weights, and assessment procedures and criteria, which are disseminated at the beginning of the lecture;
- e. Transparent. The assessments given by lecturers have fulfilled the principle of transparency in assessment, namely the dissemination of assessment procedures at the beginning of the lecture, the documentation of assessments of the learning process and outcomes of students, the disclosure of assessment results to students, and the dissemination/announcement of the assessment results given.

## **3. Characteristics of Lecturer Assessment by Students (EDOM)**

- a. Professionalism, including diligence in preparing lecture materials, through the RPS/Syllabus that is delivered, mastery of lecture materials or taught materials, the ability to explain the relevance of the field of expertise being taught to real-life contexts, lectures being conducted according to the predetermined schedule, and lectures being delivered in accordance with the learning contract (SAP/syllabus and teaching materials);
- b. Pedagogy, including the ability to identify and develop the potential characteristics of students, the ability to adapt learning strategies and methods to the characteristics of students and their needs, the ability to compile and use various learning materials and resources, including the use of information technology, in accordance with the characteristics of students, the ability to foster higher-order thinking in students, by lecturers, such as the ability to summarise or develop ideas or concepts, and the ability to enliven the classroom atmosphere by lecturers;
- c. Social, including providing feedback on student assignments by lecturers, the ability to communicate effectively, empathetically and politely with students, being enthusiastic and positive, and the ability to socialise, accept criticism, suggestions and opinions from others;
- d. Attitude, including authority and wisdom as a lecturer and the lecturer's response to



students' questions or opinions.

#### 4. Quality Assurance System

The curriculum quality assurance system follows the PPEPP cycle, namely:

- a. Curriculum Development (P);
- b. Curriculum Implementation (P);
- c. Curriculum Evaluation (E);
- d. Curriculum Control (P), and
- e. Curriculum Improvement (P).

The curriculum is established at least once every 4-5 years with a review conducted once a year, setting the programme's educational profile/objectives, PLO, courses and their weightings, and an integrated curriculum structure. The implementation of the curriculum is carried out through the learning process, with attention paid to the achievement of PLO, both for graduates (PLO), CP at the course level (CLO), or CP at each stage of learning in lectures (LLO).

The implementation of the curriculum refers to the RPS compiled by lecturers or a team of lecturers, with consideration given to the achievement of PLO at the COURSE level. CLO and LLO at the course level must support the achievement of PLO assigned to each course. Curriculum evaluation aims to improve sustainability in curriculum implementation.

The evaluation is conducted in two stages, namely the formative stage and the summative stage. Formative evaluation focuses on the achievement of PLO. PLO achievement is determined through the achievement of CLO and LLO, which are set at the beginning of the semester by lecturers/lecturer teams and study programmes. Evaluation is also conducted on the form of learning, learning methods, assessment methods, RPS and supporting learning tools. Curriculum review in the Law Study Programme is conducted at least once every two years and at most once every five years, involving internal and external stakeholders, and reviewed by experts in the field of law, industry, associations, and in accordance with developments in science and technology and user needs.

Curriculum implementation is monitored every semester using indicators of PLO achievement. Curriculum monitoring is carried out by the study programme and is monitored and assisted by the higher education institution's quality assurance unit/agency.

Curriculum reconstruction/redesign is based on the results of curriculum evaluation, both formative and summative. The complete curriculum quality assurance cycle can be referred to in the Higher Education Standards.



**Table 12.1**  
**Curriculum Management and Implementation Mechanism (PPEPP Cycle)**

Establishment	Implementation		Evaluation	Control	Improvement Sustainability
	Activities	Physical Evidence			
Curriculum Book for the Law Study Programme (IH)	Preparation of the IH Study Programme Curriculum Book	The Curriculum Book has been approved by the Rector	Programme Report/ Performance Programme (achievement PLO) Tracer Study	Report Achievement PLO periodic Monitoring of Programme Achievement Educational Objective or graduate graduate	Program follow-up related to curriculum improvement, particularly PLO improvements and profile of graduates
Standards Learning and Production RPS IH Study Programme	Process learning	Minutes learning/ journal lecture	Portfolio course (learning)	Follow-up outcomes learning	Improvements Standards Learning
Standards Assessment and Creation RPS IH Study Programme	Process assessment/ assessment	Minutes assessment	Portfolio course (evaluation)	Follow-up results evaluation	Improvements Standards Assessment
Standard Evaluation Lecturer by Students (EDOM) Study Programme IH	Process evaluation	Minutes EDOM results	EDOM Award	Follow-up EDOM results	Improvement Standards EDOM



## APPENDIX



**AGREEMENT  
ASSOCIATION OF ORGANIZERS OF THE LAW STUDY  
PROGRAM AT STATE ISLAMIC RELIGIOUS UNIVERSITIES  
(APPSIH-PTKIN)  
Makassar, October 12, 2021**

The Association of Organizers of the Law Study Program at the State Islamic Religious Universities (APPSIH-PTKIN) reached an agreement at the Faculty of Sharia, Alauddin State Islamic University of Makassar on Tuesday, October 12, 2021, regarding the curriculum of the Law Study Program at State Islamic Religious Universities and the implementation of the Merdeka Belajar Kampus Merdeka policy as follows:

- I Encourage the Law Study Program within the State Islamic Religious Universities to implement a curriculum based on the National Qualification Framework of Indonesia (KKNI) for the year 2021 and the Merdeka Belajar Kampus Merdeka policy.
- II Minimum learning outcomes are defined as follows:
  1. “Able to apply their expertise and utilize science and technology in their field to solve problems and adapt to situations encountered.”
  2. Master theoretical concepts in general and specific areas of knowledge, and be able to formulate problem-solving procedures.
  3. Able to make decisions based on analysis of information and data, and provide guidance in choosing appropriate alternatives independently and in groups.
  4. Able to maintain accountability for work in their field and achieve measurable performance outcomes within organizations.
  5. Able to conduct analysis and evaluation related to legal regulations and law enforcement in Indonesia.
- III Agree on the learning outcomes for the Law Study Program in the area of specific skills, as follows:
  1. Able to explain and discuss comprehensively, thoroughly, and systematically about Indonesian Law and the National Legal System.
  2. Skilled in negotiation, communication, litigation and non-litigation advocacy, prosecution, mediation, arbitration, and capable of drafting legal documents consistent with the values and ethics of the legal profession.
  3. Possesses strong juridical reasoning demonstrated by the ability to analyze and construct legal arguments or reasoning to identify and apply legal rules in solving cases.
  4. Skilled in conducting legal research and writing in accordance with academic and professional ethics, able to develop legal knowledge in both national and international contexts.
  5. Able to explain and discuss Islamic Law and its influence on the development of Indonesia’s National Legal System, as well as other aspects closely related to legal studies and development.
  6. Able to evaluate the National Legal System of Indonesia and aspects within legal studies in accordance with developments in law and social change.



### **Additional Skill-Based Learning Outcomes:**

1. Able to understand court administration within the scope of the Supreme Court.
  2. Able to draft academic manuscripts and legislative drafts (laws, regional regulations, and others).
  3. Able to prepare legal documents such as agreements, powers of attorney, and other legal documents.
  4. Able to use information technology to understand legal developments in other countries.
- IV Agree on 23 (twenty-three) law courses that must be included in the curriculum of the Law Study Program at the State Islamic Religious Universities as follows:
1. Introduction to Law
  2. Introduction to Indonesian Law
  3. State Law
  4. Civil Law
  5. Criminal Law
  6. Constitutional Law
  7. Administrative Law
  8. International Law
  9. Commercial Law
  10. Customary Law
  11. Islamic Law
  12. Agrarian/Land Law
  13. Environmental Law
  14. Civil Procedure Law
  15. Criminal Procedure Law
  16. Administrative Court Procedure Law
  17. Constitutional Court Procedure Law
  18. Criminal Court Practice
  19. Civil Court Practice
  20. Administrative Court Practice
  21. Legislative Drafting
  22. Contract Drafting
  23. Legal Research and Writing Methodology
  24. Human Rights Law
  25. Thesis/Final Project
- V Strengthen students' legal competencies through practical activities, including mock trials, legal advocacy, drafting legal documents, legislative drafting, contract drafting, and court clerkship, among others.
- VI Add elective law courses in accordance with local wisdom, resource potential, and developments in science and technology.
- VII Strengthen Sharia/Islamic law courses within the Law Study Program under the Faculty of Sharia.



**Conduct persuasive efforts to include law-related courses from non-law programs within the Faculty of Sharia to enhance the qualifications of Sharia Faculty graduates with a Bachelor of Laws degree.**

Makassar, October 12, 2021

**BOARD OF THE ASSOCIATION OF LAW STUDY PROGRAMS  
IN STATE ISLAMIC UNIVERSITIES (APPSIH-PTKIN)**

**Chairman**

**Dr. Rahman Syamsuddin, S.H., M.H**



**General Secretary**

**Ach Tahir, S.H.I., S.H., L.L.M., M.A**

**Session Leader:**

**Signature**

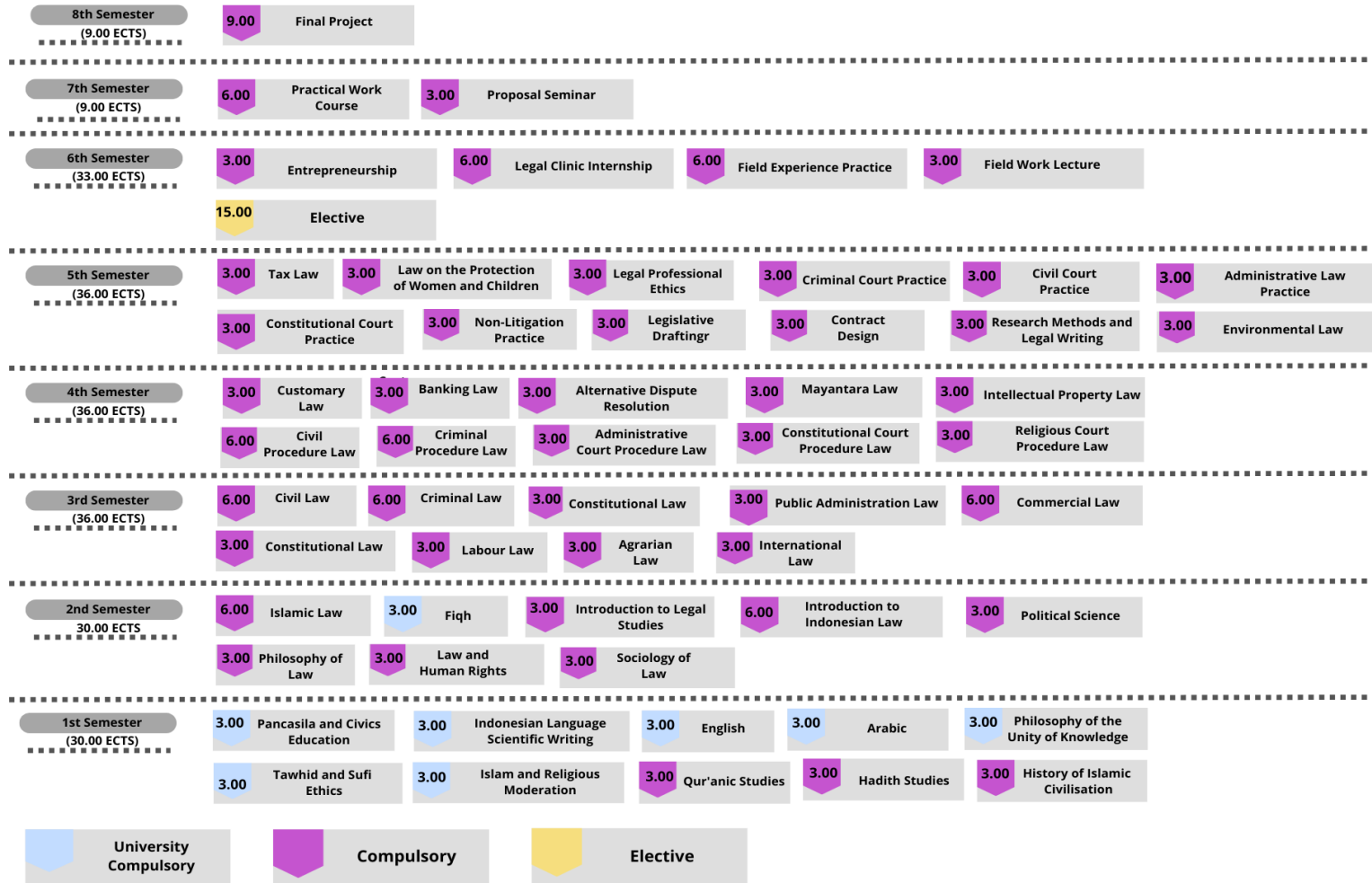
Dr. Fadli Andi Natsif, S.H., M.H (UIN Alauddin Makassar)

**Participants:**

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9. Nur Hakimah (IAIN Pontianak)
10. Dr. Sudirman, S.H., M.H (IAIN Sorong)
11. Moh. Fadhil (IAIN Pontianak)



## CURRICULUM OVERVIEW IMAGE





**CURRICULUM OVERVIEW EXCEL**

Credit points		Semester								TOTAL
		1	2	3	4	5	6	7	8	
University	24	21	3	0	0	0	0	0	0	24
Programme	168	9	27	36	36	36	18	6	0	168
Options	15	0	0	0	0	0	15	0	0	15
Thesis, Internship, Work Placement (KKL) - Final Project and Internship	12	0	0	0	0	0	0	3	9	12
<b>Total ECTS Credit Points</b>	<b>219</b>	<b>30.00</b>	<b>30.00</b>	<b>36.00</b>	<b>36.00</b>	<b>36.00</b>	<b>33.00</b>	<b>9.00</b>	<b>9.00</b>	<b>219</b>
<b>Total Credit Points</b>	<b>146</b>									
<b>Legends</b>		<b>Type</b>	<b>Semester</b>	<b>Credit Points</b>	<b>Academic Hours</b>	<b>Learning Activities</b>			<b>Weight for GPA</b>	
Type	C = Compulsory;									
	E = Elective									
Credit Points	ECTS Credit Points									
Academic Hours	Academic Hours per Semester									
Learning Activities	L = Lecture (Discussion, Presentation, Quiz, Case Method, Project-Based Learning, Exam)									
	A = Assignment									
	E = Exercise									
	FP = Final Project									
	La = Laboratory Activity									
	In=Internship									
<b>University</b>				<b>24</b>	<b>720.00</b>					
UIN 6001	Pancasila and Civic Education	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>	
UIN 6002	Indonesian Language for Scientific Writing	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>	
UIN 6003	Islam and Religious Moderation	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>	
UIN 6004	Philosophy of the Unity of Knowledge	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>	



UIN 6005	Islamic Jurisprudence (Fiqh)	C	2	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
UIN 6006	Tawhid and Sufi Ethics	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
UIN 6007	Academic English	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
UIN 6008	Academic Arabic	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
<b>Compulsory Courses for the Department</b>				<b>168</b>	<b>5040</b>	<b>0.01369</b>			
PIH-6009	Islamic Law	C	2	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>
PIH-6010	Philosophy of Law	C	2	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6011	Qur'anic Studies	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6012	Hadith Studies	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6013	History of Islamic Civilisation	C	1	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6014	Legal Professional Ethics	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6015	Sociology of Law	C	2	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6016	Introduction to Law	C	2	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6017	Introduction to Indonesian Law	C	2	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>
PIH-6018	Political Science	C	2	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6019	Civil Law	C	3	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>
PIH-6020	Criminal Law	C	3	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>



PIH-6021	Constitutional Law	C	3	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6022	Public Administration Law	C	3	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6023	Labour Law	C	3	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6024	Customary Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6025	Agrarian Law	C	3	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6026	Commercial Law	C	3	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>
PIH-6027	International Law	C	3	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6028	Tax Law	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6029	Banking Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6030	Environmental Law	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6031	Law and Human Rights	C	2	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6032	Constitutional Law	C	3	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6033	Intellectual Property Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6034	Intellectual Property Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6035	Law on the Protection of Women and Children	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6036	Alternative Dispute Resolution	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6037	Civil Procedure Law	C	4	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>



PIH-6038	Criminal Procedure Law	C	4	6	180	L = 53	A = 64	E = 64	<b>0.01369</b>
PIH-6039	Administrative Court Procedure Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6040	Religious Court Procedure Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6041	Constitutional Court Procedural Law	C	4	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6042	Criminal Court Practice	C	5	3	90	La = 90			<b>0.01369</b>
PIH-6043	Civil Court Practice	C	5	3	90	La = 90			<b>0.01369</b>
PIH-6044	Administrative Court Practice	C	5	3	90	La = 90			<b>0.01369</b>
PIH-6045	Constitutional Court Practice	C	5	3	90	La = 90			<b>0.01369</b>
PIH-6046	Non-litigation practice	C	5	3	90	La = 90			<b>0.01369</b>
PIH-6047	Legislative Design	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6048	Contract Design	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6049	Research Methods and Legal Writing	C	5	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6071	Entrepreneurship	C	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6072	Legal Clinic Internship	C	6	6	180	La = 180			<b>0.027397 26</b>
PIH-6073	Field Experience Practice	C	6	6	180	L = 52	A = 64	E = 64	<b>0.01369</b>
PIH-6074	Field Work Lectures	C	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6075	Practical Work Course	C	7	6	180	L = 52	A = 64	E = 64	<b>0.01369</b>
<b>General Elective Courses</b>				<b>15</b>	<b>450</b>				<b>0.01369</b>
PIH-6050	Selected Topics in Criminal Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>



PIH-6051	Selected Topics in Civil Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6052	Selected Topics in Constitutional Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6053	Selected Topics in International Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6054	Selected Topics in Business/Economic Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6055	Criminology	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6056	Victimology	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6057	Comparison of Criminal Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6058	Comparison of Civil Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6059	Comparison of Constitutional Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6060	Business/Economics Law Comparison	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6061	Special Criminal Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6062	Investment Law and Capital Markets	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6063	Bankruptcy Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6064	Consumer Protection Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6065	Election and Regional Election Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6066	Law and Public Policy	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6067	Law and Politics	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>



PIH-6068	Humanitarian Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6069	Extradition Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
PIH-6070	Health Law	CE	6	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
<b>Compulsory Elective Course Supporting Final Project</b>				<b>12</b>	<b>360</b>				
PIH-6077	Final Project	CE	8	9	270	L = 80	A = 96	E = 96	<b>0.01369</b>
PIH-6076	Proposal Seminar	CE	7	3	90	L = 26	A = 32	E = 32	<b>0.01369</b>
<b>TOTAL</b>									<b>1.000</b>



## **FACULTY OF SHARIA AND LAW STATE ISLAMIC UNIVERSITY OF WALISONGO**

### **Scientific Vision of the Law Study Program:**

**To develop legal science based on the unity of sciences for humanity and civilization at the international level by 2038.**

### **Scientific Missions of the Law Study Program:**

**To conduct education and teaching in the field of legal science based on the unity of sciences;**

**To carry out research related to legal studies in order to address legal and societal issues;**

**To implement community service in the field of law for the advancement of civilization and humanity;**

**To establish cooperation with various institutions on regional, national, and international scales;**

**To explore and apply local wisdom values related to legal studies for the development of legal practices in society;**

**To implement professional institutional management in accordance with international standards.**