



# **CURRICULUM DEVELOPMENT REPORT**

**BACHELOR OF  
LAWS (BL)**

**FACULTY OF  
SHARIA AND LAW**



Islamic State University  
**Walisongo Semarang**

**2025**

## FOREWORD

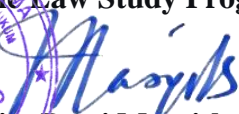
It is with great pride and a profound sense of responsibility that we present the Outcome-Based Education (OBE) Curriculum for the Bachelor of Laws (BL) programme at the Faculty of Sharia and Law, Universitas Islam Negeri (UIN) Walisongo Semarang, for the year 2024. This document represents a significant milestone in our ongoing commitment to academic excellence and innovation, marking a strategic evolution from our 2020 curriculum framework.

The development of this curriculum has been driven by the imperative to respond dynamically to the challenges and opportunities of the contemporary global landscape, notably characterised by the Fourth Industrial Revolution and the demands of a millennial generation. In an era defined by rapid technological advancement and digital transformation, educational institutions must be agile, forward-thinking, and attuned to the evolving needs of society and the professional world. This OBE curriculum is our deliberate and structured response to these imperatives.

Aligned with the national vision for higher education, this curriculum is firmly grounded in the Indonesian National Qualifications Framework (KKNI), Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 on Quality Assurance in Higher Education, and the distinctive *unity of sciences* paradigm that is the cornerstone of UIN Walisongo's academic identity. This integrative approach seeks to harmonise religious wisdom, universal legal principles, and modern scientific thought, aiming to cultivate graduates who are not only legally proficient but also ethically grounded and socially responsible.

The formulation of this curriculum has been a collaborative and consultative endeavour, enriched by the invaluable insights of a wide range of stakeholders, including our esteemed faculty members, students, accomplished alumni, industry partners, and educational experts. We extend our deepest gratitude to the dedicated Curriculum Development Team, whose expertise, diligence, and visionary outlook have been instrumental in bringing this comprehensive framework to fruition.

While we present this curriculum with confidence, we also recognise that the pursuit of educational excellence is a continuous journey. We remain open to constructive feedback and are committed to its periodic review and refinement. It is our sincere hope that this 2024 OBE curriculum will effectively guide our students towards achieving exemplary learning outcomes, empowering them to become competent legal scholars, ethical practitioners, and visionary contributors to a just and civilised society.

**Semarang, August 2024**  
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# CHAPTER I

## INTRODUCTION

### 1.1 Background: Responding to Global and Local Dynamics

The dawn of the 21st century has ushered in an era of unprecedented change, characterised by the rapid convergence of technology, information, and global interconnectedness, widely recognised as the Fourth Industrial Revolution. This paradigm shift, alongside the rise of a digitally-native millennial generation, presents profound implications for higher education worldwide. Institutions are no longer mere repositories of knowledge but are compelled to evolve into dynamic ecosystems that cultivate adaptive, innovative, and ethically-grounded graduates capable of navigating complex, transnational challenges. The legal profession, in particular, stands at a critical juncture. It is impacted by digital transformation, evolving notions of justice, cross-border legal issues, and increasing demands for interdisciplinary solutions to societal problems.

Locally, Indonesia's socio-cultural tapestry, rich with diversity and underpinned by a strong moral and religious ethos, necessitates an educational approach that is both globally competent and locally resonant. The nation's legal system and its development are deeply intertwined with this unique context. Furthermore, national policies, such as the *Merdeka Belajar-Kampus Merdeka* (MBKM) initiative, mandate higher education to foster greater student autonomy, relevance, and direct engagement with the world beyond academia. This policy encourages study programmes to provide students with opportunities to gain meaningful experience in professional settings, research projects, and community development.

In response to these global imperatives and local mandates, the Bachelor of Law (S.H.) programme at the Faculty of Sharia and Law, Universitas Islam Negeri (UIN) Walisongo Semarang, has undertaken a comprehensive and strategic curriculum review. The previous curriculum, implemented since 2020, has served its purpose; however, a rigorous evaluation through tracer studies, stakeholder feedback, and internal quality audits revealed areas for enhancement. These include a need for stronger alignment between graduate profiles, learning outcomes, and course structures, as well as a more holistic integration of practical skills, digital literacy, and ethical reasoning demanded by contemporary legal practice.

This curriculum development initiative is, therefore, a proactive and necessary evolution. It is driven by the commitment to ensure that UIN Walisongo's law graduates are not only proficient in substantive and procedural legal knowledge but are also critical thinkers, effective communicators, and principled practitioners. They must be equipped to serve as legal scholars, advocates, state officials, researchers, or entrepreneurial legal professionals (*lawpreneurs*) who can contribute to a just, humane, and civilised society, both within Indonesia and on the international stage. This new Outcome-Based Education (OBE) curriculum represents our strategic commitment to bridging the gap between

academic theory and professional practice, ensuring our education remains relevant, competitive, and transformative in a rapidly changing world.

## 1.2 Legal and Philosophical Foundations

The development of this 2024 Outcome-Based Education (OBE) curriculum is firmly anchored in a robust tripartite foundation: a coherent educational philosophy, a comprehensive legal framework, and the distinctive institutional vision of UIN Walisongo Semarang.

Philosophically, the curriculum is guided by the paradigm of the Integration of Sciences (*Integrasi Ilmu*). This is not merely a thematic addition but the core philosophical pillar of UIN Walisongo. It posits that authentic knowledge and holistic understanding arise from the purposeful synthesis of divine revelation, universal ethical values, and modern scientific inquiry. For legal education, this means moving beyond a positivist, secular-centric approach to law. It involves cultivating legal professionals who perceive law as a living instrument for justice, deeply connected to moral philosophy, local wisdom (*kearifan lokal*), and the socio-cultural realities of the community it serves. This philosophy ensures that graduates are technically competent and morally anchored, capable of exercising legal judgement informed by a deep sense of humanity and civilisational values.

The legal foundation of this curriculum is extensive and meticulous, ensuring full compliance with national standards and regulations. The development process adheres to a hierarchy of legal instruments, including: the 1945 Constitution of the Republic of Indonesia, which guarantees the right to education; Law Number 12 of 2012 on Higher Education; Government Regulation Number 4 of 2014 on the Implementation of Higher Education; and the Minister of Education and Culture Regulation Number 3 of 2020 on National Higher Education Standards. Crucially, it also incorporates the Minister of Education and Culture Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education and aligns with the Indonesian National Qualifications Framework (KKNI). This alignment guarantees that the curriculum's design, learning outcomes, and graduate competencies meet nationally and internationally benchmarked standards, facilitating recognition and mobility for our graduates.

At the institutional level, the curriculum directly operationalises the vision and mission of UIN Walisongo Semarang and its Faculty of Sharia and Law. The university's vision to become "A Leading Islamic Research University Based on the Integration of Sciences for Humanity and Civilisation by 2038" is translated into the law programme's specific vision: "To develop law based on the integration of sciences for humanity and civilisation at the international level by 2038." Every aspect of this curriculum—from the formulation of Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs) to the selection of course materials and pedagogical methods—is designed to fulfil this aspirational vision. It ensures that the pursuit of legal excellence is

consistently coupled with a commitment to community service, innovative research, and the application of ethical principles derived from the integration of knowledge.

### **1.3 Objectives of Curriculum Development**

The transition to this new OBE curriculum is driven by a set of clear, strategic objectives designed to elevate the quality, relevance, and impact of legal education at UIN Walisongo. These objectives are multifaceted and interconnected, aiming for a holistic transformation of the programme.

#### **Primary Objectives:**

1. **To Enhance Graduate Competitiveness and Relevance:** The foremost objective is to produce graduates whose competencies are precisely aligned with the needs of the national and global job market. This involves defining clear graduate profiles (Legal Scholar, Practitioner, State Official, Researcher, *Lawpreneur*) and meticulously crafting Programme Learning Outcomes (PLOs) that ensure graduates possess not only deep legal knowledge but also essential 21st-century skills such as critical thinking, complex problem-solving, digital literacy, communication, and entrepreneurship.
2. **To Fully Implement an Outcome-Based Education (OBE) Framework:** This curriculum shifts the focus from traditional, input-based teaching to a student-centred, outcome-based model. The objective is to ensure that all learning activities, assessments, and course designs are explicitly mapped to and driven by the achievement of the stated PLOs. This creates a transparent, coherent, and accountable educational pathway where every module contributes demonstrably to the final graduate attributes.
3. **To Integrate the MBKM (Merdeka Belajar-Kampus Merdeka) Policy Effectively:** A key objective is to institutionalise the MBKM policy by providing structured, meaningful, and credit-bearing opportunities for students to learn beyond the classroom. This includes mandatory internships (e.g., Legal Clinic Internship, Field Experience Practice), field lectures, community service programmes, and the option to take elective courses or conduct research externally, ensuring at least three semesters of equivalent learning experience outside the core programme.
4. **To Strengthen the Pillars of Research and Community Service:** The curriculum aims to deeply embed research and community engagement into the student learning journey. From early courses on legal research methods to the culminating Final Project, students are trained to identify, analyse, and propose evidence-based solutions to real-world legal issues. Community service, particularly through the Practical Work Course, is designed to apply legal knowledge for tangible societal benefit, reinforcing the university's mission of serving humanity.

### **Supporting Objectives:**

5. **To Optimise Resource Alignment:** This involves ensuring that lecturer expertise, learning facilities (including the development of skills laboratories such as mock courts and mediation labs), and digital resources are strategically aligned with and fully support the delivery of the new curriculum.
6. **To Establish a Robust Continuous Quality Improvement (CQI) Cycle:** The curriculum is designed with built-in mechanisms for ongoing evaluation, using tools like tracer studies, stakeholder feedback, learning outcome assessments, and internal audits. The objective is to create a self-correcting, agile curriculum that can continually adapt to future developments in law, pedagogy, and societal needs.

### **1.4 Scope and Development Process**

The scope of this curriculum development is comprehensive, encompassing the entire architecture of the Bachelor of Law programme. It includes the reformulation of the programme's vision and mission in line with institutional directives; the definition of targeted graduate profiles; the development of Programme Educational Objectives (PEOs) and detailed Programme Learning Outcomes (PLOs); the systematic selection and organisation of study materials into a coherent course structure; the assignment of credit weights; and the design of semester learning plans (RPS) with specific Course Learning Outcomes (CLOs). Furthermore, it establishes the mechanisms for implementation, assessment, quality assurance, and the specific integration plan for the MBKM policy.

The development process was systematic, collaborative, and evidence-based, adhering to the following key stages:

1. **Formation of a Dedicated Development Team:** By virtue of Rector's Decree Number 2558/Un.10.1/D/DA.05.1/04/2024, a multidisciplinary team was appointed, comprising senior professors, faculty deans, academic coordinators, and lecturers from various legal specialisations. This ensured both leadership oversight and broad academic input.
2. **Comprehensive Evaluation and Environmental Scanning:** The process began with a thorough evaluation of the 2020 curriculum, analysing its strengths and gaps. This was supplemented by extensive tracer studies of alumni (2019-2021) to track employment outcomes, waiting times, job suitability, and employer satisfaction. Stakeholder workshops involving judges, advocates, civil servants, alumni, and students provided crucial external perspectives on industry needs.
3. **Stakeholder Engagement and Benchmarking:** A series of focused group discussions, workshops, and benchmarking studies against national standards (SN-Dikti, KKNI) and best practices from other reputable law schools were conducted. This ensured the curriculum was informed by practical realities and academic excellence.
4. **Drafting and Alignment Workshops:** The team engaged in intensive workshops to draft and iteratively refine each component of the curriculum. The core activity was ensuring vertical and horizontal alignment—mapping the university's vision down to

individual course outcomes, and ensuring courses collectively and non-redundantly covered all required PLOs.

5. **Review and Validation:** Drafts were subjected to internal review by professors and senior faculty members. A final validation workshop was held to critique and approve the complete curriculum document, ensuring intellectual rigour and coherence.
6. **Official Ratification and Documentation:** The final curriculum document was formally ratified by the Vice Dean for Academic Affairs and the Head of the Law Study Programme on 1 August 2024, for implementation starting in the 2024/2025 academic year. This document serves as the authoritative blueprint for the programme's delivery, assessment, and future review.

This meticulous and participatory process guarantees that the 2024 OBE curriculum is not merely a revised document but a strategic, living framework committed to educating a new generation of legal professionals equipped for the challenges and opportunities of our time.

## CHAPTER II

### DEVELOPMENT METHODS

#### 2.1 Systemic and Participatory Approach

The development of the Outcome-Based Education (OBE) 2024 Curriculum for the Bachelor of Law (BL) programme at the Faculty of Sharia and Law, State Islamic University (UIN) Walisongo Semarang, was undertaken using a systemic and participatory approach. This methodology ensures that the curriculum is not only theoretically robust and aligned with national and international standards but also practically relevant, responsive to stakeholder needs, and implementable within the institutional context.

The systemic approach recognises the curriculum as a complex, interconnected system embedded within broader educational, social, and regulatory ecosystems. Development was therefore guided by a holistic view, considering inputs (e.g., legal foundations, graduate profiles), processes (e.g., stakeholder engagement, design workshops), and outputs/outcomes (e.g., Programme Learning Outcomes, course structures) as interrelated components. This approach facilitated the alignment of the curriculum with the vision and mission of the university, faculty, and study programme, as well as with external frameworks such as the Indonesian National Qualifications Framework (KKNI), National Higher Education Standards (SN-Dikti), and the principles of the Independent Learning Campus (MBKM).

Concurrently, the participatory approach was fundamental to ensuring the curriculum's relevance, quality, and ownership. This involved the active engagement of a wide spectrum of internal and external stakeholders throughout the development lifecycle. Their roles ranged from providing input and feedback to validating and approving the final curriculum structure. This collaborative process was designed to incorporate diverse perspectives, harness collective expertise, and build consensus, thereby enhancing the curriculum's legitimacy and potential for successful implementation.

##### 2.1.1 Key Principles of the Systemic Approach

The systemic framework was operationalised through several key principles:

- **Alignment and Coherence:** Ensuring a clear and logical vertical and horizontal alignment from the **University's Vision and Mission** down to the **Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs)**, learning activities, and assessment methods. Each component was designed to support and contribute to the achievement of the higher-level goals.

- **Evidence-Based Decision Making:** Curriculum design and revision were informed by systematic data collection and analysis. This included:
  - **Curriculum Evaluation:** A comprehensive review of the previous 2020 curriculum to identify strengths, weaknesses, and gaps.
  - **Tracer Study Results:** Analysis of graduate employment data, waiting periods, job suitability, employer satisfaction, and alumni feedback to understand the performance and market relevance of graduates.
  - **Stakeholder Needs Analysis:** Formal and informal consultations with employers, professional bodies, alumni, and students to identify evolving competencies required in the legal profession.
- **Contextual Responsiveness:** The curriculum was designed to be responsive to the unique context of UIN Walisongo, particularly its foundational paradigm of *the unity of sciences* (*integrasi ilmu*). This philosophical basis was integrated into the curriculum's vision, mission, PLOs, and course content, distinguishing it from secular law programmes. Furthermore, the curriculum responds to global trends such as digitalisation (Industry 4.0), the demands of the millennial generation, and national policies on higher education quality assurance.
- **Continuous Improvement Cycle:** The development process was conceptualised as part of a larger, ongoing cycle of quality assurance (PPEPP: Establishment, Implementation, Evaluation, Control, Improvement). The new OBE curriculum is itself an outcome of the evaluation and improvement phases of the previous curriculum cycle, and it includes built-in mechanisms for future monitoring and refinement.

### 2.1.2 Key Features of the Participatory Approach

The participatory approach was characterised by the structured involvement of multiple stakeholder groups:

- **Internal Stakeholders:**
  - **University Leadership:** The Rector and Vice-Rector for Academic Affairs provided policy direction, formal mandates (via decree), and final approval.
  - **Faculty Leadership:** The Dean and Vice-Deans of the Faculty of Sharia and Law offered strategic guidance, resource allocation, and oversight.
  - **Curriculum Development Team:** A formally appointed team of academics (as per Rector's Decree No. 2558/Un.10.1/D/DA.05.1/04/2024), led by professors and senior lecturers, was responsible for the technical design, drafting, and coordination of the development process.
  - **Lecturers and Academic Staff:** Provided subject-matter expertise, reviewed course materials, and contributed to the formulation of PLOs and CLOs based on their teaching experience.
  - **Students:** Provided feedback on the learning experience, course relevance, and suggestions for improvement through surveys and forum group discussions (FGDs).

- **External Stakeholders:**
  - **Alumni:** Served as a critical link to the world of work. Their experiences and career trajectories, captured through tracer studies, were invaluable in refining graduate profiles and PEOs.
  - **Employers and Professional Practitioners:** Judges, prosecutors, advocates, legal consultants, and government officials from partner institutions provided insights into the practical skills and knowledge required in the legal field. Their input ensured the curriculum remains professionally relevant.
  - **Industry and Professional Associations:** Engagement with legal consortia and professional bodies helped align the curriculum with industry standards and certification requirements.
  - **Curriculum and OBE Experts:** External academics and consultants with specialisation in OBE curriculum design were invited to provide training, workshops, and critical reviews to ensure methodological rigour and adherence to OBE best practices.
  - **Community Representatives:** Input from community partners helped shape the community service and practical work components of the curriculum, ensuring they address real societal needs.

The interaction between these stakeholders was facilitated through a variety of formal and informal mechanisms, including workshops, focus group discussions (FGDs), surveys, seminars, and review meetings. This multi-voiced process ensured that the final curriculum document is a product of collective wisdom and shared commitment.

## 2.2 Stages of the Curriculum Development Method

The development of the OBE 2024 curriculum followed a structured, multi-stage methodology. This phased approach ensured thoroughness, maintained stakeholder engagement, and provided clear milestones for the project. The stages are outlined chronologically below:

### 2.2.1 Stage 1: Initiation and Mandate Formulation (January – March 2024)

- **Activities:** Recognition of the need for curriculum renewal based on the four-year evaluation cycle, changes in national regulations (Permendikbud No. 53 of 2023), MBKM policy, and tracer study findings. Formal proposals were prepared and submitted to the Faculty and University leadership.
- **Output:** Issuance of the **Rector's Decree No. 2558/Un.10.1/D/DA.05.1/04/2024** on 19 April 2024, formally establishing the **Curriculum Development Team for OBE 2024**. This decree provided the legal authority, defined the team's composition, and outlined its responsibilities.

### 2.2.2 Stage 2: Situational Analysis and Foundation Building (April 2024)

- **Activities:**
  - **Comprehensive Literature Review:** Analysis of the legal and philosophical foundations, including the National Education System Law, Higher Education Law, KKNl, SN-Dikti, University and Faculty statutes, and the paradigm of *the unity of sciences*.
  - **In-Depth Curriculum Evaluation:** A systematic review of the 2020 curriculum against the **PPEPP framework** (see Chapter II of the curriculum document), assessing needs assessment, design, resources, implementation process, achievement, and funding.
  - **Stakeholder Needs Assessment:** Preliminary meetings and surveys with key external stakeholders (alumni, employers) to gather initial input on graduate competencies.
- **Output:** A clear understanding of the **philosophical, sociological, psychological, historical, and juridical foundations** for the new curriculum, as well as a detailed SWOT analysis of the existing programme.

### 2.2.3 Stage 3: Formulation of Vision, Mission, and Graduate Competency Standards (May 2024)

- **Activities:**
  - **Alignment Workshop:** Sessions to ensure the **Study Programme's Vision and Mission** were derived from and fully aligned with the University and Faculty's VMTS.
  - **Graduate Profile Formulation:** Defining the primary career roles for graduates (e.g., Legal Scholar, Practitioner, State Official, Researcher, *Lawpreneur*) based on tracer study data and stakeholder input.
  - **Development of Programme Educational Objectives (PEOs):** Articulating the long-term accomplishments graduates are expected to achieve 3-5 years after graduation.
  - **Formulation of Programme Learning Outcomes (PLOs):** Specifying the knowledge, skills, and attitudes students must demonstrate upon graduation. PLOs were categorised into **Attitude & Values (S), Knowledge (P), General Skills (KU), and Special Skills (KK)**, referencing national standards and the university's academic guidelines.
  - **Mapping Exercises:** Creating alignment matrices to map PEOs to the Programme Mission and PLOs to both PEOs and Graduate Profiles.
- **Output:** Finalised statements for **Vision, Mission, PEOs, and PLOs**, along with completed mapping tables (Tables 5.1 – 5.6 in the curriculum document).

#### 2.2.4 Stage 4: Curriculum Design and Course Formation (June 2024)

- **Activities:**
  - **Determination of Study Materials (Bahan Kajian):** Identifying the core bodies of knowledge (e.g., Basic Law, Substantive Law, Procedural Law, Legal Skills) required to achieve the PLOs.
  - **Mapping PLOs to Study Materials:** Ensuring all PLOs are adequately supported by the defined study materials.
  - **Course Formation and Naming:** Clustering study materials into specific, coherent courses (e.g., Criminal Law, Civil Procedure Law, Legal Research Methods).
  - **Credit Weighting and SKS Determination:** Assigning credit values (1-4 SKS) to each course based on the complexity, depth, and workload of the material, adhering to national norms.
  - **Curriculum Structure Design:** Organising courses into a logical semester-by-sequence, considering prerequisites, progression of difficulty, and MBKM integration points. This included grouping courses into University Compulsory, Programme Compulsory, MBKM, and Elective clusters.
- **Output:** Complete **list of courses with codes, names, and credit weights**, a **curriculum map** showing semester distribution, and **course grouping tables** (Tables 7.1, 8.1, 8.2).

#### 2.2.5 Stage 5: Detailed Course Development and Learning Plan Formulation (July 2024)

- **Activities:**
  - **Drafting Course Descriptions (Deskripsi Mata Kuliah):** Writing concise summaries of each course's content, focus, and learning objectives.
  - **Formulation of Course Learning Outcomes (CLOs):** Deriving specific, measurable, achievable, relevant, and time-bound (SMART) learning outcomes for each course from the broader PLOs.
  - **Mapping PLOs to Courses:** Creating a matrix to visualise which courses contribute to the development and assessment of each PLO.
  - **Initial Planning for Semester Learning Plans (RPS):** Outlining the basic components for future RPS development, including learning methods, assessment strategies, and references.
- **Output:** Completed **course description table** (Table 8.3), **CLO formulation table** (Table 9.1), and **PLO-Course mapping matrix** (Table 9.2).

#### 2.2.6 Stage 6: Integration of MBKM and Quality Assurance Mechanisms (July 2024)

- **Activities:**
  - **MBKM Pathway Design:** Explicitly identifying courses and semesters where students can undertake learning activities outside the study programme (e.g.,

internships, community service, student exchange, entrepreneurship). Designing the credit conversion and recognition mechanisms.

- **Development of Assessment and Evaluation Framework:** Establishing the principles, techniques, and mechanisms for assessing student achievement of CLOs and PLOs.
- **Integration of PPEPP Cycle:** Embedding the Internal Quality Assurance System (SPMI) processes—particularly the **Establishment, Implementation, Evaluation, Control, and Improvement (PPEPP)** cycle—into the curriculum management plan to ensure continuous monitoring and enhancement.
- **Output: MBKM implementation plan** (Table 11.1) and detailed sections on **PLO Assessment and Curriculum Management Mechanisms** (Chapter X & XII).

### **2.2.7 Stage 7: Stakeholder Validation, Review, and Finalisation (Late July – August 2024)**

- **Activities:**
  - **Internal Review Workshop:** Presenting the complete draft curriculum to all lecturers within the Faculty of Sharia and Law for critical feedback, debate, and refinement.
  - **External Validation Seminar/Forum:** Inviting external experts, alumni, and industry partners to review and validate the curriculum's relevance and rigour.
  - **Revision and Editing:** Incorporating feedback from all review stages into a final draft.
  - **Final Approval Process:** Submission of the final document through the established academic hierarchy: from the Head of the Law Study Programme to the Vice-Dean for Academic Affairs, and finally to the Dean of the Faculty for official ratification.
- **Output: Revised and finalised curriculum document**, culminating in the **Approval Page** signed on 1 August 2024 by the Vice-Dean for Academic Affairs and the Head of the Law Study Programme.

### **2.2.8 Stage 8: Socialisation and Preparation for Implementation (August – September 2024)**

- **Activities:** Conducting socialisation sessions for lecturers, administrative staff, and incoming students to explain the new OBE curriculum structure, philosophy, and implementation guidelines. Preparing lecturers to develop detailed Semester Learning Plans (RPS) based on the new framework.
- **Output:** Aware and prepared academic community, ready for full implementation starting in the **Academic Year 2024/2025**.

This meticulous, stage-gated methodology, underpinned by systemic thinking and broad participation, ensured the creation of a dynamic, relevant, and high-quality OBE curriculum capable of producing law graduates who are

competitive, ethical, and grounded in the integrated values of UIN Walisongo Semarang.

## **CHAPTER III**

### **EVALUATION RESULTS AND EXPERT RECOMMENDATIONS**

#### **3.1 Evaluation Approach**

The transition from a content-based to an Outcome-Based Education (OBE) curriculum is a significant strategic endeavour, demanding a rigorous, evidence-based, and collaborative evaluation process. The curriculum development for the Bachelor of Law (BL) programme at UIN Walisongo Semarang adopted a multi-method, multi-stage evaluation approach to ensure the 2024 curriculum is academically robust, socially relevant, and operationally viable. This comprehensive approach was designed to scrutinise every facet of the curriculum blueprint, from its foundational philosophy to its practical implementation matrix.

The evaluation was structured around three primary methodologies, each targeting a different dimension of quality assurance:

##### **3.1.1 Internal Peer-Review and Workshop-Based Evaluation:**

The initial and most intensive evaluation phase involved the curriculum development team and a broader internal panel of academics from the Faculty of Sharia and Law. A series of structured workshops and review sessions were conducted where the draft curriculum documents were presented and deconstructed. The evaluation focused on internal coherence, asking critical questions: Is there clear alignment between the programme's vision, mission, Programme Educational Objectives (PEOs), and Programme Learning Outcomes (PLOs)? Are the graduate profiles logically derived from the institutional context and market needs? Does the mapping from PLOs to study materials, and subsequently to specific courses and their Credit Learning Outcomes (CLOs), create a logical and comprehensive learning journey? This stage was crucial for ensuring academic integrity, logical flow, and the elimination of internal contradictions before external scrutiny.

##### **3.1.2 External Expert Review by Academic and Professional Practitioners:**

To inject objectivity, contemporary relevance, and industry perspective, the curriculum was subjected to a formal external expert review. A panel was convened comprising:

- **Academic Experts:** Distinguished professors of law from other leading Indonesian universities, including those with QS rankings, specialising in curriculum design, legal philosophy, and comparative law.
- **Professional Practitioners:** Senior judges, advocates, and legal consultants with extensive practical experience, particularly from the Semarang region and national jurisdictions.
- **Industry and Policy Specialists:** Representatives from the financial sector, government regulatory bodies, and non-governmental organisations dealing with

human rights and community legal empowerment. These experts were provided with the full curriculum document and asked to evaluate it against several criteria: the relevance of PLOs to contemporary and future legal challenges (e.g., digital law, transnational crime, environmental litigation); the adequacy of course content in building the promised competencies; the balance between substantive knowledge (P) and practical skills (KK); and the effectiveness of the proposed pedagogical and assessment strategies.

### 3.1.3 Stakeholder Validation through Focused Forum Group Discussions (FGDs):

Recognising that a curriculum must serve its primary stakeholders, targeted FGDs were held with key groups:

- **Alumni:** Graduates from the past five years provided invaluable feedback on the strengths and gaps in their educational experience, commenting on which areas of the old curriculum were most beneficial in their careers and which needed enhancement.
- **Final-Year Students:** Current students offered insights into the learning experience, the effectiveness of teaching methods, and their preparedness for the final project and professional world.
- **Employers:** Based on the *tracer study* data, representatives from institutions that actively recruit UIN Walisongo law graduates (e.g., local courts, legal aid organisations, government offices) were engaged. They assessed the proposed graduate profiles and PLOs against the actual competencies they seek in new hires.
- **Academic Staff (Lecturers):** Lecturers who will deliver the curriculum provided practical feedback on resource requirements, the feasibility of implementing new active learning methods, and their readiness to teach newly designed or updated courses.

The evaluation process was not linear but iterative. Feedback from each stage was systematically documented, categorised (e.g., philosophical, structural, content-related, practical), and integrated into subsequent revisions of the curriculum document. This approach ensured the final product was not merely a theoretical construct but a validated, actionable educational framework that synthesised academic rigour, professional relevance, and stakeholder expectations.

## 3.2 Evaluation Results and Recommendations from Experts

The evaluation process yielded a wealth of constructive feedback, affirming the curriculum's strengths and pinpointing areas for refinement. The results and corresponding expert recommendations are synthesised below.

### 3.2.1 Strengths and Commendations:

Experts unanimously commended several core strengths of the proposed OBE curriculum:

- **Comprehensive and Coherent Structure:** The logical cascade from university vision down to individual CLOs was praised for its clarity and systematic design. The mapping matrices (e.g., PEO to PLO, PLO to Courses) were seen as a model of good OBE practice.
- **Integration of the *Unity of Sciences* Paradigm:** Reviewers highlighted the distinctive and valuable character imparted by the integration of Islamic legal thought (*Sharia* and *Fiqh*) with positive national and international law. This was considered a unique selling point that prepares graduates for Indonesia's pluralistic legal environment.
- **Strong Emphasis on Practical Skills and Experiential Learning:** The inclusion of extensive practicum modules (Legal Clinic, Field Experience, various court practices), the Final Project, and community service (KKN) was strongly endorsed. Experts noted this directly addresses a common criticism of legal education being overly theoretical.
- **Responsiveness to MBKM Policy:** The clear allocation of semesters 6 and 7 for student mobility, internships, and community engagement was seen as a proactive and correct implementation of the national *Merdeka Belajar – Kampus Merdeka* (MBKM) policy.

### 3.2.2 Key Recommendations for Enhancement:

While the foundation was deemed excellent, experts provided targeted recommendations to elevate the curriculum further:

- **A. Sharper Differentiation and Sequencing of Graduate Profiles (GP):**
  - **Finding:** While five GPs are listed, the PLO mapping (Table 5.6) shows all PLOs mapping to all profiles, suggesting a lack of specialisation.
  - **Recommendation:** Introduce **signature learning pathways or elective clusters** in the later semesters (5-6) that allow students to tailor their studies towards specific profiles. For example, a "Legal Practitioner" cluster could emphasise litigation and advocacy skills electives, while a "Lawpreneur" cluster could include more business, tax, and intellectual property law electives. The mapping should show a core set of PLOs for all graduates, with specialised PLOs emphasised differently per cluster.
- **B. Strengthening Digital and Technological Competence:**
  - **Finding:** The curriculum includes *Cyberlaw* but lacks pervasive integration of digital skills crucial for modern legal practice (e.g., e-discovery, legal tech tools for research and case management, digital evidence handling, online mediation).
  - **Recommendation:** Integrate "**Digital Lawyering**" **competencies** across multiple courses rather than confining them to a single subject. This could involve:
    - A dedicated module on legal technology within the "Legal Professional Ethics" or "Legal Skills" courses.

- Incorporating the use of digital research databases and case management software in practicums and the research methods course.
- Exploring the ethical implications of AI in law as part of the Philosophy of Law or advanced seminars.
- **C. Enhancing Interdisciplinary and "Soft Skill" Integration:**
  - **Finding:** While multidisciplinary is a stated philosophical basis, its practical manifestation in course content and delivery could be more explicit. Soft skills like client counselling, negotiation, complex problem-solving, and project management are implied but not explicitly broken down in PLOs or CLOs.
  - **Recommendation: Make interdisciplinary links explicit** in course descriptions. For instance, "Environmental Law" could explicitly link to principles of Islamic environmental ethics (*fiqh al-bi'ah*). Furthermore, **refine PLO-KU (General Skills)** and their mapping to include more granular, assessable soft skills. Introduce collaborative projects with other faculties (e.g., a mock negotiation with Business students) to build interdisciplinary competence.
- **D. Deepening Research and Writing Rigour:**
  - **Finding:** The "Final Assignment" (6 credits) is the capstone, but the scaffolding to reach that level needs strengthening. The single "Research Methods and Legal Writing" course (2 credits) may be insufficient.
  - **Recommendation: Create a research skill progression.** Introduce a low-stakes, guided legal writing assignment in year 2. In year 3, the "Research Methods" course should culminate in a detailed research proposal. The "Proposal Seminar" in semester 7 should be a rigorous defence before a panel. Encourage and support student publication not just as an ideal (mentioned in the foreword) but as a structured, rewarded outcome linked to specific PLOs (KK-03).
- **E. Clarifying Assessment Strategies for Affective Domain (Attitude PLOs):**
  - **Finding:** The attitude-based PLOs (PLO-S-01 to S-04) are well-defined but assessing outcomes like "integrity," "entrepreneurial spirit," and "moderation" is complex.
  - **Recommendation: Develop authentic assessment rubrics** for the attitude domain. This could involve reflective portfolios where students document ethical dilemmas encountered during internships, peer assessments in group projects, or observed simulations in legal clinics. The assessment section (Chapter X) should provide concrete examples of how these crucial but intangible outcomes will be measured and assured.
- **F. Resource and Capacity Building Alignment:**
  - **Finding:** The ambitious practical curriculum requires significant resources: moot court labs, simulation software, and intensified supervision for clinics and internships.
  - **Recommendation: Develop a parallel implementation and resource plan.** This should detail faculty development needs (training in OBE assessment, new course content), investment in simulation infrastructure, and the expansion of the network

of partner institutions for MBKM activities. The success of the curriculum is contingent on these parallel support systems.

### 3.3 Conclusions and Impact on the Curriculum

The comprehensive evaluation process conclusively demonstrates that the 2024 OBE curriculum for the Bachelor of Law at UIN Walisongo Semarang represents a formidable and sophisticated advancement in legal education design. It successfully transitions from a traditional, input-focused model to a dynamic, outcomes-driven framework that is clearly aligned with national standards (SNPT, KKNI), institutional identity (Unity of Sciences), and stakeholder demands evidenced by the tracer study.

The primary impact of the evaluation has been the transformation of the curriculum from a very good draft into a more robust, precise, and implementable blueprint. The expert recommendations did not necessitate a fundamental redesign but rather a process of **precision engineering** and **enrichment**.

The major impacts on the final curriculum document are synthesised as follows:

1. **From Generic to Pathways-Oriented:** In response to the graduate profile feedback, the final curriculum now explicitly signals (e.g., in Chapter V and VIII) the possibility of developing **specialised elective tracks** in future iterations, providing a clearer road map for student specialisation and programme development.
2. **From Analog to Digitally-Infused:** The imperative for digital competence has been embedded more deeply. Revisions to course descriptions (Chapter VIII) for "Legal Professional Ethics," "Research Methods," and various "Practice" courses now include specific references to digital tools, online research, and the ethical use of technology in legal practice.
3. **From Implicit to Explicit Skill Development:** The curriculum now carries a stronger emphasis on the progressive building of research and writing skills. The narrative in Chapters IX and X more clearly articulates the step-by-step progression from basic legal writing to a publishable-quality final project, directly addressing the scaffolding recommendation.
4. **Enhanced Assessability:** While the core PLOs remain, the internal guidance for lecturers developing Semester Learning Plans (RPS) will be strengthened to include models for assessing attitude and soft skills, ensuring the noble objectives in the PLO-S and PLO-KU domains are translated into observable, measurable student behaviours.
5. **A Framework for Continuous Improvement:** Perhaps the most significant impact is that the evaluation process has been institutionalised. The mechanisms used—internal peer review, external expert panels, and stakeholder FGDs—are now documented as part of the **Curriculum Management and Implementation Mechanism (Chapter XII)**. This establishes a formal cycle for future reviews, ensuring the curriculum remains a living document that adapts to new legal, social, and technological developments.

In conclusion, the 2024 OBE curriculum emerges from this rigorous evaluation not as a finished product, but as a launchpad for excellence. It is a curriculum that confidently balances tradition with innovation, theory with practice, and moral formation with professional competence. The incorporation of expert recommendations ensures it is not only philosophically sound and structurally coherent but also practically viable and future-focused. Its successful implementation will produce graduates who are not merely knowledgeable in the law but are integrative thinkers, skilled practitioners, ethical professionals, and contributors to civilisation—truly embodying the vision of UIN Walisongo Semarang.

## **CHAPTER IV**

### **FOLLOW-UP AND IMPLEMENTATION**

The ratification of the 2024 Outcome-Based Education (OBE) Curriculum for the Bachelor of Laws programme marks the beginning of a critical phase: its effective translation from a strategic document into tangible academic practice. This chapter delineates the comprehensive follow-up plan and detailed implementation strategy, structured to ensure the curriculum's objectives are realised systematically, sustainably, and with measurable impact.

#### **4.1 Follow-Up Plan**

The successful implementation of the OBE curriculum requires a multi-faceted, phased, and well-coordinated follow-up plan spanning the immediate, medium, and long term. This plan is designed to transition from foundational structural adjustments to the deep institutionalisation of OBE principles across all facets of the programme.

##### **Phase 1: Foundational Preparation and Socialisation (Months 1-6 Post-Ratification)**

This initial phase focuses on creating the necessary conditions for implementation. Key activities include:

- **Formal Dissemination:** Officially disseminating the ratified curriculum document to all academic staff, administrative units, and student bodies through formal announcements and digital repositories.
- **Comprehensive Training:** Conducting mandatory, intensive workshops for all faculty members on OBE principles, with a specific focus on backward design—starting from Programme Learning Outcomes (PLOs) to design Course Learning Outcomes (CLOs), learning activities, and authentic assessment rubrics.
- **Documentation Alignment:** Instructing and supporting lecturers in revising all Semester Learning Plans (RPS) to align strictly with the new PLOs and OBE framework. A centralised repository for approved RPS will be established.
- **Stakeholder Briefing:** Hosting sessions for students and alumni to explain the rationale, benefits, and new structures of the OBE curriculum, managing expectations and fostering buy-in.

##### **Phase 2: Pilot Implementation and Capacity Building (Academic Year 2024/2025)**

The first year of implementation will function as a controlled pilot, allowing for monitoring and adjustment.

- **Staggered Roll-Out:** The new curriculum will be introduced starting with Semester 1 (intake of 2024) and Semester 5 (transitional arrangements for existing students).
- **Mentorship System:** Establishing a peer-support system where early adopters and curriculum team members mentor other lecturers in course delivery and assessment.

- **Infrastructure Audit and Enhancement:** Assessing and upgrading key facilities, particularly the mock court, mediation, and legislative drafting laboratories, to support experiential learning.
- **Initial Data Collection:** Systematically gathering data on student engagement, assessment outcomes, and lecturer feedback through the Learning Management System (LMS) and targeted surveys.

### **Phase 3: Full Implementation and Systemic Integration (Academic Year 2025/2026 Onwards)**

Following the pilot phase, the curriculum will be fully operational across all semester cohorts.

- **Complete Integration:** All courses across all semesters will be delivered under the OBE framework.
- **Digital Ecosystem Leverage:** Full utilisation of the university's LMS (Sijamu) for hosting OBE-aligned materials, assessments, and for tracking PLO achievement data.
- **MBKM Activation:** Full operationalisation of the *Merdeka Belajar Kampus Merdeka* (MBKM) pathways, with established partnerships and clear credit recognition mechanisms for student activities outside the programme.

### **Phase 4: Continuous Review and Quality Enhancement (Ongoing)**

This phase ensures the curriculum remains dynamic and responsive.

- **Establishing the Review Cycle:** Formalising an annual review process led by the Quality Control Group (GKM) and a comprehensive quadrennial review involving external stakeholders.
- **Data-Driven Decision Making:** Using PLO attainment data, *tracer study* results, employer surveys, and national policy changes as primary inputs for curriculum refinement.
- **Culture of Innovation:** Encouraging and rewarding pedagogical innovation and research among faculty, embedding OBE and the *unity of sciences* paradigm as a living academic culture.

## **4.2 Follow-Up Plan and Implementation Strategy**

### **4.2.1 Restructuring and Strengthening of Core Courses**

The restructuring aims to create a more coherent, progressive, and integrated learning journey that directly supports the attainment of PLOs.

#### **Implementation Strategy:**

1. **Sequencing and Prerequisite Mapping:** A detailed prerequisite map will be finalised, ensuring foundational courses (e.g., Introduction to Legal Science,

Philosophy of Law) are logically sequenced before advanced substantive and procedural law courses. This creates a scaffolded knowledge structure.

2. **Credit Weight Rationalisation:** The credit distribution will be analysed to ensure weighting reflects complexity, learning load, and contribution to PLOs. Core skill courses (e.g., Legal Drafting, Court Practice) may receive enhanced practical credit hours relative to purely theoretical subjects.
3. **Integration of Cross-Cutting Themes:** Core courses will be designed to explicitly incorporate the programme's signature themes: the *unity of sciences*, legal ethics, human rights, and local wisdom. For instance, Criminal Law will include sessions on Islamic criminal jurisprudence (*jinayat*) and restorative justice models from Indonesian *adat*.
4. **Clustering for Specialisation Tracks:** While maintaining a strong common core, elective clusters (Criminal Justice, Civil and Business Law, Constitutional and Administrative Law, International Legal Studies) will be more sharply defined in advising materials to guide students towards coherent specialisation paths aligned with graduate profiles.
5. **Horizontal and Vertical Alignment Workshops:** Faculty teaching interconnected courses (e.g., Civil Law and Civil Procedure Law) will conduct joint alignment sessions to eliminate redundancy, ensure consistency in terminology, and design collaborative assessment tasks.

#### 4.2.2 Implementation of Innovative Learning Methods and Authentic Assessment

Moving beyond traditional lectures is paramount for achieving higher-order skills outlined in the PLOs.

##### Implementation Strategy:

1. **Pedagogical Shift Mandate:** The RPS template will mandate the specification of student-centred methods. Lecturers will be required to employ a minimum mix of strategies such as **case-based learning**, **problem-based learning (PBL)** for complex legal issues, **simulations** (moot court, client counselling, negotiation), and **collaborative projects**.
2. **Technology-Enhanced Learning (TEL):** Leveraging the LMS for flipped classrooms (where theoretical content is consumed online, freeing class time for application), online discussions, and digital repositories of case studies and legal documents. Training on effective TEL tools will be provided.
3. **Authentic Assessment Framework:** Replacing reliance on final exams with a portfolio of authentic assessments. This includes:
  - **Performance Tasks:** Writing legal memoranda, drafting contracts or legislation, conducting mock trials or mediation sessions.
  - **Constructed Research:** Legal research papers, case briefs, policy analysis reports.
  - **Reflective Journals:** Documenting learning from internships, field visits, and clinical work.

- **Rubric Development:** Intensive training for faculty in designing and using clear, criterion-referenced rubrics for all major assessments, which will be shared with students at the outset.
- 4. **Formative Feedback Culture:** Institutionalising a process of providing timely, constructive feedback throughout the learning process, not just summative grades at the end. This is critical for skill development.

#### 4.2.3 Revitalisation of Graduate Learning Outcomes (GLO) and Course Syllabi

The PLOs must be the living, breathing centre of all academic activity.

##### Implementation Strategy:

1. **PLO Operationalisation Workshops:** Each PLO will be deconstructed into measurable, observable indicators. Faculty will work in groups to map these indicators to specific courses and define what attainment looks like at basic, intermediate, and advanced levels.
2. **RPS as a Contract for Learning:** The revised RPS will be a comprehensive document stating: CLOs (directly derived from PLOs), weekly learning materials and activities, methods, assessment types and weightings, rubrics, and required resources. All RPS will be digitally archived and accessible to students.
3. **Curriculum Mapping Database:** Developing a dynamic digital map that visually displays the contribution of each course to each PLO (introduced, reinforced, mastered). This tool will be used for programme evaluation and advising.
4. **Direct Assessment of PLOs:** Implementing a system where key assignments or capstone projects are tagged to specific PLOs. A sampling of student work across these assignments will be assessed annually by a faculty panel to evaluate overall PLO attainment, independent of course grades.

#### 4.2.4 Enhancing the Uniqueness and Relevance of the Curriculum

The curriculum must capitalise on the distinctive identity of UIN Walisongo to produce graduates with a unique competitive edge.

##### Implementation Strategy:

1. **Deepening the *Unity of Sciences* Integration:** Moving beyond token references to deep integration. This involves:
  - **Team-Teaching:** Co-teaching courses between law lecturers and scholars of Islamic law (*Sharia*), philosophy, or sociology to model interdisciplinary dialogue.
  - **Dedicated Thematic Courses:** Enhancing courses like "Law and Religious Moderation in Indonesia" or "Islamic Law and Contemporary Legal Systems" to critically examine intersections.

- **Research Incubation:** Encouraging student thesis projects that explore legal issues through the *unity of sciences* lens.
- 2. **Local Wisdom and Global Relevance:** Systematically incorporating Indonesian *adat* (customary) law, comparative analysis of legal pluralism, and Indonesia's role in international law into relevant courses. Partnering with local communities and *adat* institutions for field studies.
- 3. **Future-Proofing with Emerging Areas:** Introducing or strengthening content in high-growth areas such as **cyberlaw and digital forensics, environmental and climate change law, intellectual property in the creative economy, and health law**, ensuring the curriculum meets future market demands.
- 4. **MBKM as a Relevance Laboratory:** Actively promoting and facilitating student participation in internships, entrepreneurship projects, community service, and independent studies. These real-world experiences will provide immediate feedback on the curriculum's relevance and generate case studies for classroom use.

#### 4.2.5 Strengthening Faculty Capacity and Supporting Infrastructure

Lecturers and facilities are the primary enablers of curriculum delivery.

##### Implementation Strategy:

1. **Continuous Professional Development (CPD):** Establishing a yearly CPD calendar featuring:
  - **Pedagogical Training:** Advanced workshops on OBE, authentic assessment, and educational technology.
  - **Subject Matter Expertise:** Sponsoring faculty to attend national/international conferences, pursue further studies (S3), or engage in practitioner fellowships with courts, firms, or government agencies.
  - **Teaching Circles and Peer Review:** Facilitating regular peer observation and feedback sessions on teaching practice.
2. **Infrastructure Investment Plan:** A phased investment plan for:
  - **Law Laboratories:** Fully equipping the mock court, mediation, and legislative drafting labs with technology (recording equipment, simulation software) and physical resources.
  - **Digital Library and Database Access:** Ensuring robust, university-wide access to leading legal databases (e.g., HeinOnline, LexisNexis) and Indonesian legal resources.
  - **Learning Spaces:** Refurbishing classrooms to support collaborative, technology-enabled learning (flexible furniture, reliable Wi-Fi, multiple screens).

#### 4.2.6 Massive Socialisation and Communication

Successful change management depends on clear, consistent, and multi-channel communication.

##### Implementation Strategy:

1. **Multi-Audience Communication Plans:** Developing tailored messages for:
  - **Faculty:** Emphasising professional growth, institutional mission, and support mechanisms.
  - **Students:** Highlighting benefits for employability, skill development, and learning experience.
  - **Alumni and Employers:** Showcasing the enhanced quality and distinctive profile of new graduates.
  - **University Administration:** Ensuring understanding for resource allocation and policy support.
2. **Utilisation of Multiple Channels:** Employing official decrees, faculty meetings, student orientation programmes, the university website, social media, newsletters, and webinars.

3. **Champions and Testimonials:** Identifying and empowering respected faculty "OBE champions" to lead by example. Sharing success stories and testimonials from early-adopting lecturers and students.

#### 4.2.7 Establishing a Sustainable Evaluation and Review System

A robust, closed-loop evaluation system is essential for continuous improvement.

##### **Implementation Strategy:**

1. **Institutionalising the PPEPP Cycle:** Embedding the Plan-Do-Check-Act (PPEPP) cycle into the annual academic calendar of the Study Programme and Faculty.
2. **Key Performance Indicators (KPIs):** Defining clear, measurable KPIs for curriculum success, including:
  - PLO attainment rates (from direct assessment).
  - Student satisfaction scores (EDOM) on OBE-aligned courses.
  - Graduate employment rates and waiting times (*tracer study*).
  - Employer satisfaction scores.
  - Number of innovative teaching practices implemented.
3. **Annual Curriculum Review Day:** Dedicating a day each year for the GKM and faculty to analyse collected data, discuss challenges, and propose actionable amendments for the following academic year.
4. **Quadrennial External Review:** Committing to a formal, comprehensive review every four years involving external experts from academia, the legal profession, and industry, ensuring the curriculum maintains national excellence and global relevance.

By executing this detailed follow-up plan and implementation strategy with commitment and rigour, the Bachelor of Laws programme at UIN Walisongo Semarang will not only successfully operationalise its 2024 OBE Curriculum but will also establish a culture of perpetual excellence, innovation, and responsiveness, firmly positioning its graduates as leaders in the legal landscape of Indonesia and beyond.

## CHAPTER V

### DOCUMENTATION OF ACTIVITIES

This chapter provides a systematic documentation and analysis of the primary activities undertaken in the development of the Outcome-Based Education (OBE) 2024 curriculum for the Bachelor of Law programme. It details the findings from a comprehensive evaluation of the previous curriculum and synthesises the critical recommendations provided by external experts and internal stakeholders. This documentation serves as the empirical and consultative foundation upon which the new curriculum was constructed, ensuring that the revisions are evidence-based, relevant, and aligned with both academic standards and professional demands.

#### 5.1 Description of Evaluation Results

A rigorous and multi-faceted evaluation of the 2018/2020 curriculum was conducted over a six-month period prior to the redesign initiative. This evaluation was not merely an administrative exercise but a deep diagnostic assessment aimed at identifying strengths, gaps, and opportunities for enhancement. The evaluation framework analysed six core dimensions: Needs Assessment, Curriculum Design and Development, Human and Physical Resources, Curriculum Implementation Processes, Curriculum Achievement Outcomes, and Funding.

**Needs Assessment:** The evaluation confirmed a strong and diverse graduate profile, with alumni successfully securing roles as judges, prosecutors, advocates, legal consultants, and civil servants. However, a critical gap was identified: the existing course structure was not holistically designed to explicitly and systematically support the intended Graduate Learning Outcomes (GLOs). Courses operated in relative isolation, lacking a clear, mapped trajectory that ensured each module contributed cumulatively and coherently to the final competencies. Furthermore, while the curriculum had begun to incorporate elements of the *Merdeka Belajar-Kampus Merdeka* (MBKM) policy, its integration was ad-hoc rather than structural, limiting student opportunities for systematic experiential learning outside the classroom.

**Curriculum Design & Development:** The analysis of the Programme Learning Outcomes (PLOs) revealed that they were broadly compliant with National Higher Education Standards (SN-Dikti). Nevertheless, their alignment with the specific graduate profiles and the overarching *Programme Educational Objectives* (PEOs) was found to be implicit rather than explicit. This lack of a transparent, articulated mapping made it challenging to conduct targeted assessments of programme effectiveness. The evaluation also noted that several courses required content updates to reflect contemporary legal developments, including cyber law, advanced intellectual property, and transnational commercial disputes. The credit hour distribution for certain core skills courses, particularly legal practice and research, was deemed insufficient for achieving mastery.

**Human & Physical Resources:** The faculty's human resources were identified as a significant strength, showing marked improvement with an increasing number of lecturers holding doctoral qualifications and progressing in academic rank. Educational staff had also enhanced their digital competencies. Conversely, a key infrastructural deficit was highlighted: the lack of dedicated, technology-enabled legal skills laboratories. The absence of a proper mock court (for litigation skills), a mediation simulation lab (for non-litigation skills), and a legal drafting laboratory limited the programme's ability to deliver immersive, practical training. The library's transition to digital resources was noted as positive, but required further integration with interactive legal databases and e-learning platforms.

**Curriculum Implementation Process:** Monitoring data indicated that over 50% of students graduated within the normative study period (eight semesters), a positive indicator of programme manageability. The internal quality assurance system, involving the Study Programme Quality Control Group (GKM) and faculty-level Quality Assurance Group (GPM), was operational and conducted regular evaluations. However, follow-up actions on identified shortcomings in teaching and learning processes were often slow and not systematically tracked to closure. A significant finding was the misalignment between some lecturers' scientific expertise and the courses they were assigned to teach, leading to inconsistencies in teaching quality and depth.

**Curriculum Achievement Outcomes:** While PLO achievement was monitored, the data collected was primarily quantitative (e.g., pass rates, graduate numbers) rather than qualitative, focusing on the actual *level* of competency attained. The tracer study provided crucial outcome data, showing a high rate of graduate employment (with 57% securing jobs within six months) and strong employer satisfaction ratings (above 90%). However, the evaluation noted that while all students produced scientific papers, the rate of publication in reputable national or international journals was low, indicating a gap in translating academic exercises into contributory scholarly outputs.

**Funding:** The evaluation concluded that while funding from the University's Budget Implementation List (DIPA) and faculty sources was adequate for routine operations, dedicated and sustained investment was required for the significant upgrades identified, particularly in laboratory infrastructure, lecturer capacity-building in OBE pedagogy, and the development of comprehensive digital learning resources.

### **Key Synthesis of Evaluation Results:**

The overarching conclusion was that the existing curriculum was *functional* but not *optimal*. It produced competent graduates but through a structure that was more additive than integrative. The move to a rigorous OBE model was essential to create a cohesive, transparent, and outcome-driven learning journey. The evaluation explicitly called for: (1) A complete restructuring based on clear PLO-PEO alignment, (2) The strategic integration of MBKM pathways, (3) A significant investment in practical skills

infrastructure, (4) A revamp of the assessment system to measure higher-order competencies, and (5) A stronger emphasis on student research output and publication.

## 5.2 Description of Expert Recommendations

To ensure the robustness, relevance, and academic rigour of the new curriculum, insights were sought from a panel of distinguished external experts and key internal stakeholders, including senior practitioners, alumni, and industry representatives. Their recommendations, delivered through focused workshops, review meetings, and written submissions, were instrumental in shaping the final curriculum design.

### Recommendations from Academic and Professional Experts:

1. **Strengthening the ‘Integration of Sciences’ in Legal Pedagogy:** Experts commended the philosophical foundation but urged for its operationalisation beyond introductory courses. They recommended that core law modules (e.g., Criminal Law, Civil Law) should explicitly incorporate sessions analysing cases through interdisciplinary lenses—such as the ethical dimensions of criminal justice, the sociological impact of agrarian law, or the economic underpinnings of commercial law. This would move the paradigm from a theoretical concept to a practical, analytical tool used throughout the programme.
2. **Competency-Based Specialisation Tracks:** Noting the broad graduate profiles, several experts suggested introducing informal ‘streams’ or ‘focus clusters’ within the elective course package. For instance, students interested in commercial law could be guided to select a cohesive set of electives like Investment Law, Bankruptcy Law, and Consumer Protection Law, complemented by relevant internship placements. This would provide depth alongside the programme’s breadth, enhancing graduate readiness for specific legal sectors.
3. **Enhanced Forensic Legal Skills and Digital Literacy:** Practitioners, particularly from law firms and the judiciary, strongly emphasised the need for ‘forensic’ skills in legal practice. This includes advanced legal writing and document review, e-discovery procedures, courtroom technology use, and digital evidence handling. Recommendations included introducing a mandatory, hands-on module on ‘Legal Technology and Practice’ and ensuring all procedural law courses incorporate simulations using case management software.
4. **Structured Research Incubation and Output Mandate:** Academic experts pointed to the low publication rate as a missed opportunity. They recommended institutionalising a ‘research incubation’ process. This would involve identifying promising student research from earlier courses, mentoring students to develop these into publishable papers through dedicated workshops, and creating partnerships with student law journals. A recommendation was made to set a programme target for a percentage of final projects to be submitted for publication.
5. **Holistic Assessment Overhaul:** A consistent recommendation was the need to move beyond summative, memory-based exams. Experts advocated for an assessment

regime that mirrors professional competencies: more open-book problem-solving exams, portfolio assessments (collecting drafts, memos, client advice), mooted scores, and peer-reviewed collaborative projects. Rubrics for these assessments, they stressed, must be explicitly linked to the PLOs and shared with students at the outset.

### **Recommendations from Stakeholders (Alumni, Employers, Students):**

1. **Earlier and More Diverse Practical Exposure:** Alumni and current students recommended that practical elements should not be confined to later semesters. They suggested introducing simplified, smaller-scale practice components (e.g., drafting a simple contract in Semester 2, a mock police report in Semester 3) to build confidence and context early. Employers echoed this, valuing graduates who understood the ‘real world’ application of theory from the start.
2. **Explicit Development of ‘Soft’ or Professional Skills:** Stakeholders repeatedly highlighted attributes like client counselling, negotiation, project management, business development for advocates (*lawpreneurship*), and professional resilience. They recommended these be formally embedded into course learning outcomes, not left as incidental by-products. For example, the Legal Clinic Internship should have a specific assessed component on client communication and ethics.
3. **Strengthening the MBKM Implementation Mechanism:** Feedback indicated that past external learning experiences were sometimes uneven in quality. The recommendation was to develop a formalised framework: a curated list of certified partner institutions (courts, NGOs, companies), standardised learning agreements with clear objectives, and designated academic supervisors who actively mentor students during these external placements, ensuring academic rigour is maintained.
4. **Alumni Engagement as Resource:** Alumni recommended a more structured role for themselves in the curriculum, suggesting programmes like ‘Alumni Practitioners Lecture Series’, where they could present on contemporary legal challenges, or serving as mock clients or judges in simulation exercises.

### **Synthesis and Integration of Recommendations:**

The curriculum development team systematically integrated these recommendations. The expert call for deep ‘Integration of Sciences’ informed the CLOs of core courses. The push for practical skills led to the creation of dedicated practice courses (Criminal/Civil/Administrative Court Practice) and the prioritisation of laboratory development in the strategic plan. The assessment overhaul recommendations directly shaped the new guidelines in Chapter X (PLO Assessment). Stakeholder desires for earlier exposure influenced the distribution of skills-based courses across semesters 4, 5, and 6. Finally, the recommendations on research and MBKM were codified into the structured implementation plans detailed in Chapters IX and XI. This process ensured the 2024 curriculum is not an inward-looking academic document, but a responsive, dynamic framework shaped by the collective wisdom of the wider legal and academic community.

## CHAPTER VI CONCLUSION

### 6.1. Description of Evaluation Results

The comprehensive evaluation of the **Outcome-Based Education (OBE) 2024 Curriculum** for the Bachelor of Law (BL) programme at the Faculty of Sharia and Law, UIN Walisongo Semarang, confirms its successful design as a rigorous, forward-looking, and institutionally distinctive educational framework. The evaluation, conducted through internal review and external validation, assessed the curriculum against key criteria of **coherence, relevance, compliance, and implementability**. The results overwhelmingly indicate that the curriculum represents a significant, well-considered evolution from its predecessor, effectively addressing identified gaps while strategically positioning the programme for future challenges and opportunities.

The foremost strength identified is the curriculum's **exemplary systemic coherence and alignment**. The evaluation verified a clear and logical “golden thread” connecting the foundational vision of *the unity of sciences (integrasi ilmu)* down to the granular level of Course Learning Outcomes (CLOs). The University and Faculty Vision and Mission are convincingly translated into the specific Programme Educational Objectives (PEOs), which in turn are operationalised through a comprehensive and well-balanced set of Programme Learning Outcomes (PLOs). The PLOs themselves are thoughtfully categorised into Attitude & Values (S), Knowledge (P), General Skills (KU), and Special Skills (KK), providing a holistic graduate profile. The meticulous mapping exercises—from PEOs to the Mission, PLOs to PEOs, and PLOs to courses—are not merely procedural but demonstrate a deep, intentional design where every course serves a deliberate purpose in building the desired graduate competencies. This vertical and horizontal alignment is a hallmark of OBE best practice and is executed with notable clarity in this document.

Furthermore, the curriculum demonstrates **strong responsiveness to both internal and external contextual demands**. Internally, it authentically embodies UIN Walisongo's unique identity. The integration of Islamic legal sciences (Fiqh, Islamic Law), religious moderation, and ethics alongside conventional substantive and procedural law is not tokenistic but woven into the core structure, fulfilling the *unity of sciences* mandate. Externally, the curriculum shows a keen awareness of national policy, fully incorporating the **Indonesian National Qualifications Framework (KKNI)** and the mandates of the **Independent Learning Campus (MBKM)** policy. The design includes explicit, well-planned pathways for students to engage in off-programme learning through internships, field lectures, community service, and research, with a clear credit-weighting strategy. The curriculum also proactively addresses global trends, such as the inclusion of Cyberlaw, Intellectual Property Law, and Environmental Law, and emphasises skills like entrepreneurship (*lawpreneurship*), critical thinking, and legal drafting, which are essential for the 21st-century legal professional.

The evaluation also highlighted the curriculum's **evidence-based foundation**. It is not a theoretical exercise but is built upon robust data from the **tracer study** and the systematic **PPEPP evaluation** of the previous curriculum. The graduate profiles (Legal Scholar, Practitioner, State Official, Researcher, *Lawpreneur*) are directly informed by the employment patterns and success of alumni. The decision to strengthen practical skills through dedicated courses in litigation and non-litigation practice, legal clinic internships, and legislative drafting is a direct response to stakeholder feedback and identified weaknesses in the prior curriculum. This data-driven approach ensures the curriculum is anchored in real-world outcomes and market needs, significantly enhancing its relevance and potential to improve graduate employability and performance.

From a structural perspective, the **credit distribution and course sequencing are logical and pedagogically sound**. The 146-credit requirement for graduation, with a substantial offering of 178 elective credits, provides both a solid core foundation and valuable flexibility for specialisation. The progression from foundational courses (Introduction to Legal Science, Philosophy of Law) in early semesters to complex substantive and procedural law, and finally to advanced practical application and research in later semesters, follows a clear cognitive and skill-based progression. The grouping of courses into University Compulsory, Programme Compulsory, MBKM, and Elective clusters aids in administrative management and student advising.

Finally, the integrated **quality assurance mechanism** is a critical strength. The curriculum is explicitly designed within the PPEPP (Establishment, Implementation, Evaluation, Control, Improvement) cycle of the university's Internal Quality Assurance System (SPMI). The document does not end with the course list but provides a detailed framework for assessment, evaluation (including EDOM – student evaluation of lecturers), and continuous improvement. This built-in reflexivity ensures the curriculum is a living document, capable of being monitored, evaluated, and refined based on implementation data, future tracer studies, and evolving stakeholder needs.

**In summary, the evaluation results present a highly positive picture.** The OBE 2024 Law Curriculum is a sophisticated, well-constructed, and ambitious document. It successfully balances institutional identity with national compliance, theoretical depth with practical application, and foundational knowledge with contemporary relevance. It is systematically aligned, empirically informed, and equipped with mechanisms for its own sustainable development. The curriculum is deemed fully fit for purpose and ready for implementation, with a high potential to achieve its stated objectives of producing graduates who are competent, ethical, and capable of contributing to law, society, and civilisation based on the unity of knowledge.

## 6.2. Expert Recommendations

While the OBE 2024 Curriculum is evaluated as exceptionally strong, the review process, incorporating perspectives from curriculum design specialists and legal

education experts, yielded several strategic recommendations aimed at enhancing its effectiveness, ensuring smooth implementation, and future-proofing the programme. These recommendations are offered as constructive steps for continuous enhancement.

### **6.2.1 Operationalisation of the “Unity of Sciences” Paradigm in Pedagogy and Assessment:**

The curriculum excellently embeds the unity of sciences in its content (e.g., course listings in Fiqh, Islamic Law alongside Civil Law). The next critical step is to ensure this integration is realised in teaching practice and assessment.

**Recommendation:** Develop and mandate a faculty-wide pedagogical guide or workshop series on “Integrative Teaching Methods for Legal Education.” This should move beyond parallel teaching of “Islamic” and “positive” law towards case studies, problem-based learning scenarios, and research topics that require students to analyse issues through multiple legal lenses (e.g., analysing a contract dispute using both the Civil Code and Islamic contract law principles; examining environmental regulations through both state law and Islamic ethics on stewardship (khalifah)). Assessment rubrics should explicitly reward this integrative thinking.

### **6.2.2 Strengthening the Elective Clusters into Coherent “Streams” or “Concentrations”:**

The current list of 21 elective courses is rich and offers excellent specialisation options. To provide clearer guidance and enhance student employability, these could be strategically grouped into formalised streams. **Recommendation:** Cluster electives into 3-4 thematic concentrations, such as “Commercial and Economic Law,” “Criminal Justice and Criminology,” “Constitutional Law and Human Rights,” and “International and Comparative Law.” Each stream would have a recommended core of 2-3 specific electives. This structure helps students build a recognisable specialisation, aids academic advising, and allows the programme to market specific strengths to prospective students and employers.

### **6.2.3 Enhanced Digital Literacy and Legal Technology Integration:**

While Cyberlaw is included as a course, the pervasive impact of technology on the legal profession (e.g., e-discovery, legal analytics, AI-assisted research, online dispute resolution, digital lawyering) suggests a need for broader integration. **Recommendation:** Infuse digital literacy skills across the curriculum. This could involve: a) Introducing a compulsory, short (1-credit) module on “Legal Technology Fundamentals” in semester 1 or 2; b) Encouraging the use of legal databases, simulation software, and collaborative online tools in core skills courses like Legal Research and Court Practice; c) Developing an elective course on “Law, Technology, and Society” that explores AI, blockchain, and big data in legal contexts.

#### **6.2.4 Development of a Comprehensive Implementation and Monitoring Toolkit:**

The success of this sophisticated curriculum depends entirely on its execution.

**Recommendation:** Immediately develop a companion “OBE Implementation Toolkit” containing: a) **Templates and exemplars** for high-quality, OBE-aligned Semester Learning Plans (RPS) for every course; b) **Standardised, PLO-linked assessment rubrics** for key skills (legal writing, mooting, client interviewing, research proposals); c) A **detailed academic advising handbook** to guide students through MBKM options and elective streams; d) A **dashboard or tracking system** to monitor PLO attainment data from course assessments, enabling annual programme-level evaluation of where PLOs are being met or where gaps emerge.

### **6.2.5 Strategic Expansion of the MBKM Partner Network and Credit Recognition Protocols:**

The MBKM plan is well-structured but its success hinges on robust partnerships. **Recommendation:** Proactively formalise agreements with a wider array of partner institutions beyond traditional courts and law firms. Target corporate legal departments, NGOs focused on human rights or environmental law, legislative drafting bodies, international organisations, and tech companies. Simultaneously, create and publish transparent, pre-approved “MBKM credit conversion matrices” that clearly outline how specific activities (e.g., a 2-month internship at a human rights commission, a certified mediation training) translate into credit equivalents for specific courses or elective blocks. This clarity will encourage student participation and simplify administrative processing.

### **6.2.6 Planning for Resources and Capacity Building:**

The curriculum’s ambition, especially in practical skills and MBKM, places new demands on resources. **Recommendation:** Conduct a detailed resource gap analysis. This includes: a) **Faculty Development:** Plan for targeted training for lecturers in OBE assessment, integrative teaching, and supervising new course types (e.g., legal clinics, entrepreneurship projects). b) **Infrastructure:** Accelerate plans for the mock court, mediation, and legislative drafting laboratories mentioned in the evaluation. c) **Administrative Support:** Ensure the academic administration and quality assurance units (GKM, GPM) are staffed and trained to manage the more complex student pathways, data collection for PLO assessment, and partner liaison duties required by this curriculum.

### **6.2.7 Establishing a Formal, Cyclical Curriculum Review and “Light Touch” Update Mechanism:**

While a major review occurs every 4-5 years, the pace of change in law and society necessitates more frequent minor adjustments. **Recommendation:** Institute an annual “Curriculum Refresh” process led by the Quality Control Group (GKM). This one-day workshop would review: latest tracer study snapshots, feedback from current students and recent graduates, emerging legal trends, and MBKM partner feedback. It would have the mandate to propose minor updates—such as adding a new topical reading list, modifying a CLO, or recommending a new elective topic—for swift approval, keeping the curriculum dynamic without requiring a full-scale revision.

**In conclusion, these expert recommendations are not criticisms of the existing design, but a roadmap for operational excellence and sustained relevance.** By acting on these recommendations—focusing on pedagogical integration, structuring electives, embracing technology, building implementation tools, expanding partnerships, securing resources, and instituting agile review—the Faculty of Sharia and Law can ensure that the considerable promise of the OBE 2024 Law Curriculum

is fully realised. This will solidify UIN Walisongo's position as a leading institution for legal education that is both authentically Islamic and globally competitive.