UNIVERSITAS
Islam Sultan Agung

MODULE HANDBOOK

FACULTY OF LAW
BACHELOR OF LAW (BL)



2026

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Overview Curriculum

No	Course Group	Semester							Total
		1	2	3	4	5	6	7	
1.	Basic Course	28.50							28.50
2.	Intermediate Course		30.00	36.00					66.00
3.	Advanced Course				30.00	31.50			61.50
4.	Supporting Course						31.50		31.50
5.	Specialization							15.00	15.00
6.	Final Project							13.50	13.50
	Total	28.50	30.00	36.00	30.00	31.50	31.50	28.50	216



Semester 1
Odd
2026/2027

Islamic Religious Education

<table>
<tr><td colspan="2">Module Number
HH236006008</td><td colspan="2">Module Name
Islamic Religious Education</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Discussions Presentations, Case-Based Learning, Project-Based Learning, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Class Participation (15%)
Individual Concept and Reflective Assignment (15%)
Islamic Ethics Case Analysis and Group Presentation (15%)
Social/Values-Based Project and Portfolio (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. A. Zaenurrosyid, S.H.I., M.A.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Agus Irfan, S.H.I., M.P.I.
2. Moh. Nurul Huda, S.H., M.Ag.
3. Moh. Farhan, S.Pd.I., S.Hum., M.Pd.I.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with a contextual understanding of Islam as a religion and system of values, including tawhid, sources of Islamic teachings, human purpose, morality, justice, responsibility, the relationship between Islam and knowledge, and the relevance of Islamic ethics to academic and professional life. The Competencies is students are expected to explain the foundations and sources of Islamic teachings, apply principles of akhlaq, adab, integrity, justice, humanity, rights and responsibilities, analyse ethical dilemmas in professional practice, and demonstrate accountable conduct grounded in Islamic values and the principle of Khaira Ummah. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, role play, reflective learning, project-based activities, analysis of ethical and professional dilemmas, collaborative activities, and independent assignments.
The Materials Presented
1. Islam as a Religion and System of Values (foundations, worldview, and way of life)</td></tr>
</table>

2. Tawhid and Islamic Creed (aqidah, faith, and religious commitment)
3. The Qur'an and Hadith as Sources of Islamic Teachings (authority, functions, and interpretation)
4. Human Beings as Servants and Vicegerents of Allah (purpose, dignity, and responsibility)
5. Akhlaq, Adab, and Muslim Character Formation (ethical conduct and self-development)
6. Halal, Haram, and Public Benefit (basic normative concepts and maslahah)
7. Integrity, Trustworthiness, and Responsibility in Islam (amanah and accountable conduct)
8. Human Rights and Duties in Islamic Perspective (dignity, obligations, and social responsibility)
9. Justice in Islam (fairness, equality, and ethical decision-making)
10. Islam and the Development of Knowledge (integration of faith, science, and learning)
11. Islam, Society, and the State (social relations, citizenship, and public responsibility)
12. Professional Ethics from an Islamic Perspective (integrity, accountability, and ethical dilemmas)
13. Khaira Ummah Values (community excellence, social contribution, and moral leadership)
14. Actualisation of Islamic Values in Daily Life (academic, social, and professional practice)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the basic concepts, sources, and ethical foundations of Islamic teachings in academic, social, and professional contexts. (C2, A2, P1)
2. **CLO 2:** Students are able to apply Islamic values of humanity, justice, rights, responsibility, akhlaq, and adab to academic and professional situations. (C3, A4, P3)
3. **CLO 3:** Students are able to analyse and evaluate ethical dilemmas and professional responsibilities using Islamic principles of justice, integrity, trustworthiness, and public benefit. (C5, A4, P3)
4. **CLO 4:** Students are able to demonstrate religious integrity, ethical responsibility, independent learning, and continuous development of personal and professional competence as part of lifelong learning. (C4, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the Islamic concept of human beings, the purpose of life, and the roles of servant and vicegerent of Allah. (C2, A2, P1)
2. **LLO 2:** Students are able to explain the Qur'an, Hadith, and ijtihad as sources of Islamic teachings and their functions in life. (C2, A2, P1)
3. **LLO 3:** Students are able to apply the principles of akhlaq, adab, and ihsan in academic and social conduct. (C3, A4, P3)
4. **LLO 4:** Students are able to analyse justice, humanity, rights, and responsibilities from Islamic and Indonesian legal perspectives. (C4, A3, P2)
5. **LLO 5:** Students are able to analyse the role of Islamic values in law enforcement, justice, and professional practice. (C4, A4, P3)
6. **LLO 6:** Students are able to evaluate ethical dilemmas in professional practice from an Islamic perspective. (C5, A4, P3)

7. **LLO 7:** Students are able to demonstrate religious integrity, responsibility, reflection, and continuous self-development in academic and community life through lifelong learning. (C4, A5, P4)

Reference:

Core reading:

1. Lajnah Pentashihan Mushaf Al-Qur'an. (2019). Al-Qur'an dan terjemahannya: Edisi penyempurnaan 2019. Kementerian Agama Republik Indonesia.
2. Madjid, N. (2008). Islam, kemodernan, dan keindonesiaan. Mizan Pustaka.
3. Auda, J. (2008). Maqasid al-Shariah as philosophy of Islamic law: A systems approach. International Institute of Islamic Thought.
4. . Marzuki, M. (2016). Pendidikan agama Islam di perguruan tinggi umum dan pemberdayaan masyarakat Indonesia. Jurnal Cakrawala Pendidikan, 1(1). https://doi.org/10.21831/cp.v1i1.9231
5. Tim Peneliti STAIN Malang. (2004). Pelaksanaan pendidikan agama Islam di perguruan tinggi. EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan, 2(1). https://doi.org/10.32729/edukasi.v2i1.354
6. Supriyono, S., Hakam, K. A., Maftuh, B., & Ruyadi, Y. (2024). Model pengembangan materi pendidikan kewarganegaraan dalam membentuk karakter demokratis. Jurnal Moral Kemasyarakatan, 9(1), 130-138. https://doi.org/10.21067/jmk.v9i1.10256

Supporting reading:

1. Hallaq, W. B. (2009). Shari'a: Theory, practice, transformations. Cambridge University Press.
2. Menchik, J. (2016). Islam and democracy in Indonesia: Tolerance without liberalism. Cambridge University Press.
3. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
4. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
5. Ahmed, S. (2016). What is Islam? The importance of being Islamic. Princeton University Press. https://doi.org/10.2307/j.ctvc77krt
6. Service learning in Indonesia: Developing undergraduate students' leadership during the COVID-19 pandemic. (2022). Higher Education, Skills and Work-Based Learning, 12(5), 884-899. https://doi.org/10.1108/HESWBL-06-2021-0123
7. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
8. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
9. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923

Pancasila

<table>
<tr><td>Module Number
HH236006005</td><td colspan="2">Module Name
Pancasila</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Discussions
Presentations, Case-Based Learning, Project-Based Learning
Simulation and Role Play, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Class Participation (15%)
Case Analysis and Group Presentation (15%)
Individual Analytical Assignment (15%)
Project, Simulation and Peer Assessment (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Sri Kusriyah, S.H., M.Hum.
2. Dr. Ida Musofiana, S.H., M.H.
3. Dr. Ratih Mega Puspa Sari, S.H., M.Kn.
4. Dr. Mega Arum Saputri, S.H., M.Kn.
5. Dr. Denny Suwondo, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop students' understanding of the history, philosophical foundations, values, constitutional position, and contemporary implementation of Pancasila as the foundation of the Indonesian state, national ideology, philosophical system, and source of legal values. The Competencies to Students are expected to explain the development and functions of Pancasila, analyse its values within the Indonesian constitutional and legal system, evaluate contemporary challenges to its implementation, and demonstrate responsible academic and professional conduct grounded in humanity, unity, deliberative democracy, social justice, and national responsibility. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, project-based</td></tr>
</table>

learning, simulations and role play, analysis of contemporary Pancasila issues, collaborative activities, and independent assignments.

The Materials Presented

1. Historical Formation of Pancasila (origins, formulation, and development)
2. Pancasila as the Foundation of the State (constitutional position and national foundations)
3. Pancasila as the State Ideology (functions, meaning, and national identity)
4. Pancasila as a Philosophical System (principles, values, and interrelationship of the five precepts)
5. Pancasila as the Source of Legal Values (relationship with legislation and the national legal system)
6. The Principle of Belief in One Almighty God (religious values and public life)
7. Humanity and Human Dignity (human rights, equality, and ethical responsibility)
8. National Unity and Nationalism (pluralism, cohesion, and citizenship)
9. Democracy and Deliberation (participation, representation, and consensus)
10. Social Justice (fairness, welfare, and social responsibility)
11. Pancasila in the National Legal System (legal development and constitutional practice)
12. Pancasila and National Development (public policy and societal development)
13. Challenges of Globalisation to Pancasila Values (global change, identity, and resilience)
14. Implementation of Pancasila in Professional Life (ethics, responsibility, and professional conduct)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the historical, philosophical, ideological, and constitutional foundations of Pancasila and its position in the Indonesian state and legal system. (C2, A2, P1)
2. **CLO 2:** Students are able to analyse the application of Pancasila values in legislation, public life, and contemporary social and legal issues. (C4, A3, P2)
3. **CLO 3:** Students are able to evaluate challenges to the implementation of Pancasila and demonstrate responsible conduct reflecting its values in academic, social, and professional settings. (C5, A4, P3)
4. **CLO 4:** Students are able to integrate Pancasila values, ethical responsibility, independent learning, and continuous self-development in responding to contemporary national and professional challenges as part of lifelong learning. (C4, A4, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the history, position, and functions of Pancasila as the foundation of the state and national ideology. (C2, A2, P1)
2. **LLO 2:** Students are able to identify the values of Pancasila within Indonesia's constitutional and legal framework. (C2, A3, P1)
3. **LLO 3:** Students are able to analyse the application of Pancasila values in legal and social contexts. (C4, A3, P2)
4. **LLO 4:** Students are able to evaluate contemporary challenges to Pancasila in the context of globalisation and national development. (C5, A4, P2)
5. **LLO 5:** Students are able to apply Pancasila values through responsible academic, social, and professional behaviour. (C3, A4, P3)

6. **LLO 6:** Students are able to reflect on and continuously develop professional and civic competence grounded in Pancasila values through independent and lifelong learning. (C4, A4, P3)

Reference:

Core reading:

1. Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kementerian Riset, Teknologi, dan Pendidikan Tinggi. (2016). Pendidikan Pancasila untuk perguruan tinggi. Direktorat Jenderal Pembelajaran dan Kemahasiswaan.
2. Latif, Y. (2024). Negara paripurna: Historisitas, rasionalitas, dan aktualitas Pancasila. Gramedia Pustaka Utama.
3. Republik Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.

Supporting reading:

1. Bourchier, D. (2015). Illiberal democracy in Indonesia: The ideology of the family state. Routledge.
2. Menchik, J. (2016). Islam and democracy in Indonesia: Tolerance without liberalism. Cambridge University Press.
1. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
2. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83
3. Budi, M. W. A. S. (2022). Indonesian state system based on Pancasila and the 1945 Constitution: A contemporary developments. Indonesian Journal of Pancasila and Global Constitutionalism, 1(1). https://doi.org/10.15294/ijpgc.v1i1.56875
4. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
5. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
6. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
7. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
8. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
9. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
10. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en

Introduction to Law

Module Number HH236008001	**Module Name** **Introduction to Law**	
Type of Course Core Legal Science Course	**Semester / Rotation** 1 / Odd	**Student Capacity** 40
Teaching Methods Lectures, Discussions Presentations, Problem-Based Learning, Legal Case Analysis, Debates, Independent Learning	**Prerequisites for attendance** None	**Language** Indonesian (regular) English (international)
Type of exam (Final Grade Composition) Quizzes and Short Written Tests (26%) Structured Legal and Case Analysis Assignments (29%) Mini Research Project and Presentation (5%) Midterm Examination (20%), 200 minutes Final Examination (20%), 200 minutes		**Credit Hours (+ Workload in hours)** 4 credits (52 hours of class sessions + 64 hours of structured assignments + 64 hours of independent study = 180 hours total) **ECTS (+ Workload in hours)** 6 ECTS (52 hours of class sessions + 64 hours of structured assignments + 64 hours of independent study = 180 hours total)
Module Coordinator Prof. Dr. Anis Mashdurohatun, S.H., M.Hum.		**Semester Workload** 180 hours

Additional Lecturers

1. Prof. Dr. H. Jawade Hafidz, S.H., M.H.
2. Prof. Dr. Sri Endah Wahyuningsih, S.H., M.Hum.
3. Assoc. Prof. Dr. Adv. (Ong) Argo Victoria, K.B.A., AWP., CFST., ANT III., A.Tra., S.Hum.
4. Dr. Ahmad Hadi Prayitno, S.H., M.H.

Syllabus

This course **aims** to provide students with a systematic foundation in legal science, including the nature, purposes and functions of law, legal and social norms, legal principles and sources, legal subjects and objects, rights and duties, legal events and relationships, interpretation, legal discovery, legal systems, major schools of legal thought, and the development of legal science. **The Competencies** is students are expected to explain core legal concepts, analyse major theories and schools of legal thought, identify and classify sources and types of law, apply legal principles to simple legal events and relationships, and evaluate contemporary legal issues using logical, ethical, and academically responsible legal reasoning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, problem-based learning, legal case analysis, debates, structured legal exercises, mini research projects, collaborative activities, and independent assignments.

The Materials Presented

1. The Nature and Scope of Legal Science (concept, object, and characteristics)
2. Definition, Functions, and Purposes of Law (order, justice, certainty, and utility)
3. Social Norms and Legal Norms (characteristics and distinctions)
4. Legal Rules and Sanctions (structure, enforceability, and consequences)
5. Legal Principles (functions, categories, and application)
6. Sources of Law (formal and material sources)
7. Legal Subjects and Legal Objects (status, capacity, and objects of legal relations)
8. Legal Rights and Duties (legal entitlements and obligations)
9. Legal Events and Legal Relationships (formation and consequences)
10. Legal Interpretation (methods and reasoning)
11. Legal Discovery (judicial reasoning and gap-filling)
12. Legal Systems (national, comparative, public, and private dimensions)
13. Schools of Legal Thought (natural law, positivism, utilitarianism, and other approaches)
14. Development of Legal Science (contemporary issues and interdisciplinary perspectives)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the fundamental concepts, purposes, functions, norms, principles, sources, and structure of law as the foundation of legal reasoning. (C2, A2, P1)
2. **CLO 2:** Students are able to analyse major schools and theories of law and their relevance to the development of legal science. (C4, A3, P2)
3. **CLO 3:** Students are able to apply legal principles and sources to classify and analyse legal events, relationships, rights, duties, subjects, and objects. (C3, A3, P3)
4. **CLO 4:** Students are able to evaluate contemporary legal issues using coherent legal reasoning, academic integrity, professional responsibility, independent learning, and continuous development as part of lifelong learning. (C5, A4, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the definition, purposes, functions, scope, and fundamental characteristics of law. (C2, A2, P1)
2. **LLO 2:** Students are able to distinguish legal norms from other social norms and explain legal rules and sanctions. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse major schools of legal thought and their historical development. (C4, A3, P2)
4. **LLO 4:** Students are able to explain and classify legal sources and the hierarchy of legislation in Indonesia. (C3, A3, P2)
5. **LLO 5:** Students are able to classify public, private, national, international, customary, and Islamic law within the Indonesian context. (C3, A3, P2)
6. **LLO 6:** Students are able to apply legal principles to identify legal subjects, objects, events, relationships, rights, and duties. (C3, A3, P3)
7. **LLO 7:** Students are able to evaluate contemporary legal issues using relevant concepts and theories while maintaining academic integrity and continuous independent learning. (C5, A4, P3)

Reference:

Core reading:

1. Marzuki, P. M. (2020). Pengantar ilmu hukum (edisi revisi). Kencana.
2. Hart, H. L. A. (2012). The concept of law (3rd ed.). Oxford University Press.
3. Kelsen, H. (2022). Pure theory of law (M. Knight, Trans.). University of California Press.

Supporting reading:

1. Raz, J. (2009). The authority of law: Essays on law and morality (2nd ed.). Oxford University Press.
2. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press.
3. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
4. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77-97. https://doi.org/10.31078/jk2115
5. Supriyono, S., Hakam, K. A., Maftuh, B., & Ruyadi, Y. (2024). Model pengembangan materi pendidikan kewarganegaraan dalam membentuk karakter demokratis. Jurnal Moral Kemasyarakatan, 9(1), 130-138. https://doi.org/10.21067/jmk.v9i1.10256
6. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
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8. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
9. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
10. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
11. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
12. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952

Introduction to Indonesian Law

<table>
<tr><td>Module Number
HH236008002</td><td colspan="2">Module Name
Introduction to Indonesian Law</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
1 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions Presentations, Problem-Based Learning Case Analysis, Legal Document and Regulation Analysis, Simulation and Role Play, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quizzes and Structured Written Assignments (12%)
Problem-Based Case and Project Assignments (27%)
Analytical Essays, Presentations and Professional Ethics Reflection (17%)
Midterm Examination (20%), 200 minutes
Final Examination (24%), 200 minutes</td><td>CREDIT HOURS (+Workload in hours)

4 Credit Hours
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment)

Practice (2 Credit Hours)
(26 hours of practical session + 32 hours of structured assignment + 32 hours of independent assignment)
Total 180 Hours

ECTS (+ Workload in hours)
4 Credit Hours
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment)

Practice (2 Credit Hours)
(26 hours of practical session + 32 hours of structured assignment + 32 hours of independent assignment)
Total 180 Hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Anis Mashdurohatun, S.H., M.Hum.</td><td>Semester Workload
180 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.</td></tr>
</table>

2. Dr. Aryani Witasari, S.H., M.Hum.
3. Dr. Achmad Arifulloh, S.H., M.H.
4. Dini Amalia Fitri, S.H., M.H.

Syllabus

This course **aims** to introduce the characteristics, historical development, sources, legislative structure, institutions, and principal fields of the Indonesian legal system, including public and private law, constitutional law, administrative law, civil law, criminal law, international law, Islamic law, the judiciary, legal professions, and national legal development. The Competencies: Students are expected to explain the structure and sources of Indonesian law, identify major branches and institutions, analyse the relationship between national, Islamic, and other legal traditions, apply basic legal rules to simple practical problems, and demonstrate integrity and professional responsibility in legal learning and practice. **The Learning Process** is conducted through **blended** learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, problem-based learning, legal case analysis, legal document and regulation analysis, simulations and role play, structured assignments, collaborative activities, and independent assignments.

The Materials Presented

1. Characteristics of the Indonesian Legal System (foundations, plurality, and legal traditions)
2. Historical Development of Indonesian Law (colonial legacy, independence, and reform)
3. Sources of National Law (legislation, jurisprudence, custom, doctrine, and treaties)
4. The Legislative System (hierarchy, formation, and application of legislation)
5. Public Law and Private Law (scope, distinctions, and relationships)
6. Constitutional Law (state structure, constitution, and institutions)
7. Administrative Law (government authority and administrative action)
8. Civil Law (persons, property, obligations, and private relationships)
9. Criminal Law (basic principles, offences, and criminal responsibility)
10. International Law in the Indonesian Legal System (sources and national interaction)
11. The Indonesian Judiciary (court structure, jurisdiction, and legal process)
12. Legal Professions (roles, professional responsibility, and ethics)
13. Formation of National Law (legal policy, harmonisation, and reform)
14. Development of the Indonesian Legal System (contemporary changes and global influences)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the foundations, historical development, sources, hierarchy, and structure of the Indonesian legal system. (C2, A2, P1)
2. **CLO 2:** Students are able to analyse the principal branches, institutions, and interactions among national, Islamic, customary, and international legal dimensions in Indonesia. (C4, A3, P2)
3. **CLO 3:** Students are able to apply basic Indonesian legal principles to simple cases and legal documents while demonstrating professional ethics and academic integrity. (C3, A4, P3)
4. **CLO 4:** Students are able to evaluate developments in the Indonesian legal system and continuously strengthen legal competence through independent and lifelong learning. (C5, A4, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the meaning, purposes, classifications, and characteristics of law within the Indonesian legal system. (C2, A2, P1)
2. **LLO 2:** Students are able to identify national legal sources and the hierarchy of legislation in Indonesia. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse the Indonesian legal system in relation to public and private law and major legal families. (C4, A3, P2)
4. **LLO 4:** Students are able to identify and compare the principal fields of national law, including constitutional, administrative, civil, criminal, business, and international law. (C3, A3, P2)
5. **LLO 5:** Students are able to explain the position of Islamic law and the roles of courts and legal institutions within the Indonesian legal system. (C3, A3, P2)
6. **LLO 6:** Students are able to apply professional ethics and academic honesty in analysing simple Indonesian legal cases and documents. (C3, A4, P3)
7. **LLO 7:** Students are able to evaluate contemporary developments in Indonesian law through independent study and continuous professional learning. (C5, A4, P3)

Reference:

Core reading:

1. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
2. Republik Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
3. Republik Indonesia. (2011). Undang-Undang Nomor 12 Tahun 2011 tentang Pembentukan Peraturan Perundang-undangan, sebagaimana diubah terakhir dengan Undang-Undang Nomor 13 Tahun 2022.

Supporting reading:

1. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
2. Lindsey, T., & Pausacker, H. (Eds.). (2016). Religion, law and intolerance in Indonesia. Routledge.
1. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
2. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77-97. https://doi.org/10.31078/jk2115
3. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83
4. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
5. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
6. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
7. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001

8. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
9. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
10. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001

Theory of the State

<table>
<tr><td>Module Number
HH236008003</td><td colspan="2">Module Name
Theory of the State</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
1 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Presentations
Case Analysis, Debates, Problem-Based Learning, Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quizzes and Written Tests (27%)
Analytical Papers and Comparative Case Assignments (25%)
Project-Based State Analysis (10%)
Midterm Examination (15%), 150 minutes
Final Examination (23%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours

Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)

Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)

Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. H. Jawade Hafidz, S.H., M.H.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Prof. Dr. Widayati, S.H., M.H.
2. Dr. Sri Kusriyah, S.H., M.Hum.
3. Dr. Nanang Sri Darmadi, S.H., M.H.
4. Rizki Adi Pinandito, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with a systematic understanding of the concept and scope of the state, the historical development of state thought, theories of state formation and sovereignty, elements, purposes and functions of the state, forms of state and government, systems of government, constitutions, the rule of law, democracy, citizenship, organisation of state power, and the development of the modern state. The Competencies is Students are expected to explain and classify theories and institutional forms of the state, analyse</td></tr>
</table>

elements, purposes, functions and systems of government, evaluate the rule of law and democracy in the Indonesian context, compare constitutional arrangements, and construct critical analyses of contemporary state issues with ethical, Islamic, and contextual awareness. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case analysis, debates, problem-based learning, project-based learning, comparative analysis, structured assignments, and independent learning.

The Materials Presented

1. Fundamental Concepts of the State (definition, object, and scope)
2. Elements of the State (people, territory, government, and sovereignty)
3. Purposes and Functions of the State (major theories and contemporary applications)
4. Theories of State Formation (divine, social contract, power, and other theories)
5. Theories of Sovereignty (divine, state, law, and popular sovereignty)
6. Forms of State (unitary, federal, and confederal arrangements)
7. Forms of Government (monarchy, republic, and other classifications)
8. Systems of Government (presidential, parliamentary, and mixed systems)
9. Constitution (functions, types, and constitutional organisation)
10. The Rule of Law (principles and Indonesian constitutional context)
11. Democracy (concepts, models, and implementation)
12. State and Citizens (rights, duties, and human rights)
13. Organisation of State Power (distribution, separation, and checks and balances)
14. Development of the Modern State (comparative systems and contemporary challenges)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, history, scope, theories, and fundamental elements of the state and their relationship with constitutional law. (C2, A2, P1)
2. **CLO 2:** Students are able to analyse forms of state and government, systems of government, sovereignty, constitutional structures, and the organisation of state power. (C4, A3, P2)
3. **CLO 3:** Students are able to evaluate the rule of law, democracy, citizenship, and contemporary state issues within Indonesian and comparative contexts. (C5, A4, P3)
4. **CLO 4:** Students are able to construct critical analyses of contemporary state problems by integrating constitutional reasoning, ethical responsibility, Islamic values, independent learning, and continuous professional development as part of lifelong learning. (C6, A4, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the definition, object, scope, and disciplinary position of Theory of State. (C2, A2, P1)
2. **LLO 2:** Students are able to explain the historical development of state thought and major theories of state formation and sovereignty. (C2, A3, P1)
3. **LLO 3:** Students are able to classify forms of state, forms of government, and systems of government. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse the elements, purposes, functions, and organisation of state power. (C4, A3, P2)

5. **LLO 5:** Students are able to evaluate the implementation of the rule of law and democracy in Indonesia. (C5, A4, P3)
6. **LLO 6:** Students are able to compare constitutional and governmental systems across selected states. (C5, A3, P3)
7. **LLO 7:** Students are able to construct a critical analysis of a contemporary state issue using constitutional, ethical, Islamic, and local perspectives while developing competence through independent and lifelong learning. (C6, A4, P4)

Reference:

Core reading:

1. Budiardjo, M. (2008). Dasar-dasar ilmu politik (edisi revisi). Gramedia Pustaka Utama.
2. Kelsen, H. (1949). General theory of law and state (A. Wedberg, Trans.). Harvard University Press.
3. Heywood, A. (2019). Politics (5th ed.). Red Globe Press.

Supporting reading:

1. Hague, R., Harrop, M., & McCormick, J. (2019). Comparative government and politics: An introduction (11th ed.). Red Globe Press.
2. Menchik, J. (2016). Islam and democracy in Indonesia: Tolerance without liberalism. Cambridge University Press.
3. Budi, M. W. A. S. (2022). Indonesian state system based on Pancasila and the 1945 Constitution: A contemporary developments. Indonesian Journal of Pancasila and Global Constitutionalism, 1(1). https://doi.org/10.15294/ijpgc.v1i1.56875
3. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83
4. Ibad, S. (2024). Politik hukum tata negara dalam konfigurasi politik dan produk hukum di Indonesia. HUKMY: Jurnal Hukum, 4(1), 604-620. https://doi.org/10.35316/hukmy.2024.v4i1.604-620
5. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
6. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
7. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
8. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
9. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
10. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
11. 10. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001

Indonesian

<table>
<tr><td>Module Number
HH236006007</td><td colspan="2">Module Name
Indonesian</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Writing Practice, Academic and Legal Text Analysis, Case-Based Learning, Peer Review and Editing, Project-Based Learning, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quizzes and Written Language Exercises (24%)
Writing and Editing Portfolio (22%)
Academic and Legal Text Analysis Assignments (14%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Aida Azizah, S.Pd., M.Pd.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Leli Nisfi Setiana, S.Pd., M.Pd.
2. Meilan Arsanti, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop accurate, effective, and academically responsible use of Indonesian in higher education and professional contexts, with particular emphasis on spelling, diction, effective sentences, paragraph development, critical reading, academic writing, citation, footnotes, reference lists, legal language, argumentation, and editing. The Competencies is Students are expected to apply standard Indonesian language conventions, analyse and evaluate academic and professional documents, use appropriate citation and referencing techniques, construct coherent arguments, and produce and edit academic writing with logical reasoning, accuracy, and academic integrity. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, guided writing practice, academic and professional text analysis, case-based learning, peer review and editing, project-based writing, structured assignments, and independent learning.
The Materials Presented
1. Functions of Indonesian in Academic Contexts (status, functions, and academic communication)
2. Indonesian Spelling (EYD conventions and correct written usage)</td></tr>
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3. Word Choice and Diction (precision, appropriateness, and register)
4. Effective Sentences (clarity, structure, logic, and economy)
5. Paragraph Development (unity, coherence, and development patterns)
6. Critical Reading (identifying arguments, evidence, and textual quality)
7. Midterm Examination
8. Academic Writing Techniques (structure, style, and academic conventions)
9. Citation Techniques (direct, indirect, and source-integrated citation)
10. Footnote Writing (format, consistency, and source acknowledgement)
11. Reference List Preparation (bibliographic accuracy and style consistency)
12. Scientific and Academic Writing (planning, drafting, and revising)
13. Professional and Legal Language (terminology, clarity, and precision)
14. Basic Legal Argumentation (logical structure, evidence, and persuasive writing
15. Editing Academic Work (language accuracy, consistency, and substantive review)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain and apply standard Indonesian language conventions in academic and professional communication. (C3, A2, P2)
2. **CLO 2:** Students are able to analyse and evaluate academic and professional texts for linguistic accuracy, coherence, reasoning, and appropriate language use. (C5, A3, P3)
3. **CLO 3:** Students are able to apply academic writing conventions, including citation, footnotes, reference lists, paragraph development, and editing. (C3, A4, P3)
4. **CLO 4:** Students are able to construct and refine coherent academic or professional writing with integrity, independent learning, and continuous development of communication competence as part of lifelong learning. (C6, A4, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the functions and conventions of standard Indonesian in academic and professional contexts. (C2, A2, P1)
2. **LLO 2:** Students are able to apply Indonesian spelling, diction, effective sentence construction, and paragraph development correctly. (C3, A3, P3)
3. **LLO 3:** Students are able to analyse and evaluate academic and professional texts using appropriate language and logical reasoning. (C5, A3, P3)
4. **LLO 4:** Students are able to apply critical reading and academic writing techniques in structured written tasks. (C3, A3, P3)
5. **LLO 5:** Students are able to apply accurate citation, footnote, and reference-list conventions with academic integrity. (C3, A4, P3)
6. **LLO 6:** Students are able to construct a coherent academic or professional article using appropriate Indonesian and evidence-based argumentation. (C6, A4, P4)
7. **LLO 7:** Students are able to edit and improve written work independently while continuously developing academic communication skills through lifelong learning. (C5, A4, P4)

Reference:

Core reading:

1. Badan Pengembangan dan Pembinaan Bahasa. (2022). Ejaan Bahasa Indonesia yang Disempurnakan (EYD) edisi kelima. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Keraf, G. (1980). Komposisi: Sebuah pengantar kemahiran bahasa (edisi revisi). Nusa Indah.

3. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. https://doi.org/10.1037/0000165-000

Supporting reading:

1. Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press. https://doi.org/10.3998/mpub.2173936
2. Sword, H. (2017). Air & light & time & space: How successful academics write. Harvard University Press.
3. Anwar, W. P., Jafar, M. B., Abdullah, A., Dirhamzah, A. S. A. L., & Misnawati. (2025). What do they talk about translanguaging? Students and lecturers' voices from Legal English classes. Jurnal Onoma: Pendidikan, Bahasa, dan Sastra, 11(1). https://doi.org/10.30605/onoma.v11i1.5133
4. Saumi, R. I., Wulandari, W., & Syahid, A. (2025). Indonesian law students' experiences in mastering legal vocabulary through a Legal English words application. REGISTER: Journal of English Language Teaching, 14(3). https://doi.org/10.24114/reg.v14i3.64476
5. Supriyono, S., Hakam, K. A., Maftuh, B., & Ruyadi, Y. (2024). Model pengembangan materi pendidikan kewarganegaraan dalam membentuk karakter demokratis. Jurnal Moral Kemasyarakatan, 9(1), 130-138. https://doi.org/10.21067/jmk.v9i1.10256
6. Assessing L2 legal writing through a plain English lens: Insights on complexity, accuracy, and fluency. (2026). System, 141, 104076. https://doi.org/10.1016/j.system.2026.104076
7. Garner, B. A. (2023). Legal writing in plain English: A text with exercises (3rd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226816555.001.0001
8. Costello, N., & Kulbicki, L. (2023). Practical English language skills for lawyers: Improving your Legal English. Routledge. https://doi.org/10.4324/9781003140207
9. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
10. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
11. Hutchinson, T., & Duncan, N. (2012). Defining and describing what we do: Doctrinal legal research. Deakin Law Review, 17(1), 83-119. https://doi.org/10.21153/dlr2012vol17no1art70
12. Choudhary, K. (2024). Which method should I select for my legal research - doctrinal, empirical, multi-method or something else? Teise, 132, 135-144. https://doi.org/10.15388/Teise.2024.132.10

Sociology of Law

<table>
<tr><td>Module Number
HH236008043</td><td colspan="2">Module Name
Sociology of Law</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
1 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Presentations, Case-Based Learning, Project-Based Learning, Debates, Mini Survey and Socio-Legal Analysis, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Short Written Assessment (10%)
Structured Socio-Legal Assignments (10%)
Discussion and Class Participation (15%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes
Case- and Project-Based Learning:
• Case Analysis Presentation (5%)
• Legal Awareness Mini-Survey (5%)
• Access to Justice Project Proposal (10%)</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Assoc. Prof. Dr. Adv. (Ong) Argo Victoria, K.B.A., AWP., CFST., ANT III., A.Tra., S.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Andi Aina Ilmih, S.H., M.H.
2. Dr. Muhammad Ngazis, S.H., M.H.
3. Dr. Ira Alia Maerani, S.H., M.H.
4. Dr. Dwi Wahyono, S.H., C.N.</td></tr>
<tr><td colspan="4">Syllabus
The Aim: This course aims to examine law as a social phenomenon through sociological perspectives, including social values and norms, social order and interaction, legal consciousness and compliance, legal culture, social change, stratification, conflict, legal pluralism, law and development, and contemporary legal dynamics. The Competencies is students are expected to explain major concepts and theories of sociology of law, apply sociological perspectives to legal phenomena, analyse relationships among law, power, culture and social change, evaluate legal effectiveness and access to justice, and formulate context-sensitive responses to pluralism, inequality, globalisation, and other contemporary socio-legal issues. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

discussions, presentations, case-based learning, project-based learning, debates, mini-surveys, socio-legal analysis, collaborative activities, and independent learning.

The Materials Presented

1. Introduction to Sociology of Law (concept, scope, and interdisciplinary relationships)
2. Society, Values, and Social Norms (social foundations of legal behaviour)
3. Social Order (institutions, regulation, and social control)
4. Social Interaction (patterns of interaction and legal relevance)
5. Legal Consciousness (perceptions, attitudes, and understanding of law)
6. Legal Compliance (social factors influencing obedience to law)
7. Legal Culture (values, institutions, and patterns of legal behaviour)
8. Social Change (drivers, processes, and legal responses)
9. Social Stratification (inequality, power, and access to law)
10. Social Conflict (conflict theory and legal institutions)
11. Legal Pluralism (state, customary, religious, and other normative orders)
12. Law and Social Change (law as an instrument and product of change)
13. Law and Community Development (legal effectiveness and social development)
14. Legal Dynamics in Modern Society (globalisation, technology, and access to justice)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, scope, development, and major theoretical perspectives of sociology of law. (C2, A2, P1)
2. **CLO 2:** Students are able to apply socio-legal theories to analyse relationships among law, society, power, culture, compliance, and social change. (C4, A3, P3)
3. **CLO 3:** Students are able to evaluate the effectiveness of law, legal pluralism, inequality, and access to justice in contemporary society. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate context-sensitive and fair responses to contemporary socio-legal problems while demonstrating ethical responsibility, independent learning, and continuous competence development as part of lifelong learning. (C6, A4, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concept, scope, and relationship of sociology of law with legal and social sciences. (C2, A2, P1)
2. **LLO 2:** Students are able to identify the development of socio-legal thought from classical to modern approaches and key contributors. (C3, A3, P2)
3. **LLO 3:** Students are able to explain and apply major sociological theories of law to simple legal phenomena. (C3, A3, P3)
4. **LLO 4:** Students are able to analyse relationships among law, power, legal culture, and social change. (C4, A3, P3)
5. **LLO 5:** Students are able to analyse legal effectiveness, legal consciousness, compliance, and social factors influencing the operation of law. (C4, A4, P3)
6. **LLO 6:** Students are able to evaluate legal pluralism, inequality, access to justice, and globalisation in contemporary society. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate a fair socio-legal response to a contemporary issue through project work, independent inquiry, and lifelong learning. (C6, A4, P4)

Reference:

Core reading:

1. Soekanto, S. (2019). Pokok-pokok sosiologi hukum (26th printing). Rajagrafindo Persada.

2. Calavita, K. (2016). Invitation to law & society: An introduction to the study of real law (2nd ed.). University of Chicago Press.
3. Cotterrell, R. (2018). Sociological jurisprudence: Juristic thought and social inquiry. Routledge.

Supporting reading:

1. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
2. Menchik, J. (2016). Islam and democracy in Indonesia: Tolerance without liberalism. Cambridge University Press.
3. Arifin, F., Astawa, I. G. P., Maarif, I., Sulastri, D., & Abdullah, M. K. (2025). Recognition of customary norms within the framework of Indonesian legal positivism. Khazanah Hukum, 7(1), 92-104. https://doi.org/10.15575/kh.v7i1.39409
4. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
5. Afinnas, M. A. A. (2022). Perbandingan hukum penetapan eksistensi hak ulayat dengan penetapan native title di Australia. DIVERSI: Jurnal Hukum, 8(1), 139-168. https://doi.org/10.32503/diversi.v8i1.2316
6. Tamanaha, B. Z. (2021). Legal pluralism explained: History, theory, consequences. Oxford University Press. https://doi.org/10.1093/oso/9780190861551.001.0001
7. Chua, L. J., Engel, D. M., & Liu, S. (Eds.). (2023). The Asian law and society reader. Cambridge University Press. https://doi.org/10.1017/9781108864824
8. de Sousa Santos, B. (2023). Law and the epistemologies of the South. Cambridge University Press. https://doi.org/10.1017/9781316662441
9. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
10. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
11. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
12. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952

Semester 2
Even
2026/2027

Fiqh of Worship

<table>
<tr><td>Module Number
HH236007009</td><td colspan="2">Module Name
Fiqh of Worship</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
2 / Even Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Discussions and Debates, Case-Based Learning, Practical Demonstrations and Simulation, Role Play, Group Presentations, Academic Paper Workshops and Peer Review, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Individual Assignments (14%)
Practical Demonstration and Group Presentation (7%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes
Case-Based and Academic Learning:
• Case Analysis and Discussion (18%)
• Academic Paper, Debate and Peer Review (21%)
Total (100%)</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. H.C. Dr. Drs. H. Rozihan, S.H., M.Ag.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Prof. Dr. A. Zaenurrosyid, S.H.I., M.A.
2. Dr. Samsudin Salim, S.Ag., M.Ag.
3. Dr. Achmad Sulchan, S.H., M.H.
4. Moh. Nurul Huda, S.H., M.Ag.
5. Aditya Noviyansyah, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with a systematic understanding of the concepts, sources, legal maxims, objectives, and practical rules of fiqh of worship, including purification, prayer, zakat, fasting, hajj and umrah, as well as their application to contemporary social and professional contexts. The Competencies is Students are expected to explain the foundations of fiqh of worship, apply rules of worship in ordinary and exceptional circumstances, analyse contemporary issues using relevant evidence and maqasid al-Shari'ah, evaluate differences of scholarly opinion with tolerance and fairness, and construct academically and ethically responsible responses to worship-related problems. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and</td></tr>
</table>

SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, guided discussions, debates, case-based learning, analysis of contemporary worship issues, practical demonstrations and simulations of worship procedures, role play, group presentations, academic paper writing, peer review, online quizzes and forums, and independent assignments.

The Materials Presented

1. Foundations of Fiqh of Worship (concept, scope, terminology, and characteristics)
2. Sources of Islamic Law and Legal Maxims (Qur'an, Sunnah, ijma', qiyas, and qawa'id fiqhiyyah)
3. Maqasid al-Shari'ah and Public Interest (objectives, maslahah, necessity, and need)
4. Purification (thaharah, wudu, tayammum, requirements, and practical application)
5. Prayer (requirements, pillars, performance, and contextual application)
6. Zakat and Fasting (requirements, forms, obligations, and contemporary administration)
7. Hajj and Umrah (principles, procedures, obligations, and regulatory context)
8. Midterm Examination
9. Ethics and Character in Worship (akhlaq, discipline, religious integrity, and accountability)
10. Worship in Social Life (human rights and duties, justice, humanity, and social responsibility)
11. Contemporary Worship Issues (digital zakat, cash waqf, technology, and emerging practices)
12. Worship in Exceptional Circumstances (travel, emergencies, vehicles, and minority settings)
13. Scholarly Disagreement in Fiqh of Worship (ikhtilaf, evidence, legal reasoning, tolerance, and fairness)
14. Islamic Values in Professional Life and Academic Fiqh Writing (professional ethics, structured analysis, and responsible scholarship)
15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the fundamental concepts, sources, legal maxims, and objectives of fiqh of worship. (C2, A2, P1)
2. **CLO 2:** Students are able to apply the rules governing purification, prayer, zakat, fasting, hajj, and related acts of worship in ordinary and exceptional contexts. (C3, A3, P3)
3. **CLO 3:** Students are able to analyse and evaluate contemporary worship issues and scholarly differences using relevant evidence, maqasid al-Shari'ah, justice, humanity, and tolerance. (C5, A4, P3)
4. **CLO 4:** Students are able to construct academically responsible and ethical responses to problems in fiqh of worship while demonstrating religious integrity, professional responsibility, independent learning, continuous competence development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the meaning, scope, and sources of fiqh of worship. (C2, A2, P1)
2. **LLO 2:** Students are able to explain legal maxims of fiqh of worship and their application to acts of worship. (C2, A3, P2)
3. **LLO 3:** Students are able to identify and apply the requirements, pillars, and procedures of purification, prayer, zakat, fasting, and hajj. (C3, A3, P3)

4. **LLO 4:** Students are able to apply rules of worship appropriately in everyday and exceptional circumstances. (C3, A4, P3)
5. **LLO 5:** Students are able to analyse contemporary issues in worship, including digital and technology-mediated practices, using relevant legal evidence. (C4, A4, P3)
6. **LLO 6:** Students are able to evaluate differences of scholarly opinion and formulate tolerant, fair, and evidence-based positions. (C5, A4, P3)
7. **LLO 7:** Students are able to construct an ethically written academic analysis of a fiqh-of-worship issue while independently developing religious and professional competence through lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Djazuli, A. (2022). Kaidah-kaidah fikih: Kaidah-kaidah hukum Islam dalam menyelesaikan masalah-masalah yang praktis. Kencana.
2. Kementerian Agama Republik Indonesia. (2021). Peraturan Menteri Agama Republik Indonesia Nomor 13 Tahun 2021 tentang Penyelenggaraan Ibadah Haji Reguler.
3. Kementerian Agama Republik Indonesia. (2021). Peraturan Menteri Agama Republik Indonesia Nomor 6 Tahun 2021 tentang Penyelenggaraan Perjalanan Ibadah Umrah dan Penyelenggaraan Ibadah Haji Khusus.

Supporting reading:

1. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
2. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
3. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
4. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. https://doi.org/10.18326/ijtihad.v11i1.21-39
5. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1). https://doi.org/10.18592/sjhp.v26i1.20166
6. Integration of maqasid al-Shari'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105-144. https://doi.org/10.28918/jhi.v23i1.04
7. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
8. Emon, A. M., & Ahmed, R. (Eds.). (2018). The Oxford handbook of Islamic law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199679010.001.0001
9. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
10. Ahmed, S. (2016). What is Islam? The importance of being Islamic. Princeton University Press. https://doi.org/10.2307/j.ctvc77krt

11. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
12. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
13. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en

Civic Education

<table>
<tr><td>Module Number
HH236006006</td><td colspan="2">Module Name
Civic Education</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
2 / Even Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions and Debates, Legal and Constitutional Case Analysis, Case-Based Learning, Simulation and Role Play, Project-Based Learning, Policy and Community-Service Activities, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz, Written Tasks and Class Participation (9%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes
Case- and Project-Based Learning:
• Analytical Essays, Papers and Discussions (16%)
• Case and Portfolio Assessment (16%)
• Citizenship Advocacy and Community Project (14%)
Total (100%)</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Hj. Siti Rodhiyah Dwi Istinah, S.H., M.H.
2. Dr. Sri Kusriyah, S.H., M.Hum.
3. Dr. Ida Musofiana, S.H., M.H.
4. Dr. Denny Suwondo, S.H., M.H.
5. Dr. M. Rizal Bagaskoro, S.H., M.H.
6. Winanto, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop students' understanding of citizenship, national identity, rights and duties, Pancasila values, constitutionalism, democracy, human rights, the rule of law, national resilience, multiculturalism, and citizens' roles in national development within the Indonesian legal context. The Competencies is students are expected to explain fundamental concepts of citizenship and national identity, analyse legislation and contemporary issues concerning democracy, human rights and the rule of law, apply citizenship principles to legal and social cases, evaluate civic leadership and social responsibility, and design participatory activities that reflect national, democratic, and multicultural values. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, structured debates, legal and constitutional case</td></tr>
</table>

analysis, case-based learning, simulations and role play, analysis of human-rights issues, individual essays, group presentations, portfolio activities, citizenship advocacy and community-service projects, online forums, and independent assignments.

The Materials Presented

1. Foundations of Civic Education (purpose, scope, legal basis, and civic competence)
2. National Identity, Nationalism and Patriotism (identity, belonging, national values, and civic commitment)
3. The Rule of Law (principles, legal certainty, equality before the law, and civic responsibility)
4. Constitution and Constitutional Citizenship (constitutional foundations, institutions, and citizen-state relations)
5. Democracy (principles, participation, representation, and democratic culture)
6. Human Rights (concepts, legal guarantees, implementation, and contemporary issues)
7. Rights and Duties of Citizens (constitutional rights, obligations, and legal responsibility)
8. Midterm Examination
9. National Resilience (concept, dimensions, challenges, and citizen participation)
10. Archipelagic Outlook (Wawasan Nusantara, national unity, territory, and diversity)
11. Geopolitics (national interests, strategic environment, and citizenship)
12. National Defence and Civic Responsibility (defence awareness, participation, and social responsibility)
13. Globalisation and Multicultural Citizenship (diversity, global change, inclusion, and civic identity)
14. Citizens in National Development, Leadership and Community Service (participation, social responsibility, and civic projects)
15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts of citizenship, national identity, constitutional rights and duties, Pancasila values, and the foundations of the Indonesian democratic state. (C2, A3, P1)
2. **CLO 2:** Students are able to analyse contemporary issues in democracy, human rights, the rule of law, and citizenship using relevant legal and constitutional frameworks. (C4, A3, P2)
3. **CLO 3:** Students are able to evaluate citizens' roles in leadership, national development, and social responsibility and to apply national and multicultural values in legal and community contexts. (C5, A4, P3)
4. **CLO 4:** Students are able to design responsible civic and community initiatives while integrating ethics, professional responsibility, independent learning, continuous competence development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain fundamental concepts of citizenship and national identity in the Indonesian legal context. (C2, A2, P1)
2. **LLO 2:** Students are able to identify citizens' rights and duties on the basis of constitutional and statutory provisions. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse current issues concerning democracy, human rights, and the rule of law in Indonesia. (C4, A3, P2)
4. **LLO 4:** Students are able to apply citizenship concepts to contemporary legal and social cases. (C3, A4, P3)

5. **LLO 5:** Students are able to evaluate citizens' roles in leadership, national resilience, development, and social responsibility. (C5, A4, P3)
6. **LLO 6:** Students are able to design a community-oriented civic activity that reflects national, democratic, and multicultural values. (C6, A4, P4)
7. **LLO 7:** Students are able to reflect on civic and professional responsibility and continuously develop citizenship competence through independent and lifelong learning. (C5, A5, P4)

Reference:

Core reading:

1. Republik Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
2. Republik Indonesia. (2006). Undang-Undang Nomor 12 Tahun 2006 tentang Kewarganegaraan Republik Indonesia.
3. Republik Indonesia. (1999). Undang-Undang Nomor 39 Tahun 1999 tentang Hak Asasi Manusia.

Supporting reading:

1. Hobden, C. (2021). Citizenship in a globalised world. Routledge.
2. Kubow, P. K., Webster, N., Strong, K., & Miranda, D. (Eds.). (2023). Contestations of citizenship, education, and democracy in an era of global change: Children and youth in diverse international contexts. Routledge.
3. Mallon, B., Waldron, F., & Ní Cassaithe, C. (Eds.). (2024). Pushing the boundaries of human rights education: Concepts, challenges and contexts. Routledge.
4. Supriyono, S., Hakam, K. A., Maftuh, B., & Ruyadi, Y. (2024). Model pengembangan materi pendidikan kewarganegaraan dalam membentuk karakter demokratis. Jurnal Moral Kemasyarakatan, 9(1), 130-138. https://doi.org/10.21067/jmk.v9i1.10256
5. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. Constitutional Review, 9(1), 77-108. https://doi.org/10.31078/consrev913
6. Fatlolon, C. (2022). Evaluasi proses amendemen Undang-Undang Dasar Tahun 1945: Perspektif Habermasian. Jurnal Konstitusi, 19(4), 819-842. https://doi.org/10.31078/jk1944
7. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
8. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
9. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
10. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
11. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
12. Evans, M. D. (Ed.). (2024). International law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001
13. Shaw, M. N. (2021). International law (9th ed.). Cambridge University Press. https://doi.org/10.1017/9781108774802

Civil Law

<table>
<tr><td>Module Number
HH236008004</td><td colspan="2">Module Name
Civil Law</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
2 / Even Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Civil Case Analysis, Contract and Legal Document Analysis, Problem-Based Learning, Litigation and Non-Litigation Analysis, Mediation and ADR Project Work, Presentations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Foundational Civil-Law Exercises (12%)
Midterm Examination (20%), 100 minutes
Final Examination (28%), 100 minutes
Case-, Problem- and Project-Based Learning:
• Contract and Breach Case Analysis (14%)
• Property, Security Rights and Litigation Analysis (11%)
• ADR Strategy, Contemporary Civil-Law Analysis and Presentation (15%)</td><td>CREDIT HOURS (+Workload in hours)
4 Credit Hours
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours

ECTS (+Workload in hours)
6.00 ECTS
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Arpangi, S.H., M.H.</td><td>Semester Workload
180 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. H. D. Djunaedi, S.H., Sp.N.
2. Dr. Hj. Siti Ummu Adillah, S.H., M.Hum.
3. Dr. Mega Arum Saputri, S.H., M.Kn.
4. Dr. Denny Suwondo, S.H., M.H.
5. Dr. Taufan Fajar Riyanto, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with a structured understanding of Indonesian civil law and its application to private legal relationships, covering legal subjects and objects, persons and legal capacity, family law, property, obligations, contracts, inheritance, security rights, protection of civil rights, and dispute resolution. The Competencies is students are expected to analyse the concepts and sources of civil law, apply rules concerning persons, legal entities and property to concrete cases, evaluate obligations, contracts, breach and cancellation,</td></tr>
</table>

analyse security rights and civil disputes, and formulate appropriate litigation and non-litigation solutions with legal accuracy, ethics, and professional responsibility. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, civil case analysis, contract and legal document analysis, problem-based learning, analysis of breach of contract and security rights, litigation and non-litigation problem solving, mediation and alternative dispute resolution exercises, group presentations, project work, structured assignments, and independent learning.

The Materials Presented

1. Nature, Scope and Sources of Civil Law (concept, functions, classifications, and legal sources)
2. Historical Development and the Indonesian Civil-Law System (colonial legacy, codification, and national development)
3. Legal Subjects, Persons and Legal Capacity (natural persons, legal entities, capacity, and status)
4. Legal Objects and Classification of Property (objects, movable and immovable property, and legal consequences)
5. Family Law (family relationships, personal status, and private-law consequences)
6. Property Law and Real Rights (ownership, possession, real rights, and protection)
7. Law of Obligations (sources, types, performance, and extinction of obligations)
8. Midterm Examination
9. Contracts and Validity (formation, consent, capacity, lawful cause, and contractual force)
10. Breach, Cancellation and Legal Consequences (default, remedies, termination, and damages)
11. Inheritance Law (basic succession principles, heirs, and private-law consequences)
12. Security Rights (mortgage, fiduciary security, functions, and enforcement)
13. Protection of Civil Rights and Litigation (claims, evidence, remedies, and civil dispute strategy)
14. Non-Litigation Dispute Resolution and Contemporary Civil-Law Developments (mediation, arbitration, ethics, and current issues)
15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, sources, structure, and application of Indonesian civil law, including the legal status of persons, legal entities, and property. (C4, A3, P2)
2. **CLO 2:** Students are able to apply and evaluate civil-law rules concerning property, obligations, contracts, breach, cancellation, inheritance, and security rights in concrete cases. (C5, A3, P3)
3. **CLO 3:** Students are able to formulate litigation and non-litigation strategies for civil disputes using relevant legal rules, documents, evidence, and alternative dispute-resolution mechanisms. (C6, A4, P4)
4. **CLO 4:** Students are able to construct ethical and accountable civil-law solutions while demonstrating professional responsibility, independent learning, continuous competence development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the history, meaning, scope, and sources of civil law in Indonesia. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse civil-law subjects, including persons and legal entities, and determine legal capacity. (C4, A3, P2)
3. **LLO 3:** Students are able to classify property and real rights and apply rules of ownership and other proprietary interests. (C3, A3, P3)
4. **LLO 4:** Students are able to distinguish types of obligations and contracts and analyse the legal requirements for a valid contract. (C4, A3, P3)
5. **LLO 5:** Students are able to evaluate breach of contract, cancellation, remedies, and their legal consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to analyse security rights and civil dispute settlement through litigation. (C4, A4, P3)
7. **LLO 7:** Students are able to design an ethical non-litigation solution to a civil dispute through mediation or arbitration while continuously developing professional competence through lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Republik Indonesia. (n.d.). Kitab Undang-Undang Hukum Perdata (Burgerlijk Wetboek).
2. Republik Indonesia. (1999). Undang-Undang Nomor 42 Tahun 1999 tentang Jaminan Fidusia.
3. Republik Indonesia. (1996). Undang-Undang Nomor 4 Tahun 1996 tentang Hak Tanggungan atas Tanah Beserta Benda-Benda yang Berkaitan dengan Tanah.

Supporting reading:

1. McKendrick, E. (2022). Contract law: Text, cases, and materials (10th ed.). Oxford University Press.
2. Merkin, R. M., & Saintier, S. (2023). Poole's textbook on contract law (16th ed.). Oxford University Press.
3. Taylor, R., & Taylor, D. (2021). Contract law directions (8th ed.). Oxford University Press.
4. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495
5. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
6. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719
7. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001
8. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001
9. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
10. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001

11. Khosyi'ah, S., & Rusyana, A. Y. (2022). Inheritance settlement of descendants of children and siblings in Islamic law with local wisdom in Indonesia. Cogent Social Sciences, 8(1), 2126615. https://doi.org/10.1080/23311886.2022.2126615
12. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
13. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press.

Principles of Criminal Law

<table>
<tr><td>Module Number
HH236008005</td><td colspan="2">Module Name
Principles of Criminal Law</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
2 / Even Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions and Debates, Criminal Case Analysis, Problem-Based Learning, Judgment Analysis, Research Project and Presentations, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Conceptual Written Assessment (10%)
Midterm Examination (20%), 200 minutes
Final Examination (24%), 200 minutes
Case- and Project-Based Learning:
• Criminal Case and Principle Analysis (19%)
• Legal Drafting and Judgment Analysis (12%)
• Sentencing and Contemporary Criminal-Law Research Project and Presentation (15%)</td><td>CREDIT HOURS (+Workload in hours)
4 Credit Hours
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours

ECTS (+Workload in hours)
6.00 ECTS
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Sri Endah Wahyuningsih, S.H., M.Hum.</td><td>Semester Workload
180 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Prof. Dr. Eko Soponyono, S.H., M.H.
2. Dr. Ira Alia Maerani, S.H., M.H.
3. Dr. Ida Musofiana, S.H., M.H.
4. Dr. Andri Winjaya Laksana, S.H., M.H.
5. Dr. Hendro Widodo, S.H., M.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
The Aim: This course aims to provide students with a systematic foundation in the principles of criminal law, including the purposes and sources of criminal law, the principle of legality, criminal offences and their elements, culpability and criminal responsibility, participation, attempt, justification and excuse, sentencing, and contemporary developments in Indonesian</td></tr>
</table>

criminal law. **The Competencies:** Students are expected to explain fundamental criminal-law principles and their development, analyse offence elements and criminal responsibility in concrete cases, apply substantive criminal law in classifying conduct and legal drafting, evaluate sentencing and judicial practice, and construct ethical legal arguments and solutions to complex contemporary criminal-law problems. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, structured debates, criminal case analysis, problem-based learning, legal reasoning exercises, classification of offences, indictment and sentencing drafting exercises, analysis of judicial decisions, research projects, group presentations, online learning activities, and independent assignments.

The Materials Presented

1. Nature, Functions and Sources of Criminal Law (definition, purposes, material and formal criminal law, and sources)
2. Historical Development of Indonesian Criminal Law (codification, reform, nationalisation, and current framework)
3. Principle of Legality and the Application of Criminal Law (legality, territorial, personal, and universal principles)
4. Criminal Offences and Their Elements (actus reus, mens rea, classifications, and offence structure)
5. Fault, Culpability and Criminal Responsibility (capacity, intention, negligence, and responsibility)
6. Participation in Criminal Offences (perpetration, participation, assistance, and legal consequences)
7. Attempted Offences (requirements, commencement, impossibility, and liability)
8. Midterm Examination
9. Justification and Excuse (grounds excluding unlawfulness or culpability)
10. Classification and Qualification of Offences in Concrete Cases (legal issue identification and offence formulation)
11. Sentencing and Types of Punishment (sanctions, sentencing factors, and application)
12. Purposes and Principles of Sentencing (retribution, prevention, rehabilitation, proportionality, and justice)
13. Criminal-Law Drafting and Judicial Decision Analysis (indictment, prosecution, reasoning, and judgment)
14. Contemporary and National Developments in Criminal Law (new Criminal Code, national and international developments, and ethical challenges)
15. Final Examination

The learning objectives and qualifications of this module enable students to:
Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the fundamental principles, purposes, sources, and historical development of criminal law in national and international contexts. (C2, A2, P1)
2. **CLO 2:** Students are able to analyse the elements of criminal offences, culpability, criminal responsibility, participation, attempt, justification, and excuse in concrete cases. (C4, A3, P3)

3. **CLO 3:** Students are able to apply and evaluate substantive criminal-law rules, sentencing principles, legal drafting, and judicial reasoning in criminal justice practice. (C5, A4, P4)
4. **CLO 4:** Students are able to construct ethical, evidence-based, and accountable responses to contemporary criminal-law problems while demonstrating professional responsibility, independent learning, continuous competence development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the meaning, purposes, sources, and distinction between material and formal criminal law. (C2, A2, P1)
2. **LLO 2:** Students are able to identify and apply the principles of legality, territoriality, personality, and universality. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse the elements and classifications of criminal offences, including participation and attempt. (C4, A3, P3)
4. **LLO 4:** Students are able to analyse culpability, capacity for responsibility, criminal responsibility, and grounds of justification and excuse. (C4, A4, P3)
5. **LLO 5:** Students are able to apply criminal-law provisions to classify conduct in concrete cases and formulate an appropriate legal qualification. (C3, A4, P4)
6. **LLO 6:** Students are able to analyse sentencing principles and types of punishment and apply them to prosecution and judgment scenarios. (C4, A4, P4)
7. **LLO 7:** Students are able to evaluate contemporary national and international criminal-law developments and construct ethical solutions while continuously developing professional competence through lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Republik Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
2. Republik Indonesia. (1981). Undang-Undang Nomor 8 Tahun 1981 tentang Hukum Acara Pidana.

Supporting reading:

1. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192897381.001.0001
2. Child, J. J., Simester, A. P., Spencer, J. R., Stark, F., & Virgo, G. (2022). Simester and Sullivan's criminal law: Theory and doctrine (8th ed.). Hart Publishing.
3. Ashworth, A., & Kelly, R. (2021). Sentencing and criminal justice (7th ed.). Hart Publishing.
4. Integration of maqasid al-Shari'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105-144. https://doi.org/10.28918/jhi.v23i1.04
5. Wahyuda, A. T., & Suparmin, S. (2025). Restorative justice tindak pidana kekerasan pada anak sebagai korban: Studi komparatif hukum pidana positif dan hukum pidana Islam. Nagari Law Review, 8(3), 648-659. https://doi.org/10.25077/nalrev.v.8.i.3.p.648-659.2025
6. Azizah, I., Azizah, M., Bakhri, S., Musafa'ah, S., Fathurrohman, A., & Robbani, S. (2026). Reconstructing Islamic criminal liability for economic crimes: A maqasid-based framework for Indonesia's Sharia finance. El-Mashlahah, 16(1). https://doi.org/10.23971/el-mashlahah.v16i1.11254

7. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41
8. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
9. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190659837.001.0001
10. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
11. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
12. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
13. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766

Customary Law

<table>
<tr><td colspan="2">Module Number
HH236008006</td><td colspan="2">Module Name
Customary Law</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
2 / Even Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions and Comparative Analysis, Customary-Law Case Analysis, Legal Document Analysis, Case-Based Learning, Role Play and Mediation Simulation, Project-Based Learning, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quizzes, Essays and Foundational Assessments (15%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes
Case and Project-Based Learning:
• Customary Dispute Analysis and Mediation Simulation (10%)
• Legal Pluralism and Customary-Law Case Analysis (15%)
• Customary-Law Instrument Design, Analytical Report and Presentation (15%)</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Muhammad Dias Saktiawan, S.H., M.Kn.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Setiawan Widiyoko, S.T., S.H., M.Si., M.Kn.
2. Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.
3. Dr. Denny Suwondo, S.H., M.H.
4. Winanto, S.H., M.H.
5. Doni Catur Saefudin, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop students' understanding of the concepts, history, sources, characteristics, and continuing operation of customary law within the Indonesian legal system, including customary-law communities, ulayat rights, kinship, marriage, inheritance, land, dispute resolution, legal pluralism, local wisdom, and contemporary legal recognition. The Competencies is Students are expected to analyse the position and relevance of customary law in the national legal system, apply principles of justice and humanity to concrete customary-law cases, evaluate customary land, family and inheritance rules, design appropriate dispute-resolution mechanisms, and communicate and collaborate responsibly in multicultural legal settings. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

comparative discussions, customary-law case analysis, analysis of legislation and legal documents, case-based learning, role play and mediation simulations, analysis of customary land and inheritance disputes, project design involving local wisdom and natural-resource governance, court-decision analysis, panel discussions, presentations, online collaboration, and independent assignments.

The Materials Presented

1. Nature, Characteristics and Sources of Customary Law (concept, terminology, distinctive features, and sources)
2. Historical Development and Colonial Legal Policy (development, recognition, and colonial influences)
3. Customary-Law Communities and State Recognition (identity, organisation, constitutional recognition, and legal standing)
4. Ulayat Rights and Customary Land (communal rights, territory, recognition, and conflicts)
5. Kinship Systems (genealogical structures, family relations, and legal consequences)
6. Customary Marriage (forms, requirements, family consequences, and interaction with national law)
7. Customary Inheritance (heirs, succession systems, distribution, and customary variation)
8. Midterm Examination
9. Customary Land Law and Natural-Resource Governance (land tenure, communal management, and local wisdom)
10. Customary Dispute Resolution (institutions, procedures, mediation, and restorative approaches)
11. Legal Pluralism (interaction among state, customary, religious, and community normative orders)
12. Customary Law in the National Legal System (recognition, legal hierarchy, and judicial application)
13. Customary Law, Environment and Local Wisdom (sasi, awig-awig, community governance, and sustainability)
14. Contemporary Development, Revitalisation and Judicial Recognition (policy, court decisions, integration, and reform)
15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, history, sources, position, and contemporary relevance of customary law and customary-law communities within the Indonesian legal system. (C4, A3, P2)
2. **CLO 2:** Students are able to apply and evaluate customary-law principles concerning kinship, marriage, inheritance, land, ulayat rights, and local wisdom in concrete cases. (C5, A4, P3)
3. **CLO 3:** Students are able to construct fair customary dispute-resolution solutions and communicate collaboratively in multicultural legal contexts. (C6, A4, P4)
4. **CLO 4:** Students are able to integrate legal pluralism, justice, local wisdom, ethics, professional responsibility, independent learning, continuous competence development, and lifelong learning in responding to contemporary customary-law issues. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to identify and compare the meaning, terminology, characteristics, and sources of customary law with other forms of law. (C3, A2, P2)

2. **LLO 2:** Students are able to explain the historical development of customary law and the influence of colonial legal policy on its existence. (C2, A3, P1)
3. **LLO 3:** Students are able to apply the concept of customary-law communities and state recognition under the Constitution and relevant legislation. (C3, A4, P3)
4. **LLO 4:** Students are able to analyse customary land, kinship, marriage, and inheritance rules and evaluate their relationship with national law. (C5, A4, P3)
5. **LLO 5:** Students are able to design a fair and context-sensitive solution to a customary-law dispute. (C6, A4, P4)
6. **LLO 6:** Students are able to communicate and collaborate effectively in presentations and discussions concerning customary-law communities in multicultural settings. (C4, A4, P4)
7. **LLO 7:** Students are able to evaluate contemporary legal pluralism and judicial recognition of customary law while continuously developing ethical and professional competence through lifelong learning. (C5, A5, P4)

Reference:

Core reading:

1. Republik Indonesia. (2024). Undang-Undang Nomor 3 Tahun 2024 tentang Perubahan Kedua atas Undang-Undang Nomor 6 Tahun 2014 tentang Desa.
2. Mahkamah Konstitusi Republik Indonesia. (2012). Putusan Nomor 35/PUU-X/2012 tentang Hutan Adat.

Supporting reading:

1. Green, A., & Hendry, J. (2025). Legal pluralism: New trajectories in law. Routledge.
2. Chua, L. J., Engel, D. M., & Liu, S. (Eds.). (2023). The Asian law and society reader. Cambridge University Press. https://doi.org/10.1017/9781108864824
3. de Sousa Santos, B. (2023). Law and the epistemologies of the South. Cambridge University Press. https://doi.org/10.1017/9781316662441
1. Arifin, F., Astawa, I. G. P., Maarif, I., Sulastri, D., & Abdullah, M. K. (2025). Recognition of customary norms within the framework of Indonesian legal positivism. Khazanah Hukum, 7(1), 92-104. https://doi.org/10.15575/kh.v7i1.39409
2. Afinnas, M. A. A. (2022). Perbandingan hukum penetapan eksistensi hak ulayat dengan penetapan native title di Australia. DIVERSI: Jurnal Hukum, 8(1), 139-168. https://doi.org/10.32503/diversi.v8i1.2316
3. Buana, A. P., & Mamonto, M. A. W. W. (2023). The role of customary law in natural resource management: A comparative study between Indonesia and Australia. Golden Ratio of Mapping Idea and Literature Format, 3(2), 167-186. https://doi.org/10.52970/grmilf.v3i2.400
4. Tamanaha, B. Z. (2021). Legal pluralism explained: History, theory, consequences. Oxford University Press. https://doi.org/10.1093/oso/9780190861551.001.0001
5. Nurdin, Z. (2022). Legal protection of customary rights under legal pluralism and its impact on the Minangkabau society. Cogent Social Sciences, 8(1), 2045722. https://doi.org/10.1080/23311886.2022.2045722
6. Ardhana, I. K., & Puspitasari, N. W. R. N. (2023). Adat law, ethics, and human rights in modern Indonesia. Religions, 14(4), 443. https://doi.org/10.3390/rel14040443
7. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001

8. Khosyi'ah, S., & Rusyana, A. Y. (2022). Inheritance settlement of descendants of children and siblings in Islamic law with local wisdom in Indonesia. Cogent Social Sciences, 8(1), 2126615. https://doi.org/10.1080/23311886.2022.2126615
9. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
10. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press.

Islamic Law

Module Number HH236008007	**Module Name** Islamic Law	
Type of Course Core Legal Science Course	**Semester / Rotation** 2 / Even	**Student Capacity** 40
Teaching Methods Lectures, Discussions and Debates, Source and Legal-Text Analysis, Case-Based Learning, Problem-Based Learning, Istinbath and Legal-Reasoning Exercises, Court-Decision Analysis, Policy and Legal-Solution Project, Presentations	**Prerequisites for attendance** None	**Language** Indonesian (regular) English (international)
Type of exam (Final Grade Composition) Quizzes and Foundational Legal Analysis (15%) Analytical Papers and Presentations (15%) Midterm Examination (15%), 100 minutes Final Examination (15%), 100 minutes **Case and Problem-Based Learning:** • Scope and Istinbath Case Analysis (15%) • Contemporary Islamic-Law and Court-Decision Analysis (15%) • Islamic Legal-Solution Proposal (10%)		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator Dr. Sri Kusriyah, S.H., M.Hum.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Ira Alia Maerani, S.H., M.H. 2. Dr. Sugeng Hariyadi, Lc., M.A. 3. Dr. Moh. Aris Siswanto, S.H., M.H. 4. Winanto, S.H., M.H. 5. Moh. Nurul Huda, S.H., M.Ag.		
Syllabus This course **aims** to provide students with a systematic understanding of Islamic law, including its concepts, sources, objectives, historical development, schools of law, methods of istinbath, legal maxims, principal fields, and implementation within the Indonesian legal system, with attention to contemporary issues in finance, halal regulation, bioethics, and technology. **The Competencies is s**tudents are expected to explain the foundations and scope of Islamic law, apply methods of ijtihad, qiyas, istihsan and maslahah mursalah to contemporary legal problems, analyse the contribution of Islamic law to Indonesian family,		

financial and other legal fields, evaluate contemporary issues in relation to positive law, and construct integrative, ethical, and accountable legal solutions. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, debates, analysis of Islamic legal sources, case-based learning, problem-based learning, istinbath and legal-reasoning exercises, analysis of family, financial and criminal-law cases, court-decision analysis, policy and legal-solution projects, group presentations, online discussions, and independent assignments.

The Materials Presented

1. Nature and Scope of Islamic Law (concept, terminology, functions, and areas of regulation)
2. Sources of Islamic Law (Qur'an, Sunnah, ijma', qiyas, and subsidiary sources)
3. Objectives and Maqasid al-Shari'ah (protection of fundamental interests, justice, and public benefit)
4. Historical Development and Schools of Islamic Law (periodisation, madhhabs, and legal thought)
5. Ijtihad and Methods of Istinbath (ijtihad, qiyas, istihsan, maslahah mursalah, and legal reasoning)
6. Islamic Legal Maxims (qawa'id fiqhiyyah, principles, and practical application)
7. Ibadah and Muamalah (worship, transactions, economic relations, and contemporary applications)
8. Midterm Examination
9. Islamic Family Law - Munakahat (marriage, family relations, and interaction with Indonesian positive law)
10. Islamic Criminal Law - Jinayah (concepts, offences, sanctions, and relationship with national law)
11. Siyasah Shar'iyyah and Islamic Judiciary (governance, public authority, courts, and legal institutions)
12. Islamic Law in the Indonesian National Legal System (recognition, contribution, harmonisation, and legal pluralism)
13. Islamic Finance and Halal Regulation (Shari'ah banking, transactions, certification, and consumer protection)
14. Contemporary Issues in Islamic Law (bioethics, technology, e-commerce, modern society, and integrative legal solutions)
15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, sources, objectives, historical development, and schools of Islamic law as foundations for legal analysis. (C2, A3, P1)
2. **CLO 2:** Students are able to apply methods of istinbath and Islamic legal maxims to analyse issues in ibadah, muamalah, family law, and criminal law. (C4, A3, P3)
3. **CLO 3:** Students are able to evaluate the contribution and contemporary application of Islamic law within the Indonesian legal system, including Islamic finance, halal regulation, bioethics, and technology. (C5, A4, P3)
4. **CLO 4:** Students are able to construct ethical and integrative Islamic-law solutions while demonstrating religious integrity, professional responsibility, independent learning, continuous competence development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concept, principal sources, and maqasid al-Shari'ah of Islamic law. (C2, A3, P1)
2. **LLO 2:** Students are able to explain the historical development, periodisation, and major schools of Islamic law. (C2, A3, P1)
3. **LLO 3:** Students are able to identify and analyse the scope of Islamic law in ibadah and muamalah and their contemporary applications. (C4, A3, P3)
4. **LLO 4:** Students are able to identify and analyse Islamic family law and criminal law and their relationship with Indonesian positive law. (C4, A4, P3)
5. **LLO 5:** Students are able to apply ijtihad, qiyas, istihsan, and maslahah mursalah to contemporary legal cases. (C4, A4, P3)
6. **LLO 6:** Students are able to analyse the existence and contribution of Islamic law within the Indonesian national legal system. (C4, A4, P3)
7. **LLO 7:** Students are able to evaluate Islamic finance, halal regulation, bioethics, and technology issues and formulate an ethical response through independent and lifelong professional learning. (C6, A5, P4)

Reference:

Core reading:

1. Republik Indonesia. (2019). Undang-Undang Nomor 16 Tahun 2019 tentang Perubahan atas Undang-Undang Nomor 1 Tahun 1974 tentang Perkawinan.
2. Republik Indonesia. (2008). Undang-Undang Nomor 21 Tahun 2008 tentang Perbankan Syariah.
3. Presiden Republik Indonesia. (1991). Instruksi Presiden Nomor 1 Tahun 1991 tentang Penyebarluasan Kompilasi Hukum Islam.

Supporting reading:

1. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
2. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
3. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923

1. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. https://doi.org/10.18326/ijtihad.v11i1.21-39
2. Integration of maqasid al-Shari'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105-144. https://doi.org/10.28918/jhi.v23i1.04
3. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1). https://doi.org/10.18592/sjhp.v26i1.20166
4. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
5. Emon, A. M., & Ahmed, R. (Eds.). (2018). The Oxford handbook of Islamic law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199679010.001.0001

6. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
7. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
8. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5
9. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42-48. https://doi.org/10.1057/s41261-022-00214-3
4. 10. OECD. (2025). OECD regulatory policy outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en

Legal Anthropology

<table>
<tr><td>Module Number
HH236008044</td><td colspan="2">Module Name
Legal Anthropology</td></tr>
<tr><td colspan="2">Type of Course
Core Legal Science Course</td><td>Semester / Rotation
2 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Group Discussions, Socio-Cultural Legal Case Analysis, Comparative Analysis, Case-Based Learning, Debates, Role Play and Mediation Simulation, Policy Document Analysis, Presentations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of exam (Final Grade Composition)
Foundational Written Assessment and Participation (9%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes
Case- and Project-Based Learning:
• Socio-Cultural Legal Case Analysis (12%)
• Comparative Legal Pluralism and Journal Review (18%)
• Dispute Simulation, Policy Analysis, Research Proposal and Judgment Review (21%)
Total (100%)</td><td colspan="2">Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Dr. Achmad Arifulloh, S.H., M.H.</td><td colspan="2">Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Ira Alia Maerani, S.H., M.H.
2. Dr. Dwi Wahyono, S.H., C.N.
3. Dr. Ida Musofiana, S.H., M.H.
4. Dr. Setiawan Widiyoko, S.T., S.H., M.Si., M.Kn.
5. Dr. Taufan Fajar Riyanto, S.H., M.Kn.
6. Dr. Heri Oktavianto, S.H., M.Kn.
7. Noor Lailatul Izza, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to examine law as a socio-cultural phenomenon through anthropological perspectives, including the relationship among human beings, culture and law, value systems, cultural diversity, social structure, legal culture, legal pluralism, dispute processes, social change, cultural identity, multiculturalism, and contemporary legal-anthropological research. The Competencies is Students are expected to explain the foundations and development of legal anthropology, analyse law as culture and a social normative system, examine relationships among law, power and social structure, compare legal pluralism in Indonesian and international contexts, apply anthropological perspectives to customary disputes, and evaluate legal policies affecting multicultural communities. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and</td></tr>
</table>

SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, group discussions, socio-cultural legal case analysis, comparative analysis, case-based learning, structured debates, role play and mediation simulations, analysis of policy documents and court decisions, review of international academic literature, research proposal workshops, presentations, online discussions, and independent assignments.

The Materials Presented

1. Introduction to Legal Anthropology (concept, scope, disciplinary relationships, and historical development)
2. Human Beings, Culture and Law (cultural meaning, social regulation, and legal behaviour)
3. Social Values and Normative Systems (values, norms, sanctions, and normative ordering)
4. Cultural Diversity and Cultural Relativism (difference, interpretation, equality, and legal implications)
5. Social Structure, Power and Law (authority, hierarchy, institutions, and social relations)
6. Legal Culture (beliefs, attitudes, institutions, and patterns of legal behaviour)
7. Legal Pluralism (state, customary, religious, and community normative orders)
8. Midterm Examination
9. Disputes in Society (conflict, claims, social processes, and legal dimensions)
10. Anthropological Approaches to Dispute Resolution and Customary Communities (mediation, negotiation, local institutions, and fairness)
11. Modernisation and Social Change (transformation, legal adaptation, and institutional change)
12. Law and Cultural Identity (identity, recognition, minority groups, and legal protection)
13. Law in Multicultural Societies and Globalisation (pluralism, policy, global influence, and cultural change)
14. Contemporary Legal Anthropology (policy analysis, legal-anthropological research design, and evidence-based inquiry)
15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, scope, historical development, and principal socio-cultural foundations of legal anthropology. (C2, A3, P1)
2. **CLO 2:** Students are able to analyse relationships among law, culture, power, social structure, legal culture, and legal pluralism in Indonesian and comparative contexts. (C4, A3, P3)
3. **CLO 3:** Students are able to evaluate customary disputes and legal policies affecting multicultural communities using anthropological perspectives and principles of fairness. (C5, A4, P3)
4. **CLO 4:** Students are able to construct context-sensitive legal responses and basic legal-anthropological research designs while demonstrating ethics, professional responsibility, independent learning, continuous competence development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to identify the scope and historical development of legal anthropology and its relationship with legal science. (C2, A2, P1)

2. **LLO 2:** Students are able to explain law as culture and as a normative system within society. (C2, A3, P2)
3. **LLO 3:** Students are able to analyse relationships among law, power, social structure, values, and legal culture through socio-cultural cases. (C4, A3, P3)
4. **LLO 4:** Students are able to compare legal pluralism in Indonesia with selected international contexts. (C4, A4, P3)
5. **LLO 5:** Students are able to apply an anthropological perspective to disputes involving customary-law communities and local wisdom. (C3, A4, P3)
6. **LLO 6:** Students are able to evaluate legal policies affecting multicultural and minority communities using evidence and principles of fairness. (C5, A4, P3)
7. **LLO 7:** Students are able to design a basic legal-anthropological inquiry or context-sensitive legal response while continuously developing ethical and professional competence through lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Chua, L. J., Engel, D. M., & Liu, S. (Eds.). (2023). The Asian law and society reader. Cambridge University Press. https://doi.org/10.1017/9781108864824
2. De Sousa Santos, B. (2023). Law and the epistemologies of the South. Cambridge University Press. https://doi.org/10.1017/9781316662441
3. Republik Indonesia. (2024). Undang-Undang Nomor 3 Tahun 2024 tentang Perubahan Kedua atas Undang-Undang Nomor 6 Tahun 2014 tentang Desa.

Supporting reading:

1. Green, A., & Hendry, J. (2025). Legal pluralism: New trajectories in law. Routledge.
2. Mallon, B., Waldron, F., & Ní Cassaithe, C. (Eds.). (2024). Pushing the boundaries of human rights education: Concepts, challenges and contexts. Routledge.
3. Mahkamah Konstitusi Republik Indonesia. (2012). Putusan Nomor 35/PUU-X/2012 tentang Hutan Adat.
1. Arifin, F., Astawa, I. G. P., Maarif, I., Sulastri, D., & Abdullah, M. K. (2025). Recognition of customary norms within the framework of Indonesian legal positivism. Khazanah Hukum, 7(1), 92-104. https://doi.org/10.15575/kh.v7i1.39409
2. Afinnas, M. A. A. (2022). Perbandingan hukum penetapan eksistensi hak ulayat dengan penetapan native title di Australia. DIVERSI: Jurnal Hukum, 8(1), 139-168. https://doi.org/10.32503/diversi.v8i1.2316
3. Buana, A. P., & Mamonto, M. A. W. W. (2023). The role of customary law in natural resource management: A comparative study between Indonesia and Australia. Golden Ratio of Mapping Idea and Literature Format, 3(2), 167-186. https://doi.org/10.52970/grmilf.v3i2.400
4. Tamanaha, B. Z. (2021). Legal pluralism explained: History, theory, consequences. Oxford University Press. https://doi.org/10.1093/oso/9780190861551.001.0001
5. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
6. Ardhana, I. K., & Puspitasari, N. W. R. N. (2023). Adat law, ethics, and human rights in modern Indonesia. Religions, 14(4), 443. https://doi.org/10.3390/rel14040443
7. Nurdin, Z. (2022). Legal protection of customary rights under legal pluralism and its impact on the Minangkabau society. Cogent Social Sciences, 8(1), 2045722. https://doi.org/10.1080/23311886.2022.2045722

8. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
9. Hutchinson, T., & Duncan, N. (2012). Defining and describing what we do: Doctrinal legal research. Deakin Law Review, 17(1), 83-119. https://doi.org/10.21153/dlr2012vol17no1art70
10. 10. Choudhary, K. (2024). Which method should I select for my legal research - doctrinal, empirical, multi-method or something else? Teise, 132, 135-144. https://doi.org/10.15388/Teise.2024.132.10

English

<table>
<tr><td colspan="2">Module Number
HH236007018</td><td colspan="2">Module Name
English</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
2 Semester/ Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Legal Vocabulary and Grammar Exercises, Guided Reading and Writing, Legal Text and Document Analysis, Contract and Judgment Analysis, Case-Based Learning, Discussions and Presentations, Peer Feedback, International Legal-Source Review, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Legal-English Skills Exercises (9%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes
Case and Project-Based Learning:
• Legal Document, Contract and Judgment Analysis (33%)
• Discussion, Legal Writing and Presentation Project (18%)
Total (100%)</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Andi Aina Ilmih, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Ida Musofiana, S.H., M.H.
2. Rizki Adi Pinandito, S.H., M.H.
3. Aditya Noviyansyah, S.H., M.H.
4. Agus Prasetia Wiranto, S.H., M.H.
5. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop English-language competence for legal study and professional communication, including legal grammar and vocabulary, reading strategies, comprehension of legal texts, contracts and court judgments, academic paragraph writing, professional correspondence, oral discussion, presentation skills, legal summaries, argumentation, and information literacy using international legal sources. The Competencies is Students are expected to apply Legal English grammar and terminology, use skimming and scanning to locate legal information, analyse the structure and content of legal documents, evaluate contracts and court judgments, produce coherent written summaries and responses, and communicate legal ideas effectively in multicultural and international academic and professional contexts. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA</td></tr>
</table>

(https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, legal vocabulary and grammar exercises, guided reading and writing, skimming and scanning practice, analysis of legal texts, memoranda, professional correspondence, contracts and court judgments, case-based learning, structured discussions, oral presentations, peer feedback, review of international legal sources, online language activities, and independent assignments.

The Materials Presented

1. Introduction to Legal English (purposes, contexts, registers, and professional communication)
2. Basic Legal Terminology (common legal concepts, word formation, collocations, and usage)
3. Academic Sentence Structures and Legal Grammar (sentence patterns, accuracy, cohesion, and legal register)
4. Reading Legal Texts (skimming, scanning, identifying main ideas, and locating specific information)
5. Understanding Simple Contracts (structure, clauses, rights, obligations, and key terminology)
6. Legal Memoranda and Professional Correspondence (purpose, structure, tone, and clarity)
7. Court Judgments and Case Reading (case structure, facts, issues, reasoning, and decisions)
8. Midterm Examination
9. Academic Paragraph Writing (topic sentences, support, coherence, and legal context)
10. Expressing Legal Opinions and Discussion Skills (agreement, disagreement, justification, and interaction)
11. Academic and Professional Presentation (organisation, signposting, delivery, and legal content)
12. Contract Evaluation and Legal Risk (key clauses, ambiguity, summary, and risk identification)
13. Legal Summaries and Judgment Summaries (selection, paraphrase, accuracy, and concise reporting)
14. Simple Legal Argumentation and International Legal Sources (claim, reason, evidence, response writing, and source literacy)
1. 15. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to apply English grammar, legal vocabulary, and reading strategies to understand basic legal texts and professional communication. (C3, A2, P3)
2. **CLO 2:** Students are able to analyse legal documents, memoranda, professional correspondence, contracts, court judgments, and information from international legal sources. (C4, A3, P3)
3. **CLO 3:** Students are able to evaluate and summarise English-language legal information and communicate legal ideas effectively in oral and written forms within multicultural and international contexts. (C5, A4, P4)
4. **CLO 4:** Students are able to construct coherent legal responses and presentations while demonstrating academic integrity, ethical use of sources, professional

responsibility, independent learning, continuous language development, and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to apply Legal English grammar and vocabulary to identify and use common legal terminology accurately. (C3, A2, P3)
2. **LLO 2:** Students are able to construct effective sentences and descriptive or analytical paragraphs on legal topics. (C3, A3, P3)
3. **LLO 3:** Students are able to use skimming and scanning strategies to locate main and specific information in English-language legal texts. (C3, A3, P3)
4. **LLO 4:** Students are able to analyse the content and structure of legal memoranda and professional correspondence. (C4, A3, P3)
5. **LLO 5:** Students are able to use appropriate vocabulary and expressions in presentations and discussions of international legal issues. (C3, A4, P4)
6. **LLO 6:** Students are able to evaluate the structure and content of an English-language contract and summarise key provisions and risks orally and in writing. (C5, A4, P4)
7. **LLO 7:** Students are able to integrate Legal English skills to construct a coherent written response to a simple legal case while independently developing communication competence through lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Haigh, R. (2021). International legal English: A practical introduction for students and professionals (6th ed.). Routledge.
2. Costello, N., & Kulbicki, L. (2023). Practical English language skills for lawyers: Improving your Legal English. Routledge. https://doi.org/10.4324/9781003140207
3. Garner, B. A. (2023). Legal writing in plain English: A text with exercises (3rd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226816555.001.0001

Supporting reading:

1. McKendrick, E. (2022). Contract law: Text, cases, and materials (10th ed.). Oxford University Press.
2. Merkin, R. M., & Saintier, S. (2023). Poole's textbook on contract law (16th ed.). Oxford University Press.
3. Child, J. J., Simester, A. P., Spencer, J. R., Stark, F., & Virgo, G. (2022). Simester and Sullivan's criminal law: Theory and doctrine (8th ed.). Hart Publishing.
1. Anwar, W. P., Jafar, M. B., Abdullah, A., Dirhamzah, A. S. A. L., & Misnawati. (2025). What do they talk about translanguaging? Students and lecturers' voices from Legal English classes. Jurnal Onoma: Pendidikan, Bahasa, dan Sastra, 11(1). https://doi.org/10.30605/onoma.v11i1.5133
2. Saumi, R. I., Wulandari, W., & Syahid, A. (2025). Indonesian law students' experiences in mastering legal vocabulary through a Legal English words application. REGISTER: Journal of English Language Teaching, 14(3). https://doi.org/10.24114/reg.v14i3.64476
3. Susanti, A., & Putri, U. T. (2025). From regulation to instruction: Embedding Legal English in Indonesian law schools through ESP. BAHASTRA, 45(2). https://doi.org/10.26555/bs.v45i2.1659
4. **International references:**
5. Assessing L2 legal writing through a plain English lens: Insights on complexity, accuracy, and fluency. (2026). System, 141, 104076.

6. Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.
7. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press.
8. Ramdana, A. D., Munir, & Furqon, C. (2026). Advancing digital literacy in higher education through pedagogical innovations and institutional strategies between 2014 and 2025. Discover Education, 5, 227. https://doi.org/10.1007/s44217-026-01256-9
9. 10. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001

Semester 3
Odd
2026/2027

Islam and the Disciplines of Knowledge

<table>
<tr><td>Module Number
HH236007011</td><td colspan="2">Module Name
Islam and the Disciplines of Knowledge</td></tr>
<tr><td colspan="2">Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Discussions Presentations, Case-Based Learning, Problem-Based Learning, Maqasid al-Shariah and Ijtihad Analysis</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Reflective Discussion (10%)
Islamic Professional Ethics Case Analysis (10%)
Problem-Based Learning: Maqasid al-Shariah Policy Analysis (15%)
Scientific Legal Article and Presentation (15%)
Midterm Examination (25%, 150 minutes)
Final Examination (25%, 150 minutes)</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Drs. Rozihan, M.Ag.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop an integrated understanding of Islam and the disciplines of knowledge, with particular emphasis on the theological foundations of knowledge, Islamic epistemology, the integration of religion and science, the philosophy of Islamic law, Islamic values in legal development, justice, scholarly ethics, and the application of Islamic principles to contemporary legal and professional issues. The Competencies is Students are expected to analyse the relationship between Islamic values and legal science, evaluate</td></tr>
</table>

professional and scholarly conduct from an Islamic ethical perspective, apply ijtihad and maqasid al-Shariah to contemporary legal problems, and construct academically responsible legal arguments that integrate Islamic values, scientific reasoning, justice, integrity, and professional responsibility while developing their competence through independent and lifelong learning**. The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, problem-based learning, analysis of professional-ethics cases, maqasid al-Shariah and ijtihad exercises, reflective learning, academic writing workshops, collaborative activities, and independent assignments.

The Materials Presented

1. The Nature of Knowledge in Islam (theological foundations, knowledge, and responsibility)
2. Islamisation and Integration of Knowledge (historical development, concepts, and contemporary debates)
3. The Tawhidic Paradigm of Knowledge (unity of knowledge, faith, reason, and ethical purpose)
4. Integration of Religion and Scientific Disciplines (interdisciplinary approaches and implications for legal studies)
5. Islamic Legal Epistemology (sources, reasoning, ijtihad, and the production of legal knowledge)
6. Ontology and Axiology of Islamic Legal Science (objects of knowledge, values, and purposes of law)
7. Islamic Values in Legal Development (justice, humanity, public benefit, and professional integrity)
8. Midterm Examination (integrative case- or project-based assessment of meetings 1-7)
9. Islamic Law and Contemporary Legal Practice (Islamic banking, legal institutions, and positive law)
10. Maqasid al-Shariah in Public Policy (purpose-oriented analysis of contemporary legal policy)
11. Human Rights and Social Justice in Islamic Perspective (dignity, equality, rights, and responsibilities)
12. Ethics of Scholarship and the Legal Profession (academic honesty, amanah, professional ethics, and accountability)
13. Khaira Ummah and Social Responsibility (community excellence, leadership, and contribution to society)
14. Birr al-Walidayn and Ethical Character (family ethics, respect, responsibility, and character formation)
15. Islam, Modernity, and Legal Education (contemporary challenges and actualisation of Islamic values in legal education)
1. 16. Final Examination (comprehensive project- or case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the integration of Islam and legal science by relating Islamic epistemology, the tawhidic paradigm, and the ethical purposes of knowledge to contemporary legal education and practice. (C4, A3, P2)

2. **CLO 2:** Students are able to evaluate Islamic values of justice, integrity, humanity, and professional ethics in relation to national and international legal issues. (C5, A4, P3)
3. **CLO 3:** Students are able to apply ijtihad and maqasid al-Shariah to analyse contemporary legal cases and public-policy problems in an academically responsible manner. (C3, A4, P3)
4. **CLO 4:** Students are able to construct coherent legal arguments and scholarly work that integrate Islamic values, scientific evidence, ethical responsibility, independent learning, and continuous professional development as part of lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the theological foundations of knowledge in Islam and the relationship between revelation, reason, and scientific inquiry. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the concepts of Islamisation and integration of knowledge within the development of legal science. (C4, A3, P2)
3. **LLO 3:** Students are able to identify and apply Islamic ethical principles of integrity, justice, amanah, and professional responsibility in academic and legal contexts. (C3, A4, P3)
4. **LLO 4:** Students are able to analyse the relationship between Islamic law and positive law in selected civil, economic, and professional legal issues. (C4, A3, P3)
5. **LLO 5:** Students are able to apply maqasid al-Shariah and ijtihad-based reasoning to a contemporary legal or public-policy problem. (C3, A4, P3)
6. **LLO 6:** Students are able to evaluate human-rights and social-justice issues through relevant Islamic legal and ethical perspectives. (C5, A4, P3)
7. **LLO 7:** Students are able to construct an academically sound legal paper that integrates Islamic values, relevant evidence, ethical standards, and independent lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
2. Auda, J. (2022). Maqasid al-Shari'ah as philosophy of Islamic law: A systems approach. International Institute of Islamic Thought.
3. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001

Supporting reading:

1. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1). https://doi.org/10.18592/sjhp.v26i1.20166
2. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
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4. Tim Peneliti STAIN Malang. (2004). Pelaksanaan pendidikan agama Islam di perguruan tinggi. EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan, 2(1). https://doi.org/10.32729/edukasi.v2i1.354

5. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. https://doi.org/10.18326/ijtihad.v11i1.21-39
6. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
7. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
8. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
9. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
10. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
11. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5
12. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42-48. https://doi.org/10.1057/s41261-022-00214-3

Constitutional Law

<table>
<tr><td>Module Number
HH236008008</td><td colspan="2">Module Name
Constitutional Law</td></tr>
<tr><td colspan="2">Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Presentations, Case-Based Learning, Problem-Based Learning, Constitutional Document Analysis, Constitutional Court Decision Analysis</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Structured Written Assignments (12%)
Case-Based Learning: Constitutional Court Decision Analysis (15%)
Problem-Based Learning: Regional Government Case Study and Presentation (15%)
Comparative Constitutional Issues Project and Discussion (10%)
Midterm Examination (20%, 200 minutes)
Final Examination (28%, 200 minutes)</td><td>CREDIT HOURS (+Workload in hours)
4 Credit Hours
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours

ECTS (+Workload in hours)
6.00 ECTS
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Widayati, S.H., M.H.</td><td>Semester Workload
180 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Sri Kusriyah, S.H., M.Hum.
2. Dr. Muhammad Ngazis, S.H., M.H.
3. Dr. Lutter Ariestino, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with a systematic understanding of Indonesian constitutional law, including its concepts, history, sources, constitutional principles, state structure, state institutions, systems of government, separation and distribution of powers, constitutional review, regional government, constitutional rights, constitutional amendment, and contemporary constitutional dynamics. The Competencies is students are expected to analyse the foundations and sources of constitutional law, evaluate the structure and relationships of state institutions, apply constitutional provisions and Constitutional Court decisions to concrete issues, assess democracy, the rule of law, regional government, and</td></tr>
</table>

constitutional rights, and integrate Pancasila, the 1945 Constitution, comparative constitutional perspectives, professional responsibility, and continuous independent learning in addressing contemporary constitutional problems. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, problem-based learning, constitutional document analysis, Constitutional Court decision analysis, comparative constitutional analysis, debates, structured assignments, collaborative activities, and independent learning.

The Materials Presented

1. The Rule of Law and Constitutionalism (concepts, principles, and constitutional foundations)
2. Constitution and Constitutional Law (definitions, functions, scope, and historical development in Indonesia)
3. Sources and Principles of Constitutional Law (constitutional sources, conventions, jurisprudence, and principles)
4. Popular Sovereignty and Democracy (sovereignty, democratic legitimacy, participation, and representation)
5. Separation and Distribution of Powers (institutional design, checks and balances, and accountability)
6. The Indonesian System of Government (presidentialism, constitutional structure, and executive-legislative relations)
7. State Institutions (constitutional organs, authority, functions, and institutional relationships)
8. Midterm Examination (case-based assessment of constitutional concepts and institutional structure)
9. Relations among State Institutions (checks and balances, disputes of authority, and constitutional accountability)
10. Elections and Democratic Institutions (electoral principles, representation, and constitutional governance)
11. Regional and Village Government (decentralisation, autonomy, and constitutional relations)
12. Constitutional Rights and Judicial Protection (constitutional rights, human rights, and constitutional adjudication)
13. Constitutional Amendment (amendment procedures, constitutional change, and democratic participation)
14. Development of Indonesian Constitutional Law (reform, Constitutional Court jurisprudence, and institutional evolution)
15. Contemporary Constitutional Dynamics (comparative perspectives, democratic resilience, and modern constitutional challenges)
1. 16. Final Examination (comprehensive case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, history, sources, principles, and constitutional foundations of Indonesian constitutional law. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate the structure, authority, and relationships of state institutions within the Indonesian constitutional system. (C5, A4, P3)

3. **CLO 3:** Students are able to evaluate constitutional issues involving systems of government, democracy, the rule of law, regional government, constitutional rights, and Constitutional Court decisions. (C5, A4, P3)
4. **CLO 4:** Students are able to integrate Pancasila, the 1945 Constitution, comparative constitutional perspectives, ethical responsibility, and continuous independent learning when formulating reasoned responses to contemporary constitutional problems. (C5, A4, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concept, scope, history, and sources of constitutional law in Indonesia. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the constitutional principles of the rule of law, popular sovereignty, democracy, and separation of powers. (C4, A3, P2)
3. **LLO 3:** Students are able to analyse the structure, authority, and relationships of major Indonesian state institutions. (C4, A3, P3)
4. **LLO 4:** Students are able to evaluate checks and balances and disputes of authority among state institutions. (C5, A4, P3)
5. **LLO 5:** Students are able to apply constitutional provisions and Constitutional Court decisions to selected constitutional cases. (C3, A4, P3)
6. **LLO 6:** Students are able to evaluate regional government, village government, constitutional rights, and contemporary constitutional reforms. (C5, A4, P3)
7. **LLO 7:** Students are able to compare selected constitutional arrangements and develop a responsible constitutional analysis through independent and lifelong learning. (C5, A4, P4)

Reference:

Core reading:

1. Republik Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
2. Fatlolon, C. (2022). Evaluasi proses amendemen Undang-Undang Dasar Tahun 1945: Perspektif Habermasian. Jurnal Konstitusi, 19(4), 819-842. https://doi.org/10.31078/jk1944
3. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. Constitutional Review, 9(1), 77-108. https://doi.org/10.31078/consrev913

Supporting reading:

1. Doherty, M., & McGuirk, N. (2023). Public law (3rd ed.). Routledge.
2. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
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4. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77-97. https://doi.org/10.31078/jk2115
5. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
6. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83

7. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
8. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
9. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
10. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
11. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
12. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
13. Evans, M. D. (Ed.). (2024). International law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001

Law of Contracts, Security Rights and Western Inheritance

<table>
<tr><td>Module Number
HH236009001</td><td colspan="2">Module Name
Law of Contracts, Security Rights and Western Inheritance</td></tr>
<tr><td colspan="2">Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Case-Based Learning, Problem-Based Learning, Contract and Legal Document Analysis, Security Rights Comparison, Inheritance-Calculation Exercises</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Directed Discussion (10%)
Individual Contract and Breach Case Analysis (10%)
Security Rights Comparative Assignment (10%)
Civil Code Inheritance Calculation and Testament Analysis (10%)
Case-Based Learning: Integrated Group Case and Presentation (15%)
Midterm Examination (20%, 150 minutes
Final Examination (25%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Mega Arum Saputri, S.H., M.Kn.
2. Dr. Denny Suwondo, S.H., M.H.
3. Dr. Dahniarti Hasana, S.H., M.Kn.
4. Dr. Taufan Fajar Riyanto, S.H., M.Kn.
5. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with an integrated understanding of the law of obligations and contracts, security rights, and Western inheritance under Indonesian civil law, including sources and principles of obligations, validity and performance of contracts,</td></tr>
</table>

breach, force majeure, tortious obligations, personal and proprietary security, mortgage, fiduciary security, pledge, Civil Code inheritance, testamentary succession, heirs, estate distribution, and the protection of civil rights. **The Competencies is** students are expected to explain and analyse obligations and contracts, assess contractual validity and remedies for breach, compare personal and proprietary security mechanisms, analyse and calculate Western inheritance under the Civil Code, evaluate integrated civil-law cases, and formulate ethical, accurate, and professionally responsible legal solutions supported by relevant legal instruments, documentary evidence, independent study, and continuous lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, problem-based learning, contract and legal-document analysis, comparison of security-rights instruments, inheritance-calculation exercises, testament and estate analysis, structured legal problem solving, collaborative activities, and independent assignments.

The Materials Presented

1. **Foundations of Obligations and Contract Law** (concepts, sources, and basic principles under the Civil Code)
2. **Principles of Contract** (freedom of contract, consensualism, pacta sunt servanda, good faith, and privity)
3. **Validity of Contracts** (Article 1320 requirements, capacity, object, and lawful cause)
4. **Performance and Discharge of Obligations** (performance, release, novation, set-off, and termination)
5. **Breach of Contract** (forms of default, notice, damages, specific performance, and cancellation)
6. **Force Majeure and Tortious Obligations** (force majeure, unlawful acts, and civil liability)
7. **Personal and Proprietary Security** (guarantees, suretyship, and the distinction between personal and real security)
8. **Midterm Examination** (case-based assessment of obligations, contracts, breach, and remedies)
9. **Mortgage and Security over Immovable Property** (security structure, creation, priority, and enforcement)
10. **Fiduciary Security and Pledge** (objects, registration, possession, enforcement, and creditor protection)
11. **Foundations of Western Inheritance Law** (opening of succession, heirs, estate, and Civil Code principles)
12. **Intestate Succession under the Civil Code** (classes of heirs, representation, and estate distribution)
13. **Testamentary Succession** (wills, testamentary dispositions, limitations, and legitime portie)
14. **Inheritance Calculation and Estate Distribution** (calculation of shares, estate settlement, and practical cases)
15. **Protection of Civil Rights and Contemporary Development** (integrated contract-security-inheritance problems and civil-law reform)
16. **Final Examination** (comprehensive case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the principles, sources, and legal requirements governing obligations and contracts under Indonesian civil law. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse performance, termination, breach, force majeure, tortious obligations, and available civil remedies in concrete cases. (C4, A4, P3)
3. **CLO 3:** Students are able to analyse and compare personal and proprietary security rights and their legal consequences for creditors and debtors. (C4, A4, P3)
4. **CLO 4:** Students are able to analyse Western inheritance under the Civil Code, including heirs, testamentary succession, legitime portie, and estate distribution. (C4, A4, P4)
5. **CLO 5:** Students are able to evaluate integrated civil-law problems and formulate accurate, ethical, and professionally responsible solutions while continuously developing legal competence through independent and lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the meaning, sources, and principles of obligations and contracts under the Indonesian Civil Code. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal validity of a contract and the legal consequences of its terms and formation. (C4, A3, P3)
3. **LLO 3:** Students are able to analyse performance, breach, force majeure, tortious obligations, and appropriate civil remedies. (C4, A4, P3)
4. **LLO 4:** Students are able to distinguish personal security from proprietary security and analyse mortgage, fiduciary security, and pledge. (C4, A3, P3)
5. **LLO 5:** Students are able to explain the foundations, heirs, and mechanisms of Western inheritance under the Civil Code. (C3, A3, P2)
6. **LLO 6:** Students are able to calculate inheritance shares and analyse testamentary dispositions and legitime portie in a concrete estate. (C4, A4, P4)
7. **LLO 7:** Students are able to evaluate an integrated civil-law case and formulate an ethical written legal solution through independent and lifelong learning. (C5, A5, P4)

Reference:

Core reading:

1. McKendrick, E. (2023). Contract law (15th ed.). Hart Publishing.
2. Gullifer, L., & Goode, R. (2022). Goode and Gullifer on legal problems of credit and security (7th ed.). Sweet & Maxwell.
3. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001

Supporting reading:

1. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
2. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001
3. Schmidt am Busch, H.-C., Halliday, D., & Gutmann, T. (Eds.). (2023). Inheritance and the right to bequeath: Legal and philosophical perspectives. Routledge.
4. Rokhmad, F. N., Ningsih, D. C., Chairunnisa, N., Niravita, A., & Fikri, M. A. H. (2025). Tinjauan yuridis hak tanggungan dalam pendaftaran tanah di Indonesia: Regulasi dan praktik di lapangan. PERAHU: Jurnal Ilmu Hukum, 13(1). https://doi.org/10.51826/perahu.v13i1.1313
5. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic

jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495
6. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
7. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001
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9. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
10. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780192868084.001.0001
11. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
12. Kuntz, T., & Miller, P. B. (Eds.). (2024). Methodology in private law theory: Between New Private Law and Rechtsdogmatik. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.001.0001
13. Jimenez, F. (2024). Understanding private law. In T. Kuntz & P. B. Miller (Eds.), Methodology in private law theory. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.003.0004

Criminal Offences under the National Criminal Code

<table>
<tr><td>Module Number
HH236009002</td><td colspan="2">Module Name
Criminal Offences under the National Criminal Code</td></tr>
<tr><td colspan="2">Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Case-Based Learning, Criminal Case Analysis, Indictment Drafting, Court Judgment Analysis, Restorative Justice Project</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Class Discussion (10%)
Individual Criminal Case and Indictment Analysis (15%)
Court Judgment Analysis and Group Presentation (15%)
Restorative Justice Project (15%)
Midterm Examination (20%), 150 minutes
Final Examination (25%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Bambang Tri Bawono, S.H., M.H.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Prof. Dr. Sri Endah Wahyuningsih, S.H., M.Hum.
2. Dr. Ida Musofiana, S.H., M.H.
3. Dr. R. Sugiharto, S.H., M.H.
4. Dr. Hendro Widodo, S.H., M.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop students' understanding and application of offences regulated under Indonesia's National Criminal Code, including national criminal-law policy, the structure and principles of the Criminal Code, classification and elements of offences, offences against persons, honour, property, morality, the environment and other protected interests, criminal responsibility, sentencing, restorative justice, and contemporary criminal-</td></tr>
</table>

law reform. **The Competencies** is tudents are expected to analyse the elements and classification of criminal offences, apply relevant provisions of the National Criminal Code to concrete cases, formulate legally reasoned indictments, evaluate court judgments using legal theory, human-rights and justice perspectives, and design ethical responses to criminal-law problems through appropriate litigation, non-litigation, and restorative-justice approaches while maintaining professional responsibility and continuous learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, problem-based learning, criminal case analysis, indictment-drafting exercises, court judgment analysis, restorative-justice problem solving and project work, structured assignments, collaborative activities, and independent learning.

The Materials Presented

1. National Criminal-Law Policy (development, purposes, human rights, and justice)
2. Structure of the National Criminal Code (systematics, general provisions, and basic principles)
3. Classification and Elements of Criminal Offences (actus reus, mens rea, classifications, and legal qualification)
4. Offences against Life (homicide-related offences and elements of liability)
5. Offences against the Person and Health (assault, bodily harm, and related offences)
6. Offences against Honour (defamation, reputation, and protected legal interests)
7. Offences against Property (theft, fraud, embezzlement, and property-related offences)
8. Midterm Examination (case-based assessment of concepts, principles, elements, and offences covered in meetings 1-7)
9. Offences concerning Morality and Public Order (relevant offences, elements, and contemporary debates)
10. Environmental and Traffic-Related Offences (criminal protection, responsibility, and selected cases)
11. Corruption and Other Special Criminal Issues (relationship with special criminal legislation and legal policy)
12. Cybercrime and Technology-Related Offences (digital conduct, criminalisation, and contemporary issues)
13. Criminal Responsibility and Sentencing (culpability, sanctions, sentencing purposes, and proportionality)
14. Restorative Justice (principles, case selection, victim-offender interests, and non-litigation approaches)
15. National Criminal-Law Reform (implementation challenges and contemporary development of the National Criminal Code)
16. Final Examination (comprehensive case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. CLO 1: Students are able to analyse the policy, principles, structure, and scope of offences under Indonesia's National Criminal Code in relation to justice and human rights. (C4, A3, P2)
2. CLO 2: Students are able to apply relevant provisions of the National Criminal Code to identify offence elements, classify criminal conduct, and formulate reasoned legal charges in concrete cases. (C3, A4, P4)

3. CLO 3: Students are able to evaluate court judgments and criminal-law problems using legal theory, evidence, human-rights considerations, and multidisciplinary reasoning. (C5, A4, P3)
4. CLO 4: Students are able to design ethical and accountable responses to complex criminal-law problems through litigation, non-litigation, and restorative-justice approaches while continuously developing professional competence through lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the development, structure, principles, and policy foundations of Indonesia's National Criminal Code. (C2, A2, P1)
2. **LLO 2:** Students are able to identify and classify the elements and categories of criminal offences under the National Criminal Code. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse offences against life, the person, honour, property, morality, and other protected interests. (C4, A3, P3)
4. **LLO 4:** Students are able to apply relevant criminal provisions to a concrete case and formulate an appropriate legal qualification or indictment. (C3, A4, P4)
5. **LLO 5:** Students are able to evaluate selected court judgments using criminal-law theory, evidence, human rights, and justice considerations. (C5, A4, P3)
6. **LLO 6:** Students are able to analyse sentencing, contemporary criminalisation issues, and the development of national criminal-law policy. (C4, A4, P3)
7. **LLO 7:** Students are able to design a responsible solution to a criminal-law problem using restorative-justice or other appropriate mechanisms and refine professional judgement through lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Republik Indonesia. (2023). Undang-Undang Republik Indonesia Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
2. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press.
3. Herring, J. (2023). Criminal law (13th ed.). Hart Publishing.

Supporting reading:

1. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press.
2. Wangga, M. S. E. (2024). Model keadilan restoratif dalam tindak pidana umum dan anak Indonesia. Law, Development and Justice Review, 7(2), 141-157.
3. Agbaka, J. (2024). Pendekatan terpadu untuk memerangi kejahatan dunia maya di media sosial: Solusi legislatif, pendidikan, dan teknologi. Perspektif, 13(4), 1213-1222.
4. Situmeang, S. M. T., Pudjiastuti, D., & Sutarjo. (2024). Adequacy of Indonesian cybercriminal law against generative AI-based social engineering attacks. Res Nullius Law Journal, 6(1).
5. Integration of maqasid al-Shari'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105-144.
6. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192897381.001.0001
7. Murray, A. (2023). Information technology law: The law and society (5th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192893529.001.0001
8. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41

9. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
10. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190659837.001.0001
11. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
12. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131

Customary Family, Inheritance and Land Law

<table>
<tr><td>Module Number
HH236009003</td><td colspan="2">Module Name
Customary Family, Inheritance and Land Law</td></tr>
<tr><td colspan="2">Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions, Presentations, Case-Based Learning, Problem-Based Learning, Court Decision and Legal Document Analysis, Legal Argument Drafting</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Class Discussion (10%)
Individual Family-Law Case Analysis (15%)
Customary Inheritance and Land Case Study (20%)
Legal Memorandum and Argument Drafting Project (20%)
Midterm Examination (20%), 100 Minutes
Final Examination (15%), 100 Minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Muhammad Dias Saktiawan, S.H., M.Kn.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Setiawan Widiyoko, S.T., S.H., M.Si., M.Kn.
2. Dr. Heri Oktavianto, S.H., M.Kn.
3. Winanto, S.H., M.H.
4. Mahendra Dewa Wicaksana, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide students with an integrated understanding of customary family, inheritance, and land law within Indonesia's plural legal system, including customary-law communities, kinship systems, customary marriage, customary inheritance, customary land and ulayat rights, the legal position and protection of customary communities, legal pluralism, dispute settlement, interaction with national and Islamic law, social change, and contemporary challenges. The Competencies is Students are expected to explain the sources and principles of customary family, inheritance, and land law, identify legal subjects, objects, and relationships, analyse marriage, inheritance, customary land and ulayat-rights cases, evaluate litigation and non-litigation dispute settlement, and construct systematic written legal arguments that integrate justice, humanity, human rights, local wisdom, professional ethics, and continuous independent learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

discussions, presentations, case-based learning, problem-based learning, analysis of customary-law cases and court decisions, inheritance-calculation exercises, customary land and ulayat-rights analysis, legal-document review, legal memorandum drafting, collaborative problem solving, and independent assignments.

The Materials Presented

1. Customary-Law Communities (concepts, recognition, characteristics, and constitutional position)
2. Kinship Systems (patrilineal, matrilineal, and parental/bilateral systems and their legal consequences)
3. Customary Family Law (family relationships, authority, responsibilities, and local legal traditions)
4. Customary Marriage Law (forms, requirements, legal consequences, and interaction with national law)
5. Customary Inheritance Law (inheritance systems, heirs, estate, and customary distribution)
6. Customary Land Law (customary tenure, land relations, and community-based rights)
7. Ulayat Rights (subjects, objects, recognition, transfer, and relationship with national agrarian law)
8. Midterm Examination (integrated case-based assessment of meetings 1-7)
9. Legal Status of Customary Communities (recognition, protection, and legal certainty)
10. Legal Pluralism (interaction among customary, national, Islamic, and other normative orders)
11. Customary Dispute Settlement (community mechanisms, mediation, litigation, and non-litigation approaches)
12. Customary Law and National Law (recognition, harmonisation, court practice, and legal development)
13. Social Change in Customary Communities (modernisation, economic change, migration, and transformation of norms)
14. Protection of Customary Communities (human rights, indigenous rights, justice, and access to legal protection)
15. Contemporary Challenges to Customary Law (land conflict, natural resources, development, and modern legal governance)
16. Final Examination (comprehensive case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, sources, principles, and legal relationships of customary family, inheritance, and land law within Indonesia's plural legal system. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse legal problems involving customary marriage, inheritance, customary land, ulayat rights, and the interaction of customary, national, and Islamic law. (C4, A4, P3)
3. **CLO 3:** Students are able to evaluate litigation and non-litigation mechanisms for resolving customary family, inheritance, and land disputes using legal reasoning and relevant evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to construct fair and ethically responsible legal arguments that integrate humanity, human rights, local wisdom, professional responsibility, and continuous independent learning as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, sources, principles, kinship systems, and legal status of customary-law communities. (C2, A3, P2)
2. **LLO 2:** Students are able to identify the subjects, objects, and legal relationships arising in customary marriage, inheritance, and land law. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse customary marriage and inheritance cases in relation to national and Islamic legal rules where relevant. (C4, A4, P3)
4. **LLO 4:** Students are able to analyse customary land, ulayat rights, transfer of rights, and their interaction with national agrarian law. (C4, A4, P3)
5. **LLO 5:** Students are able to evaluate litigation, mediation, customary mechanisms, and other non-litigation approaches for resolving disputes. (C5, A4, P3)
6. **LLO 6:** Students are able to evaluate legal pluralism, social change, human-rights protection, and contemporary challenges facing customary communities. (C5, A4, P3)
7. **LLO 7:** Students are able to draft a systematic and ethical legal memorandum for a customary family, inheritance, or land dispute while developing competence through independent and lifelong learning. (C6, A5, P4)

Reference:

Core reading:

1. Tamanaha, B. Z. (2021). Legal pluralism explained: History, theory, consequences. Oxford University Press. https://doi.org/10.1093/oso/9780190861551.001.0001
2. Nurdin, Z. (2022). Legal protection of customary rights under legal pluralism and its impact on the Minangkabau society: An empirical study in the district of Lima Puluh Kota, West Sumatra. Cogent Social Sciences, 8(1), 2045722. https://doi.org/10.1080/23311886.2022.2045722
3. Arifin, F., Astawa, I. G. P., Maarif, I., Sulastri, D., & Abdullah, M. K. (2025). Recognition of customary norms within the framework of Indonesian legal positivism. Khazanah Hukum, 7(1), 92-104. https://doi.org/10.15575/kh.v7i1.39409

Supporting reading:

1. Ardhana, I. K., & Puspitasari, N. W. R. N. (2023). Adat law, ethics, and human rights in modern Indonesia. Religions, 14(4), 443. https://doi.org/10.3390/rel14040443
2. Afinnas, M. A. A. (2022). Perbandingan hukum penetapan eksistensi hak ulayat dengan penetapan native title di Australia. DIVERSI: Jurnal Hukum, 8(1), 139-168. https://doi.org/10.32503/diversi.v8i1.2316
3. Buana, A. P., & Mamonto, M. A. W. W. (2023). The role of customary law in natural resource management: A comparative study between Indonesia and Australia. Golden Ratio of Mapping Idea and Literature Format, 3(2), 167-186. https://doi.org/10.52970/grmilf.v3i2.400
4. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495
5. Bola, M. (2017). Legal standing of customary land in Indonesia: A comparative study of land administration systems. Hasanuddin Law Review, 3(2), 175-190. https://doi.org/10.20956/halrev.v3i2.1132
6. Mahfud, M. A., & Chin Chin, S. (2024). Incongruence in the definition of land rights in national agrarian law: A path to legal uncertainty. Law Reform, 20(1), 22-33. https://doi.org/10.14710/lr.v20i1.49047

7. Khosyi'ah, S., & Rusyana, A. Y. (2022). Inheritance settlement of descendants of children and siblings in Islamic law with local wisdom in Indonesia. Cogent Social Sciences, 8(1), 2126615. https://doi.org/10.1080/23311886.2022.2126615
8. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001
9. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001
10. Chua, L. J., Engel, D. M., & Liu, S. (Eds.). (2023). The Asian law and society reader. Cambridge University Press. https://doi.org/10.1017/9781108864824
11. de Sousa Santos, B. (2023). Law and the epistemologies of the South. Cambridge University Press. https://doi.org/10.1017/9781316662441
12. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
13. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131

Islamic Marriage and Inheritance Law

<table>
<tr><td>Module Number
HH236009004</td><td colspan="2">Module Name
Islamic Marriage and Inheritance Law</td></tr>
<tr><td>Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures, Discussions, Case-Based Learning, Legal Case and Regulation Analysis, Inheritance-Calculation Exercises, Court Decision Analysis, Mini Research, Independent Learning</td><td>Prerequisites for attendance
Introduction to Islamic Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of exam (Final Grade Composition)
Quiz and Discussion (10%)
Islamic Marriage Case Analysis (15%)
Inheritance Calculation and Case Report (17%)
Mini-Research Project and Presentation (20%)
Midterm Examination (20%), 100 minutes
Final Examination (18%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Prof. Dr. H. M. Ali Mansyur, S.H., C.N., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Hj. Siti Ummu Adillah, S.H., M.Hum.
2. Dr. Setiawan Widiyoko, S.T., S.H., M.Si., M.Kn.
3. Dr. Moh. Aris Siswanto, S.H., M.H.
4. Moh. Nurul Huda, S.H., M.Ag.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to provide students with a comprehensive understanding of Islamic marriage and inheritance law, including legal sources and historical development, principles and requirements of marriage, rights and duties of spouses, marital property, divorce, contemporary marriage issues, the foundations and mechanisms of Islamic inheritance, heirs and impediments, inheritance calculation, wills and grants, the Compilation of Islamic Law, Religious Courts, and contemporary development of Islamic family law. The Competencies is students are expected to analyse Islamic marriage law and its relationship with Indonesian legislation, evaluate contemporary marriage issues and court decisions, apply Islamic inheritance principles and calculation techniques to concrete estates, assess inheritance-dispute settlement, and formulate fair and ethically responsible legal solutions grounded in Islamic principles, legal certainty, professional responsibility, independent study, and continuous lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as</td></tr>
</table>

supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, problem-based learning, analysis of Islamic legal sources and national regulations, court-decision analysis, inheritance-calculation exercises, case reports, mini research, collaborative problem solving, and independent assignments.

The Materials Presented

1. Foundations and Sources of Islamic Marriage Law (Qur'an, Sunnah, fiqh, legislation, and historical development)
2. Principles of Islamic Marriage (objectives, consent, justice, responsibility, and legal values)
3. Essential Elements and Requirements of Marriage (rukun, syarat, guardianship, witnesses, and registration)
4. Rights and Duties of Spouses (mutual obligations, maintenance, family responsibility, and legal protection)
5. Marital Property (joint property, separate property, agreements, and legal consequences)
6. Divorce and Dissolution of Marriage (grounds, procedures, legal consequences, and court practice)
7. Foundations of Islamic Inheritance (sources, principles, estate, heirs, and opening of inheritance)
8. Midterm Examination (case-based assessment of marriage and foundational inheritance topics)
9. Contemporary Marriage Issues (interfaith marriage, temporary/contract marriage, and legal debates)
10. Heirs and Impediments to Inheritance (classes of heirs, conditions, exclusions, and legal position)
11. Calculation of Inheritance Shares (fixed shares, residuaries, awl, radd, and practical exercises)
12. Wills and Grants (wasiyyah, hibah, limitations, and relationship with inheritance)
13. Compilation of Islamic Law (marriage, inheritance, wills, grants, and Indonesian legal application)
14. Religious Courts and Dispute Settlement (jurisdiction, evidence, litigation, mediation, and inheritance disputes)
15. Development of Islamic Family Law (court decisions, contemporary reform, and comparative perspectives)
16. Final Examination (comprehensive case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the foundations, sources, principles, and historical development of Islamic marriage and inheritance law. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse Islamic marriage law, Indonesian legislation, contemporary marriage issues, and relevant court decisions. (C4, A4, P3)
3. **CLO 3:** Students are able to apply Islamic inheritance principles and calculation techniques to determine heirs, impediments, shares, and estate distribution in concrete cases. (C3, A4, P4)
4. **CLO 4:** Students are able to evaluate complex marriage and inheritance problems and formulate fair, ethical, and professionally responsible solutions while continuously developing legal competence through independent and lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the sources, history, and fundamental principles of Islamic marriage and inheritance law. (C2, A2, P1)
2. **LLO 2:** Students are able to apply the essential elements, requirements, rights, duties, marital-property rules, and legal consequences of marriage. (C3, A4, P3)
3. **LLO 3:** Students are able to analyse contemporary marriage issues, including interfaith marriage and temporary/contract marriage, using Islamic law and Indonesian positive law. (C4, A4, P3)
4. **LLO 4:** Students are able to identify heirs, inheritance requirements, estate components, and impediments to inheritance. (C3, A3, P2)
5. **LLO 5:** Students are able to calculate inheritance shares using relevant principles, including awl and radd, and justify the distribution. (C4, A4, P4)
6. **LLO 6:** Students are able to analyse wills, grants, Religious Court practice, and litigation or mediation in Islamic inheritance disputes. (C4, A4, P3)
7. **LLO 7:** Students are able to evaluate contemporary developments in Islamic family law and formulate an ethical solution through independent research and lifelong learning. (C5, A5, P4)

Reference:

Core reading:

1. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of the Islamic jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495
2. Nasir, M., Aniza, A., Muzakkir, M., & Roni, M. (2023). The contestation of authority in Islamic marriage law in Aceh, Indonesia. Al-Istinbath: Jurnal Hukum Islam, 8(2), 369-388. https://doi.org/10.29240/jhi.v8i2.7896
3. Khosyi'ah, S., & Rusyana, A. Y. (2022). Inheritance settlement of descendants of children and siblings in Islamic law with local wisdom in Indonesia. Cogent Social Sciences, 8(1), 2126615. https://doi.org/10.1080/23311886.2022.2126615

Supporting reading:

1. Auda, J. (2022). Maqasid al-Shari'ah as philosophy of Islamic law: A systems approach. International Institute of Islamic Thought.
2. Herring, J. (2023). Family law (11th ed.). Pearson.
3. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1). https://doi.org/10.18592/sjhp.v26i1.20166
4. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. https://doi.org/10.18326/ijtihad.v11i1.21-39
5. Integration of maqasid al-Shari'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105-144. https://doi.org/10.28918/jhi.v23i1.04
6. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001
7. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001
8. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001

9. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
10. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
11. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
12. 10. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783

International Law

<table>
<tr><td>Module Number
HH236008014</td><td colspan="2">Module Name
International Law</td></tr>
<tr><td>Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures, Discussions, Presentations, Case-Based Learning, Problem-Based Learning, International Legal Document Analysis, Diplomatic and Dispute-Settlement Simulation, Independent Learning</td><td>Prerequisites for attendance
Introduction to Indonesian Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of exam (Final Grade Composition)
Quiz and Discussion (10%)
Structured International Law Case and Document Analysis (15%)
Case-Based Learning: Group International Law Case Analysis and Presentation (15%)
Problem-Based Learning: International Dispute-Settlement Simulation (15%)
Midterm Examination (20%), 150 Minutes
Final Examination (25%), 150 Minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="2">Module Coordinator
Assoc. Prof. Dr. Adv. (Ong) Argo Victoria, K.B.A., AWP., CFST., ANT III., A.Tra., S.Hum.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Andi Aina Ilmih, S.H., M.H.
2. Rizki Adi Pinandito, S.H., M.H.
3. Aditya Noviyansyah, S.H., M.H.
4. Agus Prasetia Wiranto, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to develop students' understanding of public international law, including its nature and historical development, subjects and sources, the relationship between international and national law, state jurisdiction and recognition, international organisations, treaty law, state responsibility, diplomacy and diplomatic relations, international dispute</td></tr>
</table>

settlement, international human rights, international humanitarian law, the law of the sea, international environmental law, and contemporary global legal challenges. **The Competencies is s**tudents are expected to analyse sources and subjects of international law, evaluate treaty law, law of the sea and international organisations, analyse diplomacy, state responsibility and dispute-settlement mechanisms, apply human-rights and humanitarian-law principles to cases, and communicate and collaborate effectively in international-law case analysis and dispute simulations while demonstrating ethical responsibility, intercultural awareness, independent learning, and continuous professional development. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, case-based learning, problem-based learning, analysis of treaties, international instruments and judicial decisions, international-law case studies, diplomatic and dispute-settlement simulations, collaborative legal argumentation, structured assignments, and independent learning.

The Materials Presented

1. Nature and Historical Development of International Law (definitions, characteristics, evolution, and contemporary functions)
2. Sources of International Law (Article 38 of the ICJ Statute, treaties, custom, general principles, decisions, and scholarship)
3. Subjects of International Law (states, international organisations, individuals, and other participants)
4. International Law and National Law (monism, dualism, incorporation, and Indonesian practice)
5. State Jurisdiction and Recognition (territorial, personal, universal jurisdiction, statehood, and recognition)
6. International Organisations (legal personality, powers, functions, and institutional responsibility)
7. Law of Treaties (Vienna Convention 1969, formation, interpretation, validity, and termination)
8. Midterm Examination (comprehensive case-based assessment of meetings 1-7)
9. International Human Rights Law (international instruments, protection mechanisms, and selected cases)
10. International Humanitarian Law (Geneva law, core principles, armed conflict, and protection)
11. International Environmental Law (climate change, international obligations, and environmental cooperation)
12. Diplomatic Law and Diplomatic Relations (Vienna Convention 1961, privileges, immunities, and diplomatic practice)
13. Law of the Sea and Maritime Dispute Settlement (UNCLOS 1982, maritime zones, ITLOS/ICJ mechanisms, and maritime cases)
14. State Responsibility (internationally wrongful acts, attribution, consequences, and ILC principles)
15. Contemporary Challenges in International Law (cyber issues, international crime, climate change, and evolving global governance)
16. Final Examination (comprehensive case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, subjects, sources, and development of international law and their relationship with national law and human values. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate treaty law, the law of the sea, international organisations, and state responsibility using legal theory and multidisciplinary reasoning. (C5, A4, P3)
3. **CLO 3:** Students are able to analyse diplomatic law, international dispute settlement, human rights, humanitarian law, and contemporary international legal issues in concrete cases. (C4, A4, P3)
4. **CLO 4:** Students are able to demonstrate effective legal communication and collaboration in multicultural international-law settings while maintaining ethical responsibility, independent learning, and continuous professional development as part of lifelong learning. (C4, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, history, development, and functions of international law. (C2, A2, P1)
2. **LLO 2:** Students are able to classify subjects of international law and analyse sources under Article 38 of the ICJ Statute. (C4, A3, P2)
3. **LLO 3:** Students are able to analyse the relationship between international and national law using monist and dualist approaches. (C4, A3, P2)
4. **LLO 4:** Students are able to evaluate international treaty law under the Vienna Convention on the Law of Treaties 1969. (C5, A4, P3)
5. **LLO 5:** Students are able to analyse the law of the sea, international organisations, and state responsibility in selected cases. (C4, A4, P3)
6. **LLO 6:** Students are able to analyse diplomatic law and evaluate negotiation, mediation, arbitration, ICJ, and other dispute-settlement mechanisms. (C5, A4, P3)
7. **LLO 7:** Students are able to apply international human-rights and humanitarian-law principles in a case or simulation and continuously strengthen intercultural legal competence through lifelong learning. (C4, A5, P4)

Reference:

Core reading:

1. Klabbers, J. (2023). International law (4th ed.). Cambridge University Press. https://doi.org/10.1017/9781009304344
2. Evans, M. D. (Ed.). (2024). International law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001
3. Shaw, M. N. (2021). International law (9th ed.). Cambridge University Press. https://doi.org/10.1017/9781108774802

Supporting reading:

1. United Nations. (1969). Vienna Convention on the Law of Treaties. United Nations Treaty Series.
2. United Nations. (1982). United Nations Convention on the Law of the Sea.
3. International Court of Justice. (1945). Statute of the International Court of Justice.
4. Sunyowati, D. (2013). Hukum internasional sebagai sumber hukum dalam hukum nasional. Jurnal Hukum dan Peradilan, 2(1), 67-84. https://doi.org/10.25216/jhp.2.1.2013.67-84
5. Sutrisno, A. (2025). Penerapan hukum internasional dalam sistem hukum nasional Indonesia: Tantangan teoritis dan praktis. IBLAM Law Review, 5(2). https://doi.org/10.52249/ilr.v5i2.611

6. Agusman, D. D. (2008). Status hukum perjanjian internasional dalam hukum nasional RI: Tinjauan dari perspektif praktek Indonesia. Indonesian Journal of International Law, 5(3). https://doi.org/10.17304/ijil.vol5.3.178
7. McLachlan, C. (2024). The principle of systemic integration in international law. Oxford University Press. https://doi.org/10.1093/law/9780192893741.001.0001
8. The Constitution for the Oceans? The Law of the Sea Convention as a living treaty. (2025). International & Comparative Law Quarterly, 74(1), 1-31. https://doi.org/10.1017/S0020589325000120
9. Corten, O., Klein, P., Koutroulis, V., & Lagerwall, A. (Eds.). (2025). The Vienna Conventions on the Law of Treaties: A commentary (2nd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198879312.001.0001
10. Crawford, E., & Pert, A. (2024). International humanitarian law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781009326681
11. Kittichaisaree, K. (2021). The International Tribunal for the Law of the Sea. Oxford University Press. https://doi.org/10.1093/law/9780198865292.001.0001
12. OECD. (2017). Model tax convention on income and on capital: Condensed version 2017. OECD Publishing.
13. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press.

Introduction to Comparative Law

<table>
<tr><td>Module Number
HH236008033</td><td colspan="2">Module Name
Introduction to Comparative Law</td></tr>
<tr><td colspan="2">Type of Course
Compulsory Course</td><td>Semester / Rotation
3 / Odd Semester</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Discussions Presentations, Comparative Case Analysis, Case-Based Learning, Comparative Research, Independent Learning</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of exam (Final Grade Composition)
Quiz and Discussion (10%)
Comparative Legal Systems Case Analysis and Presentation (15%)
Harmonisation and Unification Analytical Paper (10%)
Critical Review of Customary and Islamic Legal Systems (10%)
Midterm Examination (20%), 100 minutes
Final Examination (35%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. H. Jawade Hafidz, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Nanang Sri Darmadi, S.H., M.H.
2. Dr. Aryani Witasari, S.H., M.Hum.
3. Dr. Achmad Arifulloh, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to introduce students to the concepts, purposes, history, methods, and contemporary uses of comparative law, including the major legal traditions and systems of the world, civil law, common law, Islamic law, customary law, socialist legal traditions, legal harmonisation and unification, legal transplantation, globalisation, and the use of comparative methods in analysing national and international legal problems. The Competencies is Students are expected to explain the foundations and methods of comparative law, compare major legal systems and traditions, apply functional, structural, and contextual comparative methods to legal problems, evaluate harmonisation, unification, legal transplantation and globalisation, and communicate comparative legal findings clearly and responsibly in oral and written form while respecting legal diversity and developing competence through independent and lifelong learning. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, comparative case analysis, case-based learning, problem-based learning, legal-system mapping, comparative analysis of</td></tr>
</table>

legislation and cases, structured comparative research, collaborative assignments, and independent learning.

The Materials Presented

1. Nature and Scope of Comparative Law (definitions, object, functions, and disciplinary position)
2. Purposes and Development of Comparative Law (history, benefits, limitations, and global relevance)
3. Methods of Comparative Law (functional, structural, contextual, historical, and interdisciplinary approaches)
4. World Legal Traditions (classification, legal families, traditions, and legal cultures)
5. Civil Law Tradition (history, codification, sources, institutions, and legal reasoning)
6. Common Law Tradition (precedent, case law, judicial reasoning, institutions, and legal development)
7. Islamic Legal Tradition (sources, jurisprudence, legal reasoning, and relationship with state law)
8. Midterm Examination (comparative assessment of concepts, methods, and major legal traditions)
9. Customary and Indigenous Legal Traditions (community norms, recognition, legal pluralism, and contemporary status)
10. Socialist and Other Legal Traditions (historical foundations, institutions, and contemporary transformation)
11. Legal Harmonisation (regional and international convergence of legal rules and institutions)
12. Legal Unification (objectives, mechanisms, benefits, and limitations)
13. Legal Transplantation (transfer of legal rules, adaptation, reception, and contextual challenges)
14. Globalisation and Comparative Law (transnational influence, convergence, divergence, and global legal interaction)
15. Contemporary Development of Comparative Law (technology, pluralism, interdisciplinary methods, and comparative legal research)
16. Final Examination (comprehensive comparative case-based assessment of the whole course)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, history, purposes, methods, and principal traditions of comparative law. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse similarities and differences among civil law, common law, Islamic law, customary law, and other legal traditions using appropriate comparative methods. (C4, A4, P3)
3. **CLO 3:** Students are able to apply comparative-law methods to evaluate harmonisation, unification, legal transplantation, globalisation, and selected national or international legal problems. (C4, A4, P3)
4. **CLO 4:** Students are able to communicate comparative legal findings clearly, ethically, and respectfully in multicultural contexts while continuously developing comparative competence through independent and lifelong learning. (C4, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the meaning, purposes, benefits, history, and methodological foundations of comparative law. (C2, A2, P1)

2. **LLO 2:** Students are able to distinguish functional, structural, contextual, and other recognised methods of legal comparison. (C3, A3, P2)
3. **LLO 3:** Students are able to compare the principal characteristics of civil law and common law traditions. (C4, A3, P3)
4. **LLO 4:** Students are able to analyse Islamic, customary, socialist, and other legal traditions within comparative and plural legal contexts. (C4, A4, P3)
5. **LLO 5:** Students are able to apply comparative methods to a concrete legal issue regulated differently in two legal systems. (C3, A4, P3)
6. **LLO 6:** Students are able to evaluate legal harmonisation, unification, transplantation, and globalisation through comparative analysis. (C5, A4, P3)
7. **LLO 7:** Students are able to prepare and present a coherent comparative legal analysis while respecting legal diversity and strengthening competence through independent and lifelong learning. (C5, A5, P4)

Reference:

Core reading:

1. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
2. Tamanaha, B. Z. (2021). Legal pluralism explained: History, theory, consequences. Oxford University Press. https://doi.org/10.1093/oso/9780190861551.001.0001
3. Auda, J. (2022). Maqasid al-Shari'ah as philosophy of Islamic law: A systems approach. International Institute of Islamic Thought.

Supporting reading:

1. Afinnas, M. A. A. (2022). Perbandingan hukum penetapan eksistensi hak ulayat dengan penetapan native title di Australia. DIVERSI: Jurnal Hukum, 8(1), 139-168.
2. Evans, M. D. (Ed.). (2024). International law (6th ed.). Oxford University Press. h
3. Herring, J. (2023). Family law (11th ed.). Pearson.
4. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
5. Arifin, F., Astawa, I. G. P., Maarif, I., Sulastri, D., & Abdullah, M. K. (2025). Recognition of customary norms within the framework of Indonesian legal positivism. Khazanah Hukum, 7(1), 92-104. https://doi.org/10.15575/kh.v7i1.39409
6. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83
7. Kuntz, T., & Miller, P. B. (Eds.). (2024). Methodology in private law theory: Between New Private Law and Rechtsdogmatik. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.001.0001
8. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
9. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
10. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
11. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
12. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001

13. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001

Digital Information Technology

Module Number HH236007017	**Module Name** Digital Information Technology	
Type of Course Compulsory Course	**Semester / Rotation** 3 Semester / Odd	**Student Capacity** 40
Teaching Methods Lectures, Demonstrations, Guided Practice, Digital Tools Practice, Case-Based Learning, Project-Based Learning, Presentations, Independent Learning	**Prerequisites for attendance** None	**Language** Indonesian (regular) English (international)
Type of exam (Final Grade Composition) Quiz (10%) Digital Practice Assignment (15%) Discussion and Class Participation (10%) Individual Digital Project (15%) Group Presentation (10%) Midterm Examination (20%), 100 minutes Final Examination (20%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator Dr. Ida Musofiana, S.H., M.H.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Andri Winjaya Laksana, S.H., M.H. 2. Dr. M. Rizal Bagaskoro, S.H., M.H. 3. Rizki Adi Pinandito, S.H., M.H.		

Syllabus

The Objective: This course aims to provide students with knowledge and practical skills in the use of digital information technology to support legal education, legal research, professional legal activities, and responsible decision-making in contemporary digital environments. **The Competence:** Students are expected to be able to use digital technologies effectively for searching, evaluating, managing, and presenting legal information; utilise electronic legal databases and digital legal documents; apply digital tools to legal research and academic writing; understand basic principles of data protection, cybersecurity, electronic evidence, and digital ethics; and use emerging technologies, including artificial intelligence, critically, ethically, and responsibly in legal contexts. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, discussions, presentations, comparative case analysis, case-based learning, problem-based learning, legal-system mapping, comparative analysis of legislation and cases, structured comparative research, collaborative assignments, and independent learning.

The Material:

1. Introduction to Digital Information Technology in Legal Studies;

2. Digital Literacy and Information Management for Law Students;
3. Internet-Based Legal Information and Electronic Legal Sources;
4. Legal Databases and Digital Legal Research;
5. Electronic Legislation, Court Decisions, and Legal Documents;
6. Digital Tools for Legal Research and Academic Writing;
7. Reference Management, Citation, and Academic Integrity;
8. Midterm Examination;
9. Electronic Documents and Electronic Evidence;
10. Personal Data Protection and Privacy in Digital Environments;
11. Cybersecurity and Information Security for Legal Professionals;
12. Digital Communication and Professional Legal Practice;
13. Artificial Intelligence and Emerging Technologies in Legal Research and Practice;
14. Digital Ethics, Algorithmic Bias, and Responsible Technology Use;
15. Digital Legal Research Project and Presentation;
16. Final Examination.

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the principles, functions, and development of digital information technology and its relevance to legal education, legal research, and professional legal practice. (C2, A3, P2)
2. **CLO 2:** Students are able to apply digital technologies, electronic legal databases, and information-management tools to locate, evaluate, organise, and use reliable legal information and legal sources. (C3, A3, P4)
3. **CLO 3:** Students are able to analyse legal and ethical issues relating to electronic documents, electronic evidence, personal data protection, cybersecurity, artificial intelligence, and other emerging digital technologies. (C4, A4, P3)
4. **CLO 4:** Students are able to produce digital legal research outputs and academic legal works by applying appropriate digital tools, academic integrity, data-security principles, and responsible technology use. (C5, A4, P4)
5. **CLO 5:** Students are able to critically evaluate developments in digital technology and independently update their digital and legal competencies as part of responsible professional development and lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain fundamental concepts of digital information technology and digital literacy in legal studies. (C2, A2, P2)
2. **LLO 2:** Students are able to identify the functions and limitations of digital technology in legal education, research, and professional practice. (C3, A3, P2)
3. **LLO 3:** Students are able to search for legislation, court decisions, journal articles, and other legal materials using reliable electronic legal sources and databases. (C3, A3, P3)
4. **LLO 4:** Students are able to evaluate the credibility, relevance, authority, and accuracy of digital legal information and online legal sources. (C4, A4, P3)
5. **LLO 5:** Students are able to analyse the legal implications of electronic documents, electronic evidence, data protection, privacy, and cybersecurity. (C4, A4, P3)
6. **LLO 6:** Students are able to evaluate the opportunities, risks, ethical implications, and limitations of artificial intelligence and emerging technologies in legal research and legal practice. (C5, A4, P3)
7. **LLO 7:** Students are able to use digital research, citation, document-management, and presentation tools to prepare structured legal academic work. (C3, A3, P4)

8. **LLO 8:** Students are able to demonstrate responsible, ethical, secure, and independent use of digital technologies while continuously developing digital competence as part of lifelong learning. (C5, A5, P4)

Reference:

Core reading:

1. Hasibuan, R. H., Rawung, A. J., & Wowiling, F. J. (2024). Indonesian law and artificial intelligence: Balancing accountability, ethics, and innovation. Jurnal Penelitian Hukum De Jure, 24(2), 121–132.
2. Mayana, R. F., Santika, T., Win, Y. Y., Matalam, J. A. K., & Ramli, A. M. (2024). Legal issues of artificial intelligence-generated works: Challenges on Indonesian copyright law. Law Reform, 20(1), 54–75.
3. Masithoh, M. Q. D., Hakim, H. A., Praja, C. B. E., & Iswanto, B. T. (2023). AI in law: How artificial intelligence is transforming the legal profession in Indonesia. Justitia Jurnal Hukum, 7(2). doi:10.30651/justitia.v7i2.17832.
4. Komalasari, R., & Mustafa, C. (2023). Electronic evidence in the healthy justice system: Reimagined. Jurnal Hukum dan Peradilan, 12(3), 547–580.
5. Lestari, Y., & Mujib, M. M. (2022). Optimizing personal data protection legal framework in Indonesia: A comparative law study. Supremasi Hukum: Jurnal Kajian Ilmu Hukum, 11(2), 203–234.
6. Republic of Indonesia. (2024). Law Number 1 of 2024 concerning the Second Amendment to Law Number 11 of 2008 on Electronic Information and Transactions.
7. Republic of Indonesia. (2022). Law Number 27 of 2022 concerning Personal Data Protection

Supporting reading:

1. Susskind, R. (2023). Tomorrow's lawyers: An introduction to your future (3rd ed.). Oxford University Press.
2. Katz, D. M., Dolin, R., & Bommarito, M. J. (Eds.). (2021). Legal informatics. Cambridge University Press.
3. Tu, S. S., Cyphert, A., & Perl, S. J. (2024). Artificial intelligence: Legal reasoning, legal research and legal writing. Minnesota Journal of Law, Science & Technology, 25(3), 105.
4. Prakash G, A., & Nair, V. (2024). Integrating generative AI into legal education: From casebooks to code, opportunities and challenges. Law, Technology and Humans, 6(3),
5. Villasenor, J. (2024). Generative artificial intelligence and the practice of law: Impact, opportunities, and risks. Minnesota Journal of Law, Science & Technology, 25(3), 25–.
6. Purtova, N., & Leenes, R. (2023). Code as personal data: Implications for data protection law and regulation of algorithms. International Data Privacy Law, 13(4), 245–266.

Semester 4
Even
2026/2027

Islamic Civilisation

<table>
<tr><td colspan="2">Module Number
HH236007015</td><td colspan="2">Module Name
Islamic Civilisation</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Historical Source Analysis, Discussions, Case-Based Learning, Group Presentations, Civilisation Analysis, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Quiz (10%)
Historical Source Analysis Assignment (15%)
Discussion and Class Participation (10%)
Case-Based Reflection Assignment (10%)
Group Presentation on Historical and Civilisational Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. Anis Mashdurohatun, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers:
1. Prof. H.C. Dr. Drs. H. Rozihan, S.H., M.Ag.
2. Dr. Agus Irfan, S.H.I., M.P.I.
3. Moh. Nurul Huda, S.H., M.Ag.
4. Moh. Farhan, S.Pd.I., S.Hum., M.Pd.I.</td></tr>
<tr><td colspan="4">The Aims is This course develops an academically grounded understanding of the formation, development, institutions, intellectual achievements, legal traditions, and ethical values of Islamic civilisation, with particular attention to their relevance to Indonesian legal education and professional life. The Competencies is students are able to explain the concepts, historical periods, institutions, and ethical foundations of Islamic civilisation; analyse the contribution of Islamic civilisation to legal, social, scientific, and institutional development, including its influence in Indonesia; apply Islamic values of justice, humanity, consultation, integrity, and responsibility to contemporary legal and professional contexts; and integrate Islamic ethical values with independent learning, continuous intellectual development, and lifelong professional learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, historical source analysis, discussions, case-based learning, presentations, and independent learning. The Material:</td></tr>
</table>

1. Concept and Periodisation of Islamic Civilisation (meaning, scope, and historical phases)
2. Foundations of Islamic Society (ukhuwah, consultation, justice, and social responsibility)
3. The Prophetic and Rightly Guided Caliphate Periods (institutional and ethical foundations)
4. The Umayyad and Abbasid Civilisations (law, administration, science, and culture)
5. Islamic Legal Institutions (fiqh, qanun, judiciary, and legal scholarship)
6. Muslim Scholarship and Scientific Development (knowledge traditions and professional ethics)
7. Islamic Civilisation and Human Dignity (justice, humanity, and social welfare)
8. Midterm Examination
9. Islamic Civilisation in Southeast Asia and Indonesia (transmission and local development)
10. Islamic Contributions to Indonesian Law and Institutions (historical and contemporary influence)
11. Civilisational Values in Professional Life (integrity, trust, fairness, and responsibility)
12. Islamic Civilisation and Contemporary Social Change (modernity, pluralism, and globalisation)
13. Islamic Perspectives on Knowledge and Lifelong Learning (continuous intellectual development)
14. Contemporary Challenges to Islamic Civilisation (ethics, technology, and global society)
15. Integration of Islamic Values in Legal Practice (case-based application)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, historical periods, institutions, and ethical foundations of Islamic civilisation. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse the contribution of Islamic civilisation to legal, social, scientific, and institutional development, including its influence in Indonesia. (C4, A4, P3)
3. **CLO 3:** Students are able to apply Islamic values of justice, humanity, consultation, integrity, and responsibility to contemporary legal and professional contexts. (C3, A4, P3)
4. **CLO 4:** Students are able to integrate Islamic ethical values with independent learning, continuous intellectual development, and lifelong professional learning. (C4, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept and periodisation of Islamic civilisation and foundations of Islamic society using appropriate historical terminology and chronology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret the prophetic and rightly guided caliphate periods and the umayyad and abbasid civilisations in relation to the institutional and ethical formation of Islamic civilisation. (C3, A3, P1)

3. **LLO 3:** Students are able to analyse Islamic legal institutions and muslim scholarship and scientific development using relevant historical and intellectual evidence. (C4, A3, P2)
4. **LLO 4:** Students are able to relate Islamic civilisation and human dignity and Islamic civilisation in Southeast Asia and indonesia to the development of law, society, and knowledge in Muslim communities. (C4, A4, P2)
5. **LLO 5:** Students are able to evaluate Islamic contributions to Indonesian law and institutions and civilisational values in professional life in the Indonesian and Southeast Asian context. (C5, A4, P2)
6. **LLO 6:** Students are able to formulate a reasoned interpretation of Islamic civilisation and contemporary social change and Islamic perspectives on knowledge and lifelong learning for contemporary civic and professional life. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate contemporary challenges to Islamic civilisation and integration of Islamic values in legal practice with justice, integrity, independent inquiry, and lifelong learning. (C5, A5, P3)

Reference:

Core reading:

1. Lapidus, I. M. (2014). A history of Islamic societies (3rd ed.). Cambridge University Press.
2. Hodgson, M. G. S. (1974). The venture of Islam (Vols. 1-3). University of Chicago Press.
3. Azra, A. (2004). The origins of Islamic reformism in Southeast Asia. University of Hawai‘i Press.
4. Yatim, B. (2013). Sejarah peradaban Islam: Dirasah Islamiyah II. Rajawali Pers.
1. Lapidus, I. M. (2014). A History of Islamic Societies (3rd ed.). Cambridge University Press.
2. Baderin, M. A. (2021). Islamic Law: A Very Short Introduction. Oxford University Press.
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4. Mayer, A. E. (2013). Islam and Human Rights: Tradition and Politics (5th ed.). Routledge.
5. Hodgson, M. G. S. (1977). The Venture of Islam, Volume 1: The Classical Age of Islam. University of Chicago Press.
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Supporting reading:

1. Office of the United Nations High Commissioner for Human Rights. (n.d.). Universal Declaration of Human Rights. https://europe.ohchr.org/universal-declaration-human-rights

2. United Nations. (1945). Charter of the United Nations. https://www.un.org/en/about-us/un-charter/full-text
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14. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
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State Institutions and Regional Autonomy Law

<table>
<tr><td>Module Number
HH236009005</td><td colspan="2">Module Name
State Institutions and Regional Autonomy Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Constitutional Document Analysis, Case-Based Learning, Problem-Based Learning, State Institution Case Analysis</td><td>Prerequisites for Attendance
Constitutional Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Quiz Assessment (10%)
Constitutional and State Institution Analysis Assignment (15%)
Regional Autonomy and Decentralisation Case Analysis (15%)
Group Presentation on State Institutions and Regional Governance (10%)
Fiscal Autonomy and Regional Policy Assignment (10%)
Midterm Examination (20%), 150 minutes
Final Examination (20%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. Widayati, S.H., M.H.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Hj. Siti Rodhiyah Dwi Istinah, S.H., M.H.
2. Dr. Sri Kusriyah, S.H., M.Hum.
3. Dr. Nanang Sri Darmadi, S.H., M.H.
4. Dr. Sivani Ardi Apritania, S.H., M.H.
5. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is This course develops students' understanding of the constitutional position, functions, authority, and interrelationships of state institutions and the legal framework of regional autonomy, including decentralisation, fiscal relations, supervision, institutional disputes, and governance reform. The Competencies is students are able to explain the constitutional concepts of state institutions and regional autonomy within the Unitary State of the Republic of Indonesia; analyse the distribution of authority and financial relations</td></tr>
</table>

between central and regional governments under applicable law; evaluate regional governance, supervision, institutional disputes, and reform in accordance with constitutional and autonomy principles; and formulate accountable and ethical legal or policy recommendations for contemporary state-institution and regional-autonomy problems while maintaining continuous professional learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, constitutional document analysis, case-based learning, problem-based learning, presentations, and independent learning.

The Material:

1. Concept of State Institutions (definitions, status, and classifications)
2. Indonesian Constitutional Structure (institutional architecture under the 1945 Constitution)
3. Functions of State Institutions (legislative, executive, judicial, and oversight functions)
4. Relations among State Institutions (checks and balances and constitutional coordination)
5. Division of Powers (constitutional allocation and limitation of authority)
6. Central Government (institutions, functions, and responsibilities)
7. Regional Government (institutional structure and functions)
8. Midterm Examination
9. Principles of Regional Autonomy (legal foundations and implementation)
10. Decentralisation and Deconcentration (distribution of governmental affairs)
11. Central-Regional Financial Relations (fiscal decentralisation and accountability)
12. Supervision of Regional Government (internal and external oversight)
13. Jurisdictional Disputes among State Institutions (constitutional mechanisms and case analysis)
14. Dynamics of Regional Autonomy (policy development and contemporary challenges)
15. Reform of State Institutions (institutional and bureaucratic reform)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the constitutional concepts of state institutions and regional autonomy within the Unitary State of the Republic of Indonesia. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse the distribution of authority and financial relations between central and regional governments under applicable law. (C4, A4, P3)
3. **CLO 3:** Students are able to evaluate regional governance, supervision, institutional disputes, and reform in accordance with constitutional and autonomy principles. (C5, A4, P4)
4. **CLO 4:** Students are able to formulate accountable and ethical legal or policy recommendations for contemporary state-institution and regional-autonomy problems while maintaining continuous professional learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of state institutions and Indonesian constitutional structure using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish functions of state institutions and relations among state institutions within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse division of powers and central government using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to regional government and principles of regional autonomy in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate decentralisation and deconcentration and central-regional financial relations for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing supervision of regional government and jurisdictional disputes among state institutions with appropriate authority and evidence. (C6, A4, P4)
7. **LLO 7:** Students are able to integrate dynamics of regional autonomy and reform of state institutions with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Asshiddiqie, J. (2019). Pengantar ilmu hukum tata negara. Rajawali Pers.
2. Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
3. Indonesia. (2014). Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah.
4. Indonesia. (2016). Peraturan Pemerintah Nomor 18 Tahun 2016 tentang Perangkat Daerah, sebagaimana telah diubah.
5. Indonesia. (2022). Undang-Undang Nomor 1 Tahun 2022 tentang Hubungan Keuangan antara Pemerintah Pusat dan Pemerintahan Daerah.

Supporting reading:

1. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
2. OECD. (2019). Making decentralisation work: A handbook for policy-makers. OECD Publishing. https://doi.org/10.1787/g2g9faa7-en
3. OECD. (2017). Multi-level governance reforms: Overview of OECD country experiences. OECD Publishing. https://doi.org/10.1787/9789264272866-en
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6. Wijayanti, S. N. (2016). Hubungan antara pusat dan daerah dalam Negara Kesatuan Republik Indonesia berdasarkan Undang-Undang Nomor 23 Tahun 2014. Jurnal Media Hukum, 23(2), 186-199. https://doi.org/10.18196/jmh.2016.0079.186-199
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11. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
12. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
13. OECD. (2025). OECD regulatory policy outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
14. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
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Administrative Law

<table>
<tr><td>Module Number
HH236008016</td><td colspan="2">Module Name
Administrative Law</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures,
Legal Case Analysis,
Case-Based Learning,
Problem-Based Learning,
Administrative Document Analysis, Presentations</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Quiz on Sources of Administrative Law and AUPB (10%)
Administrative Authority and Decision Analysis (15%)
Public Service Role Play and Administrative Case Analysis (10%)
Administrative Instrument Assignment (10%)
Administrative Dispute Analysis Presentation (15%)
Midterm Examination (20%), 200 minutes
Final Examination (20%), 200 minutes</td><td>CREDIT HOURS (+Workload in hours)
4 Credit Hours
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours

ECTS (+Workload in hours)
6.00 ECTS
Theory (2 Credit Hours)
(26 hours of in-class session + 32 hours of structured assignment + 32 hours of independent assignment = total 90 hours)
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 180 hours</td></tr>
<tr><td colspan="2">Module Coordinator:
Prof. Dr. H. Jawade Hafidz, S.H., M.H.</td><td>Semester Workload
180 hours</td></tr>
<tr><td colspan="3">Additional Lecturers:
1. Prof. Dr. Widayati, S.H., M.H.
2. Dr. Hj. Siti Rodhiyah Dwi Istinah, S.H., M.H.
3. Dr. Muhammad Ngazis, S.H., M.H.
4. Dr. Lutter Ariestino, S.H., M.H.
5. Dr. Rakhmat Bowo Suharto, S.H., M.H.
6. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="3">The Aims is this course provides a systematic understanding of Indonesian Administrative Law, including government authority and acts, administrative instruments, AUPB, public services, discretion, abuse of authority, administrative supervision, and legal protection against unlawful governmental action. The Competencies is students are able to explain the concepts, scope, sources, and foundational principles of Indonesian Administrative Law;</td></tr>
</table>

analyse government authority, administrative acts, policy rules, licences, contracts, and state administrative decisions within their legal limits; apply and evaluate AUPB and good-governance principles in public-service and administrative-law cases, including administrative remedies and State Administrative Court protection; and construct accountable administrative-law solutions that uphold integrity, transparency, professional responsibility, independent learning, and lifelong competence development. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/) e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, legal case analysis, case-based learning, problem-based learning, role play, administrative document analysis, and presentations.

The Material:

1. Concept of Administrative Law (scope, functions, and relationship with public law)
2. Sources of Administrative Law (statutory, doctrinal, and jurisprudential sources)
3. General Principles of Good Governance (AUPB) (meaning, function, and application)
4. Government Authority (attribution, delegation, mandate, and legal limits)
5. Government Instruments (regulations, licences, contracts, and other administrative instruments)
6. Government Legal Acts (public-law acts and legal consequences)
7. Policy Rules (beleidsregel) (nature, validity, and administrative use)
8. Midterm Examination
9. State Administrative Decisions (elements, validity, and legal effects)
10. Public Services (standards, rights, duties, and good governance)
11. Administrative Discretion (requirements, limits, and accountability)
12. Abuse of Authority (forms, legal consequences, and judicial review)
13. Legal Protection for the Public (administrative remedies and judicial protection)
14. Administrative Supervision (internal, external, and Ombudsman oversight)
15. Contemporary Development of Administrative Law (digital administration and accountable governance)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, scope, sources, and foundational principles of Indonesian Administrative Law. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse government authority, administrative acts, policy rules, licences, contracts, and state administrative decisions within their legal limits. (C4, A4, P4)
3. **CLO 3:** Students are able to apply and evaluate AUPB and good-governance principles in public-service and administrative-law cases, including administrative remedies and State Administrative Court protection. (C5, A4, P4)
4. **CLO 4:** Students are able to construct accountable administrative-law solutions that uphold integrity, transparency, professional responsibility, independent learning, and lifelong competence development. (C6, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of administrative law and sources of administrative law using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish general principles of good governance and government authority within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse government instruments and government legal acts using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to policy rules and state administrative decisions in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate public services and administrative discretion for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing abuse of authority and legal protection for the public with appropriate authority and evidence. (C6, A4, P4)
7. **LLO 7:** Students are able to integrate administrative supervision and contemporary development of administrative law with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Ridwan, H. R. (2018). Hukum administrasi negara. Rajawali Pers.
2. Indonesia. (2014). Undang-Undang Nomor 30 Tahun 2014 tentang Administrasi Pemerintahan.
3. Indonesia. (2009). Undang-Undang Nomor 25 Tahun 2009 tentang Pelayanan Publik.
4. Indonesia. (1986). Undang-Undang Nomor 5 Tahun 1986 tentang Peradilan Tata Usaha Negara, sebagaimana telah diubah.
5. Indonesia. (2008). Undang-Undang Nomor 37 Tahun 2008 tentang Ombudsman Republik Indonesia.

Supporting reading:

1. OECD. (2020). OECD public integrity handbook. OECD Publishing.
2. OECD. (2021). Government at a glance 2021. OECD Publishing.
3. Indonesia. (2023). Undang-Undang Nomor 20 Tahun 2023 tentang Aparatur Sipil Negara.
4. OECD. (2025). Government at a glance 2025. OECD Publishing.
5. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update (Policy Research Working Paper No. 10952). World Bank.
6. Putri, A. A., & Ramadhani, S. C. (2026). Hukum administrasi negara dan perlindungan hak asasi manusia dalam pelayanan publik. Klausula, 5(1).
7. Zuliah, A., & Pulungan, M. A. (2020). Pelayanan publik dalam kajian hukum administrasi negara dan hak asasi manusia. Law Jurnal, 1(1).
8. Azhar, M. A. (2023). Dinamika urusan konkuren antar pemerintah pusat dan pemerintah daerah dalam sistem desentralisasi. Lex Renaissance, 7(3).

9. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press.
10. OECD. (2019). Making decentralisation work: A handbook for policy-makers. OECD Publishing. https://doi.org/10.1787/g2g9faa7-en
11. OECD. (2017). Multi-level governance reforms: Overview of OECD country experiences. OECD Publishing. https://doi.org/10.1787/9789264272866-en
12. OECD. (2025). OECD regulatory policy outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
13. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en
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15. OECD. (2021). OECD regulatory policy outlook 2021. OECD Publishing. https://doi.org/10.1787/38b0fdb1-en

Agrarian Law

Module Number **HH236008018**	**Module Name** **Agrarian Law**	
Type of Course Study Programme Compulsory Course	**Semester / Rotation** 4 / Even	**Student Capacity** 40
Teaching Methods Lectures, Land-Law Case Analysis, Legal Document Analysis, Problem-Based Learning, Mediation Simulation, Presentations	**Prerequisites for Attendance** Civil Law	**Language** Indonesian (regular) English (international)
Type of Exam (Final Grade Composition) Land Rights Quiz (8%) Land Registration Document Analysis (10%) Agrarian Law Case Analysis (10%) Land Dispute Resolution and Mediation Exercise (10%) Group Presentation on Agrarian and Land-Law Issues (15%) Midterm Examination (20%), 100 minutes Final Examination (27%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator: Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.		**Semester Workload** 90 hours
Additional Lecturers: 1. Dr. H. Umar Ma'ruf, S.H., Sp.N., M.Hum. 2. Dr. Muhammad Dias Saktiawan, S.H., M.Kn. 3. Dr. Taufan Fajar Riyanto, S.H., M.Kn. 4. Dr. Shallman, S.H., M.Kn. 5. Mahendra Dewa Wicaksana, S.H., M.H.		
The Aims is this course provides comprehensive knowledge of Indonesian agrarian and land law, including land rights, state control, registration, transfer, land acquisition, agrarian reform, dispute settlement, and legal protection in accordance with the Basic Agrarian Law and its implementing framework. **The Competencies is s**tudents are able to explain the concepts, history, principles, land rights, registration, and transfer mechanisms of Indonesian Agrarian Law; analyse agrarian and land disputes using legislation, jurisprudence, and relevant social and environmental considerations; apply litigation and non-litigation mechanisms and construct legally sound, fair, and sustainable responses to agrarian disputes; and integrate professional responsibility, justice, sustainability, independent learning, and lifelong development in agrarian legal practice. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/) e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, land-law		

case analysis, legal document analysis, problem-based learning, mediation simulation, presentations, and independent learning.

The Material:

1. History of Indonesian Agrarian Law (development and formation of the national agrarian system)
2. Principles of Agrarian Law (foundational principles of the Basic Agrarian Law)
3. State Right of Control (scope and constitutional basis)
4. Right of Ownership (subjects, objects, acquisition, and limitations)
5. Right of Exploitation (Hak Guna Usaha) (requirements and legal consequences)
6. Right to Build (Hak Guna Bangunan) (grant, transfer, and termination)
7. Right of Use and Customary Rights (Hak Pakai and hak ulayat)
8. Midterm Examination
9. Land Registration (procedures, certificates, and evidentiary function)
10. Land Acquisition for Public Interest (stages, compensation, and safeguards)
11. Agrarian Reform (land reform, redistribution, and social justice)
12. Settlement of Land Disputes (litigation, mediation, and other non-litigation mechanisms)
13. Legal Protection of Land Rights (registration, evidence, and remedies)
14. Contemporary National Agrarian Law (digitalisation and policy development)
15. Sustainable and Participatory Agrarian Dispute Resolution (social and environmental considerations)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the concepts, history, principles, land rights, registration, and transfer mechanisms of Indonesian Agrarian Law. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse agrarian and land disputes using legislation, jurisprudence, and relevant social and environmental considerations. (C4, A4, P3)
3. **CLO 3:** Students are able to apply litigation and non-litigation mechanisms and construct legally sound, fair, and sustainable responses to agrarian disputes. (C5, A4, P4)
4. **CLO 4:** Students are able to integrate professional responsibility, justice, sustainability, independent learning, and lifelong development in agrarian legal practice. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain history of Indonesian agrarian law and principles of agrarian law using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish state right of control and right of ownership within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse right of exploitation and right to build using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to right of use and customary rights and land registration in a defined factual or professional problem. (C3, A4, P2)

5. **LLO 5:** Students are able to evaluate land acquisition for public interest and agrarian reform for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing settlement of land disputes and legal protection of land rights with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate contemporary national agrarian law and sustainable and participatory agrarian dispute resolution with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Harsono, B. (2007). Hukum agraria Indonesia: Sejarah pembentukan Undang-Undang Pokok Agraria, isi dan pelaksanaannya. Universitas Trisakti.
2. Santoso, U. (2015). Hukum agraria: Kajian komprehensif. Kencana.
3. Indonesia. (1960). Undang-Undang Nomor 5 Tahun 1960 tentang Peraturan Dasar Pokok-Pokok Agraria.
4. Indonesia. (1996). Undang-Undang Nomor 4 Tahun 1996 tentang Hak Tanggungan atas Tanah Beserta Benda-Benda yang Berkaitan dengan Tanah.
5. Indonesia. (2012). Undang-Undang Nomor 2 Tahun 2012 tentang Pengadaan Tanah bagi Pembangunan untuk Kepentingan Umum.

Supporting reading:

1. Food and Agriculture Organization of the United Nations. (2012). Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security. https://www.fao.org/tenure/voluntary-guidelines/en/
2. United Nations Human Settlements Programme. (2008). Secure land rights for all. UN-Habitat. https://unhabitat.org/secure-land-rights-for-all
3. Indonesia. (2021). Peraturan Pemerintah Nomor 18 Tahun 2021 tentang Hak Pengelolaan, Hak atas Tanah, Satuan Rumah Susun, dan Pendaftaran Tanah.
4. World Bank. (2020). Doing business 2020: Comparing business regulation in 190 economies. World Bank. https://archive.doingbusiness.org/en/reports/global-reports/doing-business-2020
5. United Nations Committee on Economic, Social and Cultural Rights. (1991). General Comment No. 4: The right to adequate housing (Art. 11(1)). https://www.refworld.org/legal/general/cescr/1991/en/53157
6. Bola, M. (2017). Legal standing of customary land in Indonesia: A comparative study of land administration systems. Hasanuddin Law Review, 3(2), 175-190. https://doi.org/10.20956/halrev.v3i2.1132
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8. Buana, A. P., & Mamonto, M. A. W. W. (2023). The role of customary law in natural resource management: A comparative study between Indonesia and Australia. Golden Ratio of Mapping Idea and Literature Format, 3(2), 167-186. https://doi.org/10.52970/grmilf.v3i2.400

9. Nurdin, Z. (2022). Legal protection of customary rights under legal pluralism and its impact on the Minangkabau society. Cogent Social Sciences, 8(1), 2045722. https://doi.org/10.1080/23311886.2022.2045722
10. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42-48. https://doi.org/10.1057/s41261-022-00214-3
11. Bodansky, D., & van Asselt, H. (2024). The art and craft of international environmental law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197672365.001.0001
12. Rajamani, L., & Peel, J. (Eds.). (2021). The Oxford handbook of international environmental law (2nd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198849155.001.0001
13. Tamanaha, B. Z. (2021). Legal pluralism explained: History, theory, consequences. Oxford University Press. https://doi.org/10.1093/oso/9780190861551.001.0001
14. Chua, L. J., Engel, D. M., & Liu, S. (Eds.). (2023). The Asian law and society reader. Cambridge University Press. https://doi.org/10.1017/9781108864824
15. de Sousa Santos, B. (2023). Law and the epistemologies of the South. Cambridge University Press. https://doi.org/10.1017/9781316662441

Law and International Relations

<table>
<tr><td>Module Number
HH236009006</td><td colspan="2">Module Name
Law and International Relations</td></tr>
<tr><td>Type of Course
Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Lectures, Treaty and Case Analysis, Discussions, Case-Based Learning, Problem-Based Learning, Presentations, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Treaty and International Legal Source Analysis (15%)
International Law Case Study (15%)
Foreign Policy and International Relations Problem Analysis (10%)
Group Discussion and Participation (10%)
Presentation on International Legal and Diplomatic Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator:
Dr. Andi Aina Ilmih, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers:
1. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.
2. Rizki Adi Pinandito, S.H., M.H.
3. Aditya Noviyansyah, S.H., M.H.
4. Agus Prasetia Wiranto, S.H., M.H.
5. Noor Lailatul Izza, S.H., M.Kn.</td></tr>
<tr><td colspan="3">The Aims is this course examines the interaction between law and international relations by exploring international actors, national interest, foreign policy, diplomacy, international organisations, security, cooperation, dispute settlement, regional integration, globalisation, and Indonesia’s position in contemporary international affairs. The Competencies is Students are able to analyse the concepts, principles, sources, and legal framework governing Law and International Relations; evaluate legal issues and contemporary developments in Law and International Relations using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Law and International Relations; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, treaty and</td></tr>
</table>

case analysis, discussions, case-based learning, problem-based learning, presentations, and independent learning.

The Material:

1. Concept of International Relations (scope and relationship with international law)
2. Actors in International Relations (states, international organisations, and non-state actors)
3. National Interest (legal and policy dimensions)
4. Foreign Policy (principles, formulation, and implementation)
5. International Diplomacy (representation, negotiation, and peaceful relations)
6. International Organisations (legal personality, powers, and institutional roles)
7. International Cooperation (bilateral, regional, and multilateral frameworks)
8. Midterm Examination
9. International Security (collective security and contemporary threats)
10. Settlement of International Disputes (negotiation, mediation, arbitration, and adjudication)
11. International Law and Globalisation (interdependence and regulatory development)
12. Regional Integration (institutions and legal implications)
13. Strategic Global Issues (human rights, environment, migration, technology, and security)
14. Indonesia's International Relations (constitutional and policy foundations)
15. Contemporary Challenges in International Relations (geopolitics and global governance)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Law and International Relations. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Law and International Relations using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Law and International Relations. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of international relations and actors in international relations using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish national interest and foreign policy within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse international diplomacy and international organisations using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to international cooperation and international security in a defined factual or professional problem. (C3, A4, P2)

5. **LLO 5:** Students are able to evaluate settlement of international disputes and international law and globalisation for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing regional integration and strategic global issues with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate indonesia's international relations and contemporary challenges in international relations with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Shaw, M. N. (2021). International law (9th ed.). Cambridge University Press.
2. Crawford, J. (2019). Brownlie's principles of public international law (9th ed.). Oxford University Press.
3. Indonesia. (2000). Undang-Undang Nomor 24 Tahun 2000 tentang Perjanjian Internasional.

Supporting reading:

1. United Nations. (1945). Charter of the United Nations. https://www.un.org/en/about-us/un-charter/full-text
2. United Nations. (n.d.). International Court of Justice: How the Court works. https://www.icj-cij.org/how-the-court-works
3. United Nations. (1969). Vienna Convention on the Law of Treaties.
4. International Court of Justice. (1945). Statute of the International Court of Justice.
5. International Law Commission. (2022). Draft conclusions on identification and legal consequences of peremptory norms of general international law (jus cogens). United Nations.
6. Hathaway, O. A., & Shapiro, S. J. (2017). The internationalists: How a radical plan to outlaw war remade the world. Simon & Schuster.
7. United Nations General Assembly. (2024). Pact for the Future (A/RES/79/1). United Nations.
8. Sunyowati, D. (2013). Hukum internasional sebagai sumber hukum dalam hukum nasional. Jurnal Hukum dan Peradilan, 2(1), 67-84. https://doi.org/10.25216/jhp.2.1.2013.67-84
9. Sutrisno, A. (2025). Penerapan hukum internasional dalam sistem hukum nasional Indonesia: Tantangan teoritis dan praktis. IBLAM Law Review, 5(2). https://doi.org/10.52249/ilr.v5i2.611
10. Agusman, D. D. (2008). Status hukum perjanjian internasional dalam hukum nasional RI: Tinjauan dari perspektif praktek Indonesia. Indonesian Journal of International Law, 5(3). https://doi.org/10.17304/ijil.vol5.3.178
11. Klabbers, J. (2023). International law (4th ed.). Cambridge University Press. https://doi.org/10.1017/9781009304344
12. Evans, M. D. (Ed.). (2024). International law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001
13. Shaw, M. N. (2021). International law (9th ed.). Cambridge University Press. https://doi.org/10.1017/9781108774802

14. McLachlan, C. (2024). The principle of systemic integration in international law. Oxford University Press. https://doi.org/10.1093/law/9780192893741.001.0001
15. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
16. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
17. Corten, O., Klein, P., Koutroulis, V., & Lagerwall, A. (Eds.). (2025). The Vienna Conventions on the Law of Treaties: A commentary (2nd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198879312.001.0001

Law and Human Rights

Module Number **HH236008042**	**Module Name** **Law and Human Rights**	
Type of Course Study Programme Compulsory Course	**Semester / Rotation** 4 / Even	**Student Capacity** 40
Teaching Methods Interactive Lectures, Human-Rights Case Analysis, Treaty Analysis, Case-Based Learning, Discussions, Presentations, Independent Learning	**Prerequisites for Attendance** None	**Language** Indonesian (regular) English (international)
Type of Exam (Final Grade Composition) Human Rights Instrument Analysis (15%) Human Rights Case Study (15%) Proportionality and Rights-Based Problem Analysis (10%) Discussion and Class Participation (10%) Presentation on Contemporary Human Rights Issues (10%) Midterm Examination (20%), 100 minutes Final Examination (20%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator: Dr. H. Aji Sudarmaji, S.H., M.H.		**Semester Workload** 90 hours
Additional Lecturers: 1. Dr. Muhammad Ngazis, S.H., M.H. 2. Dr. Andri Winjaya Laksana, S.H., M.H. 3. Dr. R. Bondan Agung Kardono, S.H., M.H. 4. Dr. Sivani Ardi Apritania, S.H., M.H. 5. Dr. Toni Triyanto, S.H., M.H. 6. Dr. Setyawati, S.H., M.Hum.		
The Aims: This course develops an integrated understanding of national and international human rights law, including civil, political, economic, social, and cultural rights, state obligations, protection mechanisms, governance principles, vulnerable groups, accountability, and contemporary human rights challenges. **The Competencies:** Students are able to analyse the concepts, principles, sources, and legal framework governing Law and Human Rights; evaluate legal issues and contemporary developments in Law and Human Rights using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Law and Human Rights; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. **The Learning Process:** The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media.		

Learning activities include interactive lectures, human-rights case analysis, treaty analysis, case-based learning, discussions, presentations, and independent learning. **The Material:** The materials are organised in accordance with the RPS and curriculum as follows.

1. Concept of Human Rights (foundations, definitions, and legal characteristics)
2. Historical Development of Human Rights (national and international evolution)
3. Universality of Human Rights (universality, indivisibility, and cultural context)
4. Civil and Political Rights (scope, limitations, and state obligations)
5. Economic, Social and Cultural Rights (progressive realisation and state duties)
6. National Human Rights Instruments (constitutional and statutory framework)
7. International Human Rights Instruments (UDHR, ICCPR, ICESCR, and related standards)
8. Midterm Examination
9. Human Rights Violations (responsibility, remedies, and accountability)
10. Protection of Vulnerable Groups (equality, non-discrimination, and special protection)
11. Good Governance and Human Rights (participation, legality, and public accountability)
12. Accountability and Transparency (institutional duties and remedies)
13. State Responsibility for Human Rights (respect, protect, and fulfil obligations)
14. Protection of Citizens' Rights (administrative and judicial mechanisms)
15. Contemporary Human Rights Issues (technology, environment, migration, and equality)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Law and Human Rights. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Law and Human Rights using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Law and Human Rights. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of human rights and historical development of human rights using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish universality of human rights and civil and political rights within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse economic, social and cultural rights and national human rights instruments using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)

4. **LLO 4:** Students are able to apply legal reasoning to international human rights instruments and human rights violations in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate protection of vulnerable groups and good governance and human rights for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing accountability and transparency and state responsibility for human rights with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate protection of citizens' rights and contemporary human rights issues with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (1999). Undang-Undang Nomor 39 Tahun 1999 tentang Hak Asasi Manusia.
2. Indonesia. (2000). Undang-Undang Nomor 26 Tahun 2000 tentang Pengadilan Hak Asasi Manusia.
3. Office of the United Nations High Commissioner for Human Rights. (1948). Universal Declaration of Human Rights.

Supporting reading:

1. Office of the United Nations High Commissioner for Human Rights. (n.d.). Universal Declaration of Human Rights. https://europe.ohchr.org/universal-declaration-human-rights
2. Office of the United Nations High Commissioner for Human Rights. (n.d.). International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights. https://2covenants.ohchr.org/About-The-Covenants.html
3. United Nations. (1966). International Covenant on Civil and Political Rights. https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights
4. United Nations. (1966). International Covenant on Economic, Social and Cultural Rights. https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights
5. United Nations Human Rights Committee. (2020). General Comment No. 37 (2020) on the right of peaceful assembly (Article 21). https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-37-article-21-right-peaceful
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7. Alston, P., & Goodman, R. (2013). International human rights. Oxford University Press.
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9. Integration of maqasid al-Shari'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105-144. https://doi.org/10.28918/jhi.v23i1.04
10. Putri, A. A., & Ramadhani, S. C. (2026). Hukum administrasi negara dan perlindungan hak asasi manusia dalam pelayanan publik. Klausula, 5(1). https://doi.org/10.32503/klausula.v5i1.8290
11. Evans, M. D. (Ed.). (2024). International law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001
12. Shaw, M. N. (2021). International law (9th ed.). Cambridge University Press. https://doi.org/10.1017/9781108774802
13. Crawford, E., & Pert, A. (2024). International humanitarian law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781009326681
14. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
15. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
16. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
17. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001

Anti-Corruption Education

<table>
<tr><td>Module Number
HH236010003</td><td colspan="2">Module Name
Anti-Corruption Education</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Lectures, Corruption Case Analysis, Case-Based Learning, Problem-Based Learning, Integrity Reflection, Presentations, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Anti-Corruption Quiz (8%)
Corruption Case Analysis (10%)
Integrity and Corruption Prevention Assignment (10%)
Problem-Based Legal Analysis (10%)
Presentation on Anti-Corruption Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (32%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator:
Prof. Dr. Bambang Tri Bawono, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Prof. Dr. Sri Endah Wahyuningsih, S.H., M.Hum.
2. Dr. Dwi Wahyono, S.H., C.N.
3. Dr. Muhammad Taufiq, S.H., M.H.
4. Dr. R. Bondan Agung Kardono, S.H., M.H.
5. Dr. Toni Triyanto, S.H., M.H.</td></tr>
<tr><td colspan="3">The Aims is this course develops students' legal and ethical understanding of corruption, its causes and impacts, Indonesia's anti-corruption framework, integrity values, conflicts of interest, prevention, public participation, professional ethics, and the design of accountable anti-corruption initiatives. The Competencies is students are able to analyse the concepts, principles, sources, and legal framework governing Anti-Corruption Education; evaluate legal issues and contemporary developments in Anti-Corruption Education using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Anti-Corruption Education; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, corruption case analysis, case-based learning, problem-based learning, integrity reflection, presentations, and independent learning.
The Material:</td></tr>
</table>

1. Basic Concepts of Corruption (definitions, elements, and legal classification)
2. Forms and Characteristics of Corruption (typologies and patterns)
3. Causes of Corruption (institutional, economic, social, and behavioural factors)
4. Impact of Corruption (rule of law, economy, public services, and human rights)
5. History of Anti-Corruption in Indonesia (institutional and legal development)
6. Indonesian Anti-Corruption Legal System (offences, institutions, and enforcement)
7. Integrity Values (honesty, responsibility, fairness, and courage)
8. Midterm Examination
9. Transparency and Accountability (preventive governance mechanisms)
10. Conflicts of Interest (identification, disclosure, and management)
11. Public Participation in Anti-Corruption (social oversight and reporting)
12. Corruption Prevention Strategies (risk control, education, and institutional reform)
13. Anti-Corruption Education and Culture (behavioural change and collective responsibility)
14. Professional Ethics and Anti-Corruption (legal profession and public responsibility)
15. Designing an Integrity-Based Anti-Corruption Initiative (project application)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Anti-Corruption Education. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Anti-Corruption Education using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Anti-Corruption Education. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain basic concepts of corruption and forms and characteristics of corruption using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish causes of corruption and impact of corruption within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse history of anti-corruption in indonesia and Indonesian anti-corruption legal system using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to integrity values and transparency and accountability in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate conflicts of interest and public participation in anti-corruption for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing corruption prevention strategies and anti-corruption education and culture with appropriate authority and evidence. (C5, A4, P3)

7. **LLO 7:** Students are able to integrate professional ethics and anti-corruption and designing an integrity-based anti-corruption initiative with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (1999). Undang-Undang Nomor 31 Tahun 1999 tentang Pemberantasan Tindak Pidana Korupsi, sebagaimana diubah dengan Undang-Undang Nomor 20 Tahun 2001.
2. Komisi Pemberantasan Korupsi. (n.d.). Pendidikan antikorupsi. https://aclc.kpk.go.id/
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4. Indonesia. (2019). Undang-Undang Nomor 19 Tahun 2019 tentang Perubahan Kedua atas Undang-Undang Nomor 30 Tahun 2002 tentang Komisi Pemberantasan Tindak Pidana Korupsi.
5. Indonesia. (2018). Peraturan Presiden Nomor 54 Tahun 2018 tentang Strategi Nasional Pencegahan Korupsi.
6. Komisi Pemberantasan Korupsi. (2018). Modul Pendidikan Antikorupsi untuk Mahasiswa. Komisi Pemberantasan Korupsi.
7. Komisi Pemberantasan Korupsi. (2019). Modul Materi Tindak Pidana Korupsi. Komisi Pemberantasan Korupsi.
8. Kementerian Riset, Teknologi, dan Pendidikan Tinggi & Komisi Pemberantasan Korupsi. (2016). Buku Panduan Dosen Pembelajaran Pendidikan Antikorupsi untuk Perguruan Tinggi. Kemenristekdikti.
9. Republic of Indonesia. (1999). Law Number 31 of 1999 concerning the Eradication of Criminal Acts of Corruption, as amended by Law Number 20 of 2001.
10. United Nations. (2004). United Nations Convention against Corruption. United Nations Office on Drugs and Crime.
11. United Nations Office on Drugs and Crime. (2018). Education for Justice (E4J) University Module Series: Anti-Corruption. United Nations.1

Supporting reading:

1. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
2. United Nations Office on Drugs and Crime. (n.d.). United Nations Convention against Corruption. https://www.unodc.org/unodc/en/corruption/uncac.html
3. Komisi Pemberantasan Korupsi. (2024). Laporan tahunan KPK 2024. Komisi Pemberantasan Korupsi. https://www.kpk.go.id/
4. Transparency International. (2026). Corruption Perceptions Index 2025. https://www.transparency.org/en/publications/corruption-perceptions-index-2025
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9. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
10. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
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12. OECD. (2019). Making decentralisation work: A handbook for policy-makers. OECD Publishing. https://doi.org/10.1787/g2g9faa7-en
13. OECD. (2017). Multi-level governance reforms: Overview of OECD country experiences. OECD Publishing. https://doi.org/10.1787/9789264272866-en
14. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
15. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en

Commercial Law

<table>
<tr><td>Module Number
HH236008017</td><td colspan="2">Module Name
Commercial Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Commercial Document Analysis, Case-Based Learning, Contract and Company Case Analysis, Problem-Based Learning, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Civil Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Commercial Law Quiz (10%)
Company and Commercial Transaction Case Analysis (15%)
Commercial Document Analysis Assignment (15%)
Problem-Based Commercial Law Assignment (10%)
Group Presentation on Commercial Law Issues (10%)
Midterm Examination (20%), 150 minutes
Final Examination (20%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator:
Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers:
1. Dr. Aryani Witasari, S.H., M.Hum.
2. Dr. Andi Aina Ilmih, S.H., M.H.
3. Dr. Ratih Mega Puspa Sari, S.H., M.Kn.
4. Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.
5. Dr. Toni Triyanto, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is this course examines the legal framework of commercial activities, business actors and entities, commercial agreements, negotiable instruments, electronic commerce, consumer protection, competition, bankruptcy, business liability, and commercial dispute resolution. The Competencies is students are able to analyse the principal legal rules, procedures, and professional standards relevant to Commercial Law; evaluate complex cases</td></tr>
</table>

and select appropriate legal or professional strategies using legislation, jurisprudence, and evidence; construct and demonstrate legally sound documents, arguments, or practical solutions appropriate to Commercial Law; and demonstrate professional responsibility, ethical judgement, accountable decision-making, independent learning, and continuous competence development as part of lifelong learning. **The Learning Process is** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, commercial document analysis, case-based learning, contract and company case exercises, presentations, and independent learning.

The Material:

1. Concept of Commercial Law (scope, sources, and relationship with civil law)
2. Principles of Commercial Law (good faith, freedom of contract, and commercial certainty)
3. Business and Trade Activities (legal forms and regulatory context)
4. Business Actors (rights, duties, and legal capacity)
5. Companies and Business Entities (forms, governance, and liability)
6. Commercial Agreements (formation, clauses, breach, and remedies)
7. Negotiable Instruments (legal characteristics and commercial functions)
8. Midterm Examination
9. Electronic Commerce (digital transactions, electronic evidence, and consumer issues)
10. Consumer Protection (rights, duties, and remedies)
11. Competition Law (prohibited practices and fair competition)
12. Bankruptcy and Insolvency (basic principles and creditor protection)
13. Liability of Business Actors (contractual and statutory responsibility)
14. Commercial Dispute Resolution (litigation, arbitration, and ADR)
15. Modern Business Law Developments (digitalisation and cross-border commerce)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the principal legal rules, procedures, and professional standards relevant to Commercial Law. (C4, A3, P3)
2. **CLO 2:** Students are able to evaluate complex cases and select appropriate legal or professional strategies using legislation, jurisprudence, and evidence. (C5, A4, P4)
3. **CLO 3:** Students are able to construct and demonstrate legally sound documents, arguments, or practical solutions appropriate to Commercial Law. (C6, A4, P5)
4. **CLO 4:** Students are able to demonstrate professional responsibility, ethical judgement, accountable decision-making, independent learning, and continuous competence development as part of lifelong learning. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of commercial law and principles of commercial law using the relevant legal sources and terminology. (C2, A2, P2)

2. **LLO 2:** Students are able to interpret and distinguish business and trade activities and business actors within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse companies and business entities and commercial agreements using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to negotiable instruments and electronic commerce in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate consumer protection and competition law for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing bankruptcy and insolvency and liability of business actors with appropriate authority and evidence. (C6, A4, P4)
7. **LLO 7:** Students are able to integrate commercial dispute resolution and modern business law developments with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

1. **Core reading:**

1. Indonesia. Kitab Undang-Undang Hukum Dagang (KUHD).
2. Indonesia. (2007). Undang-Undang Nomor 40 Tahun 2007 tentang Perseroan Terbatas.
3. Indonesia. (1999). Undang-Undang Nomor 8 Tahun 1999 tentang Perlindungan Konsumen.
4. Indonesia. (2004). Undang-Undang Nomor 37 Tahun 2004 tentang Kepailitan dan Penundaan Kewajiban Pembayaran Utang.
5. Indonesia. (1999). Undang-Undang Nomor 5 Tahun 1999 tentang Larangan Praktik Monopoli dan Persaingan Usaha Tidak Sehat, sebagaimana telah diubah.

Supporting reading:

1. United Nations Commission on International Trade Law. (2006). UNCITRAL model law on international commercial arbitration (1985), with amendments as adopted in 2006
2. United Nations Commission on International Trade Law. (1996). UNCITRAL model law on electronic commerce.
3. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en
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5. UNIDROIT. (2016). UNIDROIT principles of international commercial contracts 2016. https://www.unidroit.org/instruments/commercial-contracts/unidroit-principles-2016/
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7. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719

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10. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001
11. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
12. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780192868084.001.0001
13. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
14. Pflucke, F. (2024). Compliance with European consumer law: The case of e-commerce. Oxford University Press. https://doi.org/10.1093/9780198906414.001.0001
15. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5

Semester 5
Odd
2026/2027

Employment Law

<table>
<tr><td>Module Number
HH236010002</td><td colspan="2">Module Name
Employment Law</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Lectures, Commercial Document Analysis, Case-Based Learning, Contract and Company Case Analysis, Problem-Based Learning, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Civil Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Commercial Law Quiz (10%)
Company and Commercial Transaction Case Analysis (15%)
Commercial Document Analysis Assignment (15%)
Problem-Based Commercial Law Assignment (10%)
Group Presentation on Commercial Law Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator:
Prof. Dr. Arpangi, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Ira Alia Maerani, S.H., M.H.
2. Dr. Taufan Fajar Riyanto, S.H., M.Kn.
3. Aditya Noviyansyah, S.H., M.H.</td></tr>
<tr><td colspan="3">The Aims is this course develops students' understanding of employment and industrial relations law, including employment contracts, worker and employer rights, social protection, wages, termination, industrial disputes, supervision, enforcement, international labour standards, and contemporary changes in work. The Competencies is students are able to analyse the concepts, principles, sources, and legal framework governing Employment Law; evaluate legal issues and contemporary developments in Employment Law using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Employment Law; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities</td></tr>
</table>

include interactive lectures, employment case analysis, case-based learning, industrial-relations problem solving, negotiation simulation, presentations, and independent learning.

The Material:

1. Concept, Scope and Sources of Employment Law (national and international sources)
2. Principles of Industrial Relations (fairness, dialogue, and protection)
3. Subjects of Employment Law (workers, employers, unions, and government)
4. Employment Relationships and Employment Agreements (formation, status, and terms)
5. Rights and Duties of Workers and Employers (legal standards and contractual obligations)
6. Labour Protection and Social Security (occupational and social protection)
7. Wages and Worker Welfare (minimum standards and remuneration principles)
8. Midterm Examination
9. Termination of Employment and Legal Consequences (grounds, procedure, and remedies)
10. Industrial Relations Disputes (rights, interests, termination, and inter-union disputes)
11. Settlement of Industrial Relations Disputes (bipartite, mediation, conciliation, arbitration, and court)
12. Labour Inspection (supervisory powers and compliance)
13. Employment Law Enforcement (administrative, civil, and criminal dimensions)
14. Comparative National and International Labour Standards (ILO principles and comparative perspectives)
15. Contemporary Employment Issues (gig economy, digital workers, AI, and automation)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Employment Law. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Employment Law using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Employment Law. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept, scope and sources of employment law and principles of industrial relations using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish subjects of employment law and employment relationships and employment agreements within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse rights and duties of workers and employers and labour protection and social security using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)

4. **LLO 4:** Students are able to apply legal reasoning to wages and worker welfare and termination of employment and legal consequences in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate industrial relations disputes and settlement of industrial relations disputes for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing labour inspection and employment law enforcement with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate comparative national and international labour standards and contemporary employment issues with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (2003). Undang-Undang Nomor 13 Tahun 2003 tentang Ketenagakerjaan, sebagaimana diubah terakhir dengan Undang-Undang Nomor 6 Tahun 2023.
2. Indonesia. (2004). Undang-Undang Nomor 2 Tahun 2004 tentang Penyelesaian Perselisihan Hubungan Industrial.
3. Indonesia. (2004). Undang-Undang Nomor 40 Tahun 2004 tentang Sistem Jaminan Sosial Nasional.
4. Indonesia. (2021). Peraturan Pemerintah Nomor 35 Tahun 2021 tentang Perjanjian Kerja Waktu Tertentu, Alih Daya, Waktu Kerja dan Waktu Istirahat, dan Pemutusan Hubungan Kerja.
5. Indonesia. (2023). Undang-Undang Nomor 6 Tahun 2023 tentang Penetapan Peraturan Pemerintah Pengganti Undang-Undang Nomor 2 Tahun 2022 tentang Cipta Kerja menjadi Undang-Undang.

Supporting reading:

1. International Labour Organization. (n.d.). Conventions, protocols and recommendations. https://www.ilo.org/international-labour-standards/conventions-protocols-and-recommendations
2. International Labour Organization. (2019). Work for a brighter future: Global Commission on the Future of Work. ILO. https://www.ilo.org/publications/work-brighter-future
3. International Labour Organization. (2021). World employment and social outlook 2021: The role of digital labour platforms in transforming the world of work. ILO. https://www.ilo.org/publications/flagship-reports/role-digital-labour-platforms-transforming-world-work
4. International Labour Organization. (2022). ILO Declaration on Fundamental Principles and Rights at Work and its follow-up (as amended in 2022). https://www.ilo.org/declaration
5. Adams, Z., Barnard, C., Deakin, S., & Fraser Butlin, S. (2021). Deakin and Morris' labour law (7th ed.). Hart Publishing.
6. Wibowo, R. J. A. (2023). Urgensi pembaharuan hukum ketenagakerjaan Indonesia untuk mengakomodasi perlindungan hubungan kemitraan. Jurnal Ketenagakerjaan, 18(2). https://doi.org/10.47198/jnaker.v18i2.211
7. Ks, S., Girsang, F. H. S., Widiyanti, K., & Santoso, S. S. (2026). Four-day workweek in Indonesia's big cities: Urgency and legal framework for flexible work in labour law reform. Jurnal Ketenagakerjaan, 21(1).

8. Siburian, H. K. (2023). Tinjauan pengupahan dalam hukum ketenagakerjaan Republik Indonesia. Journal Evidence of Law, 2(2), 209-218. https://doi.org/10.59066/jel.v2i2.460
9. Collins, P. (2022). Putting human rights to work: Labour law, the ECHR, and the employment relation. Oxford University Press. https://doi.org/10.1093/oso/9780192894595.001.0001
10. Dau-Schmidt, K. G., Harris, S. D., Lobel, O., & Fisk, C. L. (Eds.). (2024). The Oxford handbook of the law of work. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780192870360.001.0001
11. Golding, G. (2023). Shaping contracts for work: The normative influence of terms implied by law. Oxford University Press. https://doi.org/10.1093/oso/9780192867827.001.0001
12. Banerjee, L., & Mansfield, G. (Eds.). (2023). Blackstone's employment law practice 2023. Oxford University Press.
13. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
14. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press.
15. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press.

Civil Procedure Law

<table>
<tr><td>Module Number
HH236008013</td><td colspan="2">Module Name
Civil Procedure Law</td></tr>
<tr><td>Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Lectures, Civil Case Analysis, Legal Document Drafting, Case-Based Learning, Moot-Court Exercises, e-Court Exercises, Presentations</td><td>Prerequisites for Attendance
Introduction to Indonesian Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Civil Procedure Quiz (10%)
Statement of Claim and Defence Drafting (15%)
Evidence Analysis Assignment (10%)
e-Court and Moot-Court Exercise (10%)
Civil Case Presentation (5%)
Midterm Examination (20%), 150 minutes
Final Examination (30%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="2">Module Coordinator:
Prof. Dr. Arpangi, S.H., M.H.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. H. D. Djunaedi, S.H., Sp.N.
2. Dr. Denny Suwondo, S.H., M.H.
3. Aditya Noviyansyah, S.H., M.H.</td></tr>
<tr><td colspan="3">The Aims is this course equips students with the knowledge and practical skills required to analyse and apply Indonesian civil procedure, from jurisdiction and pleadings to evidence, judgments, remedies, execution, ADR, and electronic court administration. The Competencies is students are able to analyse the principles and legal framework of Indonesian Civil Procedure and their relationship with the judicial system; evaluate the stages of civil proceedings, evidence, judgments, remedies, enforcement, e-Court, and digital</td></tr>
</table>

justice; construct litigation and non-litigation strategies and prepare appropriate procedural documents in accordance with professional standards; and demonstrate ethical, accountable, and professionally responsible conduct in civil dispute resolution while continuously developing competence through lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, civil case analysis, legal document drafting, case-based learning, moot-court exercises, e-Court exercises, and presentations.

The Material:

1. Concept and Characteristics of Civil Procedure Law (functions, sources, and procedural nature)
2. Principles of Civil Procedure (fair hearing, judicial independence, and procedural economy)
3. Absolute and Relative Court Jurisdiction (competence and forum selection)
4. Parties in Civil Cases (standing, representation, and joinder)
5. Claim and Defence (statement of claim, answer, counterclaim, and exceptions)
6. Examination of Civil Cases (hearings and procedural stages)
7. Law of Evidence (burden, admissibility, and evidentiary instruments)
8. Midterm Examination
9. Judgments in Civil Cases (forms, reasoning, and legal effects)
10. Ordinary Legal Remedies (appeal and cassation)
11. Extraordinary Legal Remedies (judicial review and third-party opposition where applicable)
12. Enforcement of Judgments (execution and implementation)
13. Alternative Dispute Resolution (mediation and arbitration)
14. e-Court and e-Litigation (electronic administration and hearings)
15. Contemporary Developments in Indonesian Civil Procedure (digital justice and procedural reform)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the principles and legal framework of Indonesian Civil Procedure and their relationship with the judicial system. (C4, A3, P3)
2. **CLO 2:** Students are able to evaluate the stages of civil proceedings, evidence, judgments, remedies, enforcement, e-Court, and digital justice. (C5, A4, P4)
3. **CLO 3:** Students are able to construct litigation and non-litigation strategies and prepare appropriate procedural documents in accordance with professional standards. (C6, A4, P5)
4. **CLO 4:** Students are able to demonstrate ethical, accountable, and professionally responsible conduct in civil dispute resolution while continuously developing competence through lifelong learning. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept and characteristics of civil procedure law and principles of civil procedure using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish absolute and relative court jurisdiction and parties in civil cases within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse claim and defence and law of evidence using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to judgments in civil cases and ordinary legal remedies in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate extraordinary legal remedies and enforcement of judgments for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing alternative dispute resolution and e-Court and e-litigation with appropriate authority and evidence. (C6, A4, P5)
7. **LLO 7:** Students are able to integrate contemporary developments in Indonesian civil procedure and concept and characteristics of civil procedure law with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Harahap, M. Y. (2017). Hukum acara perdata: Tentang gugatan, persidangan, penyitaan, pembuktian, dan putusan pengadilan. Sinar Grafika.
2. Indonesia. (2009). Undang-Undang Nomor 48 Tahun 2009 tentang Kekuasaan Kehakiman.
3. Mahkamah Agung Republik Indonesia. (2019). Peraturan Mahkamah Agung Nomor 1 Tahun 2019 tentang Administrasi Perkara dan Persidangan di Pengadilan Secara Elektronik.
4. Indonesia. (1941). Herziene Indonesisch Reglement (HIR), Staatsblad 1941 Nomor 44.
5. Indonesia. (1927). Rechtsreglement voor de Buitengewesten (RBg), Staatsblad 1927 Nomor 227.

Supporting reading:

1. United Nations Commission on International Trade Law. (2006). UNCITRAL model law on international commercial arbitration (1985), with amendments as adopted in 2006. https://uncitral.un.org/en/texts/arbitration/modellaw/commercial_arbitration
2. Council of Europe. (2018). European ethical charter on the use of artificial intelligence in judicial systems and their environment. CEPEJ. https://www.coe.int/en/web/cepej/cepej-european-ethical-charter-on-the-use-of-artificial-intelligence-ai-in-judicial-systems-and-their-environment
3. Mahkamah Agung Republik Indonesia. (2016). Peraturan Mahkamah Agung Nomor 1 Tahun 2016 tentang Prosedur Mediasi di Pengadilan.

4. Mahkamah Agung Republik Indonesia. (2022). Peraturan Mahkamah Agung Nomor 7 Tahun 2022 tentang Perubahan atas Peraturan Mahkamah Agung Nomor 1 Tahun 2019 tentang Administrasi Perkara dan Persidangan di Pengadilan secara Elektronik.
5. Zuckerman, A. A. S. (2021). Zuckerman on civil procedure: Principles of practice (4th ed.). Sweet & Maxwell.
6. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239-266. https://doi.org/10.15294/ijcls.v10i1.24071
7. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
8. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719
9. Sorabji, J. (2024). A model civil procedure code for England and Wales. Oxford University Press. https://doi.org/10.1093/oso/9780192848680.001.0001
8. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
9. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
10. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press. https://doi.org/10.22459/ACLE.02.2017
11. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2
12. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
13. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001

Criminal Procedure Law

<table>
<tr><td>Module Number
HH236008022</td><td colspan="2">Module Name
Criminal Procedure Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Lectures, Criminal Case Analysis, Criminal-Procedural Document Exercises, Case-Based Learning, Moot-Court Exercises, Evidence Analysis, Presentations</td><td>Prerequisites for Attendance
Criminal Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Criminal Procedure Quiz (10%)
Investigation and Prosecution Case Analysis (15%)
Evidence and Coercive Measures Assignment (10%)
Criminal-Procedural Document Drafting (10%)
Moot-Court Presentation (13%)
Midterm Examination (20%), 150 minutes
Final Examination (22%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator:
Dr. H. Aji Sudarmaji, S.H., M.H.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Andri Winjaya Laksana, S.H., M.H.
2. Dr. R. Sugiharto, S.H., M.H.
3. Dr. Muhammad Taufiq, S.H., M.H.
4. Dr. R. Bondan Agung Kardono, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is This course examines the principles, institutions, and practical stages of Indonesian criminal procedure, including investigation, coercive measures, prosecution, trial, evidence, judgments, remedies, execution, procedural rights, integrated justice, and digital developments. The Competencies is students are able to analyse the principal legal rules, procedures, and professional standards relevant to Criminal Procedure Law; evaluate complex cases and select appropriate legal or professional strategies using legislation,</td></tr>
</table>

jurisprudence, and evidence; construct and demonstrate legally sound documents, arguments, or practical solutions appropriate to Criminal Procedure Law; and demonstrate professional responsibility, ethical judgement, accountable decision-making, independent learning, and continuous competence development as part of lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, criminal case analysis, criminal-procedural document exercises, case-based learning, moot-court exercises, evidence analysis, and presentations.

The Material:

1. Concept and Scope of Criminal Procedure Law (functions, sources, and due process)
2. Principles of Criminal Procedure (legality, presumption of innocence, and fair trial)
3. Investigation and Inquiry (authority, stages, and procedural safeguards)
4. Coercive Measures (arrest, detention, search, and seizure)
5. Prosecution (prosecutorial authority and indictment)
6. Criminal Trial Process (hearings and examination of parties)
7. Criminal Evidence (evidentiary rules and burden of proof)
8. Midterm Examination
9. Criminal Judgments (reasoning, forms, and legal consequences)
10. Legal Remedies in Criminal Cases (appeal, cassation, and judicial review)
11. Execution of Criminal Judgments (implementation and supervision)
12. Rights of Suspects, Defendants, and Victims (procedural protection and remedies)
13. Integrated Criminal Justice System (institutional coordination)
14. Electronic Criminal Justice (digital evidence, electronic administration, and digital justice)
15. Developments in Criminal Procedure and Court Practice (reform and contemporary issues)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the principal legal rules, procedures, and professional standards relevant to Criminal Procedure Law. (C4, A3, P3)
2. **CLO 2:** Students are able to evaluate complex cases and select appropriate legal or professional strategies using legislation, jurisprudence, and evidence. (C5, A4, P4)
3. **CLO 3:** Students are able to construct and demonstrate legally sound documents, arguments, or practical solutions appropriate to Criminal Procedure Law. (C6, A4, P5)
4. **CLO 4:** Students are able to demonstrate professional responsibility, ethical judgement, accountable decision-making, independent learning, and continuous competence development as part of lifelong learning. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept and scope of criminal procedure law and principles of criminal procedure using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish investigation and inquiry and coercive measures within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse prosecution and criminal trial process using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to criminal evidence and criminal judgments in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate legal remedies in criminal cases and execution of criminal judgments for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing rights of suspects, defendants, and victims and integrated criminal justice system with appropriate authority and evidence. (C6, A4, P5)
7. **LLO 7:** Students are able to integrate electronic criminal justice and developments in criminal procedure and court practice with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Indonesia. (2025). Undang-Undang Nomor 20 Tahun 2025 tentang Kitab Undang-Undang Hukum Acara Pidana. https://peraturan.bpk.go.id/Details/337302
2. Hamzah, A. (2018). Hukum acara pidana Indonesia (2nd ed.). Sinar Grafika.
3. Harahap, M. Y. (2017). Pembahasan permasalahan dan penerapan KUHAP: Penyidikan dan penuntutan. Sinar Grafika.
4. Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
5. Indonesia. (2014). Undang-Undang Nomor 31 Tahun 2014 tentang Perubahan atas Undang-Undang Nomor 13 Tahun 2006 tentang Perlindungan Saksi dan Korban.

Supporting reading:

6. Office of the United Nations High Commissioner for Human Rights. (n.d.). Universal Declaration of Human Rights.
7. United Nations Office on Drugs and Crime. (2011). Handbook on criminal justice responses to terrorism. United Nations.
8. United Nations. (1966). International Covenant on Civil and Political Rights.
9. United Nations Office on Drugs and Crime. (2020). Handbook on restorative justice programmes (2nd ed.). United Nations.
10. Office of the United Nations High Commissioner for Human Rights. (1990). Basic principles on the role of lawyers.
11. Wangga, M. S. E. (2024). Model keadilan restoratif dalam tindak pidana umum dan anak Indonesia. Law, Development and Justice Review, 7(2), 141-157. https://doi.org/10.14710/ldjr.7.2024.141-157
12. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice

houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239-266. https://doi.org/10.15294/ijcls.v10i1.24071
13. Hamzani, A. I., Loso, L., & Prakash, N. B. (2025). Implementation of restorative justice in the criminal justice system: A comparative study between Indonesia and India. Indonesian State Law Review, 8(2), 114-152. https://doi.org/10.15294/islrev.v8i2.28426
14. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190659837.001.0001
15. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
16. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
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18. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41
19. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
20. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001

Constitutional Court Procedure Law

<table>
<tr><td>Module Number
HH236008023</td><td colspan="2">Module Name
Constitutional Court Procedure Law</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Lectures, Constitutional Case Analysis, Constitutional Petition Drafting, Case-Based Learning, Moot-Court Exercises</td><td>Prerequisites for Attendance
Constitutional Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Constitutional Procedure Quiz (10%)
Constitutional Petition Drafting Assignment (15%)
Case-Based Learning:
Constitutional Case Analysis (15%)
Constitutional Court Decision Analysis (10%)
Moot-Court Presentation (10%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator:
Prof. Dr. Bambang Tri Bawono, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. H. Umar Ma'ruf, S.H., Sp.N., M.Hum.
2. Dr. H. D. Djunaedi, S.H., Sp.N.
3. Dr. Ahmad Hadi Prayitno, S.H., M.H.</td></tr>
<tr><td colspan="3">The Aims is This course develops students' understanding and application of Constitutional Court procedure in Indonesia, including judicial review, institutional authority disputes, electoral disputes, party dissolution, hearings, evidence, decisions, implementation, comparative adjudication, and contemporary procedural reform. The Competencies is students are able to analyse the concepts, principles, sources, and legal framework governing Constitutional Court Procedure Law; evaluate legal issues and contemporary developments in Constitutional Court Procedure Law using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Constitutional Court Procedure Law; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, constitutional petition analysis, constitutional case analysis, case-based learning, document analysis, presentations, and independent learning.</td></tr>
</table>

The Material:

1. Position of the Constitutional Court (constitutional status and institutional role)
2. Jurisdiction of the Constitutional Court (constitutional powers and limits)
3. Principles of Constitutional Court Procedure (procedural foundations and access to justice)
4. Judicial Review of Statutes against the 1945 Constitution (standing, petition, and examination)
5. Disputes over Authority among State Institutions (jurisdiction and procedure)
6. Disputes over General Election Results (legal standing, evidence, and procedure)
7. Dissolution of Political Parties (constitutional grounds and process)
8. Midterm Examination
9. Regional Election Result Disputes in Constitutional Development (jurisdictional evolution)
10. Constitutional Court Hearings (submission, examination, and procedural stages)
11. Evidence and Proof (types, relevance, and assessment)
12. Constitutional Court Decisions (forms, finality, and binding effect)
13. Implementation of Constitutional Court Decisions (compliance and constitutional consequences)
14. Comparative Constitutional Adjudication (selected international models)
15. Contemporary Development of Constitutional Court Procedure (procedural and digital reform)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Constitutional Court Procedure Law. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Constitutional Court Procedure Law using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Constitutional Court Procedure Law. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain position of the constitutional court and jurisdiction of the constitutional court using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish principles of constitutional court procedure and judicial review of statutes against the 1945 constitution within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse disputes over authority among state institutions and disputes over general election results using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)

4. **LLO 4:** Students are able to apply legal reasoning to dissolution of political parties and regional election result disputes in constitutional development in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate constitutional court hearings and evidence and proof for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing constitutional court decisions and implementation of constitutional court decisions with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate comparative constitutional adjudication and contemporary development of constitutional court procedure with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Safa'at, M. A., Firdaus, S. U., Riewanto, A., Anggono, B. D., Faiz, P. M., Bisariyadi, Ghoffar, A., Kasim, H., Novitasari, A. W., & Eddyono, L. W. (2019). Hukum Acara Mahkamah Konstitusi (Rev. ed.). Kepaniteraan dan Sekretariat Jenderal Mahkamah Konstitusi Republik Indonesia.
2. Sumadi, A. F., Subiyanto, A. E., & Triningsih, A. (2020). Hukum Acara Mahkamah Konstitusi: Perkembangan dalam Praktik (2nd ed.). Rajawali Pers.
3. Siahaan, M. (2015). Hukum Acara Mahkamah Konstitusi Republik Indonesia (2nd ed.). Sinar Grafika
4. Indonesia. (2003). Undang-Undang Nomor 24 Tahun 2003 tentang Mahkamah Konstitusi, sebagaimana diubah terakhir dengan Undang-Undang Nomor 7 Tahun 2020.
5. Mahkamah Konstitusi Republik Indonesia. (2021). Peraturan Mahkamah Konstitusi Nomor 2 Tahun 2021 tentang Tata Beracara dalam Perkara Pengujian Undang-Undang.
6. Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
7. Mahkamah Konstitusi Republik Indonesia. (n.d.). Putusan Mahkamah Konstitusi.

Supporting reading:

1. Venice Commission. (2020). Revised report on individual access to constitutional justice. Council of Europe.
2. Office of the United Nations High Commissioner for Human Rights. (n.d.). Universal Declaration of Human Rights.
3. Ginsburg, T., & Huq, A. Z. (2018). How to save a constitutional democracy. University of Chicago Press.
4. Dixon, R., & Landau, D. (2021). Abusive constitutional borrowing: Legal globalization and the subversion of liberal democracy. Oxford University Press.
5. Venice Commission. (2016). Rule of law checklist. Council of Europe.
6. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. Constitutional Review, 9(1), 77-108. https://doi.org/10.31078/consrev913
7. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77-97. https://doi.org/10.31078/jk2115

8. Hadinatha, M. F. (2022). Peran Mahkamah Konstitusi mencegah gejala autocratic legalism di Indonesia. Jurnal Konstitusi, 19(4), 741-765. https://doi.org/10.31078/jk1941
9. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
10. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
11. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
12. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
13. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
14. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press. https://doi.org/10.22459/ACLE.02.2017
15. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2

State Administrative Court Procedure Law

<table>
<tr><td>Module Number
HH236008028</td><td colspan="2">Module Name
State Administrative Court Procedure Law</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures, Administrative Dispute Analysis, Case-Based Learning, Claim and Decision Analysis, e-Court Exercises, Presentations, Independent Learning Exercises, Presentations</td><td>Prerequisites for Attendance
Administrative Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
PTUN Jurisdiction Quiz (10%)
Administrative Remedy Assignment (10%)
Case-Based Learning:
• Administrative Claim and Dispute Analysis (15%)
• Evidence and Administrative Decision Analysis (10%)
• e-Court Case Analysis and Presentation (14%)
Midterm Examination (20%), 100 minutes
Final Examination (21%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator:
Dr. H. D. Djunaedi, S.H., Sp.N.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. H. Aji Sudarmaji, S.H., M.H.
2. Dr. Muhammad Taufiq, S.H., M.H.
3. Dr. Rakhmat Bowo Suharto, S.H., M.H.</td></tr>
<tr><td colspan="3">The Aims is this course equips students to analyse and apply Indonesian State Administrative Court procedure, including jurisdiction, administrative decisions, pleadings, hearings, evidence, judgments, remedies, execution, citizen protection, e-Court, and comparative administrative justice. The Competencies is students are able to analyse the concepts, principles, sources, and legal framework governing State Administrative Court Procedure Law; evaluate legal issues and contemporary developments in State Administrative Court Procedure Law using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within State Administrative Court Procedure Law; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

administrative dispute analysis, case-based learning, claim and decision analysis, e-Court exercises, presentations, and independent learning.

The Material:

1. Concept of State Administrative Courts (purpose, position, and legal foundations)
2. Principles of State Administrative Court Procedure (procedural values and access to justice)
3. Absolute and Relative Jurisdiction of the Administrative Court (competence and venue)
4. State Administrative Decisions as Objects of Dispute (criteria and exclusions)
5. Administrative Court Claims (standing, time limits, and petition structure)
6. Court Examination Procedure (preliminary and substantive stages)
7. Evidence in Administrative Cases (types, burden, and judicial assessment)
8. Midterm Examination
9. Administrative Court Decisions (forms, reasoning, and effects)
10. Legal Remedies (appeal, cassation, and judicial review)
11. Execution of Administrative Court Decisions (compliance and obstacles)
12. Legal Protection of Citizens (remedies against governmental action)
13. Digital Administration and e-Court in Administrative Justice (electronic procedure)
14. Comparative Administrative Justice (selected foreign models)
15. Developments in Administrative Court Procedure (law reform and digital justice)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing State Administrative Court Procedure Law. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in State Administrative Court Procedure Law using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within State Administrative Court Procedure Law. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of state administrative courts and principles of state administrative court procedure using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish absolute and relative jurisdiction of the administrative court and state administrative decisions as objects of dispute within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse administrative court claims and evidence in administrative cases using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to administrative court decisions and legal remedies in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate execution of administrative court decisions and legal protection of citizens for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)

6. **LLO 6:** Students are able to formulate a reasoned legal response addressing digital administration and e-Court in administrative justice and comparative administrative justice with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate developments in administrative court procedure and concept of state administrative courts with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Tjandra, W. R. (2014). Hukum acara peradilan tata usaha negara. Universitas Atma Jaya Yogyakarta.
2. Indonesia. (1986). Undang-Undang Nomor 5 Tahun 1986 tentang Peradilan Tata Usaha Negara, sebagaimana telah diubah.
3. Mahkamah Agung Republik Indonesia. (2019). Peraturan Mahkamah Agung Nomor 1 Tahun 2019 tentang Administrasi Perkara dan Persidangan di Pengadilan Secara Elektronik.
4. Indonesia. (2014). Undang-Undang Nomor 30 Tahun 2014 tentang Administrasi Pemerintahan.
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10. Sudarsono. (2019). Legal Issues pada Peradilan Tata Usaha Negara Pasca-Reformasi Hukum Acara dan Peradilan Elektronik. Prenadamedia Group.

Supporting reading:

1. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
2. Council of Europe. (2007). Recommendation CM/Rec(2007)7 on good administration. https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805d5bb1
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7. Putri, A. A., & Ramadhani, S. C. (2026). Hukum administrasi negara dan perlindungan hak asasi manusia dalam pelayanan publik. Klausula, 5(1). https://doi.org/10.32503/klausula.v5i1.8290

8. Zuliah, A., & Pulungan, M. A. (2020). Pelayanan publik dalam kajian hukum administrasi negara dan hak asasi manusia. Law Jurnal, 1(1). https://doi.org/10.46576/lj.v1i1.786
9. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
10. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
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14. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press. https://doi.org/10.22459/ACLE.02.2017
15. 10. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2

Public Officials Law and Protection of Citizens' Rights

Module Number HH236009007	**Module Name** Public Officials Law and Protection of Citizens' Rights	
Type of Course Study Programme Compulsory Course	**Semester / Rotation** 5 / Odd	**Student Capacity** 40
Teaching Methods Interactive Lectures, Public-Office Case Analysis, Administrative Document Analysis, Case-Based Learning, Ombudsman Case Analysis, Presentations, Independent Learning	**Prerequisites for Attendance** None	**Language** Indonesian (regular) English (international)
Type of Exam (Final Grade Composition) Public-Office Law Quiz (10%) Authority and Accountability Case Analysis (15%) Citizens' Rights and Ombudsman Assignment (15%) Administrative Document Analysis (10%) Presentation on Public Officials and Citizens' Rights Issues (10%) Midterm Examination (20%), 100 minutes Final Examination (20%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator: Dr. H. Umar Ma'ruf, S.H., Sp.N., M.Hum.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Lutter Ariestino, S.H., M.H. 2. Dr. Rakhmat Bowo Suharto, S.H., M.H. 3. Dr. Sivani Ardi Apritania, S.H., M.H. 4. Dini Amalia Fitri, S.H., M.H.		
The Aims this course examines the legal status, authority, accountability, and supervision of public officials and the mechanisms available to protect citizens' rights from unlawful or maladministrative government action. **The Competencies is** students are able to analyse the concepts, principles, sources, and legal framework governing Public Officials Law and Protection of Citizens' Rights; evaluate legal issues and contemporary developments in Public Officials Law and Protection of Citizens' Rights using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Public Officials Law and Protection of Citizens' Rights; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, public-office case analysis, administrative document analysis, case-based learning, Ombudsman case analysis, presentations, and independent learning.		

The Material:

1. Concept of Public Office (legal meaning, functions, and institutional position)
2. Position of Public Officials in a Rule-of-Law State (legality and public responsibility)
3. Government Authority (sources, limits, and accountability)
4. General Principles of Good Governance (AUPB) (standards for public decision-making)
5. Governmental Discretion (conditions, limits, and control)
6. Abuse of Authority (forms, consequences, and remedies)
7. Citizens' Rights against Governmental Action (substantive and procedural protection)
8. Midterm Examination
9. Administrative Legal Protection (objections, appeals, Ombudsman, and courts)
10. Accountability of Public Officials (administrative, civil, and other responsibility)
11. Good Governance (integrity, participation, effectiveness, and fairness)
12. Mechanisms for Supervising Government Administration (internal and external controls)
13. Legal Responsibility of Public Officials (decision-making and consequences)
14. Ombudsman and Protection of Citizens' Rights (complaints and maladministration)
15. Administrative Reform (institutional improvement and digital governance)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Public Officials Law and Protection of Citizens' Rights. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Public Officials Law and Protection of Citizens' Rights using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Public Officials Law and Protection of Citizens' Rights. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of public office and position of public officials in a rule-of-law state using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish government authority and general principles of good governance within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse governmental discretion and abuse of authority using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to citizens' rights against governmental action and administrative legal protection in a defined factual or professional problem. (C3, A4, P2)

5. **LLO 5:** Students are able to evaluate accountability of public officials and good governance for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing mechanisms for supervising government administration and legal responsibility of public officials with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate Ombudsman and protection of citizens' rights and administrative reform with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (2014). Undang-Undang Nomor 30 Tahun 2014 tentang Administrasi Pemerintahan.
2. Indonesia. (2008). Undang-Undang Nomor 37 Tahun 2008 tentang Ombudsman Republik Indonesia.
3. Ridwan, H. R. (2018). Hukum administrasi negara. Rajawali Pers.
4. Indonesia. (2009). Undang-Undang Nomor 25 Tahun 2009 tentang Pelayanan Publik.
5. Indonesia. (2023). Undang-Undang Nomor 20 Tahun 2023 tentang Aparatur Sipil Negara.

Supporting reading:

1. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
2. Council of Europe. (2007). Recommendation CM/Rec(2007)7 on good administration. https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805d5bb1
3. OECD. (2017). Recommendation of the Council on Public Integrity. https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0435
4. United Nations. (2004). United Nations Convention against Corruption. https://www.unodc.org/unodc/en/corruption/uncac.html
5. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
6. Putri, A. A., & Ramadhani, S. C. (2026). Hukum administrasi negara dan perlindungan hak asasi manusia dalam pelayanan publik. Klausula, 5(1). https://doi.org/10.32503/klausula.v5i1.8290
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12. OECD. (2017). Multi-level governance reforms: Overview of OECD country experiences. OECD Publishing. https://doi.org/10.1787/9789264272866-en
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14. Ardhana, I. K., & Puspitasari, N. W. R. N. (2023). Adat law, ethics, and human rights in modern Indonesia. Religions, 14(4), 443. https://doi.org/10.3390/rel14040443
15. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001

Carriage, Negotiable Instruments and Insurance Law

<table>
<tr><td>Module Number
HH236009008</td><td colspan="2">Module Name
Carriage, Negotiable Instruments and Insurance Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Transport and Insurance Case Analysis, Negotiable-Instrument Exercises, Document Analysis, Case-Based Learning, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Commercial Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Carriage Law Case Analysis (15%)
Negotiable-Instrument Exercise (10%)
Insurance Policy Analysis (10%)
Commercial Transaction and Document Assignment (10%)
Group Presentation (10%)
Midterm Examination (20%), 150 minutes
Final Examination (25%), 150 minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator:
Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Aryani Witasari, S.H., M.Hum.
2. Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.
3. Dr. Toni Triyanto, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course integrates carriage, negotiable instruments, and insurance law to develop students' ability to analyse transport agreements, commercial instruments, insurance contracts, liabilities, claims, dispute resolution, and cross-border developments. The Competencies is students are able to analyse the principal legal rules, procedures, and</td></tr>
</table>

professional standards relevant to Carriage, Negotiable Instruments and Insurance Law; evaluate complex cases and select appropriate legal or professional strategies using legislation, jurisprudence, and evidence; construct and demonstrate legally sound documents, arguments, or practical solutions appropriate to Carriage, Negotiable Instruments and Insurance Law; and demonstrate professional responsibility, ethical judgement, accountable decision-making, independent learning, and continuous competence development as part of lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, transport and insurance case analysis, negotiable-instrument exercises, document analysis, case-based learning, presentations, and independent learning. **The Material:** The materials are organised in accordance with the RPS and curriculum as follows.

1. Concept of Carriage Law (scope, sources, and transport sectors)
2. Principles of Carriage Law (contractual and statutory principles)
3. Contract of Carriage (formation, parties, and obligations)
4. Carrier Liability (loss, damage, delay, and defences)
5. Law of Negotiable Instruments (legal characteristics and circulation)
6. Types and Functions of Negotiable Instruments (commercial paper and payment functions)
7. Concept of Insurance Law (risk, insurable interest, and indemnity)
8. Midterm Examination
9. Insurance Contracts (formation, disclosure, policy terms, and validity)
10. Claims and Compensation (proof of loss, assessment, and payment)
11. Responsibilities of the Parties (insurer, insured, carrier, and related parties)
12. Settlement of Transport Disputes (litigation, arbitration, and ADR)
13. Settlement of Insurance Disputes (regulatory and judicial mechanisms)
14. International Carriage and Trade (cross-border transport frameworks)
15. Developments in Transport and Insurance Law (digital documents and emerging risks)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the principal legal rules, procedures, and professional standards relevant to Carriage, Negotiable Instruments and Insurance Law. (C4, A3, P3)
2. **CLO 2:** Students are able to evaluate complex cases and select appropriate legal or professional strategies using legislation, jurisprudence, and evidence. (C5, A4, P4)
3. **CLO 3:** Students are able to construct and demonstrate legally sound documents, arguments, or practical solutions appropriate to Carriage, Negotiable Instruments and Insurance Law. (C6, A4, P5)
4. **CLO 4:** Students are able to demonstrate professional responsibility, ethical judgement, accountable decision-making, independent learning, and continuous competence development as part of lifelong learning. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of carriage law and principles of carriage law using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish contract of carriage and carrier liability within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse law of negotiable instruments and types and functions of negotiable instruments using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to concept of insurance law and insurance contracts in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate claims and compensation and responsibilities of the parties for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing settlement of transport disputes and settlement of insurance disputes with appropriate authority and evidence. (C6, A4, P4)
7. **LLO 7:** Students are able to integrate international carriage and trade and developments in transport and insurance law with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Indonesia. Kitab Undang-Undang Hukum Dagang (KUHD).
2. Indonesia. (2014). Undang-Undang Nomor 40 Tahun 2014 tentang Perasuransian.
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11. John, N., Hodgson, L., & Weston-Simons, C. (2021). *Insurance Law Handbook* (5th ed.). Bloomsbury Professional.
12. Republic of Indonesia. (2014). *Law Number 40 of 2014 concerning Insurance*, as amended by the legislation on financial-sector development and strengthening.
13. Republic of Indonesia. (2008). *Law Number 17 of 2008 concerning Shipping*, as amended.

Supporting reading:

1. United Nations Commission on International Trade Law. (2008). United Nations Convention on Contracts for the International Carriage of Goods Wholly or Partly by Sea (Rotterdam Rules).

2. International Civil Aviation Organization. (1999). Convention for the Unification of Certain Rules for International Carriage by Air (Montreal Convention).
3. United Nations Commission on International Trade Law. (2017). UNCITRAL Model Law on Electronic Transferable Records.
4. International Association of Insurance Supervisors. (2024). Insurance Core Principles and Common Framework for the Supervision of Internationally Active Insurance Groups (ComFrame).
5. United Nations Conference on Trade and Development. (2023). Review of maritime transport 2023. United Nations.
6. Azizah, B., Satria, H., Andana, A. Y., Azzam, M. B., Saryanto, S. S., & Putri, T. S. (2026). Insurance law in Indonesia: Legal foundations, principles, and regulatory developments. Anthroposia: Journal of Social and Human Development, 1(2), 75-84. https://doi.org/10.65310/sp7spa52
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11. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001
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15. Pflucke, F. (2024). Compliance with European consumer law: The case of e-commerce. Oxford University Press.

Mortgage Rights and Transfer of Land Rights

Module Number HH236009009	**Module Name** Mortgage Rights and Transfer of Land Rights	
Type of Course Study Programme Compulsory Course	**Semester / Rotation** 5 / Odd	**Student Capacity** 40
Teaching Methods Interactive Lectures, Land-Registration Document Analysis, Mortgage-Rights Case Analysis, Case-Based Learning, Problem-Based Learning, Presentations	**Prerequisites for Attendance** Civil Law; Agrarian Law	**Language** Indonesian (regular) English (international)
Type of Exam (Final Grade Composition) Mortgage-Rights Quiz (10%) Land Title and Registration Analysis (15%) Transfer of Land Rights Case Study (15%) Electronic Mortgage Document Analysis (10%) Presentation on Mortgage Rights and Land Transfer Issues (10%) Midterm Examination (20%), 100 minutes Final Examination (20%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator: Dr. H. Umar Ma'ruf, S.H., Sp.N., M.Hum.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Ratih Mega Puspa Sari, S.H., M.Kn. 2. Dr. Muhammad Dias Saktiawan, S.H., M.Kn. 3. Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.		
The Aims is course develops students' understanding of mortgage rights over land and the transfer of land rights, including creation, registration, priority, extinction, contractual and inheritance transfers, legal protection, dispute resolution, and digital land administration. **The Competencies** is students are able to analyse the concepts, principles, sources, and legal framework governing Mortgage Rights and Transfer of Land Rights; evaluate legal issues and contemporary developments in Mortgage Rights and Transfer of Land Rights using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Mortgage Rights and Transfer of Land Rights; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, land-registration document analysis,		

mortgage-rights case analysis, case-based learning, problem-based learning, presentations, and independent learning. **The Material**

1. Concept of Mortgage Rights (Hak Tanggungan) (purpose, characteristics, and legal basis)
2. Principles of Mortgage Rights (priority, publicity, speciality, and accessory nature)
3. Objects and Subjects of Mortgage Rights (eligible land rights and parties)
4. Creation of Mortgage Rights (agreement, deed, and legal requirements)
5. Registration of Mortgage Rights (publicity and electronic registration)
6. Rights and Duties of the Parties (creditor and debtor positions)
7. Extinction of Mortgage Rights (grounds and legal consequences)
8. Midterm Examination
9. Transfer of Land Rights (legal mechanisms and registration)
10. Transfer by Agreement (sale, grant, exchange, and other transactions)
11. Transfer by Inheritance (succession and registration)
12. Legal Protection of Right Holders (priority, evidence, and remedies)
13. Settlement of Land Disputes (litigation and non-litigation approaches)
14. Digitalisation of Land Administration (electronic services and documentation)
15. Development of National Land Law (policy and contemporary issues)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Mortgage Rights and Transfer of Land Rights. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Mortgage Rights and Transfer of Land Rights using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Mortgage Rights and Transfer of Land Rights. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of mortgage rights and principles of mortgage rights using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish objects and subjects of mortgage rights and creation of mortgage rights within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse registration of mortgage rights and rights and duties of the parties using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to extinction of mortgage rights and transfer of land rights in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate transfer by agreement and transfer by inheritance for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)

6. **LLO 6:** Students are able to formulate a reasoned legal response addressing legal protection of right holders and settlement of land disputes with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate digitalisation of land administration and development of national land law with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (1996). Undang-Undang Nomor 4 Tahun 1996 tentang Hak Tanggungan atas Tanah Beserta Benda-Benda yang Berkaitan dengan Tanah.
2. Indonesia. (1960). Undang-Undang Nomor 5 Tahun 1960 tentang Peraturan Dasar Pokok-Pokok Agraria.
3. Indonesia. (1997). Peraturan Pemerintah Nomor 24 Tahun 1997 tentang Pendaftaran Tanah.
4. Harsono, B. (2007). Hukum agraria Indonesia: Sejarah pembentukan Undang-Undang Pokok Agraria, isi dan pelaksanaannya. Universitas Trisakti.
5. Santoso, U. (2015). Hukum agraria: Kajian komprehensif. Kencana.

Supporting reading:

1. Food and Agriculture Organization of the United Nations. (2012). Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security. https://www.fao.org/tenure/voluntary-guidelines/en/
2. World Bank. (2019). Doing business 2020: Registering property methodology and data. World Bank. https://archive.doingbusiness.org/en/methodology/registering-property
3. Indonesia. (2021). Peraturan Pemerintah Nomor 18 Tahun 2021 tentang Hak Pengelolaan, Hak atas Tanah, Satuan Rumah Susun, dan Pendaftaran Tanah.
4. Kementerian Agraria dan Tata Ruang/Badan Pertanahan Nasional. (2020). Peraturan Menteri ATR/Kepala BPN Nomor 5 Tahun 2020 tentang Pelayanan Hak Tanggungan Terintegrasi secara Elektronik.
5. United Nations Commission on International Trade Law. (2016). UNCITRAL Model Law on Secured Transactions. https://uncitral.un.org/en/texts/securityinterests/modellaw/secured_transactions
1. Rokhmad, F. N., Ningsih, D. C., Chairunnisa, N., Niravita, A., & Fikri, M. A. H. (2025). Tinjauan yuridis hak tanggungan dalam pendaftaran tanah di Indonesia: Regulasi dan praktik di lapangan. PERAHU: Jurnal Ilmu Hukum, 13(1). https://doi.org/10.51826/perahu.v13i1.1313
2. Bola, M. (2017). Legal standing of customary land in Indonesia: A comparative study of land administration systems. Hasanuddin Law Review, 3(2), 175-190. https://doi.org/10.20956/halrev.v3i2.1132
3. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
6. **International references:**
4. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001

5. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001
6. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
7. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780192868084.001.0001
8. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
9. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001
10. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001

Legal Research Methodology and Statistics

<table>
<tr><td>Module Number
HH236008038</td><td colspan="2">Module Name
Legal Research Methodology and Statistics</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Discussions, Research Design Analysis, Legal Research Case Analysis, Statistical Data Exercises, Problem-Based Learning, Research Proposal Workshop, Presentations</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Research Methodology Quiz (10%)
Legal Research Design Assignment (15%)
Statistical Data Analysis Exercise (15%)
Research Proposal Development (15%)
Research Findings Presentation (10%)
Midterm Examination (15%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. H. Gunarto, S.H., S.E., Akt., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Nanang Sri Darmadi, S.H., M.H.
2. Dr. Achmad Arifulloh, S.H., M.H.
3. Dr. Andi Aina Ilmih, S.H., M.H.
4. Dr. Dwi Wahyono, S.H., C.N.
5. Dr. Andri Winjaya Laksana, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course develops competence in designing, conducting, analysing, interpreting, and communicating legal research using normative and empirical approaches, including basic statistical reasoning, research ethics, academic integrity, digital research tools, and scientific dissemination. The Competencies is Students are able to analyse the concepts, principles, sources, and legal framework governing Legal Research Methodology and Statistics; evaluate legal issues and contemporary developments in Legal Research Methodology and Statistics using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Legal Research Methodology and Statistics; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS</td></tr>
</table>

UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, research-design workshops, legal source analysis, quantitative data exercises, qualitative data analysis, research proposal development, and presentations.

The Material:

1. Legal Research Paradigms (doctrinal, socio-legal, and empirical perspectives)
2. Normative and Empirical Legal Research Approaches (purposes, designs, and limitations)
3. Formulating Legal Issues and Research Problems (researchable questions and scope)
4. Theoretical and Conceptual Frameworks (theory selection and conceptualisation)
5. Legal Materials Research Techniques (legislation, cases, doctrine, and databases)
6. Research Data Collection Techniques (interviews, observation, questionnaires, and documents)
7. Data Processing Techniques (coding, organisation, and data quality)
8. Midterm Examination
9. Basic Statistics in Legal Research (descriptive statistics and measurement)
10. Quantitative and Qualitative Data Analysis (appropriate analytical strategies)
11. Interpretation of Research Findings (legal reasoning and evidence integration)
12. Legal Research Proposal Writing (structure, methodology, and feasibility)
13. Research Ethics and Academic Integrity (consent, citation, originality, and responsible AI use)
14. Digital Technology in Legal Research (databases, digital tools, and reproducibility)
15. Scientific Publication and Dissemination (academic writing and communication)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Legal Research Methodology and Statistics. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Legal Research Methodology and Statistics using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Legal Research Methodology and Statistics. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain legal research paradigms and formulate a researchable legal problem with a defensible scope. (C3, A3, P2)
2. **LLO 2:** Students are able to conduct normative and empirical legal research approaches and organise authoritative legal and scholarly sources systematically. (C3, A3, P3)

3. **LLO 3:** Students are able to analyse formulating legal issues and research problems and theoretical and conceptual frameworks to select a methodology consistent with the research question. (C4, A4, P3)
4. **LLO 4:** Students are able to apply legal materials research techniques and research data collection techniques accurately to legal research data and evidence. (C3, A4, P4)
5. **LLO 5:** Students are able to evaluate data processing techniques and basic statistics in legal research for validity, reliability, limitations, and ethical compliance. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a coherent research design integrating quantitative and qualitative data analysis and interpretation of research findings with transparent analytical procedures. (C6, A4, P4)
7. **LLO 7:** Students are able to produce and critically refine a research proposal using digital technology in legal research and scientific publication and dissemination, research integrity, independent learning, and continuous methodological development. (C6, A5, P4)

Reference:

Core reading:

1. Marzuki, P. M. (2021). Penelitian hukum. Kencana.
2. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
3. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Supporting reading:

1. Saldaña, J. (2021). The coding manual for qualitative researchers (4th ed.). SAGE Publications.
2. European Network of Research Integrity Offices. (2023). The European code of conduct for research integrity (revised ed.). ALLEA. https://allea.org/code-of-conduct/
3. Hutchinson, T., & Duncan, N. (2012). Defining and describing what we do: Doctrinal legal research. Deakin Law Review, 17(1), 83–119. https://doi.org/10.21153/dlr2012vol17no1art70
4. Cane, P., & Kritzer, H. M. (Eds.). (2010). The Oxford handbook of empirical legal research. Oxford University Press.
5. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7th ed.). Open University Press.
6. Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.
7. Epstein, L., & King, G. (2002). The rules of inference. University of Chicago Law Review, 69(1), 1–133. https://chicagounbound.uchicago.edu/uclrev/vol69/iss1/1/
8. Pangaribuan, A. M. A. (2024). Metode wawancara dalam penelitian hukum doktrinal dan sosio-legal. Undang: Jurnal Hukum, 6(2), 351-383. https://doi.org/10.22437/ujh.6.2.351-383
9. Indraswara, D. (2026). Rekonstruksi metodologis hukum: Diversifikasi dan integrasi penelitian hukum normatif, empiris, dan studi sosio-legal. IPMHI Law Journal, 5(2). https://doi.org/10.15294/ipmhi.v5i2.41599

10. Tan, D. (2021). Metode penelitian hukum: Mengupas dan mengulas metodologi dalam menyelenggarakan penelitian hukum. Nusantara: Jurnal Ilmu Pengetahuan Sosial, 8(8), 2463-2478. https://doi.org/10.31604/jips.v8i8.2021.2463-2478
11. Choudhary, K. (2024). Which method should I select for my legal research - doctrinal, empirical, multi-method or something else? Teise, 132, 135-144. https://doi.org/10.15388/Teise.2024.132.10
12. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. https://doi.org/10.1037/0000165-000
13. Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press. https://doi.org/10.3998/mpub.2173936
14. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
15. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
16. Kuntz, T., & Miller, P. B. (Eds.). (2024). Methodology in private law theory: Between New Private Law and Rechtsdogmatik. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.001.0001
17. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001

Semester 6
Even
2025/2026

Environmental Law

<table>
<tr><td colspan="2">Module Number
HH236010001</td><td colspan="2">Module Name
Environmental Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Environmental Case Analysis, Statutory and Permit Analysis, Case-Based Learning, Problem-Based Learning, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Administrative Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Environmental Law Quiz (10%)
Environmental Permit and Impact Assessment Analysis (15%)
Pollution and Environmental Liability Case Study (15%)
Environmental Enforcement Problem Assignment (10%)
Presentation on Environmental Law Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. Anis Mashdurohatun, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Prof. Dr. H. Jawade Hafidz, S.H., M.H.
2. Dr. Ahmad Hadi Prayitno, S.H., M.H.
3. Dr. Dahniarti Hasana, S.H., M.Kn.
4. Dr. M. Rizal Bagaskoro, S.H., M.H.
5. Dr. Rakhmat Bowo Suharto, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course examines Indonesian and international environmental law, sustainable development, environmental approval and impact assessment, liability and enforcement, dispute resolution, good environmental governance, and contemporary issues including climate change, ESG, and energy transition. The Competencies is Students are able to analyse the concepts and principles of national and international environmental law, including sustainable development and human-rights dimensions; evaluate administrative, civil, and criminal environmental instruments for prevention, compliance, enforcement, and remediation; construct fair and sustainable legal solutions for environmental disputes through appropriate litigation and non-litigation approaches; and integrate environmental responsibility, ethical judgement, accountability, and continuous professional learning in responding to emerging environmental challenges. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning</td></tr>
</table>

UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, environmental case analysis, statutory and permit analysis, case-based learning, problem-based learning, presentations, and independent learning.

The Material:

1. Concept and Scope of Environmental Law (development, sources, and regulatory objectives)
2. Principles of Sustainable Development (prevention, precaution, polluter pays, and intergenerational equity)
3. Environmental Legal Policy in Indonesia (constitutional and statutory framework)
4. Environmental Protection and Management Instruments (planning, standards, and controls)
5. Environmental Licensing and Approvals (legal requirements and compliance)
6. Environmental Impact Assessment (AMDAL) (process, participation, and legal significance)
7. Legal Liability for Pollution and Environmental Damage (responsibility and restoration)
8. Midterm Examination
9. Administrative Environmental Enforcement (sanctions and governmental supervision)
10. Civil Environmental Enforcement (liability, compensation, and restoration)
11. Criminal Environmental Enforcement (offences, culpability, and sanctions)
12. Environmental Dispute Resolution (litigation and non-litigation mechanisms)
13. Good Environmental Governance (participation, transparency, and accountability)
14. International Environmental Law (principles and international frameworks)
15. Contemporary Environmental Issues (climate change, ESG, and energy transition)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts and principles of national and international environmental law, including sustainable development and human-rights dimensions. (C4, A3, P3)
2. **CLO 2:** Students are able to evaluate administrative, civil, and criminal environmental instruments for prevention, compliance, enforcement, and remediation. (C5, A4, P4)
3. **CLO 3:** Students are able to construct fair and sustainable legal solutions for environmental disputes through appropriate litigation and non-litigation approaches. (C6, A4, P4)
4. **CLO 4:** Students are able to integrate environmental responsibility, ethical judgement, accountability, and continuous professional learning in responding to emerging environmental challenges. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept and scope of environmental law and principles of sustainable development using the relevant legal sources and terminology. (C2, A2, P1)

2. **LLO 2:** Students are able to interpret and distinguish environmental legal policy in indonesia and environmental protection and management instruments within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse environmental licensing and approvals and environmental impact assessment using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to legal liability for pollution and environmental damage and administrative environmental enforcement in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate civil environmental enforcement and criminal environmental enforcement for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing environmental dispute resolution and good environmental governance with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate international environmental law and contemporary environmental issues with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (2009). Undang-Undang Nomor 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup, sebagaimana telah diubah.
2. Indonesia. (2021). Peraturan Pemerintah Nomor 22 Tahun 2021 tentang Penyelenggaraan Perlindungan dan Pengelolaan Lingkungan Hidup.
3. Rahmadi, T. (2015). Hukum lingkungan di Indonesia. Rajawali Pers.
4. Indonesia. (2023). Undang-Undang Nomor 6 Tahun 2023 tentang Penetapan Peraturan Pemerintah Pengganti Undang-Undang Nomor 2 Tahun 2022 tentang Cipta Kerja menjadi Undang-Undang.
5. Rahmadi, T. (2019). Hukum Lingkungan di Indonesia. Rajawali Pers.
6. Republic of Indonesia. (2009). Law Number 32 of 2009 concerning Environmental Protection and Management, as amended by Law Number 6 of 2023.
7. Republic of Indonesia. (2021). Government Regulation Number 22 of 2021 concerning the Implementation of Environmental Protection and Management.
8. Sands, P., Peel, J., Fabra, A., & MacKenzie, R. (2018). Principles of International Environmental Law (4th ed.). Cambridge University Press. https://doi.org/10.1017/9781108355728
9. Boyle, A., & Redgwell, C. (2021). Birnie, Boyle, and Redgwell's International Law and the Environment (4th ed.). Oxford University Press. https://doi.org/10.1093/he/9780199594016.001.0001
10. Fisher, E., Lange, B., & Scotford, E. (2019). Environmental Law: Text, Cases, and Materials (2nd ed.). Oxford University Press.

Supporting reading:

1. United Nations Environment Programme. (2019). Environmental rule of law: First global report.
2. United Nations. (2015). Paris Agreement.

3. Sands, P., Peel, J., Fabra, A., & MacKenzie, R. (2018). Principles of international environmental law (4th ed.). Cambridge University Press.
4. United Nations Environment Programme. (2023). Emissions gap report 2023: Broken record. UNEP. https://www.unep.org/resources/emissions-gap-report-2023
5. Convention on Biological Diversity. (2022). Kunming-Montreal Global Biodiversity Framework.
6. United Nations General Assembly. (2022). The human right to a clean, healthy and sustainable environment (A/RES/76/300).
7. Tumangger, N. E., Rahmi, E., & Hartati. (2024). Enforcement of strict liability principles in environmental law cases in Indonesia. Mendapo: Journal of Administrative Law, 5(1), 69-91.
8. Lamabelawa, V. S. (2026). Asas kelestarian dan berkelanjutan sebagai pilar kebijakan hukum lingkungan di Indonesia. Justitiable: Jurnal Hukum, 8(2). https://doi.org/10.56071/justitiable.v8i2.1713
9. Buana, A. P., & Mamonto, M. A. W. W. (2023). The role of customary law in natural resource management: A comparative study between Indonesia and Australia. Golden Ratio of Mapping Idea and Literature Format, 3(2), 167-186. https://doi.org/10.52970/grmilf.v3i2.400
10. Bodansky, D., & van Asselt, H. (2024). The art and craft of international environmental law (2nd ed.). Oxford University Press.
11. Rajamani, L., & Peel, J. (Eds.). (2021). The Oxford handbook of international environmental law (2nd ed.). Oxford University Press.
12. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press.
13. Torremans, P. (2024). Intellectual property and private international law (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198853312.001.0001
14. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press.
15. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42-48. https://doi.org/10.1057/s41261-022-00214-3
16. Klabbers, J. (2023). International law (4th ed.). Cambridge University Press. https://doi.org/10.1017/9781009304344

Sharia Entrepreneurship

<table>
<tr><td colspan="2">Module Number
HH236007016</td><td colspan="2">Module Name
Sharia Entrepreneurship</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Discussions, Case-Based Learning, Business Model Analysis, Sharia Business Case Analysis, Project-Based Learning, Business Plan Development, Presentations, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Sharia Entrepreneurship Quiz (10%)
Sharia Business Case Analysis (15%)
Sharia Business Model Assignment (15%)
Business Plan Development Project (15%)
Business Pitch Presentation (15%)
Midterm Examination (15%), 100 minutes
Final Examination (15%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Dr. Hj. Siti Ummu Adillah, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Aryani Witasari, S.H., M.Hum.
2. Dr. Ratih Mega Puspa Sari, S.H., M.Kn.
3. Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.
4. Aditya Noviyansyah, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course develops students' capacity to formulate and evaluate entrepreneurial initiatives based on Islamic business ethics, sharia contracts, compliant business models, innovation, management, risk, digital entrepreneurship, legality, social responsibility, and sustainable business development. The Competencies is students are able to analyse the concepts, principles, sources, and legal framework governing Sharia Entrepreneurship; evaluate legal issues and contemporary developments in Sharia Entrepreneurship using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Sharia Entrepreneurship; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and</td></tr>
</table>

SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, Sharia business case analysis, business model development, project-based learning, financial feasibility exercises, presentations, and independent learning.

The Material:

1. Concept of Entrepreneurship in Islam (enterprise, lawful gain, and value creation)
2. Values and Ethics of Sharia Business (fairness, trust, transparency, and prohibition of unlawful elements)
3. Characteristics of Muslim Entrepreneurs (responsibility, innovation, resilience, and social orientation)
4. Principles of Contracts in Sharia Business (akad, consent, object, and compliance)
5. Sharia Business Models (value proposition and compliant operations)
6. Business Innovation and Creativity (opportunity recognition and problem solving)
7. Management of Sharia Enterprises (organisation, operations, and governance)
8. Midterm Examination
9. Business Plan Development (market, operations, finance, and implementation)
10. Business Risk Management (commercial, legal, and sharia risks)
11. Digital Entrepreneurship (platforms, digital marketing, and ethical technology use)
12. Business Legality and Sharia Compliance (licensing, contracts, and compliance systems)
13. Corporate Social Responsibility (maslahah, sustainability, and social impact)
14. Business Development Strategy (growth, partnerships, and resilience)
15. Sharia Entrepreneurship Case Study and Business Model Project (integrated application)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Sharia Entrepreneurship. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Sharia Entrepreneurship using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Sharia Entrepreneurship. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of entrepreneurship in islam and values and ethics of sharia business within the principles of halal and sharia-compliant entrepreneurship. (C2, A3, P2)
2. **LLO 2:** Students are able to identify business opportunities by applying characteristics of muslim entrepreneurs and principles of contracts in sharia business to a defined market need. (C3, A3, P3)
3. **LLO 3:** Students are able to analyse sharia business models and business innovation and creativity for legal, ethical, operational, and financial feasibility. (C4, A4, P3)

4. **LLO 4:** Students are able to develop a sharia-compliant business model incorporating management of sharia enterprises and business plan development. (C4, A4, P4)
5. **LLO 5:** Students are able to evaluate business risk management and digital entrepreneurship as risks and growth considerations for a proposed venture. (C5, A4, P4)
6. **LLO 6:** Students are able to construct and present an evidence-based entrepreneurial project integrating business legality and sharia compliance and corporate social responsibility. (C6, A4, P4)
7. **LLO 7:** Students are able to demonstrate responsible entrepreneurship through business development strategy and sharia entrepreneurship case study and business model project, ethical decision-making, reflection, and lifelong competence development. (C5, A5, P4)

Reference:

Core reading:

1. Antonio, M. S. (2001). Bank syariah: Dari teori ke praktik. Gema Insani.
2. Indonesia. (2008). Undang-Undang Nomor 21 Tahun 2008 tentang Perbankan Syariah.
3. Dewan Syariah Nasional-Majelis Ulama Indonesia. (n.d.). Fatwa DSN-MUI. https://dsnmui.or.id/kategori/fatwa/
4. Indonesia. (2008). Undang-Undang Nomor 20 Tahun 2008 tentang Usaha Mikro, Kecil, dan Menengah, sebagaimana telah diubah.
5. Indonesia. (2014). Undang-Undang Nomor 33 Tahun 2014 tentang Jaminan Produk Halal, sebagaimana telah diubah.
6. Antonio, M. S. (2001). Bank Syariah: Dari Teori ke Praktik. Gema Insani.
7. Republic of Indonesia. (2008). Law Number 21 of 2008 concerning Sharia Banking, as amended, including by Law Number 4 of 2023 concerning Financial Sector Development and Strengthening and Law Number 6 of 2023.

Supporting reading:

1. Accounting and Auditing Organization for Islamic Financial Institutions. (n.d.). Shari'ah standards. https://aaoifi.com/standard/shariah-standards/?lang=en
2. Islamic Development Bank Institute. (2020). Islamic finance and the SDGs: Thought leadership series. IsDB Institute. https://isdbinstitute.org/
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5. Otoritas Jasa Keuangan. (2023). Roadmap pengembangan dan penguatan perbankan syariah Indonesia 2023–2027. https://ojk.go.id/id/Publikasi/Roadmap-dan-Pedoman/Syariah/Perbankan-Syariah-Indonesia/Pages/Roadmap-Pengembangan-dan-Penguatan-Perbankan-Syariah-Indonesia-2023-2027.aspx
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8. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1). https://doi.org/10.18592/sjhp.v26i1.20166
9. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5
10. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en
11. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press.
12. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42-48.
13. Ahmed, S. (2016). What is Islam? The importance of being Islamic. Princeton University Press. https://doi.org/10.2307/j.ctvc77krt
14. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
15. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825

Legal Professional Ethics

<table>
<tr><td>Module Number
HH236010005</td><td colspan="2">Module Name
Legal Professional Ethics</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures, Professional-Ethics Case Analysis, Code-of-Ethics Analysis, Case-Based Learning, Reflective Learning, Role Play, Presentations</td><td>Prerequisites for Attendance
Introduction to Indonesian Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Code-of-Ethics Quiz (10%)
Professional Ethical Dilemma Case Analysis (15%)
Reflective Ethics Assignment (10%)
Professional Role-Play Exercise (10%)
Presentation on Legal Professional Ethics Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator:
Prof. Dr. Anis Mashdurohatun, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. H. D. Djunaedi, S.H., Sp.N.
2. Dr. H. Aji Sudarmaji, S.H., M.H.
3. Dr. Muhammad Ngazis, S.H., M.H.
4. Dr. Muhammad Taufiq, S.H., M.H.
5. Dr. Taufan Fajar Riyanto, S.H., M.Kn.</td></tr>
<tr><td colspan="3">The Aims is course develops students' ability to analyse and apply professional ethics across legal professions, including integrity, independence, confidentiality, conflicts of interest, accountability, disciplinary mechanisms, human rights, and emerging ethical issues in digital legal practice. The Competencies is students are able to analyse the concepts of ethics, morality, legal professions, and professional codes in their historical, philosophical, and value-based contexts; evaluate professional conduct of advocates, judges, prosecutors, notaries, and other legal professionals using justice, human-rights, independence, and integrity principles; apply professional codes of ethics in case analysis and simulated decision-making with responsibility and accountability; and construct ethical responses to contemporary professional dilemmas, including conflicts of interest and technology use, through independent reflection and lifelong professional learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities</td></tr>
</table>

include interactive lectures, professional-ethics case analysis, code-of-ethics analysis, case-based learning, reflective learning, role play, and presentations.

The Material:

1. Nature of the Legal Profession (professional status, public trust, and responsibility)
2. Morality, Ethics and Professional Ethics (concepts and distinctions)
3. Core Values of the Legal Profession (integrity, independence, competence, and justice)
4. Code of Ethics for Advocates (duties to clients, courts, colleagues, and society)
5. Code of Ethics for Judges (independence, impartiality, integrity, and propriety)
6. Code of Ethics for Prosecutors (professional duties and public accountability)
7. Code of Ethics for Notaries and Other Legal Professions (professional standards and sanctions)
8. Midterm Examination
9. Independence of the Legal Profession (professional autonomy and external pressure)
10. Conflicts of Interest (identification, avoidance, and disclosure)
11. Professional Confidentiality (scope, limits, and legal implications)
12. Professional Responsibility (competence, diligence, accountability, and public interest)
13. Enforcement of Codes of Ethics (discipline, sanctions, and institutional mechanisms)
14. Integrity in Legal Practice (anti-corruption and responsible decision-making)
15. Ethical Challenges in the Digital Era (AI, social media, data, and digital justice)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts of ethics, morality, legal professions, and professional codes in their historical, philosophical, and value-based contexts. (C4, A4, P3)
2. **CLO 2:** Students are able to evaluate professional conduct of advocates, judges, prosecutors, notaries, and other legal professionals using justice, human-rights, independence, and integrity principles. (C5, A4, P4)
3. **CLO 3:** Students are able to apply professional codes of ethics in case analysis and simulated decision-making with responsibility and accountability. (C3, A5, P4)
4. **CLO 4:** Students are able to construct ethical responses to contemporary professional dilemmas, including conflicts of interest and technology use, through independent reflection and lifelong professional learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain nature of the legal profession and morality, ethics and professional ethics using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish core values of the legal profession and code of ethics for advocates within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse code of ethics for judges and code of ethics for prosecutors using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)

4. **LLO 4:** Students are able to apply legal reasoning to code of ethics for notaries and other legal professions and independence of the legal profession in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate conflicts of interest and professional confidentiality for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing professional responsibility and enforcement of codes of ethics with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate integrity in legal practice and ethical challenges in the digital era with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (2003). Undang-Undang Nomor 18 Tahun 2003 tentang Advokat.
2. Indonesia. (2004). Undang-Undang Nomor 30 Tahun 2004 tentang Jabatan Notaris, sebagaimana diubah dengan Undang-Undang Nomor 2 Tahun 2014.
3. Komisi Yudisial Republik Indonesia & Mahkamah Agung Republik Indonesia. (2009). Kode etik dan pedoman perilaku hakim.
4. Perhimpunan Advokat Indonesia. (2002). Kode etik advokat Indonesia.
5. Indonesia. (2009). Undang-Undang Nomor 48 Tahun 2009 tentang Kekuasaan Kehakiman.
6. Jurdi, F. (2022). Etika Profesi Hukum. Prenada Media.
7. Aprita, S. (2020). Etika Profesi Hukum. Refika Aditama.
8. Herring, J. (2023). Legal Ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
9. Perhimpunan Advokat Indonesia. (n.d.). Kode Etik Advokat Indonesia.
10. Mahkamah Agung Republik Indonesia & Komisi Yudisial Republik Indonesia. (2009). Kode Etik dan Pedoman Perilaku Hakim.
11. Kejaksaan Republik Indonesia. (2024). Peraturan Kejaksaan Republik Indonesia Nomor 4 Tahun 2024 tentang Kode Perilaku Jaksa dan Tata Cara Pemeriksaan atas Pelanggaran Kode Perilaku Jaksa.

Supporting reading:

1. American Bar Association. (2020). Model rules of professional conduct.
2. International Bar Association. (2011). International principles on conduct for the legal profession.
3. Office of the United Nations High Commissioner for Human Rights. (1990). Basic principles on the role of lawyers.
4. Council of Bars and Law Societies of Europe. (2006). Charter of core principles of the European legal profession and Code of Conduct for European Lawyers.
5. OECD. (2020). OECD public integrity handbook. OECD Publishing.
6. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1).
7. Latifah, A., Premitha, S., & Puspita, S. (2026). Menanamkan nilai kejujuran melalui pendidikan anti korupsi. Pendas: Jurnal Ilmiah Pendidikan Dasar, 11(1). https://doi.org/10.23969/jp.v11i01.42102

8. Indrawan, B. A., & Pranata, D. A. (2026). Peran pendidikan anti korupsi dalam sistem pendidikan Indonesia: Kajian literatur. Al-Zayn: Jurnal Ilmu Sosial & Hukum, 4(3), 4239-4247. https://doi.org/10.61104/alz.v4i3.5945
9. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
10. Cranston, R. (Ed.). (1996). Legal ethics and professional responsibility. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198259312.001.0001
11. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press. https://doi.org/10.22459/ACLE.02.2017
12. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2
13. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
14. Parashar, K. (2025). Tele-law for legal education: Exploring service learning in Indian law schools. The Law Teacher. https://doi.org/10.1080/03069400.2025.2552611
15. Ahmed, S. (2016). What is Islam? The importance of being Islamic. Princeton University Press. https://doi.org/10.2307/j.ctvc77krt

Tax Law

<table>
<tr><td>Module Number
HH236008029</td><td colspan="2">Module Name
Tax Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Tax Case Analysis, Tax-Calculation Exercises, Statutory Analysis, Case-Based Learning, Tax-Dispute Analysis, Presentations</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Tax Law Quiz (10%)
Tax Obligation and Calculation Exercise (15%)
Tax Compliance Case Analysis (10%)
Tax Dispute Analysis Assignment (10%)
Presentation on Tax Law Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. H. Jawade Hafidz, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. H. Amin Purnawan, S.H., Sp.N., M.Hum.
2. Dr. H. Umar Ma'ruf, S.H., Sp.N., M.Hum.
3. Dr. Lathifah Hanim, S.H., M.Hum., M.Kn.
4. Dr. Dahniarti Hasana, S.H., M.Kn.
5. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course provides an integrated understanding of Indonesian tax law, including taxation principles, taxpayer status, tax administration and collection, objections and appeals, offences, dispute resolution, reform, digital administration, and international developments. The Competencies is Students are able to analyse the concepts, principles, sources, and legal framework governing Tax Law; evaluate legal issues and contemporary developments in Tax Law using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Tax Law; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities</td></tr>
</table>

include interactive lectures, tax case analysis, tax-calculation exercises, statutory analysis, case-based learning, tax-dispute analysis, and presentations.

The Material:

1. Concept of Tax Law (scope, sources, and legal characteristics)
2. Functions of Taxation in the State (revenue, regulation, redistribution, and stabilisation)
3. Principles and Systems of Taxation (legality, fairness, certainty, and self-assessment)
4. Tax Subjects and Objects (taxpayer status and taxable events)
5. Types of Taxes (central and regional taxation)
6. Rights and Duties of Taxpayers (registration, reporting, payment, and procedural rights)
7. Tax Administration (assessment, returns, records, and supervision)
8. Midterm Examination
9. Tax Collection (collection instruments and enforcement)
10. Tax Objections and Appeals (administrative and judicial remedies)
11. Tax Offences (administrative violations and criminal offences)
12. Tax Dispute Resolution (Tax Court and procedural mechanisms)
13. Tax Reform (policy objectives and legal change)
14. Digitalisation of Tax Administration (e-filing, e-invoicing, data, and technology)
15. Development of National Tax Law (contemporary policy and international influence)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Tax Law. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Tax Law using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Tax Law. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of tax law and functions of taxation in the state using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish principles and systems of taxation and tax subjects and objects within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse types of taxes and rights and duties of taxpayers using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to tax administration and tax collection in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate tax objections and appeals and tax offences for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)

6. **LLO 6:** Students are able to formulate a reasoned legal response addressing tax dispute resolution and tax reform with appropriate authority and evidence. (C5, A4, P3)
7. **LLO 7:** Students are able to integrate digitalisation of tax administration and development of national tax law with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Indonesia. (1983). Undang-Undang Nomor 6 Tahun 1983 tentang Ketentuan Umum dan Tata Cara Perpajakan, sebagaimana telah diubah.
2. Indonesia. (2021). Undang-Undang Nomor 7 Tahun 2021 tentang Harmonisasi Peraturan Perpajakan.
3. Indonesia. (2002). Undang-Undang Nomor 14 Tahun 2002 tentang Pengadilan Pajak.
4. Indonesia. (2022). Peraturan Pemerintah Nomor 55 Tahun 2022 tentang Penyesuaian Pengaturan di Bidang Pajak Penghasilan, sebagaimana diubah dengan Peraturan Pemerintah Nomor 20 Tahun 2026. https://peraturan.bpk.go.id/Details/349415/pp-no-20-tahun-2026
5. Indonesia. (2022). Peraturan Pemerintah Nomor 50 Tahun 2022 tentang Tata Cara Pelaksanaan Hak dan Pemenuhan Kewajiban Perpajakan.

Supporting reading:

1. OECD. (2024). Tax administration 2024: Comparative information on OECD and other advanced and emerging economies. OECD Publishing. https://doi.org/10.1787/2d5fba9c-en
2. OECD. (2017). Model tax convention on income and on capital: Condensed version 2017. OECD Publishing. https://doi.org/10.1787/mtc_cond-2017-en
3. United Nations. (2021). United Nations Model Double Taxation Convention between Developed and Developing Countries 2021. United Nations. https://shop.un.org/books/un-model-double-tax-convent-2021-24526
4. OECD. (2021). Tax challenges arising from the digitalisation of the economy – Global Anti-Base Erosion Model Rules (Pillar Two). OECD Publishing. https://www.oecd.org/tax/beps/tax-challenges-arising-from-the-digitalisation-of-the-economy-global-anti-base-erosion-model-rules-pillar-two.htm
5. OECD. (2024). Corporate tax statistics 2024. OECD. https://www.oecd.org/tax/tax-policy/corporate-tax-statistics-database.htm

Additional DOI-Verified References

National references:

1. Djinarto, B., Suhartono, S., Hadi, S., Setyadji, S., & Nickalus, J. (2024). Reforming tax law enforcement: The role of core tax administration system digitalization and the ultimum remedium principle. Journal of Law and Legal Reform, 5(4), 1977-2012. https://doi.org/10.15294/jllr.v5i4.4297
2. Putra, F. E., Suseno, S., Santoso, T., & Muttaqin, Z. (2025). Tax law enforcement in Indonesia: Administrative vs criminal sanctions. Jambe Law Journal, 8(1). https://doi.org/10.22437/home.v8i1.522
3. Ilyas, W. B. (2011). Kontradiktif sanksi pidana dalam hukum pajak. Jurnal Hukum IUS QUIA IUSTUM, 18(4). https://doi.org/10.20885/iustum.vol18.iss4.art4

International references:

1. Cahyadini, A., Hutagalung, J. I. G., & Muttaqin, Z. (2023). The urgency of reforming Indonesia's tax law in the face of economic digitalization. Cogent Social Sciences, 9(2), 2285242. https://doi.org/10.1080/23311886.2023.2285242
2. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
3. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
4. OECD. (2019). Making decentralisation work: A handbook for policy-makers. OECD Publishing. https://doi.org/10.1787/g2g9faa7-en
5. OECD. (2017). Multi-level governance reforms: Overview of OECD country experiences. OECD Publishing. https://doi.org/10.1787/9789264272866-en
6. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
7. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952

Philosophy of Law

<table>
<tr><td>Module Number
HH236008040</td><td colspan="2">Module Name
Philosophy of Law</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Philosophical Text Analysis, Socratic Discussion, Case-Based Legal Reasoning, Comparative Theory Analysis, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Introduction to Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Jurisprudential Reading Response (10%)
Philosophical Argument Analysis (15%)
Comparative Legal Theory Assignment (10%)
Case-Based Legal Reasoning Assignment (10%)
Presentation on Legal Philosophy Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. H. Gunarto, S.H., S.E., Akt., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Prof. Dr. H. Jawade Hafidz, S.H., M.H.
2. Prof. Dr. Sri Endah Wahyuningsih, S.H., M.Hum.
3. Dr. Nanang Sri Darmadi, S.H., M.H.
4. Dr. Achmad Arifulloh, S.H., M.H.
5. Dr. Toni Triyanto, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course develops students' philosophical understanding of law through ontology, epistemology, axiology, major schools of legal thought, theories of justice, the relationship between law and morality, Pancasila legal philosophy, law-making, and contemporary jurisprudential issues. The Competencies is Students are able to explain the foundations, major schools, and central questions of Philosophy of Law; analyse contemporary legal problems through relevant philosophical and multidisciplinary perspectives; evaluate legal decisions, rules, and arguments using theories of law, morality, justice, and social purpose; and construct coherent and ethical jurisprudential arguments while sustaining independent inquiry and lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

philosophical text analysis, Socratic discussion, case-based legal reasoning, comparative theory analysis, presentations, and independent learning.

The Material:

1. Nature of Philosophy of Law (object, method, and relationship with legal science)
2. Ontology of Law (the nature and existence of law)
3. Epistemology of Law (sources and justification of legal knowledge)
4. Axiology of Law (values, purposes, and evaluation)
5. Natural Law Theory (classical and contemporary approaches)
6. Legal Positivism (authority, validity, and separation theses)
7. Legal Realism (law in action and judicial behaviour)
8. Midterm Examination
9. Sociological Jurisprudence (law, society, and social interests)
10. Critical Legal Studies (critique of doctrine, power, and indeterminacy)
11. Law, Morality and Justice (conceptual relations and legal reasoning)
12. Modern Theories of Justice (rights, fairness, capability, and public reason)
13. Pancasila Philosophy of Law (national legal values and justice)
14. Philosophy of Law-Making (legitimacy, rationality, and legal development)
15. Contemporary Issues in Legal Philosophy (technology, environment, and human rights)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to explain the foundations, major schools, and central questions of Philosophy of Law. (C2, A3, P2)
2. **CLO 2:** Students are able to analyse contemporary legal problems through relevant philosophical and multidisciplinary perspectives. (C4, A4, P3)
3. **CLO 3:** Students are able to evaluate legal decisions, rules, and arguments using theories of law, morality, justice, and social purpose. (C5, A4, P3)
4. **CLO 4:** Students are able to construct coherent and ethical jurisprudential arguments while sustaining independent inquiry and lifelong learning. (C6, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain nature of philosophy of law and ontology of law using the relevant legal sources and terminology. (C2, A2, P1)
2. **LLO 2:** Students are able to interpret and distinguish epistemology of law and axiology of law within the applicable doctrinal and institutional framework. (C3, A3, P1)
3. **LLO 3:** Students are able to analyse natural law theory and legal positivism using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P2)
4. **LLO 4:** Students are able to apply legal reasoning to legal realism and sociological jurisprudence in a defined factual or professional problem. (C3, A4, P2)
5. **LLO 5:** Students are able to evaluate critical legal studies and law, morality and justice for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate a reasoned legal response addressing modern theories of justice and pancasila philosophy of law with appropriate authority and evidence. (C5, A4, P3)

7. **LLO 7:** Students are able to integrate philosophy of law-making and contemporary issues in legal philosophy with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P3)

Reference:

Core reading:

1. Hart, H. L. A. (2012). The concept of law (3rd ed.). Oxford University Press.
2. Finnis, J. (2011). Natural law and natural rights (2nd ed.). Oxford University Press.
3. Dworkin, R. (2013). Taking rights seriously. Bloomsbury Academic.

Supporting reading:

1. Stanford Encyclopedia of Philosophy. (2024). The nature of law. https://plato.stanford.edu/entries/lawphil-nature/
2. Internet Encyclopedia of Philosophy. (n.d.). Philosophy of law. https://iep.utm.edu/law-phil/
3. Kelsen, H. (1967). Pure theory of law (M. Knight, Trans.). University of California Press.
4. Fuller, L. L. (1969). The morality of law (Rev. ed.). Yale University Press.
5. Raz, J. (2009). The authority of law: Essays on law and morality (2nd ed.). Oxford University Press.
6. Wacks, R. (2021). Understanding jurisprudence: An introduction to legal theory (6th ed.). Oxford University Press.
7. Alexy, R. (2002). A theory of constitutional rights (J. Rivers, Trans.). Oxford University Press.
8. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
9. Supriyono, S., Hakam, K. A., Maftuh, B., & Ruyadi, Y. (2024). Model pengembangan materi pendidikan kewarganegaraan dalam membentuk karakter demokratis. Jurnal Moral Kemasyarakatan, 9(1), 130-138. https://doi.org/10.21067/jmk.v9i1.10256
10. Marzuki, M. (2016). Pendidikan agama Islam di perguruan tinggi umum dan pemberdayaan masyarakat Indonesia. Jurnal Cakrawala Pendidikan, 1(1). https://doi.org/10.21831/cp.v1i1.9231
11. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
12. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
13. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
14. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
15. de Sousa Santos, B. (2023). Law and the epistemologies of the South. Cambridge University Press. https://doi.org/10.1017/9781316662441
16. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131

Religious Courts Law

Module Number HH236008031	**Module Name** Religious Courts Law	
Type of Course Study Programme Compulsory Course	**Semester / Rotation** 6 / Even	**Student Capacity** 40
Teaching Methods Interactive Lectures, Religious-Court Case Analysis, Procedural Document Analysis, Case-Based Learning, e-Court Exercises, Mediation Analysis, Presentations	**Prerequisites for Attendance** Islamic Law	**Language** Indonesian (regular) English (international)
Type of Exam (Final Grade Composition) Religious-Court Jurisdiction Quiz (10%) Procedural Case Analysis (10%) Claim and Evidence Document Assignment (10%) Mediation and e-Court Analysis (9%) Presentation on Religious-Court Cases (10%) Midterm Examination (20%), 100 minutes Final Examination (31%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator: Prof. Dr. Arpangi, S.H., M.H.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. H. D. Djunaedi, S.H., Sp.N. 2. Dr. Ahmad Hadi Prayitno, S.H., M.H. 3. Dr. Achmad Sulchan, S.H., M.H. 4. Dr. Heri Oktavianto, S.H., M.Kn. 5. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.		
The Aims is This course equips students to analyse and apply the legal framework and procedure of Indonesia's Religious Courts, including jurisdiction, family and sharia economic cases, evidence, judgments, remedies, execution, electronic administration, and the integration of Islamic law in judicial practice. **The Competencies is** students are able to analyse the concepts, principles, sources, and legal framework governing Religious Courts Law; evaluate legal issues and contemporary developments in Religious Courts Law using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Religious Courts Law; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA		

(https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, religious-court case analysis, procedural document analysis, case-based learning, e-Court exercises, mediation analysis, and presentations.

The Material:

1. Position of Religious Courts (constitutional and judicial status)
2. Principles of Religious Court Administration (judicial and procedural foundations)
3. Absolute and Relative Jurisdiction (types of disputes and territorial competence)
4. Procedure before Religious Courts (filing, hearings, and procedural stages)
5. Examination of Islamic Family Cases (marriage, divorce, inheritance, and related disputes)
6. Evidence in Religious Courts (proof and evidentiary standards)
7. Judgments of Religious Courts (reasoning, forms, and legal effect)
8. Midterm Examination
9. Legal Remedies (appeal, cassation, and judicial review)
10. Execution of Judgments (implementation and enforcement)
11. Sharia Economic Dispute Resolution (jurisdiction and procedure)
12. Electronic Case Administration (e-Court and digital procedure)
13. Integration of Islamic Law in Judicial Practice (substantive and procedural application)
14. Comparative Religious Court Systems (selected jurisdictions)
15. Development of Religious Courts in Indonesia (institutional and digital reform)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Religious Courts Law. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Religious Courts Law using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Religious Courts Law. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain position of religious courts and principles of religious court administration using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish absolute and relative jurisdiction and procedure before religious courts within the applicable doctrinal and institutional framework. (C3, A3, P2)
3. **LLO 3:** Students are able to analyse evidence in religious courts and judgments of religious courts using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to legal remedies and execution of judgments in a defined factual or professional problem. (C3, A4, P3)

5. **LLO 5:** Students are able to evaluate sharia economic dispute resolution and electronic case administration for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing integration of Islamic law in judicial practice and comparative religious court systems with appropriate authority and evidence. (C6, A4, P4)
7. **LLO 7:** Students are able to integrate development of religious courts in indonesia and position of religious courts with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Mardani. (2024). Hukum Acara Perdata Peradilan Agama & Mahkamah Syar'iyah. Sinar Grafika.
2. Manan, A. (2008). Penerapan Hukum Acara Perdata di Lingkungan Peradilan Agama. Kencana.
3. Republic of Indonesia. (1989). Law Number 7 of 1989 concerning Religious Courts, as amended by Law Number 3 of 2006 and Law Number 50 of 2009.
4. Supreme Court of the Republic of Indonesia. (2016). Supreme Court Regulation Number 1 of 2016 concerning Mediation Procedures in Court.
5. Supreme Court of the Republic of Indonesia. (2022). Supreme Court Regulation Number 7 of 2022 concerning the Amendment to Supreme Court Regulation Number 1 of 2019 on Electronic Administration of Cases and Court Proceedings.
6. Republic of Indonesia. (2006). Law Number 3 of 2006 concerning the Amendment to Law Number 7 of 1989 on Religious Courts.
7. Republic of Indonesia. (2009). Law Number 50 of 2009 concerning the Second Amendment to Law Number 7 of 1989 on Religious Courts.
8. Supreme Court of the Republic of Indonesia. (2022). Electronic Court Administration and Proceedings (e-Court) Regulations and Implementing Provisions.

Supporting reading:

1. Accounting and Auditing Organization for Islamic Financial Institutions. (n.d.). Shari'ah standards. https://aaoifi.com/standard/shariah-standards/?lang=en
2. International Commission of Jurists. (2019). Judicial accountability: A practitioners' guide (No. 13). ICJ.
3. Mahkamah Agung Republik Indonesia. (2022). Peraturan Mahkamah Agung Nomor 7 Tahun 2022 tentang Perubahan atas Peraturan Mahkamah Agung Nomor 1 Tahun 2019 tentang Administrasi Perkara dan Persidangan di Pengadilan secara Elektronik.
4. Bowen, J. R. (2003). Islam, law, and equality in Indonesia: An anthropology of public reasoning. Cambridge University Press.
5. Feener, R. M., & Cammack, M. E. (Eds.). (2007). Islamic law in contemporary Indonesia: Ideas and institutions. Islamic Legal Studies Program, Harvard Law School.
6. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1). https://doi.org/10.18592/sjhp.v26i1.20166

7. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495
8. Nasir, M., Aniza, A., Muzakkir, M., & Roni, M. (2023). The contestation of authority in Islamic marriage law in Aceh, Indonesia. Al-Istinbath: Jurnal Hukum Islam, 8(2), 369-388. https://doi.org/10.29240/jhi.v8i2.7896
9. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
10. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
11. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
12. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press.
13. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press.
14. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783

Emon, A. M., & Ahmed, R. (Eds.). (2018). The Oxford handbook of Islamic law. Oxford University Press. h

Criminology

<table>
<tr><td>Module Number
HH236008030</td><td colspan="2">Module Name
Criminology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Criminological Case Analysis, Crime-Data Analysis, Case-Based Learning, Comparative Theory Analysis, Presentations, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Criminological Theory Quiz (10%)
Crime-Data Analysis Assignment (12%)
Offender and Victim Case Study (12%)
Crime Prevention Policy Analysis (10%)
Presentation on Criminological Issues (10%)
Midterm Examination (20%), 100 minutes
Final Examination (26%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. Bambang Tri Bawono, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers:
1. Dr. Achmad Arifulloh, S.H., M.H.
2. Dr. Ahmad Hadi Prayitno, S.H., M.H.
3. Dr. Dwi Wahyono, S.H., C.N.
4. Dr. Andri Winjaya Laksana, S.H., M.H.
5. Dr. Muhammad Taufiq, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course introduces major criminological concepts, theories, methods, and contemporary crime phenomena, enabling students to analyse causes, victims, crime patterns, transnational and cybercrime, juvenile delinquency, prevention, criminal policy, restorative justice, and evidence-based responses. The Competencies is Students are able to analyse the concepts, principles, sources, and legal framework governing Criminology; evaluate legal issues and contemporary developments in Criminology using relevant legislation, doctrine, jurisprudence, and evidence; apply legal reasoning to formulate appropriate and accountable solutions to problems within Criminology; and integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

criminological case analysis, crime-data analysis, case-based learning, comparative theory analysis, presentations, and independent learning.

The Material:

1. Concept of Criminology (scope, objects of study, and relationship with criminal law)
2. Historical Development of Criminology (classical, positivist, and modern developments)
3. Theories of Crime Causation (classical, positivist, sociological, and critical theories)
4. Biological, Psychological and Sociological Factors in Criminality (multifactor analysis)
5. Victims of Crime and Victimology (victimisation, vulnerability, and victim rights)
6. Patterns of Criminality in Society (distribution, trends, and social context)
7. Transnational Crime (organised crime and cross-border criminality)
8. Midterm Examination
9. Cybercrime (digital offending, victims, and prevention)
10. Juvenile Delinquency (causes, protection, and justice responses)
11. Crime Prevention (situational, social, and community approaches)
12. Criminal Policy (penal and non-penal strategies)
13. Restorative Justice (principles, processes, and implementation)
14. Analysis of Criminal Phenomena in Indonesia (evidence-based case study)
15. Contemporary Criminological Issues (technology, inequality, environment, and emerging harms)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the concepts, principles, sources, and legal framework governing Criminology. (C4, A3, P2)
2. **CLO 2:** Students are able to evaluate legal issues and contemporary developments in Criminology using relevant legislation, doctrine, jurisprudence, and evidence. (C5, A4, P3)
3. **CLO 3:** Students are able to apply legal reasoning to formulate appropriate and accountable solutions to problems within Criminology. (C4, A4, P4)
4. **CLO 4:** Students are able to integrate ethical and professional responsibility with independent learning and continuous competence development as part of lifelong learning. (C5, A5, P4)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of criminology and distinguish major criminological concepts and analytical levels. (C2, A2, P1)
2. **LLO 2:** Students are able to compare historical development of criminology and theories of crime causation as explanations of crime and deviance. (C4, A3, P2)
3. **LLO 3:** Students are able to analyse biological, psychological and sociological factors in criminality and victims of crime and victimology using criminological theories and empirical evidence. (C4, A3, P2)
4. **LLO 4:** Students are able to interpret patterns of criminality in society and transnational crime in relation to offenders, victims, institutions, and social context. (C4, A4, P2)

5. **LLO 5:** Students are able to evaluate cybercrime and juvenile delinquency using relevant crime data and policy evidence. (C5, A4, P3)
6. **LLO 6:** Students are able to formulate an evidence-based prevention or criminal-policy response addressing crime prevention and criminal policy. (C5, A4, P3)
7. **LLO 7:** Students are able to critically assess analysis of criminal phenomena in indonesia and contemporary criminological issues while demonstrating ethical judgement, independent learning, and continuous criminological literacy. (C5, A5, P3)

Reference:

Core reading:

1. Newburn, T. (2017). Criminology (3rd ed.). Routledge.
2. Mustofa, M. (2010). Kriminologi: Kajian sosiologi terhadap kriminalitas, perilaku menyimpang, dan pelanggaran hukum. Sari Ilmu Pratama.
3. Indonesia. (2012). Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak.
4. Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.

Supporting reading:

1. United Nations Office on Drugs and Crime. (2023). Global study on homicide 2023. United Nations. https://www.unodc.org/unodc/en/data-and-analysis/global-study-on-homicide.html
2. United Nations Office on Drugs and Crime. (2006). Handbook on restorative justice programmes. United Nations. https://www.unodc.org/pdf/criminal_justice/Handbook_on_Restorative_Justice_Programmes.pdf
3. Badan Pusat Statistik. (2024). Statistik kriminal 2024. Badan Pusat Statistik. https://www.bps.go.id/
4. United Nations Office on Drugs and Crime. (2020). Handbook on restorative justice programmes (2nd ed.). United Nations. https://www.unodc.org/documents/justice-and-prison-reform/20-01146_Handbook_on_Restorative_Justice_Programmes.pdf
5. United Nations Office on Drugs and Crime. (2024). Global report on trafficking in persons 2024. United Nations. https://www.unodc.org/unodc/en/data-and-analysis/glotip.html
6. Garland, D. (2001). The culture of control: Crime and social order in contemporary society. University of Chicago Press.
7. Wangga, M. S. E. (2024). Model keadilan restoratif dalam tindak pidana umum dan anak Indonesia. Law, Development and Justice Review, 7(2), 141-157. https://doi.org/10.14710/ldjr.7.2024.141-157
8. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239-266. https://doi.org/10.15294/ijcls.v10i1.24071
9. Hamzani, A. I., Loso, L., & Prakash, N. B. (2025). Implementation of restorative justice in the criminal justice system: A comparative study between Indonesia and India. Indonesian State Law Review, 8(2), 114-152. https://doi.org/10.15294/islrev.v8i2.28426

10. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
11. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
12. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190659837.001.0001
13. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
14. Hutchinson, T., & Duncan, N. (2012). Defining and describing what we do: Doctrinal legal research. Deakin Law Review, 17(1), 83-119. https://doi.org/10.21153/dlr2012vol17no1art70
15. Choudhary, K. (2024). Which method should I select for my legal research - doctrinal, empirical, multi-method or something else? Teise, 132, 135-144. https://doi.org/10.15388/Teise.2024.132.10
16. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192897381.001.0001

Legal Drafting

<table>
<tr><td colspan="2">Module Number
HH236008037</td><td colspan="2">Module Name
Legal Drafting</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Legislative Drafting Exercises
Legal Document Drafting
Regulatory Analysis
Project-Based Learning
Peer Review
Presentations</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
RPS-Based Continuous Assessment (65%): legislative-drafting exercises, academic-paper/regulatory analysis, legal-document drafting, harmonisation tasks, peer review, and presentations
Midterm Examination (20%), 100 minutes
Final Examination (15%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator:
Prof. Dr. Widayati, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers:
1. Dr. Sri Kusriyah, S.H., M.Hum.
2. Dr. Ahmad Hadi Prayitno, S.H., M.H.
3. Dr. Muhammad Ngazis, S.H., M.H.
4. Dr. Lutter Ariestino, S.H., M.H.
5. Dr. Rakhmat Bowo Suharto, S.H., M.H.
6. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="4">The Aims is course develops practical legal drafting competence for legislation, legal norms, academic papers, contracts, legal opinions, legal memoranda, regulatory harmonisation, quality review, and responsible use of digital technology. The Competencies is students are able to analyse the principles, structures, and professional standards governing legal drafting and legal documents; apply drafting techniques to contracts, legal opinions, memoranda, and selected legislative documents with precise legal language and appropriate structure; evaluate and improve legal documents for validity, clarity, coherence, enforceability, ethics, and responsible use of digital technology; and construct professional legal documents and demonstrate accountable, ethical, and continuously developing drafting competence as part</td></tr>
</table>

of lifelong learning. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, legislative drafting exercises, legal document drafting, regulatory analysis, project-based learning, peer review, and presentations.

The Material:

1. Concept of Legal Drafting (scope, purposes, and professional standards)
2. Principles of Legislative Drafting (clarity, legality, hierarchy, and effectiveness)
3. Techniques for Drafting Legal Norms (rule formulation and normative structure)
4. Structure of Legislation (titles, considerations, articles, and closing provisions)
5. Drafting Academic Papers for Legislation (problem analysis and regulatory justification)
6. Legal Language in Drafting (precision, consistency, and accessibility)
7. Harmonisation and Synchronisation of Regulations (vertical and horizontal coherence)
8. Midterm Examination
9. Drafting Simple Contracts (structure, clauses, and legal safeguards)
10. Drafting Legal Opinions (facts, issues, law, analysis, and conclusions)
11. Drafting Legal Memoranda (professional structure and concise reasoning)
12. Simulation of Drafting a Regulation (collaborative legislative exercise)
13. Evaluation of Legal Products (validity, clarity, consistency, and enforceability)
14. Digital Technology in Legal Drafting (research, document tools, and responsible AI)
15. Practical Drafting of Legal Documents (integrated drafting portfolio)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the principles, structures, and professional standards governing legal drafting and legal documents. (C4, A3, P3)
2. **CLO 2:** Students are able to apply drafting techniques to contracts, legal opinions, memoranda, and selected legislative documents with precise legal language and appropriate structure. (C3, A4, P4)
3. **CLO 3:** Students are able to evaluate and improve legal documents for validity, clarity, coherence, enforceability, ethics, and responsible use of digital technology. (C5, A4, P5)
4. **CLO 4:** Students are able to construct professional legal documents and demonstrate accountable, ethical, and continuously developing drafting competence as part of lifelong learning. (C6, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain concept of legal drafting and principles of legislative drafting using the relevant legal sources and terminology. (C2, A2, P2)
2. **LLO 2:** Students are able to interpret and distinguish techniques for drafting legal norms and structure of legislation within the applicable doctrinal and institutional framework. (C3, A3, P2)

3. **LLO 3:** Students are able to analyse drafting academic papers for legislation and legal language in drafting using legislation, doctrine, evidence, and appropriate case materials. (C4, A3, P3)
4. **LLO 4:** Students are able to apply legal reasoning to harmonisation and synchronisation of regulations and drafting simple contracts in a defined factual or professional problem. (C3, A4, P3)
5. **LLO 5:** Students are able to evaluate drafting legal opinions and drafting legal memoranda for legality, effectiveness, rights protection, and professional consequences. (C5, A4, P4)
6. **LLO 6:** Students are able to construct a reasoned legal response addressing simulation of drafting a regulation and evaluation of legal products with appropriate authority and evidence. (C6, A4, P5)
7. **LLO 7:** Students are able to integrate digital technology in legal drafting and practical drafting of legal documents with ethical responsibility, accountable judgement, independent learning, and continuous professional development. (C5, A5, P4)

Reference:

Core reading:

1. Indonesia. (2011). Undang-Undang Nomor 12 Tahun 2011 tentang Pembentukan Peraturan Perundang-undangan, sebagaimana diubah dengan Undang-Undang Nomor 13 Tahun 2022.
2. Butt, P., & Castle, R. (2013). Modern legal drafting: A guide to using clearer language (3rd ed.). Cambridge University Press.
3. Garner, B. A. (2023). Legal writing in plain English: A text with exercises (3rd ed.). University of Chicago Press.
4. Indrati S., M. F. (2007). Ilmu perundang-undangan 2: Proses dan teknik pembentukannya. Kanisius.
5. Indonesia. (2014). Peraturan Presiden Nomor 87 Tahun 2014 tentang Peraturan Pelaksanaan Undang-Undang Nomor 12 Tahun 2011 tentang Pembentukan Peraturan Perundang-undangan, sebagaimana telah diubah.

Supporting reading:

1. European Commission. (2015). Joint practical guide of the European Parliament, the Council and the Commission for persons involved in the drafting of European Union legislation. Publications Office of the European Union. https://eur-lex.europa.eu/content/techleg/EN-legislative-drafting-guide.pdf
2. Office of Parliamentary Counsel. (2024). Drafting guidance. UK Government. https://www.gov.uk/government/publications/drafting-guidance
3. Xanthaki, H. (2014). Drafting legislation: Art and technology of rules for regulation. Hart Publishing.
4. European Union. (n.d.). Interinstitutional Style Guide. Publications Office of the European Union. https://style-guide.europa.eu/
5. OECD. (2021). OECD regulatory policy outlook 2021. OECD Publishing. https://doi.org/10.1787/38b0fdb1-en
6. Yamani, A. Z. (2026). Peranan legal drafting dalam pembentukan hukum Islam di Indonesia yang responsif terhadap dinamika sosial. Jurnal Penegakan Hukum Indonesia, 7(1). https://doi.org/10.51749/jphi.v7i1.150

7. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. https://doi.org/10.18326/ijtihad.v11i1.21-39
8. Ibad, S. (2024). Politik hukum tata negara dalam konfigurasi politik dan produk hukum di Indonesia. HUKMY: Jurnal Hukum, 4(1), 604-620. https://doi.org/10.35316/hukmy.2024.v4i1.604-620
9. OECD. (2025). OECD regulatory policy outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
10. Garner, B. A. (2023). Legal writing in plain English: A text with exercises (3rd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226816555.001.0001
11. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
12. OECD. (2019). Making decentralisation work: A handbook for policy-makers. OECD Publishing. https://doi.org/10.1787/g2g9faa7-en
13. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
14. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
15. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001

Field Study and Practical Placement

<table>
<tr><td>Module Number
HH236011003</td><td colspan="2">Module Name
Field Study and Practical Placement</td></tr>
<tr><td>Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Experiential Learning, Field Observation, Supervised Legal Practice, Case Analysis, Reflective Learning, Portfolio Development, Presentations</td><td>Prerequisites for Attendance
Civil Procedure Law; Criminal Procedure Law; Legal Professional Ethics</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Exam (Final Grade Composition)
Placement Preparation and Professional Conduct Assessment (10%)
Supervised Field Performance Assessment (20%)
Field Notes and Portfolio Assessment (10%)
Legal Case Analysis Assignment (10%)
Reflective Fieldwork Report (30%)
Field Experience Presentation (20%)</td><td>CREDIT HOURS (+Workload in hours)
2 Credit Hours
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 90 hours

ECTS (+Workload in hours)
3.00 ECTS
Practice (2 Credit Hours)
(90 hours of practice)
Total Workload: 90 hours</td></tr>
<tr><td colspan="2">Module Coordinator:
Dr. M. Rizal Bagaskoro, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers</td></tr>
<tr><td colspan="3">The Aims is course provides structured experiential learning through observation and supervised legal practice in partner institutions, enabling students to identify legal problems, analyse legal services and documents, maintain field records, report and present findings, reflect on professional performance, and integrate legal theory with practice. The Competencies is Students are able to apply legal knowledge to identify problems, assess documents, and perform supervised legal tasks in a professional placement environment; analyse legal service processes and integrate legal theory with observations and evidence from field practice; produce systematic field notes, reports, presentations, and evidence-based recommendations for improving legal practice; and demonstrate professional ethics, reflective practice, responsibility, receptiveness to feedback, and continuous self-development as part of lifelong learning. The Learning Process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include experiential learning, field observation, supervised legal practice, case analysis, reflective learning, portfolio development, and presentations. The materials are organised in accordance with the RPS and curriculum as follows.</td></tr>
</table>

1. Experiential Learning in Legal Education (learning through supervised professional experience)
2. Ethics and Professionalism at the Placement Site (conduct, confidentiality, and responsibility)
3. Introduction to Partner Institutions (mandate, structure, and workflow)
4. Observation of Legal Institution Work Systems (procedures and professional roles)
5. Identification of Legal Problems in the Field (issue spotting and contextual analysis)
6. Analysis of Legal Service Practice (quality, access, and professional standards)
7. Analysis of Case Administration and Legal Documents (workflow and document quality)
8. Midterm Examination
9. Preparation of Field Notes (systematic observation and reflective records)
10. Preparation of the Practical Placement Report (evidence, analysis, and structure)
11. Presentation of Placement Results (professional communication and feedback)
12. Reflection on Professional Experience (strengths, gaps, and development needs)
13. Recommendations for Improving Legal Practice (evidence-based proposals)
14. Integration of Legal Theory and Practice (connecting curriculum knowledge to field experience)
15. Evaluation of Field Learning Outcomes (portfolio and professional development plan)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to apply legal knowledge to identify problems, assess documents, and perform supervised legal tasks in a professional placement environment. (C3, A3, P4)
2. **CLO 2:** Students are able to analyse legal service processes and integrate legal theory with observations and evidence from field practice. (C4, A4, P4)
3. **CLO 3:** Students are able to produce systematic field notes, reports, presentations, and evidence-based recommendations for improving legal practice. (C6, A4, P5)
4. **CLO 4:** Students are able to demonstrate professional ethics, reflective practice, responsibility, receptiveness to feedback, and continuous self-development as part of lifelong learning. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain experiential learning in legal education and the professional expectations governing supervised field and practical placement. (C2, A3, P2)
2. **LLO 2:** Students are able to demonstrate ethics, confidentiality, responsibility, and professional conduct at the placement site. (C3, A4, P4)
3. **LLO 3:** Students are able to document the mandate, organisational structure, workflow, and professional roles of the partner institution through systematic field observation. (C3, A4, P4)
4. **LLO 4:** Students are able to identify legal problems in the field and apply relevant legal knowledge to analyse legal-service practices under supervision. (C4, A4, P4)
5. **LLO 5:** Students are able to analyse case administration and legal documents and maintain accurate, reflective field notes supported by evidence. (C4, A4, P4)

6. **LLO 6:** Students are able to produce and present a structured practical-placement report containing findings and evidence-based recommendations for legal practice. (C6, A4, P5)
7. **LLO 7:** Students are able to integrate legal theory with field practice and formulate a reflective professional-development plan based on ethics, feedback, responsibility, and lifelong learning. (C6, A5, P5)

Reference:

Core reading:

1. Kolb, D. A. (2015). Experiential learning: Experience as the source of learning and development (2nd ed.). Pearson Education.
2. Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
3. Universitas Islam Sultan Agung, Faculty of Law. (2025/2026). RPS and field/practical placement guidance for the Bachelor of Law programme.
4. Indonesia. (2003). Undang-Undang Nomor 18 Tahun 2003 tentang Advokat.

Supporting reading:

1. American Bar Association. (2020). Model rules of professional conduct. https://www.americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct/
2. International Bar Association. (2011). International principles on conduct for the legal profession. https://www.ibanet.org/MediaHandler?id=1730FC33-6D70-4469-9B9D-8A12C7D8C9A1
3. Office of the United Nations High Commissioner for Human Rights. (1990). Basic principles on the role of lawyers. https://www.ohchr.org/en/instruments-mechanisms/instruments/basic-principles-role-lawyers
4. Bloch, F. S. (Ed.). (2011). The global clinical movement: Educating lawyers for social justice. Oxford University Press.
5. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press. https://doi.org/10.22459/ACLE.02.2017
6. Stuckey, R., Barry, M., Dinerstein, R., Dubin, J., Engler, R., Elson, J., Hammer, J., Hertz, R., Joy, P., Kaas, A., Merton, V., Munro, T., Ogilvy, J., Scarnecchia, S., & Schwartz, R. (2007). Best practices for legal education. Clinical Legal Education Association.
7. Arifin, S. (2019). Clinical legal education in the theory and practice in the Indonesian law school. The Indonesian Journal of International Clinical Legal Education, 1(1), 11-18. https://doi.org/10.15294/iccle.v1i01.20626
8. Rodiyah. (2019). Clinical legal education in Indonesia: Objectives and advantages. The Indonesian Journal of International Clinical Legal Education, 1(1), 1-10. https://doi.org/10.15294/iccle.v1i01.20801
9. Maskun. (2015). The development of new clinical legal education courses at the Faculty of Law, Hasanuddin University, Makassar-Indonesia: Challenges and prospects. Hasanuddin Law Review, 1(3), 391-399. https://doi.org/10.20956/halrev.v1i3.117

10. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2
11. Arifin, S., Wedhatami, B., & Alkadri, R. (2021). Adoption and implementation of clinical legal education programmes in the Indonesian legal education system. Asian Journal of Legal Education, 8(1). https://doi.org/10.1177/2322005820961208
12. Parashar, K. (2025). Tele-law for legal education: Exploring service learning in Indian law schools. The Law Teacher. https://doi.org/10.1080/03069400.2025.2552611
13. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001
14. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
15. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
16. Cranston, R. (Ed.). (1996). Legal ethics and professional responsibility. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198259312.001.0001

Litigation and Non-Litigation Skills

<table>
<tr><td>Module Number
HH236011001</td><td colspan="2">Module Name
Litigation and Non-Litigation Skills</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Case-Based Learning, Moot Court, Legal Document Drafting, Negotiation and Mediation Simulation, Problem-Based Learning, e-Court Exercises, Client Interview Simulation, Reflective Learning</td><td>Prerequisites for Attendance
Civil Procedure Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Exam (Final Grade Composition)
Litigation Document Drafting Assessment (15%)
Moot-Court Performance (15%)
Negotiation and Mediation Simulation (15%)
Legal Case Analysis Assignment (10%)
e-Court Practice Assessment (10%)
Client Interview and Legal Advice Simulation (10%)
Reflective Skills Portfolio (10%)
Final Practical Examination (15%), 150 Minutes</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Theory (1.5 Credit Hours)
(26 hours of in-class session + 20.75 hours of structured assignment + 20.75 hours of independent assignment = total 67.5 hours)
Practice (1.5 Credit Hours)
(67.5 hours of practice)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator:
Dr. Ahmad Hadi Prayitno, S.H., M.H.</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Moh. Aris Siswanto, S.H., M.H.
2. Dr. Toni Triyanto, S.H., M.H.</td></tr>
</table>

3. Dr. Heri Oktavianto, S.H., M.Kn.
4. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.
5. Winanto, S.H., M.H.

The Aims is course develops integrated practical competence in litigation and non-litigation, including client interviewing, fact analysis, legal opinions, pleadings, evidence, negotiation, mediation, arbitration, moot court, dispute strategy, e-Court, digital justice, and professional ethics. **The Competencies is s**tudents are able to analyse differences between litigation and non-litigation processes and select appropriate dispute-resolution strategies for given legal problems; construct professional litigation and non-litigation documents, including powers of attorney, claims, defences, legal opinions, and agreements; apply civil, criminal, and administrative procedure, advocacy skills, negotiation, mediation, arbitration, e-Court, and digital justice in simulated practice; and evaluate legal decisions and dispute-resolution strategies using professional ethics, accountability, evidence, independent judgement, and lifelong competence development. **The Learning Process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include case-based learning, moot court, legal document drafting, negotiation and mediation simulation, problem-based learning, e-Court exercises, and reflective learning.

The Material:

1. Concept of Litigation and Non-Litigation Skills (scope and forms of dispute resolution)
2. Ethics of Legal Practice (professional responsibility in advocacy and dispute resolution)
3. Client Interview Techniques (fact gathering, confidentiality, and communication)
4. Legal Fact Analysis (issue identification, evidence, and legal characterisation)
5. Drafting Legal Opinions (structured professional advice)
6. Drafting Claims and Defences (pleadings, legal grounds, and remedies)
7. Evidence Techniques and Preparation of Evidence (relevance, admissibility, and presentation)
8. Midterm Examination
9. Negotiation Techniques (interests, options, strategy, and ethics)
10. Mediation Techniques (facilitation, settlement, and documentation)
11. Arbitration and ADR Techniques (procedure, strategy, and enforceability)
12. Moot Court Simulation (roles, oral advocacy, evidence, and judgment)
13. Non-Litigation Dispute Resolution Simulation (negotiation, mediation, and arbitration)
14. Dispute Resolution Strategy (selection and integration of procedural options)
15. Evaluation of Professional Legal Practice (ethics, accountability, e-Court, and digital justice)
16. Final Examination

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse differences between litigation and non-litigation processes and select appropriate dispute-resolution strategies for given legal problems. (C4, A4, P4)

2. **CLO 2:** Students are able to construct professional litigation and non-litigation documents, including powers of attorney, claims, defences, legal opinions, and agreements. (C6, A4, P5)
3. **CLO 3:** Students are able to apply civil, criminal, and administrative procedure, advocacy skills, negotiation, mediation, arbitration, e-Court, and digital justice in simulated practice. (C3, A5, P5)
4. **CLO 4:** Students are able to evaluate legal decisions and dispute-resolution strategies using professional ethics, accountability, evidence, independent judgement, and lifelong competence development. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the scope of litigation and non-litigation practice and apply professional ethics to client representation and dispute resolution. (C2, A3, P2)
2. **LLO 2:** Students are able to conduct a structured client interview and analyse legal facts to identify issues, evidence, remedies, and procedural options. (C4, A4, P4)
3. **LLO 3:** Students are able to draft a legally reasoned legal opinion, statement of claim, defence, and supporting procedural documents. (C6, A4, P5)
4. **LLO 4:** Students are able to prepare and present evidence using appropriate procedural, advocacy, and professional standards. (C3, A4, P5)
5. **LLO 5:** Students are able to apply negotiation, mediation, and arbitration techniques to simulated disputes and evaluate the suitability of each mechanism. (C5, A4, P5)
6. **LLO 6:** Students are able to perform litigation and non-litigation roles in moot-court and dispute-resolution simulations, including the responsible use of e-Court and digital justice. (C5, A5, P5)
7. **LLO 7:** Students are able to evaluate dispute-resolution strategy and professional performance through evidence-based reflection, ethical accountability, independent learning, and lifelong competence development. (C5, A5, P5)

Reference:

Core reading:

1. Sutiyoso, B. (2020). Hukum acara perdata dan praktik di pengadilan. UII Press.
2. Mulyadi, L. (2021). Hukum acara pidana: Perspektif teoritis dan praktik. Sinar Grafika.
3. Indonesia. (1999). Undang-Undang Nomor 30 Tahun 1999 tentang Arbitrase dan Alternatif Penyelesaian Sengketa.
4. Indonesia. (2025). Undang-Undang Nomor 20 Tahun 2025 tentang Kitab Undang-Undang Hukum Acara Pidana. https://peraturan.bpk.go.id/Details/337302
5. Mahkamah Agung Republik Indonesia. (2016). Peraturan Mahkamah Agung Nomor 1 Tahun 2016 tentang Prosedur Mediasi di Pengadilan.
6. Harahap, M. Y. (2024). Hukum Acara Perdata: Tentang Gugatan, Persidangan, Penyitaan, Pembuktian, dan Putusan Pengadilan. Sinar Grafika.
7. Rahmadi, T. (2019). Mediasi: Penyelesaian Sengketa Melalui Pendekatan Mufakat (2nd ed.). Rajawali Pers.
8. Ross, D. (2007). Advocacy (2nd ed.). Cambridge University Press.

Supporting reading:

1. United Nations Commission on International Trade Law. (2006). UNCITRAL model law on international commercial arbitration (1985), with amendments as adopted in 2006.
2. American Bar Association. (2020). Model rules of professional conduct.

3. Mahkamah Agung Republik Indonesia. (2022). Peraturan Mahkamah Agung Nomor 7 Tahun 2022 tentang Perubahan atas Peraturan Mahkamah Agung Nomor 1 Tahun 2019 tentang Administrasi Perkara dan Persidangan di Pengadilan secara Elektronik.
4. United Nations Commission on International Trade Law. (2018). UNCITRAL Model Law on International Commercial Mediation and International Settlement Agreements Resulting from Mediation.
5. Fisher, R., Ury, W., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (3rd ed.). Penguin Books.
6. Arifin, S. (2019). Clinical legal education in the theory and practice in the Indonesian law school. The Indonesian Journal of International Clinical Legal Education, 1(1),
7. Rodiyah. (2019). Clinical legal education in Indonesia: Objectives and advantages. The Indonesian Journal of International Clinical Legal Education, 1(1), 1-10.
8. Maskun. (2015). The development of new clinical legal education courses at the Faculty of Law, Hasanuddin University, Makassar-Indonesia: Challenges and prospects. Hasanuddin Law Review, 1(3), 391-399.
9. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press.
10. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2
11. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
12. Sorabji, J. (2024). A model civil procedure code for England and Wales. Oxford University Press. https://doi.org/10.1093/oso/9780192848680.001.0001
13. Arifin, S., Wedhatami, B., & Alkadri, R. (2021). Adoption and implementation of clinical legal education programmes in the Indonesian legal education system. Asian Journal of Legal Education, 8(1). https://doi.org/10.1177/2322005820961208

Semester 7
Odd
2026/2027

Contract Drafting Skills

<table>
<tr><td>Module Number
HH236011002</td><td colspan="2">Module Name
Contract Drafting Skills</td></tr>
<tr><td colspan="2">Type of Course
Study Programme
Compulsory Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Project-Based Learning
Contract Drafting Workshops
Contract Review
Negotiation Simulation
Case-Based Learning
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Civil Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Foundational quizzes and contract-structure analyses (13%)
Contract drafting projects: business, services/co-operation and Sharia contracts (16%)
Legal-risk, negotiation, legal-review and dispute-resolution exercises (20%)
Contract-quality and electronic-contract analyses (10%)
Midterm Examination (20%), 100 minutes
Final Comprehensive Contract Drafting Examination/Project (21%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Arpangi, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Ratih Mega Puspa Sari, S.H., M.Kn.
2. Dr. Dahniarti Hasana, S.H., M.Kn.
3. Dr. Shallman, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop professional competence in analysing, drafting, reviewing and evaluating civil and commercial contracts, including electronic contracts and the implications of digital justice. The competencies: Students are expected to analyse contract-law principles and contract structure; draft legally compliant business, service/co-operation and Sharia-based contracts; evaluate contractual risks and dispute clauses; negotiate and review contractual terms; and assess electronic contracting and digital-justice issues responsibly. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include project-based learning, contract drafting workshops, contract review, negotiation simulation, case-based learning,</td></tr>
</table>

presentations, independent learning. **The material:** The learning materials follow the RPS sequence and are organised as follows.

The Materials Presented

1. Concept and Functions of Contracts (role of contracts in legal practice)
2. Principles of Contract Law (freedom of contract, consensualism, pacta sunt servanda and good faith)
3. Contract Structure and Anatomy (title, recitals, parties, operative provisions and closing provisions)
4. Standard and Boilerplate Clauses (damages, force majeure, dispute resolution and related clauses)
5. Business Contract Drafting (planning and drafting a legally compliant commercial contract)
6. Service and Co-operation Contract Drafting (service arrangements and co-operation agreements)
7. Sharia-Based Contract Drafting (Sharia principles and contractual compliance)
8. Legal-Risk Analysis in Contracts (identification and mitigation of contractual risk)
9. Negotiation of Contract Clauses (party interests, negotiation strategy and alternative clauses)
10. Legal Review of Contracts (legality, weaknesses, risks and recommendations)
11. Contract Dispute Resolution (litigation and non-litigation mechanisms)
12. Contract Drafting Simulation (integrated drafting practice)
13. Professional Contract Quality Evaluation (legal compliance, structure, clarity and risk control)
14. Contract Drafting in the Digital Era (electronic contracts, electronic signatures and digital justice)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept and functions of contracts, principles of contract law, contract structure and anatomy and standard and boilerplate clauses. (C4, A3, P2)
2. **CLO 2:** Students are able to draft business, service/co-operation and Sharia-based contracts with appropriate structure, clauses, legality and regulatory compliance. (C6, A4, P4)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning negotiation of contract clauses, legal review of contracts, contract dispute resolution and contract drafting simulation using coherent legal reasoning and appropriate evidence. (C5, A4, P4)
4. **CLO 4:** Students are able to construct and defend a professionally reviewed contract, including risk mitigation, negotiated clauses, dispute-resolution provisions and electronic-contract considerations, while maintaining ethical responsibility and lifelong professional development. (C6, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept and functions of contracts and identify the principal legal sources relevant to principles of contract law. (C2, A2, P2)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying contract structure and anatomy and standard and boilerplate clauses. (C4, A3, P2)
3. **LLO 3:** Students are able to draft the essential structure and clauses of business, service/co-operation and Sharia-based contracts in accordance with applicable law. (C6, A4, P4)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from sharia-based contract drafting and legal-risk analysis in contracts. (C4, A3, P4)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to negotiation of contract clauses and legal review of contracts. (C5, A4, P4)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning contract dispute resolution and contract drafting simulation. (C5, A4, P4)
7. **LLO 7:** Students are able to produce and critically revise a complete contract, incorporating legal review, negotiated risk allocation, dispute-resolution provisions and digital-contract requirements while pursuing continuous professional improvement. (C6, A5, P5)

Reference:

Core reading:

1. Republik Indonesia. Kitab Undang-Undang Hukum Perdata (Burgerlijk Wetboek).
2. Republik Indonesia. (2008). Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik, sebagaimana terakhir diubah dengan Undang-Undang Nomor 1 Tahun 2024.
3. Republik Indonesia. (1999). Undang-Undang Nomor 8 Tahun 1999 tentang Perlindungan Konsumen.
4. Republik Indonesia. (2008). Undang-Undang Nomor 21 Tahun 2008 tentang Perbankan Syariah.
5. Mahkamah Agung Republik Indonesia. (2008). Peraturan Mahkamah Agung Nomor 2 Tahun 2008 tentang Kompilasi Hukum Ekonomi Syariah.

Supporting reading:

1. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001
2. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
3. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780192868084.001.0001
4. Murray, A. (2023). Information technology law: The law and society (5th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192893529.001.0001
5. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
6. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995

7. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719
8. Saputra, R., & Damayanti, V. (2023). Perlindungan konsumen dalam transaksi e-commerce internasional. Repertorium: Jurnal Ilmiah Hukum Kenotariatan, 12(2). https://doi.org/10.28946/rpt.v12i2.3364
9. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
10. Garner, B. A. (2023). Legal writing in plain English: A text with exercises (3rd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226816555.001.0001
11. Torremans, P. (2024). Intellectual property and private international law (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198853312.001.0001
12. Bently, L., Sherman, B., Gangjee, D., & Johnson, P. (2022). Intellectual property law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198869917.001.0001
13. Goold, P. R. (2024). A critical introduction to intellectual property law. Cambridge University Press. https://doi.org/10.1017/9781009182294
14. Pflucke, F. (2024). Compliance with European consumer law: The case of e-commerce. Oxford University Press. https://doi.org/10.1093/9780198906414.001.0001
15. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en

Community Service Programme (KKN)

<table>
<tr><td>Module Number
HH236011004</td><td colspan="2">Module Name
Community Service Programme (KKN)</td></tr>
<tr><td colspan="2">Type of Course
University/Study Programme Compulsory Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Community-Based Learning, Field Observation, Participatory Needs Assessment, Legal Education Practice, Project-Based Learning, Teamwork, Reflection, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Community Programme and Legal Education Planning (25%)
Field Implementation and Teamwork (20%)
Legal Education and Community Empowerment Activities (15%)
Final Community-Service Report (20%)
Final Project Presentation and Assessment (20%)</td><td>CREDIT HOURS (+Workload in hours)
3 Credit Hours
Practice (3 Credit Hours)
(135 hours of Intership)
Total Workload: 135 hours

ECTS (+Workload in hours)
4.50 ECTS
Practice (3 Credit Hours)
(135 hours of Intership)
Total Workload: 135 hours</td></tr>
<tr><td colspan="3">Module Coordinator
All Lecturers Expetise</td><td>Semester Workload
135 hours</td></tr>
<tr><td colspan="4">Additional Lecturers</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to provide structured community-based legal-service experience through participatory identification of legal and social needs, programme design, implementation, monitoring, evaluation and reflective professional development. The competencies is students are expected to identify community legal and social problems through observation and interviews; design needs-based legal-service programmes; implement legal education and empowerment activities collaboratively; exercise leadership and social responsibility; evaluate programme impact; and reflect on continuous professional development. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include community-based learning,</td></tr>
</table>

field observation, participatory needs assessment, legal education practice, project-based learning, teamwork, reflection, independent learning.

The material:

1. Concept and Ethics of Community Service (purpose, principles, humanity and justice)
2. Participatory Community Needs Assessment (observation, interviews and community mapping)
3. Identification of Legal and Social Problems (evidence-based diagnosis of community needs)
4. Community Work-Programme Design (objectives, resources, activities and indicators)
5. Legal Education and Outreach Planning (accessible and context-sensitive legal communication)
6. Programme Implementation and Team Leadership (collaboration, responsibility and field execution)
7. Monitoring of Programme Progress (data collection, obstacles and adaptive action)
8. Practical Legal Instruments for Communities (simple records, statements and documentation)
9. Community Legal Empowerment (participatory strategies and access to justice)
10. Legal Mentoring and Problem-Solving Support (community-centred assistance and referral)
11. Stakeholder Collaboration (local government, institutions and community partners)
12. Programme Impact Evaluation (social and legal outcomes)
13. Final Community-Service Reporting (systematic evidence, results and accountability)
14. Reflection and Sustainability Planning (lessons learned, follow-up and lifelong professional development)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to evaluate legal and social problems in a community through participatory observation, interviews and needs assessment. (C5, A4, P3)
2. **CLO 2:** Students are able to design a needs-based community legal-service programme with clear objectives, resources, activities and indicators. (C6, A4, P4)
3. **CLO 3:** Students are able to implement legal education, empowerment and mentoring activities through effective teamwork, leadership and socially responsible field practice. (C3, A5, P5)
4. **CLO 4:** Students are able to evaluate programme outcomes, prepare an accountable final report and reflect on professional performance to support continuous competence development and lifelong learning. (C5, A5, P5)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the purpose and ethics of community service and demonstrate respect for human dignity, justice and community participation. (C2, A3, P2)
2. **LLO 2:** Students are able to identify community legal and social problems through observation, interviews and participatory needs mapping. (C4, A4, P3)

3. **LLO 3:** Students are able to design a targeted community legal-service work programme based on evidence, available resources and measurable objectives. (C6, A4, P4)
4. **LLO 4:** Students are able to prepare accessible legal-education materials and practical legal instruments appropriate to community needs. (C3, A4, P4)
5. **LLO 5:** Students are able to implement and monitor community programmes while demonstrating effective leadership, teamwork and stakeholder collaboration. (C3, A5, P5)
6. **LLO 6:** Students are able to evaluate programme impact and formulate improvements based on monitoring evidence and community feedback. (C5, A4, P4)
7. **LLO 7:** Students are able to compile an accountable final report, reflect on personal and professional performance, and plan sustainable follow-up and lifelong competence development. (C5, A5, P5)

Reference:

Core reading:

1. Universitas Islam Sultan Agung. (2023). Buku Panduan Pelaksanaan Kuliah Kerja Nyata Tematik Ber-BudAI, Edisi XVI. LPPM UNISSULA.
2. Republic of Indonesia. (2012). Law Number 12 of 2012 concerning Higher Education.
3. Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2023). Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education.
4. Direktorat Pembinaan Penelitian dan Pengabdian pada Masyarakat. (1984). Pengetahuan Dasar KKN: Kuliah Kerja Nyata. Penerbit Universitas Indonesia.
5. Kusumastuti, N. W., Ihsanudin, A. J., Haryanto, R., Salsabila, N., & Himawan, R. (2023). Meningkatkan peran warga di tengah pandemi Covid-19 melalui program Kuliah Kerja Nyata (KKN) Inisiasi Kader Gotong Royong. Jurnal Puruhita, 5(1), 21–28.
6. Pura, M. H., Nuryadi, D., & Carudin. (2021). Pembuktian teknologi informasi dan komunikasi (TIK) dalam tahap penyidikan melalui bukti petunjuk melalui ilmu komputer digital forensik di Kepolisian Resort Karawang. Jurnal Pengabdian Hukum Indonesia, 3(2).
7. Suni, A. F., Putri, A. M., Muzaiyanah, A. M., Purbawanto, K., & Safitri, D. A. (2023). Optimalisasi cloud storage guna pengelolaan data administrasi Desa Pledokan. Jurnal Bina Desa, 5(2).

Supporting reading:

1. United Nations Development Programme. (2026). Enhancing meaningful access to justice in India: A people-centred justice needs assessment. UNDP. https://www.undp.org/india/publications/enhancing-meaningful-access-justice-india-people-centred-justice-needs-assessment
2. United Nations Development Programme. (2024). Rule of law and human rights annual report 2024. UNDP. https://rolhr.undp.org/annualreport/2024/
3. United Nations Development Programme. (2023). Diverse pathways to people-centred justice: Report of the Working Group on Customary and Informal Justice and SDG16+. UNDP. https://www.undp.org/publications/diverse-pathways-people-centred-justice-report-working-group-customary-and-informal-justice-and-sdg16

4. United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. United Nations. https://sdgs.un.org/2030agenda
5. World Bank. (n.d.). Justice and development. World Bank.
6. Marzuki, M. (2016). Pendidikan agama Islam di perguruan tinggi umum dan pemberdayaan masyarakat Indonesia. Jurnal Cakrawala Pendidikan, 1(1). https://doi.org/10.21831/cp.v1i1.9231
7. Supriyono, S., Hakam, K. A., Maftuh, B., & Ruyadi, Y. (2024). Model pengembangan materi pendidikan kewarganegaraan dalam membentuk karakter demokratis. Jurnal Moral Kemasyarakatan, 9(1), 130-138. https://doi.org/10.21067/jmk.v9i1.10256
8. Tim Peneliti STAIN Malang. (2004). Pelaksanaan pendidikan agama Islam di perguruan tinggi. EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan, 2(1). https://doi.org/10.32729/edukasi.v2i1.354
9. Service learning in Indonesia: Developing undergraduate students' leadership during the COVID-19 pandemic. (2022). Higher Education, Skills and Work-Based Learning, 12(5), 884-899. https://doi.org/10.1108/HESWBL-06-2021-0123
10. Parashar, K. (2025). Tele-law for legal education: Exploring service learning in Indian law schools. The Law Teacher. https://doi.org/10.1080/03069400.2025.2552611
11. Evans, A., Cody, A., Copeland, A., Giddings, J., Joy, P., Noone, M. A., & Rice, S. (2017). Australian clinical legal education: Designing and operating a best practice clinical program in an Australian law school. ANU Press. https://doi.org/10.22459/ACLE.02.2017
12. Giddings, J. (2025). Clinical legal education across the globe. In J. Giddings (Ed.), Global clinical legal education (pp. 3-15). Routledge. https://doi.org/10.4324/9781003348399-2
13. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
14. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001

Elective Courses - Criminal Law Specialisation

Islamic Perspectives on Criminal Law

<table>
<tr><td>Module Number
HH236011101</td><td colspan="2">Module Name
Islamic Perspectives on Criminal Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Case-Based Learning
Maqasid Analysis
Comparative Criminal-Law Analysis
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (14%)
Maqasid-based case analysis (14%)
Seminar discussion and group presentation (14%)
Analytical legal opinion or reflective paper (14%)
Midterm Examination (20%), 100 minutes
Final Examination (24%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Prof. Dr. Bambang Tri Bawono, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Ira Alia Maerani, S.H., M.H.
2. Dr. Moh. Aris Siswanto, S.H., M.H.
3. Dr. Naavi'u Emal Maaliki, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
The aims is course aims to examine the concepts, sources, principles and categories of Islamic criminal law and their relationship with positive criminal law, human rights and contemporary Indonesian legal development. The competencies is students are expected to analyse the foundations of fiqh jinayah and the categories of hudud, qisas, diyat and ta’zir; apply relevant principles to criminal-law cases; compare Islamic and national criminal-law approaches; evaluate punishment and justice through maqasid al-Shariah and human-rights considerations; and formulate ethically defensible legal analyses. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-</td></tr>
</table>

Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, case-based learning, maqasid analysis, comparative criminal-law analysis, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Islamic Criminal Law (concept, scope and objectives)
2. Sources and Principles of Fiqh Jinayah (Qur'an, Sunnah, ijtihad and governing principles)
3. Maqasid al-Shariah and Criminal Justice (protection of essential interests and justice)
4. Classification of Jarimah (hudud, qisas, diyat and ta'zir)
5. Hudud Offences (elements, evidentiary requirements and sanctions)
6. Qisas and Diyat (offences against persons, retaliation and compensation)
7. Ta'zir (judicial and regulatory discretion in punishment)
8. Criminal Responsibility in Islamic Law (capacity, intention and excuses)
9. Evidence in Islamic Criminal Law (proof, testimony and evidentiary safeguards)
10. Purposes and Proportionality of Punishment (justice, deterrence, rehabilitation and mercy)
11. Islamic and Indonesian Criminal Law (comparative analysis)
12. Islamic Criminal Law in Contemporary Muslim Jurisdictions (selected comparative practices)
13. Contemporary Criminal-Law Issues (human rights, restorative justice and legal reform)
14. Contribution of Islamic Criminal-Law Values to Indonesian Reform (maqasid, ethics and social justice)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of islamic criminal law, sources and principles of fiqh jinayah, maqasid al-shariah and criminal justice and classification of jarimah. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving hudud offences, qisas and diyat, ta'zir and criminal responsibility in islamic law. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning evidence in islamic criminal law, purposes and proportionality of punishment, islamic and indonesian criminal law and islamic criminal law in contemporary muslim jurisdictions using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary criminal-law issues and contribution of islamic criminal-law values to indonesian reform, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of islamic criminal law and identify the principal legal sources relevant to sources and principles of fiqh jinayah. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying maqasid al-shariah and criminal justice and classification of jarimah. (C4, A3, P1)

3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving hudud offences and qisas and diyat. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from ta'zir and criminal responsibility in islamic law. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to evidence in islamic criminal law and purposes and proportionality of punishment. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning islamic and indonesian criminal law and islamic criminal law in contemporary muslim jurisdictions. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary criminal-law issues and contribution of islamic criminal-law values to indonesian reform, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Kementerian Agama Republik Indonesia. (2019). Al-Qur'an dan terjemahannya: Edisi penyempurnaan 2019.
2. Republik Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
3. Pemerintah Aceh. (2014). Qanun Aceh Nomor 6 Tahun 2014 tentang Hukum Jinayat.
4. Republik Indonesia. (1999). Undang-Undang Nomor 39 Tahun 1999 tentang Hak Asasi Manusia.
5. Republik Indonesia. (2012). Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak.

Supporting reading:

6. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press.
1. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press.
2. Integration of maqāṣid al-Sharī'ah in the criminal law reform to achieve justice and human dignity. (2025). Jurnal Hukum Islam, 23(1), 105–144. https://doi.org/10.28918/jhi.v23i1.04
3. Wahyuda, A. T., & Suparmin, S. (2025). Restorative justice tindak pidana kekerasan pada anak sebagai korban: Studi komparatif hukum pidana positif dan hukum pidana Islam. Nagari Law Review, 8(3), 648–659.
4. Azizah, I., Azizah, M., Bakhri, S., Musafa'ah, S., Fathurrohman, A., & Robbani, S. (2026). Reconstructing Islamic criminal liability for economic crimes: A maqasid-based framework for Indonesia's Sharia finance. El-Mashlahah, 16(1).
5. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. h
6. Sholihin, R., Tista, A., & Salsabila, S. (2026). Reconstructing professional legal ethics within the framework of Fiqh Qadha and Qur'an: A normative study of Islamic judicial integrity. Syariah: Jurnal Hukum dan Pemikiran, 26(1).

7. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219.
8. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press.
9. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press.
10. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press.
11. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press.
12. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press.
13. Emon, A. M., & Ahmed, R. (Eds.). (2018). The Oxford handbook of Islamic law. Oxford University Press.
14. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press.

Selected Topics in Criminal Law

<table>
<tr><td>Module Number
HH236011102</td><td colspan="2">Module Name
Selected Topics in Criminal Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Problem-Based Learning
Criminal-Policy Analysis
Case-Based Learning
Legal Opinion Writing
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Criminal Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Structured legal-source analysis (15%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (15%)
Legal opinion or analytical report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Achmad Arifulloh, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Andri Winjaya Laksana, S.H., M.H.
2. Dr. M. Rizal Bagaskoro, S.H., M.H.
3. Dr. Achmad Sulchan, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to examine current and complex criminal-law issues, contemporary criminal-law theories, criminal policy and evolving judicial practice in Indonesia through multidisciplinary and evidence-based analysis. The competencies: Students are expected to analyse current criminal-law problems; evaluate criminal-policy choices and judicial practice; apply contemporary doctrines of liability and punishment; formulate innovative and ethical legal solutions; and communicate evidence-based criminal-law opinions professionally. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, problem-based learning, criminal-policy analysis, case-based learning, legal opinion writing, presentations, independent learning.
The Materials Presented</td></tr>
</table>

1. Contemporary Criminal-Law Issues (scope, trends and problem identification)
2. Criminal Policy and Penal Reform (criminalisation, decriminalisation and policy choices)
3. Contemporary Theories of Punishment (retributive, utilitarian, restorative and rehabilitative approaches)
4. Individualisation of Criminal Responsibility (culpability, proportionality and sentencing)
5. Restorative Justice (principles, safeguards and implementation)
6. Corporate Criminal Liability (models of attribution and accountability)
7. Strict and Vicarious Liability (limits and contemporary applications)
8. Transnational and Organised Crime (cross-border criminal-law challenges)
9. Economic and Financial Crime (complex liability and enforcement)
10. Cybercrime and Digital Evidence (technology-related criminal-law issues)
11. Environmental and Corporate Crime (harm, responsibility and enforcement)
12. The National Criminal Code Reform (Law No. 1 of 2023 and doctrinal change)
13. Strategic Criminal-Law Decisions (critical analysis of judicial reasoning)
14. Future Directions of Indonesian Criminal Law (policy recommendations and research agenda)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing contemporary criminal-law issues, criminal policy and penal reform, contemporary theories of punishment and individualisation of criminal responsibility. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving restorative justice, corporate criminal liability, strict and vicarious liability and transnational and organised crime. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning economic and financial crime, cybercrime and digital evidence, environmental and corporate crime and the national criminal code reform using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to strategic criminal-law decisions and future directions of indonesian criminal law, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of contemporary criminal-law issues and identify the principal legal sources relevant to criminal policy and penal reform. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying contemporary theories of punishment and individualisation of criminal responsibility. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving restorative justice and corporate criminal liability. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from strict and vicarious liability and transnational and organised crime. (C4, A3, P2)

5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to economic and financial crime and cybercrime and digital evidence. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning environmental and corporate crime and the national criminal code reform. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving strategic criminal-law decisions and future directions of indonesian criminal law, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading

1. Republik Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
2. Republik Indonesia. (2025). Undang-Undang Nomor 20 Tahun 2025 tentang Kitab Undang-Undang Hukum Acara Pidana.
3. Republik Indonesia. (2022). Undang-Undang Nomor 22 Tahun 2022 tentang Pemasyarakatan.
4. Republik Indonesia. (2012). Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak.
5. Republik Indonesia. (2014). Undang-Undang Nomor 31 Tahun 2014 tentang Perubahan atas Undang-Undang Nomor 13 Tahun 2006 tentang Perlindungan Saksi dan Korban.

Supporting reading:

1. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
2. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41
3. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239–266.
4. Hamzani, A. I., Loso, L., & Prakash, N. B. (2025). Implementation of restorative justice in the criminal justice system: A comparative study between Indonesia and India. Indonesian State Law Review, 8(2), 114–152. https://doi.org/10.15294/islrev.v8i2.28426
5. Manurung, F. R., Gunanto, M. P., Ekaputra, M., Marlina, & Trisna, W. (2024). Differences in restorative justice in Indonesia, New Zealand and Saudi Arabia viewed from comparative criminal law. Ultimate Journal of Legal Studies, 2(1), 126–136. https://doi.org/10.32734/uljls.v2i1.16665
6. Agbaka, J. (2024). Pendekatan terpadu untuk memerangi kejahatan dunia maya di media sosial: Solusi legislatif, pendidikan, dan teknologi. Perspektif, 13(4), 1213-1222. https://doi.org/10.31289/perspektif.v13i4.13090
7. Situmeang, S. M. T., Pudjiastuti, D., & Sutarjo. (2024). Adequacy of Indonesian cybercriminal law against generative AI-based social engineering attacks. Res Nullius Law Journal, 6(1). https://doi.org/10.34010/rnlj.v6i1.19927

8. Wangga, M. S. E. (2024). Model keadilan restoratif dalam tindak pidana umum dan anak Indonesia. Law, Development and Justice Review, 7(2), 141-157.
9. Murray, A. (2023). Information technology law: The law and society (5th ed.). Oxford University Press.

Criminal Justice System

<table>
<tr><td>Module Number
HH236011103</td><td colspan="2">Module Name
Criminal Justice System</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Criminal-Process Case Analysis
Problem-Based Learning
Restorative-Justice Analysis
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Criminal Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Structured legal-source analysis (14%)
Case-based analytical assignment (13%)
Seminar discussion and presentation (13%)
Legal opinion or analytical report (13%)
Midterm Examination (20%), 100 minutes
Final Examination (27%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. R. Sugiharto, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. M. Rizal Bagaskoro, S.H., M.H.
2. Dr. R. Bondan Agung Kardono, S.H., M.H.
3. Dr. Achmad Sulchan, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to provide a comprehensive understanding of Indonesia’s integrated criminal justice system, its institutions, procedural relationships, rights safeguards, restorative justice, corrections and the use of technology in criminal justice. The competencies: Students are expected to analyse the roles and coordination of police, prosecutors, courts, corrections and advocates; evaluate procedural safeguards for suspects, defendants and victims; assess restorative justice and digitalisation; and formulate evidence-based recommendations for a fair, effective and accountable criminal justice system. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS</td></tr>
</table>

UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, criminal-process case analysis, problem-based learning, restorative-justice analysis, discussions, presentations, independent learning. **The material:** The learning materials follow the RPS sequence and are organised as follows.

The Materials Presented

1. Concept and Scope of the Criminal Justice System (integrated-system approach)
2. Police and Criminal Investigation (functions, powers and accountability)
3. Public Prosecution (prosecutorial functions, discretion and case management)
4. Courts and Criminal Adjudication (jurisdiction, trial process and judicial responsibility)
5. Corrections and Reintegration (correctional institutions, treatment and social reintegration)
6. Advocates and Legal Assistance (defence rights and professional responsibility)
7. Rights of Suspects and Defendants (due process and fair-trial safeguards)
8. Victim and Witness Protection (participation, protection and remedies)
9. Restorative Justice and Diversion (principles, mechanisms and safeguards)
10. Evidence and Proof in Modern Criminal Proceedings (lawful and reliable evidence)
11. Digitalisation of Criminal Justice (electronic systems, data and procedural integrity)
12. Inter-Institutional Co-ordination (case flow, accountability and integrated justice)
13. Effectiveness and Access to Justice (delay, prison overcrowding and legal assistance)
14. Criminal Justice Reform (new Criminal Procedure Code, technology and future challenges)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept and scope of the criminal justice system, police and criminal investigation, public prosecution and courts and criminal adjudication. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving corrections and reintegration, advocates and legal assistance, rights of suspects and defendants and victim and witness protection. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning restorative justice and diversion, evidence and proof in modern criminal proceedings, digitalisation of criminal justice and inter-institutional co-ordination using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to effectiveness and access to justice and criminal justice reform, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept and scope of the criminal justice system and identify the principal legal sources relevant to police and criminal investigation. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying public prosecution and courts and criminal adjudication. (C4, A3, P1)

3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving corrections and reintegration and advocates and legal assistance. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from rights of suspects and defendants and victim and witness protection. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to restorative justice and diversion and evidence and proof in modern criminal proceedings. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning digitalisation of criminal justice and inter-institutional co-ordination. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving effectiveness and access to justice and criminal justice reform, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
2. Republik Indonesia. (2025). Undang-Undang Nomor 20 Tahun 2025 tentang Kitab Undang-Undang Hukum Acara Pidana.
3. Republik Indonesia. (2022). Undang-Undang Nomor 22 Tahun 2022 tentang Pemasyarakatan.
4. Republik Indonesia. (2012). Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak.
5. Republik Indonesia. (2014). Undang-Undang Nomor 31 Tahun 2014 tentang Perubahan atas Undang-Undang Nomor 13 Tahun 2006 tentang Perlindungan Saksi dan Korban.

Supporting reading:

1. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
2. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41
3. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239–266. https://doi.org/10.15294/ijcls.v10i1.24071
4. Hamzani, A. I., Loso, L., & Prakash, N. B. (2025). Implementation of restorative justice in the criminal justice system: A comparative study between Indonesia and India. Indonesian State Law Review, 8(2), 114–152. https://doi.org/10.15294/islrev.v8i2.28426
5. Manurung, F. R., Gunanto, M. P., Ekaputra, M., Marlina, & Trisna, W. (2024). Differences in restorative justice in Indonesia, New Zealand and Saudi Arabia viewed from comparative criminal law. Ultimate Journal of Legal Studies, 2(1), 126–136. ht

6. Wangga, M. S. E. (2024). Model keadilan restoratif dalam tindak pidana umum dan anak Indonesia. Law, Development and Justice Review, 7(2), 141-157. https://doi.org/10.14710/ldjr.7.2024.141-157
7. Baihaky, M. R., & Isnawati, M. (2024). Restorative justice: Pemaknaan, problematika, dan penerapan yang seyogianya. Unes Journal of Swara Justisia. https://doi.org/10.31933/4mqgaj17
8. Wahyuda, A. T., & Suparmin, S. (2025). Restorative justice tindak pidana kekerasan pada anak sebagai korban: Studi komparatif hukum pidana positif dan hukum pidana Islam. Nagari Law Review, 8(3), 648-659.
9. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press.
10. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press.
11. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
12. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
13. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199244676.001.0001
14. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
15. Herring, J. (2023). Legal ethics (3rd ed.). Oxford University Press. https://doi.org/10.1093/he/9780198840046.001.0001

Comparative Criminal Law

<table>
<tr><td>Module Number
HH236011104</td><td colspan="2">Module Name
Comparative Criminal Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Comparative Legal Analysis
Case-Based Learning
Comparative Case Matrices
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Criminal Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Comparative legal matrix and source analysis (16%)
Comparative case brief (16%)
Seminar discussion and peer critique (15%)
Comparative research essay (15%)
Midterm Examination (20%), 100 minutes
Final Examination (18%), 100 minutes</td><td colspan="2">Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Prof. Dr. Sri Endah Wahyuningsih, S.H., M.Hum.</td><td colspan="2">Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Dwi Wahyono, S.H., C.N.
2. Dr. Ida Musofiana, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to develop competence in comparative criminal-law methodology and in analysing criminal-law systems, doctrines, punishment policies and reform experiences across civil-law, common-law and Islamic legal traditions. The competencies is students are expected to apply comparative-law methods; analyse similarities and differences among criminal-law traditions; compare liability, punishment and restorative-justice models; evaluate foreign approaches for contextual suitability; and formulate comparative recommendations for Indonesian criminal-law reform. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA</td></tr>
</table>

(https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, comparative legal analysis, case-based learning, comparative case matrices, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Comparative Criminal Law (purpose, scope and objects of comparison)
2. Methods of Criminal-Law Comparison (functional, doctrinal and contextual approaches)
3. Civil-Law Criminal Justice Tradition (codes, doctrine and adjudication)
4. Common-Law Criminal Justice Tradition (precedent, offences and adversarial process)
5. Islamic Criminal-Law Tradition (sources, offences and sanctions)
6. Comparative Criminal Law in ASEAN (selected jurisdictions and regional patterns)
7. Comparative European Criminal Law (selected continental models)
8. Comparative Criminal Responsibility (mens rea, fault and defences)
9. Comparative Sentencing and Punishment (goals, sanctions and proportionality)
10. Comparative Restorative Justice (models and procedural safeguards)
11. International Harmonisation of Criminal Law (transnational offences and co-operation)
12. Comparative Judicial Decisions (reasoning and legal interpretation)
13. Legal Transplants in Criminal Law (opportunities, limits and contextual fit)
14. Implications for Indonesian Criminal-Law Reform (evidence-based comparative recommendations)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of comparative criminal law, methods of criminal-law comparison, civil-law criminal justice tradition and common-law criminal justice tradition. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving islamic criminal-law tradition, comparative criminal law in asean, comparative european criminal law and comparative criminal responsibility. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning comparative sentencing and punishment, comparative restorative justice, international harmonisation of criminal law and comparative judicial decisions using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to legal transplants in criminal law and implications for indonesian criminal-law reform, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of comparative criminal law and identify the principal legal sources relevant to methods of criminal-law comparison. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying civil-law criminal justice tradition and common-law criminal justice tradition. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving islamic criminal-law tradition and comparative criminal law in asean. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from comparative european criminal law and comparative criminal responsibility. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to comparative sentencing and punishment and comparative restorative justice. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning international harmonisation of criminal law and comparative judicial decisions. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving legal transplants in criminal law and implications for indonesian criminal-law reform, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
2. Republik Indonesia. (2025). Undang-Undang Nomor 20 Tahun 2025 tentang Kitab Undang-Undang Hukum Acara Pidana.
3. Republik Indonesia. (2022). Undang-Undang Nomor 22 Tahun 2022 tentang Pemasyarakatan.
4. Republik Indonesia. (2012). Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak.
5. Republik Indonesia. (2014). Undang-Undang Nomor 31 Tahun 2014 tentang Perubahan atas Undang-Undang Nomor 13 Tahun 2006 tentang Perlindungan Saksi dan Korban.

Supporting reading:

1. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
2. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41
3. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239–266. https://doi.org/10.15294/ijcls.v10i1.24071
4. Hamzani, A. I., Loso, L., & Prakash, N. B. (2025). Implementation of restorative justice in the criminal justice system: A comparative study between Indonesia and India. Indonesian State Law Review, 8(2), 114–152. https://doi.org/10.15294/islrev.v8i2.28426
5. Manurung, F. R., Gunanto, M. P., Ekaputra, M., Marlina, & Trisna, W. (2024). Differences in restorative justice in Indonesia, New Zealand and Saudi Arabia viewed

from comparative criminal law. Ultimate Journal of Legal Studies, 2(1), 126–136. https://doi.org/10.32734/uljls.v2i1.16665
6. Wahyuda, A. T., & Suparmin, S. (2025). Restorative justice tindak pidana kekerasan pada anak sebagai korban: Studi komparatif hukum pidana positif dan hukum pidana Islam. Nagari Law Review, 8(3), 648-659. https://doi.org/10.25077/nalrev.v.8.i.3.p.648-659.2025
7. Wangga, M. S. E. (2024). Model keadilan restoratif dalam tindak pidana umum dan anak Indonesia. Law, Development and Justice Review, 7(2), 141-157. https://doi.org/10.14710/ldjr.7.2024.141-157
8. Baihaky, M. R., & Isnawati, M. (2024). Restorative justice: Pemaknaan, problematika, dan penerapan yang seyogianya. Unes Journal of Swara Justisia. https://doi.org/10.31933/4mqgaj17
9. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press.
10. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press.
11. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press.
12. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
13. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
14. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
15. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001

Special Criminal Offences Outside the National Criminal Code

<table>
<tr><td>Module Number
HH236011105</td><td colspan="2">Module Name
Special Criminal Offences Outside the National Criminal Code</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Special-Statute Analysis
Case-Based Learning
Problem-Based Learning
Legal Opinion Writing
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Criminal Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Structured legal-source analysis (16%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (15%)
Legal opinion or analytical report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (19%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Prof. Dr. Eko Soponyono, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Ahmad Hadi Prayitno, S.H., M.H.
2. Dr. Hendro Widodo, S.H., M.H., M.Kn.
3. Dr. Naavi'u Emal Maaliki, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to analyse the structure, regulation and enforcement of special criminal offences governed outside the National Criminal Code and their harmonisation with national criminal-law reform. The competencies is students are expected to identify special-offence regimes and their distinctive liability rules; analyse corruption, narcotics, money laundering, terrorism, trafficking, cybercrime, environmental and economic offences; evaluate enforcement problems; and formulate legally sound and ethical solutions within the reformed national criminal-law framework. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, special-statute analysis, case-based learning, problem-based learning, legal opinion writing, presentations, independent learning. The learning materials</td></tr>
</table>

1. Special Criminal Offences Outside the National Criminal Code (concept, rationale and legislative technique)
2. Relationship between the National Criminal Code and Special Criminal Statutes (lex specialis and harmonisation)
3. Corruption Offences (elements, liability and enforcement)
4. Narcotics Offences (prohibited conduct, responsibility and sanctions)
5. Money Laundering (predicate offences, proceeds and financial investigation)
6. Terrorism Offences (criminalisation, prevention and rights safeguards)
7. Trafficking in Persons (elements, victim protection and transnational dimensions)
8. Cybercrime (electronic offences, jurisdiction and digital evidence)
9. Child Protection Offences (special protection and criminal liability)
10. Environmental Offences (corporate responsibility and environmental harm)
11. Economic and Banking Offences (financial-sector criminal liability)
12. Special Liability Models (corporate, strict and command responsibility where applicable)
13. Harmonisation with Law No. 1 of 2023 (transition and coherence of special statutes)
14. Contemporary Enforcement Challenges (complex evidence, technology and policy reform)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing special criminal offences outside the national criminal code, relationship between the national criminal code and special criminal statutes, corruption offences and narcotics offences. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving money laundering, terrorism offences, trafficking in persons and cybercrime. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning child protection offences, environmental offences, economic and banking offences and special liability models using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to harmonisation with law no. 1 of 2023 and contemporary enforcement challenges, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of special criminal offences outside the national criminal code and identify the principal legal sources relevant to relationship between the national criminal code and special criminal statutes. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying corruption offences and narcotics offences. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving money laundering and terrorism offences. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from trafficking in persons and cybercrime. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to child protection offences and environmental offences. (C5, A4, P3)

6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning economic and banking offences and special liability models. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving harmonisation with law no. 1 of 2023 and contemporary enforcement challenges, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. (2023). Undang-Undang Nomor 1 Tahun 2023 tentang Kitab Undang-Undang Hukum Pidana.
2. Republik Indonesia. (2001). Undang-Undang Nomor 20 Tahun 2001 tentang Perubahan atas Undang-Undang Nomor 31 Tahun 1999 tentang Pemberantasan Tindak Pidana Korupsi.
3. Republik Indonesia. (2009). Undang-Undang Nomor 35 Tahun 2009 tentang Narkotika.
4. Republik Indonesia. (2010). Undang-Undang Nomor 8 Tahun 2010 tentang Pencegahan dan Pemberantasan Tindak Pidana Pencucian Uang.
5. Republik Indonesia. (2018). Undang-Undang Nomor 5 Tahun 2018 tentang Perubahan atas Undang-Undang Nomor 15 Tahun 2003 tentang Pemberantasan Tindak Pidana Terorisme.

Supporting reading:

1. Hodgson, J. (2020). The metamorphosis of criminal justice: A comparative account. Oxford University Press. https://doi.org/10.1093/oso/9780199981427.001.0001
2. Dubber, M. D. (2019). Comparative criminal law. In M. Reimann & R. Zimmermann (Eds.), The Oxford handbook of comparative law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198810230.013.41
3. Wulandari, C., Cahyanto, L. T., Winarsih, Rahayu, D. P., & Hassan, M. S. (2025). Restorative justice-based criminal case resolution: A study at restorative justice houses in Yogyakarta. Indonesian Journal of Criminal Law Studies, 10(1), 239–266. https://doi.org/10.15294/ijcls.v10i1.24071
4. Hamzani, A. I., Loso, L., & Prakash, N. B. (2025). Implementation of restorative justice in the criminal justice system: A comparative study between Indonesia and India. Indonesian State Law Review, 8(2), 114–152. https://doi.org/10.15294/islrev.v8i2.28426
5. Manurung, F. R., Gunanto, M. P., Ekaputra, M., Marlina, & Trisna, W. (2024). Differences in restorative justice in Indonesia, New Zealand and Saudi Arabia viewed from comparative criminal law. Ultimate Journal of Legal Studies, 2(1), 126–136. https://doi.org/10.32734/uljls.v2i1.16665
6. Agbaka, J. (2024). Pendekatan terpadu untuk memerangi kejahatan dunia maya di media sosial: Solusi legislatif, pendidikan, dan teknologi. Perspektif, 13(4), 1213-1222
7. Situmeang, S. M. T., Pudjiastuti, D., & Sutarjo. (2024). Adequacy of Indonesian cybercriminal law against generative AI-based social engineering attacks. Res Nullius Law Journal, 6(1). https://doi.org/10.34010/rnlj.v6i1.19927

8. Latifah, A., Premitha, S., & Puspita, S. (2026). Menanamkan nilai kejujuran melalui pendidikan anti korupsi. Pendas: Jurnal Ilmiah Pendidikan Dasar, 11(1). https://doi.org/10.23969/jp.v11i01.42102
9. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
10. Murray, A. (2023). Information technology law: The law and society (5th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192893529.001.0001
11. Horder, J. (2022). Ashworth's principles of criminal law (10th ed.). Oxford University Press.
12. Brown, D. K., Turner, J. I., & Weisser, B. (Eds.). (2019). The Oxford handbook of criminal process. Oxford University Press.
13. Lindsey, T., & Butt, S. (2018). Indonesian law. Oxford University Press.
14. Crouch, M. (Ed.). (2019). The politics of court reform: Judicial change and legal culture in Indonesia. Cambridge University Press.
15. 10. Tamanaha, B. Z. (2001). A general jurisprudence of law and society. Oxford University Press.

Elective Courses - Civil Law Specialisation

Islamic Perspectives on Civil Law

<table>
<tr><td>Module Number
HH236011201</td><td colspan="2">Module Name
Islamic Perspectives on Civil Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Islamic Private-Law Case Analysis
Contract/Fatwa Analysis
Problem-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (14%)
Maqasid-based case analysis (14%)
Seminar discussion and group presentation (14%)
Analytical legal opinion or reflective paper (13%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td colspan="2">Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Dr. Hj. Siti Ummu Adillah, S.H., M.Hum.</td><td colspan="2">Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Winanto, S.H., M.H.
2. Anugrah Surya Kusuma, S.H., M.H.
3. Noor Lailatul Izza, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to examine private-law relations from an Islamic perspective, including legal subjects and objects, obligations, contracts, property-related transactions and dispute resolution based on justice and public benefit. The competencies is students are expected to analyse Islamic private-law sources and principles; apply the requirements of valid akad to modern transactions; evaluate contractual and civil disputes through justice and maqasid considerations; compare Islamic private law with Indonesian civil law; and</td></tr>
</table>

formulate ethical solutions for contemporary private-law problems. **The learning process is** The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, islamic private-law case analysis, contract/fatwa analysis, problem-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Islamic Civil Law (concept, scope and sources)
2. Legal Subjects and Objects in Islamic Private Law (capacity, property and legal interests)
3. Principles of Muamalah (permissibility, consent, justice and prohibition of harm)
4. Obligations and Akad (rukun, conditions and legal effects)
5. Formation and Validity of Sharia Contracts (consent, object, purpose and compliance)
6. Modern Sharia Transactions (murabahah, ijarah, salam, istisna and partnership contracts)
7. Breach of Contract and Civil Liability (default, loss and remedies)
8. Property and Transfer in Islamic Law (ownership, possession and lawful transfer)
9. Islamic Civil Law and the Indonesian Civil Code (comparative analysis)
10. Compilation of Sharia Economic Law (KHES) and National Regulation (normative integration)
11. Islamic Civil Dispute Resolution (religious courts, mediation and arbitration)
12. Justice, Maslahah and Professional Ethics (responsible legal decision-making)
13. Contemporary Islamic Private-Law Issues (digital transactions and transnational dealings)
14. Contribution to Indonesian Private-Law Development (harmonisation and reform)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of islamic civil law, legal subjects and objects in islamic private law, principles of muamalah and obligations and akad. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving formation and validity of sharia contracts, modern sharia transactions, breach of contract and civil liability and property and transfer in islamic law. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning islamic civil law and the indonesian civil code, compilation of sharia economic law, islamic civil dispute resolution and justice, maslahah and professional ethics using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary islamic private-law issues and contribution to indonesian private-law development, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of islamic civil law and identify the principal legal sources relevant to legal subjects and objects in islamic private law. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying principles of muamalah and obligations and akad. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving formation and validity of sharia contracts and modern sharia transactions. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from breach of contract and civil liability and property and transfer in islamic law. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to islamic civil law and the indonesian civil code and compilation of sharia economic law. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning islamic civil dispute resolution and justice, maslahah and professional ethics. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary islamic private-law issues and contribution to indonesian private-law development, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Kementerian Agama Republik Indonesia. (2019). Al-Qur'an dan terjemahannya: Edisi penyempurnaan 2019.
2. Mahkamah Agung Republik Indonesia. (2008). Peraturan Mahkamah Agung Nomor 2 Tahun 2008 tentang Kompilasi Hukum Ekonomi Syariah.
3. Presiden Republik Indonesia. (1991). Instruksi Presiden Nomor 1 Tahun 1991 tentang Penyebarluasan Kompilasi Hukum Islam.
4. Republik Indonesia. (1974). Undang-Undang Nomor 1 Tahun 1974 tentang Perkawinan, sebagaimana diubah dengan Undang-Undang Nomor 16 Tahun 2019.
5. Republik Indonesia. (2006). Undang-Undang Nomor 3 Tahun 2006 tentang Perubahan atas Undang-Undang Nomor 7 Tahun 1989 tentang Peradilan Agama.

Supporting reading:

1. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
2. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
3. Güney, N. (2024). Maqāsid al-Sharī'a in Islamic finance: A critical analysis of modern discourses. Religions, 15(1), 114. https://doi.org/10.3390/rel15010114
4. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5
5. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42–48. https://doi.org/10.1057/s41261-022-00214-3
6. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic

jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495
7. Nasir, M., Aniza, A., Muzakkir, M., & Roni, M. (2023). The contestation of authority in Islamic marriage law in Aceh, Indonesia. Al-Istinbath: Jurnal Hukum Islam, 8(2), 369-388. https://doi.org/10.29240/jhi.v8i2.7896
8. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21-39. https://doi.org/10.18326/ijtihad.v11i1.21-39
9. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
10. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
11. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
12. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
13. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press. https://doi.org/10.1093/9780192607539.001.0001
14. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
15. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780192868084.001.0001

Selected Topics in Civil Law

<table>
<tr><td>Module Number
HH236011202</td><td colspan="2">Module Name
Selected Topics in Civil Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Contemporary Private-Law Case Analysis, Problem-Based Learning, Legal Opinion Writing, Discussions, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Civil Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Legal Source Analysis (15%)
Contemporary Civil-Law Case Analysis (15%)
Seminar Discussion and Presentation (15%)
Legal Opinion Writing Assignment (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Hj. Siti Ummu Adillah, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Shallman, S.H., M.Kn.
2. Dr. Heri Oktavianto, S.H., M.Kn.
3. Anugrah Surya Kusuma, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims is This course aims to examine contemporary developments and complex problems in civil law, including obligations, contracts, liability, family, property, security rights, digital private relations and dispute-resolution strategies. The competencies is students are expected to analyse current private-law developments using doctrinal and comparative reasoning; evaluate complex disputes in obligations, liability, family and property; assess digital and transnational private-law issues; design ethical litigation or non-litigation strategies; and develop an evidence-based civil-law research proposal. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and</td></tr>
</table>

SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, contemporary private-law case analysis, problem-based learning, legal opinion writing, discussions, presentations, independent learning.

The Materials Presented

1. Contemporary Civil-Law Developments (changing doctrines and current issues)
2. Legal Subjects, Objects and Juridical Acts (contemporary problems and comparative perspectives)
3. Obligations and Contract Problems (default, interpretation and contractual remedies)
4. Digital and Transnational Contracts (electronic transactions, platforms and cross-border aspects)
5. Modern Tort and Civil Liability (fault, causation, loss and emerging harms)
6. Consumer Protection in Private Relations (fairness, information and remedies)
7. Contemporary Family-Law Issues (status, rights and changing social contexts)
8. Property-Law Developments (ownership, possession and modern assets)
9. Security Rights and Credit Relations (security devices and enforcement)
10. Civil Dispute Resolution (litigation, mediation and arbitration)
11. Digital Private-Law Relations (data, electronic evidence and online transactions)
12. Strategic Civil-Law Decisions (critical analysis of judicial reasoning)
13. Contemporary Civil-Law Legal Opinion (evidence-based professional advice)
14. Civil-Law Research and Reform Proposal (methodology, innovation and professional ethics)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing contemporary civil-law developments, legal subjects, objects and juridical acts, obligations and contract problems and digital and transnational contracts. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving modern tort and civil liability, consumer protection in private relations, contemporary family-law issues and property-law developments. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning security rights and credit relations, civil dispute resolution, digital private-law relations and strategic civil-law decisions using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary civil-law legal opinion and civil-law research and reform proposal, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of contemporary civil-law developments and identify the principal legal sources relevant to legal subjects, objects and juridical acts. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying obligations and contract problems and digital and transnational contracts. (C4, A3, P1)

3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving modern tort and civil liability and consumer protection in private relations. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from contemporary family-law issues and property-law developments. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to security rights and credit relations and civil dispute resolution. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning digital private-law relations and strategic civil-law decisions. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary civil-law legal opinion and civil-law research and reform proposal, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. Kitab Undang-Undang Hukum Perdata (Burgerlijk Wetboek).
2. Republik Indonesia. (1974). Undang-Undang Nomor 1 Tahun 1974 tentang Perkawinan, sebagaimana diubah dengan Undang-Undang Nomor 16 Tahun 2019.
3. Republik Indonesia. (1996). Undang-Undang Nomor 4 Tahun 1996 tentang Hak Tanggungan atas Tanah Beserta Benda-Benda yang Berkaitan dengan Tanah.
4. Republik Indonesia. (1999). Undang-Undang Nomor 42 Tahun 1999 tentang Jaminan Fidusia.
5. Republik Indonesia. (1999). Undang-Undang Nomor 8 Tahun 1999 tentang Perlindungan Konsumen.

Supporting reading:

1. Kuntz, T., & Miller, P. B. (Eds.). (2024). Methodology in private law theory: Between New Private Law and Rechtsdogmatik. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.001.0001
2. Jiménez, F. (2024). Understanding private law. In T. Kuntz & P. B. Miller (Eds.), Methodology in private law theory. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.003.0004
3. Torremans, P. (2024). Intellectual property and private international law (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198853312.001.0001
4. Bently, L., Sherman, B., Gangjee, D., & Johnson, P. (2022). Intellectual property law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198869917.001.0001
5. Goold, P. R. (2024). A critical introduction to intellectual property law. Cambridge University Press. https://doi.org/10.1017/9781009182294
6. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
7. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719

8. Saputra, R., & Damayanti, V. (2023). Perlindungan konsumen dalam transaksi e-commerce internasional. Repertorium: Jurnal Ilmiah Hukum Kenotariatan, 12(2). https://doi.org/10.28946/rpt.v12i2.3364
9. Murray, A. (2023). Information technology law: The law and society (5th ed.). Oxford University Press.
10. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press.
11. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press.
12. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press.
13. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press.
14. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
15. Pflucke, F. (2024). Compliance with European consumer law: The case of e-commerce. Oxford University Press.

Comparative Civil Law

<table>
<tr><td>Module Number
HH236011203</td><td colspan="2">Module Name
Comparative Civil Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Comparative Legal Analysis, Civil-Law Case Analysis, Legal-System Comparison, Case-Based Learning, Discussions, Presentations, Independent Learning</td><td>Prerequisites for Attendance
Civil Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Comparative Legal-System Analysis (15%)
Comparative Civil-Law Case Analysis (15%)
Legal Doctrine and Regulation Comparison Assignment (15%)
Seminar Discussion and Presentation (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Denny Suwondo, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Heri Oktavianto, S.H., M.Kn.
2. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.
3. Doni Catur Saefudin, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to develop comparative competence in analysing private-law institutions and doctrines across civil-law, common-law and Islamic legal traditions and to assess their relevance to Indonesian private-law development. The competencies is students are expected to apply comparative private-law methods; compare legal personality, contracts, obligations, liability, property, security, family and succession law across selected systems; evaluate legal transplants and contextual differences; and formulate comparative recommendations for Indonesian civil-law reform. The learning process is The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media.</td></tr>
</table>

Learning activities include interactive lectures, comparative private-law analysis, comparative case matrices, case-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations and Methods of Comparative Civil Law (objects, functions and methodology)
2. Legal Families in Private Law (civil law, common law and mixed systems)
3. Civil-Law and Common-Law Private-Law Structures (codes, precedent and legal method)
4. Islamic Private Law in Comparative Perspective (sources and distinctive institutions)
5. Legal Personality and Civil Status (capacity and status across systems)
6. Contract Formation and Freedom of Contract (comparative rules and limitations)
7. Obligations and Contractual Remedies (performance, breach and remedies)
8. Tort and Civil Liability (fault, causation, strict liability and damages)
9. Property and Ownership (title, possession and transfer)
10. Security Rights (mortgage, fiduciary security and comparative devices)
11. Family Law (marriage, status and family relations)
12. Succession and Inheritance (testate and intestate models)
13. Comparative Judgments and Legal Transplants (reasoning, borrowing and contextual fit)
14. Implications for Indonesian Private-Law Reform (comparative evaluation and recommendations)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations and methods of comparative civil law, legal families in private law, civil-law and common-law private-law structures and islamic private law in comparative perspective. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving legal personality and civil status, contract formation and freedom of contract, obligations and contractual remedies and tort and civil liability. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning property and ownership, security rights, family law and succession and inheritance using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to comparative judgments and legal transplants and implications for indonesian private-law reform, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations and methods of comparative civil law and identify the principal legal sources relevant to legal families in private law. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying civil-law and common-law private-law structures and islamic private law in comparative perspective. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving legal personality and civil status and contract formation and freedom of contract. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from obligations and contractual remedies and tort and civil liability. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to property and ownership and security rights. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning family law and succession and inheritance. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving comparative judgments and legal transplants and implications for indonesian private-law reform, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. Kitab Undang-Undang Hukum Perdata (Burgerlijk Wetboek).
2. Republik Indonesia. (1974). Undang-Undang Nomor 1 Tahun 1974 tentang Perkawinan, sebagaimana diubah dengan Undang-Undang Nomor 16 Tahun 2019.
3. Republik Indonesia. (1996). Undang-Undang Nomor 4 Tahun 1996 tentang Hak Tanggungan atas Tanah Beserta Benda-Benda yang Berkaitan dengan Tanah.
4. Republik Indonesia. (1999). Undang-Undang Nomor 42 Tahun 1999 tentang Jaminan Fidusia.
5. Republik Indonesia. (1999). Undang-Undang Nomor 8 Tahun 1999 tentang Perlindungan Konsumen.

Supporting reading:

1. Kuntz, T., & Miller, P. B. (Eds.). (2024). Methodology in private law theory: Between New Private Law and Rechtsdogmatik. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.001.0001
2. Jiménez, F. (2024). Understanding private law. In T. Kuntz & P. B. Miller (Eds.), Methodology in private law theory. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.003.0004
3. Torremans, P. (2024). Intellectual property and private international law (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198853312.001.0001
4. Bently, L., Sherman, B., Gangjee, D., & Johnson, P. (2022). Intellectual property law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198869917.001.0001
5. Goold, P. R. (2024). A critical introduction to intellectual property law. Cambridge University Press. https://doi.org/10.1017/9781009182294
6. Djawas, M., Hasballah, K., Devy, S., Kadir, M. A., & Abda, Y. (2022). The construction of Islamic inheritance law: A comparative study of Islamic jurisprudence and the Compilation of Islamic Law. JURIS (Jurnal Ilmiah Syariah), 21(2), 207-219. https://doi.org/10.31958/juris.v21i2.7495

7. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
8. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719
5. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001
6. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001
7. Khosyi'ah, S., & Rusyana, A. Y. (2022). Inheritance settlement of descendants of children and siblings in Islamic law with local wisdom in Indonesia. Cogent Social Sciences, 8(1), 2126615. https://doi.org/10.1080/23311886.2022.2126615
8. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press.
9. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press.
10. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press.
9. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press.

Consumer Protection and Intellectual Property Law

<table>
<tr><td>Module Number
HH236011204</td><td colspan="2">Module Name
Consumer Protection and Intellectual Property Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Consumer/IP Case Analysis
Statutory and Digital-Platform Analysis
Problem-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Civil Law, Commercial Law, Civil Procedure Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Structured legal-source analysis (15%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (15%)
Legal opinion or analytical report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Prof. Dr. Anis Mashdurohatun, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Setyawati, S.H., M.Hum.
2. Doni Catur Saefudin, S.H., M.Kn.</td></tr>
<tr><td colspan="3">Syllabus
The aims is course aims to integrate the legal frameworks of consumer protection and intellectual property in Indonesia and international practice, with particular attention to business transactions, e-commerce, enforcement and contemporary digital disputes. The competencies is students are expected to analyse consumer rights and business-actor obligations; evaluate liability and consumer dispute resolution; classify and apply copyright, trade mark, patent and related intellectual-property protections; assess online infringement and e-commerce problems; and formulate appropriate civil or administrative remedies. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, consumer/ip case analysis, statutory and</td></tr>
</table>

digital-platform analysis, problem-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Consumer Protection and Intellectual Property (concepts, principles and sources)
2. Consumer Rights and Business-Actor Obligations (information, safety, fairness and responsibility)
3. Product and Service Liability (loss, causation and remedies)
4. Consumer Dispute Resolution (BPSK, courts and alternative mechanisms)
5. Consumer Protection in E-Commerce (digital transactions, platforms and standard terms)
6. Foundations and Categories of Intellectual Property (rationale and legal architecture)
7. Copyright (protected works, ownership, limitations and enforcement)
8. Trade Marks and Geographical Indications (registration, rights and infringement)
9. Patents (patentability, ownership, licensing and enforcement)
10. Industrial Designs and Trade Secrets (scope and protection)
11. IP Licensing and Technology Transfer (contractual and competition considerations)
12. IP Enforcement and Remedies (civil, administrative and criminal dimensions)
13. Online Infringement and Digital Platforms (intermediaries and cross-border challenges)
14. Integrated Consumer/IP Case Analysis (digital commerce, innovation and professional legal advice)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of consumer protection and intellectual property, consumer rights and business-actor obligations, product and service liability and consumer dispute resolution. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving consumer protection in e-commerce, foundations and categories of intellectual property, copyright and trade marks and geographical indications. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning patents, industrial designs and trade secrets, ip licensing and technology transfer and ip enforcement and remedies using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to online infringement and digital platforms and integrated consumer/ip case analysis, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of consumer protection and intellectual property and identify the principal legal sources relevant to consumer rights and business-actor obligations. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying product and service liability and consumer dispute resolution. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving consumer protection in e-commerce and foundations and categories of intellectual property. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from copyright and trade marks and geographical indications. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to patents and industrial designs and trade secrets. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning ip licensing and technology transfer and ip enforcement and remedies. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving online infringement and digital platforms and integrated consumer/ip case analysis, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Handayani, F. N., & Harahap, A. R. (2021). Hukum Perlindungan Konsumen. Bintang Pustaka Madani.
2. Santoso, A. P. A., Sulistyowati, E., & Wisudawati, T. (2022). Hukum Perlindungan Konsumen: Suatu Pendekatan Praktis dan Aplikatif. Pustaka Baru Press.
3. Bently, L., Sherman, B., Gangjee, D., & Johnson, P. (2022). Intellectual Property Law (6th ed.). Oxford University Press.
4. Republik Indonesia. (1999). Undang-Undang Nomor 8 Tahun 1999 tentang Perlindungan Konsumen.
5. Republik Indonesia. (2014). Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.
6. Republik Indonesia. (2016). Undang-Undang Nomor 20 Tahun 2016 tentang Merek dan Indikasi Geografis.
7. Republik Indonesia. (2016). Undang-Undang Nomor 13 Tahun 2016 tentang Paten, sebagaimana diubah dengan Undang-Undang Nomor 65 Tahun 2024.
8. Republik Indonesia. (2008). Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik, sebagaimana terakhir diubah dengan Undang-Undang Nomor 1 Tahun 2024.

Supporting reading:

1. Torremans, P. (2024). Intellectual property and private international law (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198853312.001.0001
2. Bently, L., Sherman, B., Gangjee, D., & Johnson, P. (2022). Intellectual property law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198869917.001.0001
3. Goold, P. R. (2024). A critical introduction to intellectual property law. Cambridge University Press. https://doi.org/10.1017/9781009182294
4. Pflücke, F. (2024). Compliance with European consumer law: The case of e-commerce. Oxford University Press. https://doi.org/10.1093/9780198906414.001.0001

5. Kuntz, T., & Miller, P. B. (Eds.). (2024). Methodology in private law theory: Between New Private Law and Rechtsdogmatik. Oxford University Press. https://doi.org/10.1093/oso/9780198885306.001.0001
6. Tresnawati, S., Meylian, S., & Anandhira, N. I. (2025). Perlindungan hukum bagi konsumen dalam transaksi elektronik di platform Shopee Indonesia. LETTERLIJK, 2(1), 30-37. https://doi.org/10.25134/letterlijk.v2i1.995
7. Afrineldi. (2021). Perlindungan konsumen dalam perdagangan elektronik (e-commerce). Jurnal Ilmiah Publika, 9(1). https://doi.org/10.33603/publika.v9i1.5719
8. Saputra, R., & Damayanti, V. (2023). Perlindungan konsumen dalam transaksi e-commerce internasional. Repertorium: Jurnal Ilmiah Hukum Kenotariatan, 12(2).
9. Murray, A. (2023). Information technology law: The law and society (5th ed.). Oxford University Press.
8. McKendrick, E. (2024). Contract law: Text, cases, and materials (11th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198898047.001.0001
9. Chen-Wishart, M. (2026). Contract law: A very short introduction. Oxford University Press.
10. McMeel, G. (2025). McMeel on the construction of contracts (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780192843364.001.0001
11. Tolhurst, G. J., & Peden, E. (2023). Furmston and Tolhurst on contract formation: Law and practice (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780192868084.001.0001
12. Andrews, N. (2021). Contract law in practice. Oxford University Press. https://doi.org/10.1093/law/9780192897947.001.0001
13. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en

Sharia Banking Law

<table>
<tr><td>Module Number
HH236011205</td><td colspan="2">Module Name
Sharia Banking Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Sharia-Banking Regulation Analysis
Contract/Fatwa Analysis
Case-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (14%)
Maqasid-based case analysis (14%)
Seminar discussion and group presentation (14%)
Analytical legal opinion or reflective paper (13%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Aryani Witasari, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Toni Triyanto, S.H., M.H.
2. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.
3. Moh. Nurul Huda, S.H., M.Ag.
4. Mahendra Dewa Wicaksana, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to examine the Islamic-law principles, statutory framework, Sharia contracts, governance, customer protection, dispute resolution and digital developments governing Sharia banking in Indonesia. The competencies is Students are expected to analyse the legal and Sharia foundations of Islamic banking; apply financing and deposit contracts to banking products; evaluate Sharia compliance, governance and customer protection; analyse disputes and digital-finance developments; and formulate legally and Sharia-compliant recommendations for banking practice. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning</td></tr>
</table>

UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, sharia-banking regulation analysis, contract/fatwa analysis, case-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Sharia Banking Law (concept, objectives and distinguishing principles)
2. Legal and Regulatory Framework of Sharia Banking in Indonesia (statutes, OJK and Bank Indonesia roles)
3. Sources of Funds and Deposit Contracts (wadiah and mudharabah)
4. Sale-Based Financing (murabahah, salam and istisna)
5. Lease-Based Financing (ijarah and related structures)
6. Partnership Financing (mudharabah and musyarakah)
7. Ancillary Sharia Banking Contracts (wakalah, kafalah, hawalah and rahn)
8. Financing Risk and Restructuring (default, mitigation and restructuring)
9. Customer Protection and Deposit Protection (rights, information and legal remedies)
10. Sharia Governance (DSN-MUI, Sharia Supervisory Boards and compliance)
11. Sharia Banking Dispute Resolution (religious courts, mediation and arbitration)
12. Digital Sharia Banking and Fintech (electronic services and technology-based financing)
13. Corporate Governance and Prudential Regulation (accountability and financial soundness)
14. Contemporary Sharia Banking Issues (innovation, sustainability and regulatory development)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of sharia banking law, legal and regulatory framework of sharia banking in indonesia, sources of funds and deposit contracts and sale-based financing. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving lease-based financing, partnership financing, ancillary sharia banking contracts and financing risk and restructuring. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning customer protection and deposit protection, sharia governance, sharia banking dispute resolution and digital sharia banking and fintech using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to corporate governance and prudential regulation and contemporary sharia banking issues, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of sharia banking law and identify the principal legal sources relevant to legal and regulatory framework of sharia banking in indonesia. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying sources of funds and deposit contracts and sale-based financing. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving lease-based financing and partnership financing. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from ancillary sharia banking contracts and financing risk and restructuring. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to customer protection and deposit protection and sharia governance. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning sharia banking dispute resolution and digital sharia banking and fintech. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving corporate governance and prudential regulation and contemporary sharia banking issues, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. (2008). Undang-Undang Nomor 21 Tahun 2008 tentang Perbankan Syariah.
2. Republik Indonesia. (2023). Undang-Undang Nomor 4 Tahun 2023 tentang Pengembangan dan Penguatan Sektor Keuangan.
3. Mahkamah Agung Republik Indonesia. (2008). Peraturan Mahkamah Agung Nomor 2 Tahun 2008 tentang Kompilasi Hukum Ekonomi Syariah.
4. Dewan Syariah Nasional–Majelis Ulama Indonesia. (2000). Fatwa Nomor 04/DSN-MUI/IV/2000 tentang Murabahah.
5. Dewan Syariah Nasional–Majelis Ulama Indonesia. (2018). Fatwa Nomor 117/DSN-MUI/II/2018 tentang Layanan Pembiayaan Berbasis Teknologi Informasi Berdasarkan Prinsip Syariah.

Supporting reading:

1. Güney, N. (2024). Maqāsid al-Sharī‘a in Islamic finance: A critical analysis of modern discourses. Religions, 15(1), 114. https://doi.org/10.3390/rel15010114
2. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5
3. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42–48. https://doi.org/10.1057/s41261-022-00214-3
4. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
5. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783

1. **Additional DOI-Verified References**
2. **National references:**

1. Azizah, I., Azizah, M., Bakhri, S., Musafa'ah, S., Fathurrohman, A., & Robbani, S. (2026). Reconstructing Islamic criminal liability for economic crimes: A maqasid-

based framework for Indonesia's Sharia finance. El-Mashlahah, 16(1). https://doi.org/10.23971/el-mashlahah.v16i1.11254
2. Azizah, B., Satria, H., Andana, A. Y., Azzam, M. B., Saryanto, S. S., & Putri, T. S. (2026). Insurance law in Indonesia: Legal foundations, principles, and regulatory developments. Anthroposia: Journal of Social and Human Development, 1(2), 75-84.
3. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125.
3. **International references:**
4. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en
5. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
6. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
7. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
8. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
9. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press.
10. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en

Elective Courses - Constitutional Law Specialisation

Islamic Perspectives on Constitutional Law

<table>
<tr><td>Module Number
HH236011301</td><td colspan="2">Module Name
Islamic Perspectives on Constitutional Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Constitutional Text Analysis, Islamic Governance Case Analysis, Comparative Constitutional Analysis, Maqasid al-Shariah Analysis, Discussions, Presentations, Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Qur’an, Hadith, Fiqh and Fatwa Source Analysis (15%)
Islamic Governance and Constitutional Case Analysis (15%)
Comparative Constitutional Analysis Assignment (15%)
Seminar Discussion and Group Presentation (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Sri Kusriyah, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Moh. Aris Siswanto, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to examine constitutional and state-law concepts through Islamic legal and political thought, including authority, shura, justice, citizenship, rights and the relationship between Islamic governance values and modern constitutionalism. The competencies is students are expected to analyse Islamic sources and concepts of governance; evaluate authority, citizenship, justice and shura in constitutional contexts; compare Islamic and modern constitutional models; assess democracy and rights through Islamic and Indonesian perspectives; and formulate context-sensitive constitutional arguments grounded in ethics and maqasid. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-</td></tr>
</table>

Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, constitutional text analysis, islamic governance case analysis, comparative constitutional analysis, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Islamic Constitutional Thought (concept, history and scope)
2. Sources of Islamic Governance Norms (Qur'an, Sunnah, fiqh siyasah and ijtihad)
3. Authority and Sovereignty in Islamic Thought (legitimacy, responsibility and limits)
4. Imamah and Khilafah (classical concepts and contemporary interpretation)
5. Shura and Public Deliberation (consultation, participation and accountability)
6. Rights and Duties of Citizens (dignity, protection and public responsibility)
7. Justice and Equality in Governance (rule of law and non-arbitrariness)
8. Islamic and Modern Constitutionalism (comparative institutions and values)
9. Constitutional Practice in Selected Muslim-Majority States (comparative models)
10. Religion and the State (institutional relationships and constitutional accommodation)
11. Democracy from an Islamic Perspective (representation, participation and accountability)
12. Human Rights and Islamic Constitutional Values (dignity, freedom and public interest)
13. Relevance to Indonesian Constitutionalism (Pancasila, the Constitution and Islamic values)
14. Maqasid-Oriented Constitutional Development (ethical governance and contemporary reform)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of islamic constitutional thought, sources of islamic governance norms, authority and sovereignty in islamic thought and imamah and khilafah. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving shura and public deliberation, rights and duties of citizens, justice and equality in governance and islamic and modern constitutionalism. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning constitutional practice in selected muslim-majority states, religion and the state, democracy from an islamic perspective and human rights and islamic constitutional values using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to relevance to indonesian constitutionalism and maqasid-oriented constitutional development, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of islamic constitutional thought and identify the principal legal sources relevant to sources of islamic governance norms. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying authority and sovereignty in islamic thought and imamah and khilafah. (C4, A3, P1)

3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving shura and public deliberation and rights and duties of citizens. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from justice and equality in governance and islamic and modern constitutionalism. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to constitutional practice in selected muslim-majority states and religion and the state. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning democracy from an islamic perspective and human rights and islamic constitutional values. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving relevance to indonesian constitutionalism and maqasid-oriented constitutional development, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Kementerian Agama Republik Indonesia. (2019). Al-Qur'an dan terjemahannya: Edisi penyempurnaan 2019.
2. Republik Indonesia. (1945). Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
3. Republik Indonesia. (1999). Undang-Undang Nomor 39 Tahun 1999 tentang Hak Asasi Manusia.
4. Republik Indonesia. (2017). Undang-Undang Nomor 7 Tahun 2017 tentang Pemilihan Umum beserta perubahannya.
5. Republik Indonesia. (2014). Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah beserta perubahannya.

Supporting reading:

1. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
2. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
3. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
4. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
5. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
6. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83
7. Budi, M. W. A. S. (2022). Indonesian state system based on Pancasila and the 1945 Constitution: A contemporary developments. Indonesian Journal of Pancasila and Global Constitutionalism, 1(1). https://doi.org/10.15294/ijpgc.v1i1.56875

8. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
9. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
10. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
11. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42-48. https://doi.org/10.1057/s41261-022-00214-3
12. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
13. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
14. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923

Comparative Constitutional Law

<table>
<tr><td>Module Number
HH236011302</td><td colspan="2">Module Name
Comparative Constitutional Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Comparative Constitutional Analysis
Constitutional Case Matrices
Case-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Constitutional Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Comparative legal matrix and source analysis (14%)
Comparative case brief (14%)
Seminar discussion and peer critique (14%)
Comparative research essay (14%)
Midterm Examination (20%), 100 minutes
Final Examination (24%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Nanang Sri Darmadi, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Rakhmat Bowo Suharto, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to develop comparative analysis of constitutional systems, forms of government, territorial organisation, constitutional adjudication and reform across selected jurisdictions. The competencies is Students are expected to apply comparative constitutional-law methods; compare presidential, parliamentary and semi-presidential systems as well as unitary and federal arrangements; evaluate constitutional courts, judicial review and reform experiences; and formulate evidence-based lessons for Indonesian constitutional development. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as</td></tr>
</table>

supporting digital learning media. Learning activities include interactive lectures, comparative constitutional analysis, constitutional case matrices, case-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations and Methods of Comparative Constitutional Law (purpose, objects and comparative methodology)
2. Constitutional Families and Models (historical and institutional patterns)
3. Presidential Government (executive-legislative relations and checks and balances)
4. Parliamentary Government (cabinet responsibility and legislative confidence)
5. Semi-Presidential Government (dual executive and institutional balance)
6. Unitary States (centralisation, decentralisation and territorial governance)
7. Federal States (division of powers and intergovernmental relations)
8. Constitutional Systems in ASEAN (selected regional comparisons)
9. European Constitutional Models (selected constitutional arrangements)
10. Judicial Review (diffuse and concentrated models)
11. Constitutional Courts (jurisdiction, access and institutional authority)
12. Constitutional Amendment and Reform (rigidity, change and constitutional identity)
13. Comparative Constitutional Decisions (reasoning and rights protection)
14. Lessons for Indonesian Constitutional Development (context-sensitive comparative evaluation)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations and methods of comparative constitutional law, constitutional families and models, presidential government and parliamentary government. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving semi-presidential government, unitary states, federal states and constitutional systems in asean. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning european constitutional models, judicial review, constitutional courts and constitutional amendment and reform using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to comparative constitutional decisions and lessons for indonesian constitutional development, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations and methods of comparative constitutional law and identify the principal legal sources relevant to constitutional families and models. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying presidential government and parliamentary government. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving semi-presidential government and unitary states. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from federal states and constitutional systems in asean. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to european constitutional models and judicial review. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning constitutional courts and constitutional amendment and reform. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving comparative constitutional decisions and lessons for indonesian constitutional development, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Buana, M. S. (2024). Perbandingan Hukum Tata Negara: Filsafat, Teori, dan Praktik. Sinar Grafika.
2. Saebani, B. A., & Wati, A. (2022). Perbandingan Hukum Tata Negara (2nd ed.). Pustaka Setia.
3. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative Constitutional Law (4th ed.). Oxford University Press.
4. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative Constitutional Law and Politics: Analysis, Cases, & Materials. Oxford University Press.
5. Ginsburg, T., & Dixon, R. (Eds.). (2011). Comparative Constitutional Law. Edward Elgar Publishing.
6. Rosenfeld, M., & Sajó, A. (Eds.). (2012). The Oxford Handbook of Comparative Constitutional Law. Oxford University Press.
7. Mukhlis, M. M., Maharani, A. E. P., Mahanani, A. E. E., Rizal, M., Wicaksono, A. T., et al. (2025). Perbandingan Hukum Tata Negara. Adikara Cipta Aksa.
8. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press.
9. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
10. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
11. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
12. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
13. Fatlolon, C. (2022). Evaluasi proses amendemen Undang-Undang Dasar Tahun 1945: Perspektif Habermasian. Jurnal Konstitusi, 19(4), 819-842. https://doi.org/10.31078/jk1944
14. Bo'a, F. Y. (2018). Pancasila sebagai sumber hukum dalam sistem hukum nasional. Jurnal Konstitusi, 15(1), 21-49. https://doi.org/10.31078/jk1512
15. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125. https://doi.org/10.52738/pjk.v2i1.83

16. Siems, M. (2022). Comparative law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108892766
17. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
18. OECD. (2017). Multi-level governance reforms: Overview of OECD country experiences. OECD Publishing. https://doi.org/10.1787/9789264272866-en
19. OECD. (2025). Government at a glance 2025. OECD Publishing.
20. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
21. Braun, A. (2022). Claiming a promised inheritance: A comparative study. Oxford University Press. https://doi.org/10.1093/oso/9780198757252.001.0001
22. Garb, L., & Norridge, R. (Eds.). (2022). International succession (5th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780198870463.001.0001

Selected Topics in Constitutional Law

<table>
<tr><td>Module Number
HH236011303</td><td colspan="2">Module Name
Selected Topics in Constitutional Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Constitutional Case Analysis
Problem-Based Learning
Constitutional Judgment Analysis
Research Proposal Workshop
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Structured legal-source analysis (13%)
Case-based analytical assignment (13%)
Seminar discussion and presentation (12%)
Legal opinion or analytical report (12%)
Midterm Examination (20%), 100 minutes
Final Examination (30%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Sri Kusriyah, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Sivani Ardi Apritania, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide capstone analysis of current constitutional-law issues, strategic constitutional adjudication, institutional reform, rights protection and contemporary challenges to Indonesian constitutionalism. The competencies: Students are expected to analyse current constitutional controversies using constitutional theory and evidence; evaluate state institutions, judicial independence, elections, decentralisation and rights protection; assess strategic Constitutional Court decisions; and design ethically responsible constitutional reform or research proposals. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,</td></tr>
</table>

constitutional case analysis, problem-based learning, constitutional judgment analysis, research proposal workshop, presentations, independent learning. **The material:** Current Issues in Constitutional Law (problem mapping and constitutional reasoning)

1. State Institutions and Checks and Balances (authority, interaction and accountability)
2. Relations among Constitutional Institutions (conflict, co-ordination and institutional design)
3. Judicial Independence (constitutional safeguards and accountability)
4. Decentralisation and Regional Autonomy (constitutional allocation of authority)
5. Constitutional Democracy (representation, participation and democratic safeguards)
6. Political Parties and Elections (constitutional principles and electoral integrity)
7. Constitutional Rights (protection, limitation and remedies)
8. Constitutional Complaint and Constitutional Question (comparative concepts and Indonesian debate)
9. Strategic Constitutional Court Decisions (ratio decidendi and institutional impact)
10. Contemporary Constitutional Controversies (law, politics and constitutional values)
11. Constitutional Development Analysis (change, continuity and constitutional interpretation)
12. Institutional Reform Proposals (design, feasibility and constitutional consistency)
13. Future Direction of Indonesian Constitutional Law (research agenda and ethical constitutionalism)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing current issues in constitutional law, state institutions and checks and balances, relations among constitutional institutions and judicial independence. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving decentralisation and regional autonomy, constitutional democracy, political parties and elections and constitutional rights. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning constitutional complaint and constitutional question, strategic constitutional court decisions, contemporary constitutional controversies and constitutional development analysis using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to institutional reform proposals and future direction of indonesian constitutional law, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of current issues in constitutional law and identify the principal legal sources relevant to state institutions and checks and balances. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying relations among constitutional institutions and judicial independence. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving decentralisation and regional autonomy and constitutional democracy. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from political parties and elections and constitutional rights. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to constitutional complaint and constitutional question and strategic constitutional court decisions. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning contemporary constitutional controversies and constitutional development analysis. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving institutional reform proposals and future direction of indonesian constitutional law, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core Reading

1. Republic of Indonesia. (1945). The 1945 Constitution of the Republic of Indonesia.
2. Republic of Indonesia. (2003). Law Number 24 of 2003 concerning the Constitutional Court, as most recently amended by Law Number 7 of 2020.
3. Republic of Indonesia. (2011). Law Number 12 of 2011 concerning the Formation of Laws and Regulations, as amended by Law Number 13 of 2022.
4. Republic of Indonesia. (2014). Law Number 23 of 2014 concerning Regional Government, as amended.
5. Republic of Indonesia. (2017). Law Number 7 of 2017 concerning General Elections, as amended.

Supporting Reading

1. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative Constitutional Law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
2. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative Constitutional Law and Politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
3. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining Comparative Constitutional Law. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001
4. Choudhry, S., Hailbronner, M., & Kumm, M. (Eds.). (2024). Global Canons in an Age of Contestation: Debating Foundational Texts of Constitutional Democracy and Human Rights. Oxford University Press. https://doi.org/10.1093/9780191956942.001.0001
5. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. Constitutional Review, 9(1), 77–108. https://doi.org/10.31078/consrev913
6. Hadinatha, M. F. (2022). Peran Mahkamah Konstitusi mencegah gejala autocratic legalism di Indonesia. Jurnal Konstitusi, 19(4), 741–765. https://doi.org/10.31078/jk1941
7. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77–97. https://doi.org/10.31078/jk2115

8. Lindsey, T., & Butt, S. (2018). Indonesian Law. Oxford University Press. https://doi.org/10.1093/oso/9780199677740.001.0001
9. Crouch, M. (Ed.). (2019). The Politics of Court Reform: Judicial Change and Legal Culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131

Law of the Constitution

<table>
<tr><td>Module Number
HH236011304</td><td colspan="2">Module Name
Law of the Constitution</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Constitutional Text Analysis
Constitutional Court Case Analysis
Problem-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Introduction to Indonesian Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Structured legal-source analysis (15%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (15%)
Legal opinion or analytical report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Prof. Dr. Widayati, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Muhammad Ngazis, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
The objective: This course examines the constitution as the foundation of legal authority and the framework for limiting state power and protecting constitutional rights. It focuses on constitutional sources, constitutionalism, amendment, interpretation and constitutional review in Indonesia, drawing on selected constitutional systems and international scholarship. The competencies: Students analyse constitutional provisions and doctrines, evaluate amendment procedures and limits, interpret constitutional rights, and assess the reasoning of constitutional court judgments. They use comparative scholarship to examine Indonesian constitutional problems and develop the independent research skills needed to keep their understanding current as constitutional law develops. The learning process: conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities</td></tr>
</table>

include interactive lectures, constitutional text analysis, constitutional court case analysis, problem-based learning, discussions, presentations, independent learning.

The Materials Presented

1. The course covers the nature and functions of constitutions; constitutional sources and supremacy;
2. Indonesian constitutional history; constituent power; constitutional amendment and its limits;
3. Constitutionalism and the rule of law; constitutional rights and their limitations; methods of constitutional interpretation;
4. Constitutional review of legislation;
5. Constitutional remedies;
6. The relationship between constitutions and democracy;
7. Selected foreign constitutional judgments; and
8. Contemporary debates in Indonesian and international constitutional scholarship.

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. CLO 1: Students are able to analyse the nature, sources and supremacy of constitutions, explaining how constitutionalism limits state power in Indonesia and selected constitutional systems. (C4, A3, P2)
2. CLO 2: Students are able to evaluate constitutional amendment procedures and substantive limits by examining Indonesian constitutional developments alongside relevant approaches in other countries. (C5, A3, P2)
3. CLO 3: Students are able to apply methods of constitutional interpretation and critically assess judicial reasoning on constitutional rights and the constitutional review of legislation. (C5, A4, P3)
4. CLO 4: Students are able to develop a reasoned constitutional argument using constitutional texts, judgments and national and international scholarship, while independently reviewing new legal developments and refining their analysis as part of lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. LLO 1: Students are able to explain the nature, functions and sources of constitutions and distinguish a constitutional text from the wider principles and practices of constitutional government. (C2, A2, P1)
2. LLO 2: Students are able to analyse changes in Indonesia's constitutional framework and explain their implications for constitutional supremacy, democratic government and the protection of rights. (C4, A3, P2)
3. LLO 3: Students are able to compare constitutional amendment procedures and limits in Indonesia and selected countries, assessing their relationship with constituent power and constitutional continuity. (C5, A3, P2)
4. LLO 4: Students are able to apply textual, systematic, historical and purposive interpretation to a constitutional provision and explain the legal basis for their chosen interpretation. (C3, A3, P2)
5. LLO 5: Students are able to evaluate constitutional court judgments concerning rights and the review of legislation by examining the legal questions, interpretative methods and reasons supporting each decision. (C5, A4, P3)
6. LLO 6: Students are able to critically assess arguments from foreign judgments and international constitutional scholarship, explaining their relevance and limits within the Indonesian constitutional framework. (C5, A4, P3)

7. LLO 7: Students are able to prepare a structured constitutional analysis and update it through independent study of subsequent judgments and scholarship, demonstrating academic integrity and habits of lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Yunaldi, W., Ardilafiza, & Ardi, I. K. (2024). Hukum Tata Negara Indonesia: Pemikiran dan Praktik Ketatanegaraan Indonesia Berdasarkan Sejarah dan Nilai-Nilai Autentik Bangsa. Rajawali Pers.
2. Bisariyadi. (2023). Hak Konstitusional. Rajawali Pers.
3. Nurjamal, E. (2023). Buku Ajar Hukum Tata Negara Indonesia. EDU Publisher.
4. Hadinatha, M. F. (2022). Peran Mahkamah Konstitusi mencegah gejala autocratic legalism di Indonesia. Jurnal Konstitusi, 19(4), 741–765.
5. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. Constitutional Review, 9(1), 77–108. https://doi.org/10.31078/consrev913
6. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77–97.
7. Etra, A. (2022). Peran Mahkamah Konstitusi dalam perlindungan hak pilih dalam negara hukum demokratis. Jurnal Konstitusi, 19(2).
8. Collins, J. S., & Faiz, P. M. (2018). Penambahan kewenangan constitutional question di Mahkamah Konstitusi sebagai upaya untuk melindungi hak-hak konstitusional warga negara. Jurnal Konstitusi, 15(4).
9. Asshiddiqie, J. (2019). Pengantar Ilmu Hukum Tata Negara. Rajawali Pers.
10. Huda, N. (2010). Hukum Tata Negara Indonesia. Rajawali Pers.

Supporting reading:

1. Jackson, V. C., Tushnet, M., Dixon, R., & Khosla, M. (2026). Comparative constitutional law (4th ed.). Oxford University Press. https://doi.org/10.1093/oso/9780197673973.001.0001
2. Versteeg, M., Ginsburg, T., & Landau, D. (2025). Comparative constitutional law and politics. Oxford University Press. https://doi.org/10.1093/oso/9780197760482.001.0001
3. Khosla, M., & Jackson, V. C. (Eds.). (2024). Redefining comparative constitutional law. Oxford University Press.
4. Kumm, M. (Ed.). (2024). Global canons in an age of contestation. Oxford University Press.
5. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
6. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. Constitutional Review, 9(1), 77-108. https://doi.org/10.31078/consrev913
7. Hadinatha, M. F. (2022). Peran Mahkamah Konstitusi mencegah gejala autocratic legalism di Indonesia. Jurnal Konstitusi, 19(4), 741-765. https://doi.org/10.31078/jk1941

8. Muttaqin, L., Atmoredjo, S., & Omara, A. (2024). The relationship between Pancasila and Constitutional Court decisions as a source of law in Indonesia. Jurnal Konstitusi, 21(1), 77-97. https://doi.org/10.31078/jk2115
9. OECD. (2025). Government at a glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
10. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 update. World Bank. https://doi.org/10.1596/1813-9450-10952
11. Khosla, M., & Jackson, V. C. (Eds.). (2024). *Redefining comparative constitutional law: Essays for Mark Tushnet*. Oxford University Press. https://doi.org/10.1093/9780191996344.001.0001. Oxford Academic
12. Klatt, M. (Ed.). (2023). *Constitutionally conforming interpretation—Comparative perspectives: Volume 1: National reports*. Hart Publishing. Publisher's page. Bloomsbury
13. Sunstein, C. R. (2023). *How to interpret the Constitution*. Simon & Schuster. Harvard Law School bibliographic page. Harvard Law School
14. Anggono, B. D., Prabowo, R. A., & Mardika, Y. N. (2023). Constitutional Court and the past conflicts in post-authoritarian Indonesia. *Constitutional Review, 9*(1), 77–108. https://doi.org/10.31078/consrev913. Constitutional Review
15. Albert, R. (2019). *Constitutional amendments: Making, breaking, and changing constitutions*. Oxford University Press. Oxford Academic.

Law and Politics

<table>
<tr><td colspan="2">Module Number
HH236011305</td><td colspan="2">Module Name
Law and Politics</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Politics-of-Law Case Analysis
Legislative Process Analysis
Problem-Based Learning
Debates
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Regulation or policy-document analysis (14%)
Case/problem-based analysis (14%)
Seminar presentation and discussion (14%)
Legal or policy brief/project report (13%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Widayati, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Muhammad Ngazis, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to analyse the reciprocal relationship between law and politics, political configurations, law-making, democracy, constitutional institutions and national legal policy in Indonesia. The competencies is Students are expected to analyse how political power and interests shape legal formation and implementation; evaluate legislation, constitutional politics and judicial politics; assess legal-policy reform through rule-of-law and justice standards; and formulate evidence-based recommendations for responsive national legal development. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, politics-of-law case analysis, legislative process analysis, problem-based learning, debates, presentations, independent learning.</td></tr>
</table>

The learning materials

1. Theories of Politics of Law (legal policy and state direction)
2. Power and Law-Making (political configuration, interests and legal products)
3. The Indonesian Political System (institutions, actors and legal consequences)
4. Democracy and the Rule of Law (legitimacy, participation and legal limits)
5. Political Parties and Representation (political recruitment and legislative influence)
6. Public Policy and Legislation (agenda, formulation and regulatory output)
7. Constitutional Politics (constitutional change and institutional power)
8. Judicial Politics (judicial independence, appointments and constitutional adjudication)
9. National Legal Policy (direction and priorities of legal development)
10. Legal and Political Reform (institutional reform and responsive law)
11. Politics-of-Law Case Analysis (strategic Indonesian legislation and controversies)
12. Contemporary Law-and-Politics Issues (digital politics, governance and public participation)
13. National Legal Development (evidence-based reform recommendations)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing relationship between law and politics, theories of politics of law, power and law-making and the indonesian political system. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving democracy and the rule of law, political parties and representation, public policy and legislation and constitutional politics. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning judicial politics, national legal policy, legal and political reform and politics-of-law case analysis using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary law-and-politics issues and national legal development, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of relationship between law and politics and identify the principal legal sources relevant to theories of politics of law. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying power and law-making and the indonesian political system. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving democracy and the rule of law and political parties and representation. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from public policy and legislation and constitutional politics. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to judicial politics and national legal policy. (C5, A4, P3)

6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning legal and political reform and politics-of-law case analysis. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary law-and-politics issues and national legal development, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Mahfud MD, M. (2017). Politik Hukum di Indonesia. Rajawali Pers.
2. Crouch, M. (Ed.). (2022). Constitutional Democracy in Indonesia. Oxford University Press. https://doi.org/10.1093/oso/9780192870681.001.0001
3. Crouch, M. (Ed.). (2019). The Politics of Court Reform: Judicial Change and Legal Culture in Indonesia. Cambridge University Press. https://doi.org/10.1017/9781108636131
4. Whittington, K. E., Kelemen, R. D., & Caldeira, G. A. (Eds.). (2008). The Oxford Handbook of Law and Politics. Oxford University Press.
5. Tushnet, M., & Bugaric, B. (2022). Power to the People: Constitutionalism in the Age of Populism. Oxford University Press.
6. Khosla, M., & Tushnet, M. (2022). Courts, constitutionalism, and state capacity: A preliminary inquiry. The American Journal of Comparative Law, 70(1), 95–138.

Supporting Reading

1. Arizona, Y. (2024). Legal policy of President Joko Widodo and the independence of Constitutional Court. Jurnal Konstitusi, 21(1), 35–61. https://doi.org/10.31078/jk2113
2. Butt, S., & Murharjanti, P. (2022). What constitutes compliance? Legislative responses to Constitutional Court decisions in Indonesia. International Journal of Constitutional Law, 20(1), 428–453. https://doi.org/10.1093/icon/moac014
3. Sherlock, S. (2022). The consequences of halfway constitutional reform: Problems of lawmaking in Indonesia's Parliament. In M. Crouch (Ed.), Constitutional Democracy in Indonesia (pp. 29–48). Oxford University Press. https://doi.org/10.1093/oso/9780192870681.003.0002
4. Linares Cantillo, A. (Ed.). (2021). Constitutionalism: Old Dilemmas, New Insights. Oxford University Press. https://doi.org/10.1093/oso/9780192896759.001.0001
5. Belov, M. (Ed.). (2020). Courts, Politics and Constitutional Law: Judicialization of Politics and Politicization of the Judiciary. Routledge.

Elective Courses - Administrative Law Specialisation

Islamic Perspectives on Administrative Law

<table>
<tr><td colspan="2">Module Number
HH236011401</td><td colspan="2">Module Name
Islamic Perspectives on Administrative Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Islamic Governance Analysis
Administrative Case Analysis
Maqasid-Based Problem Solving
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (15%)
Maqasid-based case analysis (14%)
Seminar discussion and group presentation (14%)
Analytical legal opinion or reflective paper (14%)
Midterm Examination (20%), 100 minutes
Final Examination (23%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Sivani Ardi Apritania, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to examine administrative law and governance through Islamic legal values, including justice, trust, consultation, public interest, accountable authority, public services and administrative dispute resolution. The competencies: Students are expected to analyse Islamic foundations of public administration; evaluate governmental authority and public-official responsibility through amanah and maqasid; assess public-service and administrative-justice problems; compare Islamic governance values with positive administrative law; and design ethically accountable administrative-law solutions. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS</td></tr>
</table>

UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, islamic governance analysis, administrative case analysis, maqasid-based problem solving, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Administrative Law in Islamic Perspective (concept, scope and governance objectives)
2. Islamic Sources and Governance Values (justice, amanah, shura and maslahah)
3. Maqasid al-Shariah in Public Administration (public interest and protection of rights)
4. Governmental Power in Islamic Perspective (authority, legitimacy and limits)
5. Authority and Responsibility of Public Officials (accountability and abuse of power)
6. Public Services in Islamic Governance (fairness, accessibility and service ethics)
7. Administrative Justice (grievances, remedies and dispute resolution)
8. Administrative Accountability (legal, ethical and institutional responsibility)
9. Supervision of Government (oversight, transparency and prevention of abuse)
10. Islamic and Modern Administrative Law (comparative analysis)
11. Good Governance (rule of law, participation, transparency and accountability)
12. Islamic Ethics of Public Service (integrity and anti-corruption values)
13. Contemporary Administrative-Law Issues (digital government and complex public administration)
14. Islamic Values in Administrative Reform (maqasid-oriented and accountable governance)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of administrative law in islamic perspective, islamic sources and governance values, maqasid al-shariah in public administration and governmental power in islamic perspective. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving authority and responsibility of public officials, public services in islamic governance, administrative justice and administrative accountability. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning supervision of government, islamic and modern administrative law, good governance and islamic ethics of public service using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary administrative-law issues and islamic values in administrative reform, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of administrative law in islamic perspective and identify the principal legal sources relevant to islamic sources and governance values. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying maqasid al-shariah in public administration and governmental power in islamic perspective. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving authority and responsibility of public officials and public services in islamic governance. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from administrative justice and administrative accountability. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to supervision of government and islamic and modern administrative law. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning good governance and islamic ethics of public service. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary administrative-law issues and islamic values in administrative reform, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Hasyim, M. (2026). Penerapan Maqashid Syariah dalam Undang-Undang Bidang Administrasi Negara di Indonesia. FH UII Press.
1. Iqbal, M. (2018). Fiqh Siyasah: Kontekstualisasi Doktrin Politik Islam. Kencana.
2. Djazuli, A. (2013). Fiqh Siyasah: Implementasi Kemaslahatan Umat dalam Rambu-Rambu Syariah (Rev. ed., 5th printing). Kencana.
3. Baderin, M. A. (2021). Islamic Law: A Very Short Introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
4. Kamali, M. H. (2025). Goals and Purposes of Shariah: Maqasid in Theory and Practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
5. Al-Qarafi, S. al-D. A. ibn I. (2017). The Criterion for Distinguishing Legal Opinions from Judicial Rulings and the Administrative Acts of Judges and Rulers (M. H. Fadel, Trans.). Yale University Press. https://doi.org/10.12987/yale/9780300191158.001.0001
6. Ahwadzy, M. A., Baihaqi, A., Thoha, M., Muqtafa, A. R., Ainurrofiq, R., Al Bustomi, B., & Khoirifo, M. (2025). Fiqh of bureaucracy and public governance in Indonesia: A new paradigm based on Maqasid al-Shariah. Islamic Review: Jurnal Riset dan Kajian Keislaman, 14(2). https://doi.org/10.35878/islamicreview.v14i2.1844
7. Republic of Indonesia. (2014). Law Number 30 of 2014 concerning Government Administration, as amended.

Supporting reading:

1. Kamali, M. H. (2025). Goals and Purposes of Shariah: Maqasid in Theory and Practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
2. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic Law in Context: A Primary Source Reader. Cambridge University Press. https://doi.org/10.1017/9781009031783

3. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford Handbook of Comparative Administrative Law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
4. OECD. (2025). OECD Regulatory Policy Outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
5. Baderin, M. A. (2021). Islamic Law: A Very Short Introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
6. Ahwadzy, M. A., Baihaqi, A., Thoha, M., Muqtafa, A. R., Ainurrofiq, R., Al Bustomi, B., & Khoirifo, M. (2025). Fiqh of bureaucracy and public governance in Indonesia: A new paradigm based on Maqasid al-Shariah. Islamic Review: Jurnal Riset dan Kajian Keislaman, 14(2). https://doi.org/10.35878/islamicreview.v14i2.1844
7. Mudzakir. (2011). Legislasi hukum Islam dalam perspektif produk perundang-undangan di Indonesia: Integrasi antara maqasid al-shari'ah dengan tujuan legislasi. Ijtihad: Jurnal Wacana Hukum Islam dan Kemanusiaan, 11(1), 21–39. https://doi.org/10.18326/ijtihad.v11i1.21-39
8. Putri, A. A., & Ramadhani, S. C. (2026). Hukum administrasi negara dan perlindungan hak asasi manusia dalam pelayanan publik. Klausula, 5(1), 1–10. https://doi.org/10.32503/klausula.v5i1.8290
9. Zuliah, A., & Pulungan, M. A. (2020). Pelayanan publik dalam kajian hukum administrasi negara dan hak asasi manusia. Law Jurnal, 1(1). https://doi.org/10.46576/lj.v1i1.786
10. Republic of Indonesia. (2014). Law Number 30 of 2014 concerning Government Administration, as amended.
11. Kamali, M. H. (2025). Goals and Purposes of Shariah: Maqasid in Theory and Practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
12. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic Law in Context: A Primary Source Reader. Cambridge University Press. https://doi.org/10.1017/9781009031783
13. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 Update. World Bank. https://doi.org/10.1596/1813-9450-10952
14. OECD. (2025). Government at a Glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en
15. OECD. (2025). OECD Regulatory Policy Outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
16. OECD. (2020). OECD Public Integrity Handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
17. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford Handbook of Comparative Administrative Law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
18. Baderin, M. A. (2021). Islamic Law: A Very Short Introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001

Selected Topics in Administrative Law

<table>
<tr><td>Module Number
HH236011402</td><td colspan="2">Module Name
Selected Topics in Administrative Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Administrative Case Analysis
Regulatory Analysis
Problem-Based Learning
Administrative Judgment Analysis
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Administrative Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Structured legal-source analysis (17%)
Case-based analytical assignment (16%)
Seminar discussion and presentation (16%)
Legal opinion or analytical report (16%)
Midterm Examination (20%), 100 minutes
Final Examination (15%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Rakhmat Bowo Suharto, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to provide capstone analysis of current administrative-law problems involving authority, administrative action, general principles of good governance, discretion, digital government, oversight, citizen protection and administrative reform. The competencies is students are expected to analyse complex governmental action and administrative authority; evaluate discretion, abuse of power and general principles of good governance; assess digital government and administrative oversight; critically examine strategic administrative-court decisions; and formulate ethical and innovative recommendations for administrative-law reform. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities</td></tr>
</table>

include interactive lectures, administrative case analysis, regulatory analysis, problem-based learning, administrative judgment analysis, presentations, independent learning.

The Materials Presented

1. Contemporary Administrative-Law Issues (scope, problem identification and current challenges)
2. Governmental Authority and Administrative Action (sources, limits and legal consequences)
3. General Principles of Good Governance (AUPB) (legality, proportionality and fairness)
4. Administrative Discretion (legal basis, limits and accountability)
5. Abuse of Power (forms, control and legal consequences)
6. Bureaucratic and Administrative Reform (institutional effectiveness and legal safeguards)
7. Good Governance (accountability, transparency, participation and integrity)
8. Open Government and Public Information (access, transparency and administrative responsibility)
9. Digital Government and Electronic Public Services (technology, data and accountability)
10. Administrative Oversight (internal, external and judicial control)
11. Strategic State Administrative Court Decisions (legal reasoning and precedent value)
12. Citizen Legal Protection (administrative remedies and access to justice)
13. Emerging Administrative-Law Problems (regulatory complexity and public-sector innovation)
14. Direction of Indonesian Administrative-Law Reform (evidence-based and ethical recommendations)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing contemporary administrative-law issues, governmental authority and administrative action, general principles of good governance and administrative discretion. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving abuse of power, bureaucratic and administrative reform, good governance and open government and public information. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning digital government and electronic public services, administrative oversight, strategic state administrative court decisions and citizen legal protection using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to emerging administrative-law problems and direction of indonesian administrative-law reform, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of contemporary administrative-law issues and identify the principal legal sources relevant to governmental authority and administrative action. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying general principles of good governance and administrative discretion. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving abuse of power and bureaucratic and administrative reform. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from good governance and open government and public information. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to digital government and electronic public services and administrative oversight. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning strategic state administrative court decisions and citizen legal protection. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving emerging administrative-law problems and direction of indonesian administrative-law reform, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Ridwan, H. R. (2018). Hukum Administrasi Negara. Rajawali Pers.
2. Hadjon, P. M., et al. (2011). Introduction to the Indonesian Administrative Law. Gadjah Mada University Press.
3. Nuswardani, N. (2020). Pengantar Hukum Administrasi. Scopindo Media Pustaka.
4. Hadjon, P. M. (1987). Perlindungan Hukum bagi Rakyat di Indonesia: Sebuah Studi tentang Prinsip-Prinsipnya, Penanganannya oleh Pengadilan dalam Lingkungan Peradilan Umum dan Pembentukan Peradilan Administrasi Negara. Bina Ilmu.
5. Republic of Indonesia. (2014). Law Number 30 of 2014 concerning Government Administration, as amended.
6. Republic of Indonesia. (2009). Law Number 25 of 2009 concerning Public Services.
7. Republic of Indonesia. (2008). Law Number 14 of 2008 concerning Public Information Disclosure.
8. Republic of Indonesia. (2014). Law Number 23 of 2014 concerning Regional Government, as amended.
9. Republic of Indonesia. (2023). Law Number 6 of 2023 concerning the Enactment of Government Regulation in Lieu of Law Number 2 of 2022 concerning Job Creation into Law.

Supporting Reading

1. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford Handbook of Comparative Administrative Law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
2. OECD. (2025). OECD Regulatory Policy Outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
3. Fisher, E. (2020). Through 'thick' and 'thin': Comparison in administrative law and regulatory studies scholarship. In P. Cane, H. C. H. Hofmann, E. C. Ip, & P. L. Lindseth (Eds.), The Oxford Handbook of Comparative Administrative Law (pp.

615–634). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.013.37
4. Putri, A. A., & Ramadhani, S. C. (2026). Hukum administrasi negara dan perlindungan hak asasi manusia dalam pelayanan publik. Klausula, 5(1), 1–10. https://doi.org/10.32503/klausula.v5i1.8290
5. Spaltani, B. G., Sulistiyono, A., & Sudarwanto, A. S. (2023). Pelembagaan upaya administrasi dalam rangka perbaikan birokrasi dan pelayanan publik di Indonesia. Journal of Contemporary Public Administration, 3(2), 83–90. https://doi.org/10.22225/jcpa.3.2.2023.83-90
6. Zuliah, A., & Pulungan, M. A. (2020). Pelayanan publik dalam kajian hukum administrasi negara dan hak asasi manusia. Law Jurnal, 1(1). https://doi.org/10.46576/lj.v1i1.786
7. OECD. (2020). OECD Public Integrity Handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
8. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 Update. World Bank. https://doi.org/10.1596/1813-9450-10952

Law and Public Policy

<table>
<tr><td>Module Number
HH236011403</td><td colspan="2">Module Name
Law and Public Policy</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Public-Policy Analysis
Regulatory Impact Analysis
Case-Based Learning
Problem-Based Learning
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Administrative Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Regulation or policy-document analysis (15%)
Case/problem-based analysis (15%)
Seminar presentation and discussion (15%)
Legal or policy brief/project report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Prof. Dr. Widayati, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Ahmad Hadi Prayitno, S.H., M.H.
2. Dr. Lutter Ariestino, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to analyse the interaction between law and public policy, including policy formulation, implementation, evaluation, regulatory impact, rights protection, participation, accountability and contemporary policy innovation. The competencies is students are expected to analyse legal and institutional dimensions of public-policy cycles; evaluate policy impacts on rights, justice and public interests; apply regulatory-impact and evidence-based approaches; assess litigation and non-litigation responses to policy problems; and formulate ethical, accountable and implementable legal-policy recommendations. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media.</td></tr>
</table>

Learning activities include interactive lectures, public-policy analysis, regulatory impact analysis, case-based learning, problem-based learning, presentations, independent learning.

The Materials Presented

1. Foundations of Law and Public Policy (concept, scope and institutional relationship)
2. Law, Public Policy and Human Rights (legality, rights and public interest)
3. Politics of Policy Formation (actors, power and agenda setting)
4. Policy Formulation (problem definition, alternatives and legal instruments)
5. Policy Implementation (institutions, resources and compliance)
6. Policy Evaluation (effectiveness, legality, justice and public benefit)
7. Regulatory Impact Assessment (evidence, costs, benefits and alternatives)
8. Public Participation (consultation, inclusion and legitimacy)
9. Transparency and Accountability (open government and responsible decision-making)
10. Protection of Rights in Public Policy (review, remedies and safeguards)
11. Sectoral Policy Analysis (selected contemporary policy fields)
12. National Regulatory Reform (coherence, simplification and legal quality)
13. Indonesian Public-Policy Case Studies (law, implementation and dispute analysis)
14. Digital-Era Policy Innovation (data, technology and adaptive governance)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of law and public policy, law, public policy and human rights, politics of policy formation and policy formulation. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving policy implementation, policy evaluation, regulatory impact assessment and public participation. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning transparency and accountability, protection of rights in public policy, sectoral policy analysis and national regulatory reform using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to indonesian public-policy case studies and digital-era policy innovation, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of law and public policy and identify the principal legal sources relevant to law, public policy and human rights. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying politics of policy formation and policy formulation. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving policy implementation and policy evaluation. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from regulatory impact assessment and public participation. (C4, A3, P2)

5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to transparency and accountability and protection of rights in public policy. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning sectoral policy analysis and national regulatory reform. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving indonesian public-policy case studies and digital-era policy innovation, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Mahfud MD, M. (2026). Politik Hukum di Indonesia. Rajawali Pers.
2. Nugroho, R. (2021). Kebijakan Publik: Dari Jenis hingga Arti Penting. Elex Media Komputindo.
3. Nugroho, R. (2021). Kebijakan Publik: Implementasi dan Pengendalian Kebijakan. Elex Media Komputindo.
4. Republic of Indonesia. (2011). Law Number 12 of 2011 concerning the Formation of Laws and Regulations, as amended by Law Number 13 of 2022.
5. Weimer, D. L., & Vining, A. R. (2025). Policy Analysis: Concepts and Practice (7th ed.). Routledge.
6. Dunlop, C. A., & Kamkhaji, J. C. (2024). Designing Rulemaking: How Regulatory Policy Instruments Matter for Governance. Oxford University Press. https://doi.org/10.1093/9780191965029.001.0001
7. OECD. (2025). OECD Regulatory Policy Outlook 2025. OECD Publishing. https://doi.org/10.1787/56b60e39-en
8. Levi-Faur, D., Kariv-Teitelbaum, Y., & Medzini, R. (2021). Regulatory governance: History, theories, strategies, and challenges. Oxford Research Encyclopedia of Politics. https://doi.org/10.1093/acrefore/9780190228637.013.1430

Supporting Reading

1. Smith, K. B., & Larimer, C. W. (2026). The Public Policy Theory Primer (4th ed.). Routledge.
2. Howlett, M. (2023). Designing Public Policies: Principles and Instruments (3rd ed.). Routledge.
3. Goodin, R. E., Rein, M., & Moran, M. (Eds.). (2008). The Oxford Handbook of Public Policy. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199548453.001.0001
4. Fajri, M. N. (2023). Legitimacy of public participation in the establishment of law in Indonesia. Jurnal Konstitusi, 20(1), 123–143. https://doi.org/10.31078/jk2017
5. Prasetya, H. I. (2023). The law of lawmaking as quasi constitutional legislation. Jurnal Konstitusi, 20(1), 36–57. https://doi.org/10.31078/jk2013
6. Ismiyanto, I., & Suniaprily, F. G. A. (2023). Politik hukum dalam upaya perancangan kebijakan publik otonomi daerah pada masa reformasi. Jurnal Penelitian Serambi Hukum, 16(2), 211–221. https://doi.org/10.59582/sh.v16i02.870
7. Satriawan, I., & Lailam, T. (2019). Open legal policy dalam putusan Mahkamah Konstitusi dan pembentukan undang-undang. Jurnal Konstitusi, 16(3). https://doi.org/10.31078/jk1636

8. Suska. (2012). Prinsip regulatory impact assessment dalam proses penyusunan peraturan perundang-undangan sesuai Undang-Undang Nomor 12 Tahun 2011. *Jurnal Konstitusi, 9*(2), 357–380. https://doi.org/10.31078/jk926

State Finance Law

<table>
<tr><td>Module Number
HH236011404</td><td colspan="2">Module Name
State Finance Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Public-Finance Regulation Analysis
Budget Case Analysis
Problem-Based Learning
Audit/Accountability Case Analysis
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Administrative Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Regulation or policy-document analysis (15%)
Case/problem-based analysis (14%)
Seminar presentation and discussion (14%)
Legal or policy brief/project report (14%)
Midterm Examination (20%), 100 minutes
Final Examination (23%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Dr. Rakhmat Bowo Suharto, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to examine the constitutional and statutory framework for state finance, budgeting, treasury, regional finance, state assets, procurement, audit, accountability and the legal consequences of state financial loss. The competencies is students are expected to analyse state-finance concepts and legal sources; evaluate budget planning, implementation and accountability; assess audit, procurement, taxation and state-loss issues; analyse central-regional financial relations; and formulate legally accountable solutions to complex public-finance problems. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, public-</td></tr>
</table>

finance regulation analysis, budget case analysis, problem-based learning, audit/accountability case analysis, presentations, independent learning.

The Materials Presented

1. Concept and Scope of State Finance Law (constitutional foundations and legal meaning)
2. Legal Sources and Principles of State Financial Management (legality, accountability, transparency and efficiency)
3. State Budget (APBN) (planning, enactment and implementation)
4. Regional Budget (APBD) and Central-Regional Finance (allocation and fiscal relations)
5. State Assets (management, utilisation and accountability)
6. Public Procurement (legal principles, integrity and contractual accountability)
7. State Financial Accountability (reporting, responsibility and public control)
8. Audit by the Audit Board of Indonesia (BPK) (authority, standards and follow-up)
9. Liability in State Financial Management (administrative, civil and criminal dimensions)
10. State Financial Loss (concept, calculation and recovery)
11. Tax and Public-Finance Disputes (administrative and judicial remedies)
12. Reform of State Financial Management (institutional and legal development)
13. Digital Public-Finance Governance (systems, data and accountability)
14. Contemporary State-Finance Issues (fiscal risk, integrity and sustainable governance)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept and scope of state finance law, legal sources and principles of state financial management, state budget and regional budget. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving state assets, public procurement, state financial accountability and audit by the audit board of indonesia. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning liability in state financial management, state financial loss, tax and public-finance disputes and reform of state financial management using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to digital public-finance governance and contemporary state-finance issues, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept and scope of state finance law and identify the principal legal sources relevant to legal sources and principles of state financial management. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying state budget and regional budget. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving state assets and public procurement. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from state financial accountability and audit by the audit board of indonesia. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to liability in state financial management and state financial loss. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning tax and public-finance disputes and reform of state financial management. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving digital public-finance governance and contemporary state-finance issues, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. 1. Saidi, M. D., & Djafar, E. M. (2021). Hukum Keuangan Negara: Teori dan Praktik (4th ed.). Rajawali Pers.
2. Hadiyanto. (2022). Hukum Keuangan Negara di Indonesia dalam Teori dan Praktik. Rajawali Pers.
3. Republic of Indonesia. (2003). Law Number 17 of 2003 concerning State Finance.
4. Republic of Indonesia. (2004). Law Number 1 of 2004 concerning State Treasury.
5. Republic of Indonesia. (2004). Law Number 15 of 2004 concerning Audit of State Financial Management and Accountability.
6. Republic of Indonesia. (2006). Law Number 15 of 2006 concerning the Audit Board of the Republic of Indonesia.
7. Republic of Indonesia. (2022). Law Number 1 of 2022 concerning Financial Relations between the Central Government and Regional Governments.

Supporting Reading

1. Putra, F. E., Suseno, S., Santoso, T., & Muttaqin, Z. (2025). Tax law enforcement in Indonesia: Administrative vs criminal sanctions. Jambe Law Journal, 8(1). https://doi.org/10.22437/home.v8i1.522
2. Ardian, R. D., Fadholi, S., & Rini, S. (2025). Tax law reform and fiscal justice in Indonesia: A legal approach toward the Sustainable Development Goals. Jurnal Hukum In Concreto, 4(2), 157–174. https://doi.org/10.35960/inconcreto.v4i2.1832
3. Djinarto, B., Suhartono, S., Hadi, S., Setyadji, S., & Nickalus, J. (2024). Reforming tax law enforcement: The role of core tax administration system digitalization and the ultimum remedium principle. Journal of Law and Legal Reform, 5(4), 1977–2012. https://doi.org/10.15294/jllr.v5i4.4297
4. Cahyadini, A., Hutagalung, J. I. G., & Muttaqin, Z. (2023). The urgency of reforming Indonesia's tax law in the face of economic digitalization. Cogent Social Sciences, 9(2), 2285242. https://doi.org/10.1080/23311886.2023.2285242
5. OECD. (2024). Tax Administration 2024: Comparative Information on OECD and Other Advanced and Emerging Economies. OECD Publishing. https://doi.org/10.1787/2d5fba9c-en
6. OECD. (2025). Government at a Glance 2025. OECD Publishing. https://doi.org/10.1787/0efd0bcd-en

7. OECD. (2020). OECD Public Integrity Handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en
8. Kaufmann, D., & Kraay, A. C. (2024). The Worldwide Governance Indicators: Methodology and 2024 Update. World Bank. https://doi.org/10.1596/1813-9450-10952

Licensing Law

<table>
<tr><td>Module Number
HH236011405</td><td colspan="2">Module Name
Licensing Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Licensing-Regulation Analysis
Case-Based Learning
OSS/Risk-Based Licensing Analysis
Problem-Based Learning
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Regulation or policy-document analysis (15%)
Case/problem-based analysis (15%)
Seminar presentation and discussion (15%)
Legal or policy brief/project report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Dr. Muhammad Ngazis, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Setyawati, S.H., M.Hum.
2. Dini Amalia Fitri, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to develop a comprehensive understanding of Indonesian licensing law, including legal bases, authority, procedures, risk-based business licensing, supervision, sanctions, dispute resolution and digital licensing reform. The competencies is students are expected to analyse licensing concepts and administrative authority; apply risk-based licensing rules to business and environmental cases; evaluate supervisory measures, revocation and sanctions; analyse licensing disputes and OSS implementation; and formulate lawful and proportionate recommendations for licensing administration. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, licensing-regulation analysis, case-based</td></tr>
</table>

learning, oss/risk-based licensing analysis, problem-based learning, presentations, independent learning.

The Materials Presented

1. Concept and Functions of Administrative Licences (legal character and regulatory purpose)
2. Legal Basis and Types of Licences (statutory sources and classifications)
3. Principles of Licensing Administration (legality, proportionality, transparency and service quality)
4. Licensing Authority (attribution, delegation and institutional responsibility)
5. Risk-Based Business Licensing (risk classification and regulatory consequences)
6. Business Licensing Procedures (requirements, verification and service delivery)
7. Environmental Licensing/Approvals (environmental protection and business activities)
8. Supervision of Licensed Activities (compliance monitoring and enforcement)
9. Revocation and Administrative Sanctions (grounds, procedure and proportionality)
10. Licensing Disputes (administrative remedies and judicial review)
11. Online Single Submission (OSS) (integrated digital licensing system)
12. National Licensing Reform (simplification, investment and legal safeguards)
13. Comparative Licensing Systems (selected international regulatory approaches)
14. Digital-Era Licensing Challenges (data, automation, accountability and public protection)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept and functions of administrative licences, legal basis and types of licences, principles of licensing administration and licensing authority. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving risk-based business licensing, business licensing procedures, environmental licensing/approvals and supervision of licensed activities. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning revocation and administrative sanctions, licensing disputes, online single submission and national licensing reform using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to comparative licensing systems and digital-era licensing challenges, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept and functions of administrative licences and identify the principal legal sources relevant to legal basis and types of licences. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying principles of licensing administration and licensing authority. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving risk-based business licensing and business licensing procedures. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from environmental licensing/approvals and supervision of licensed activities. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to revocation and administrative sanctions and licensing disputes. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning online single submission and national licensing reform. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving comparative licensing systems and digital-era licensing challenges, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. 1. Ridwan, H. R. (2018). *Hukum Administrasi Negara*. Rajawali Pers.
2. Hadjon, P. M., et al. (2011). *Introduction to the Indonesian Administrative Law*. Gadjah Mada University Press.
3. Republic of Indonesia. (2014). *Law Number 30 of 2014 concerning Government Administration*, as amended.
4. Republic of Indonesia. (2023). *Law Number 6 of 2023 concerning the Enactment of Government Regulation in Lieu of Law Number 2 of 2022 concerning Job Creation into Law*.
5. Republic of Indonesia. (2025). *Government Regulation Number 28 of 2025 concerning the Implementation of Risk-Based Business Licensing*.
6. Ministry of Investment and Downstream Industry/Investment Coordinating Board of the Republic of Indonesia. (2025). *Regulation Number 5 of 2025 concerning Guidelines and Procedures for the Implementation of Risk-Based Business Licensing and Investment Facilities through the Online Single Submission System*.

Supporting Reading

1. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). *The Oxford Handbook of Comparative Administrative Law*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.001.0001
2. OECD. (2025). *OECD Regulatory Policy Outlook 2025*. OECD Publishing. https://doi.org/10.1787/56b60e39-en
3. OECD. (2020). *OECD Best Practice Principles for Regulatory Policy: One-Stop Shops for Citizens and Business*. OECD Publishing. https://doi.org/10.1787/b0b0924e-en
4. Fisher, E. (2020). Through 'thick' and 'thin': Comparison in administrative law and regulatory studies scholarship. In P. Cane, H. C. H. Hofmann, E. C. Ip, & P. L. Lindseth (Eds.), *The Oxford Handbook of Comparative Administrative Law*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198799986.013.37
5. OECD. (2021). *OECD Regulatory Policy Outlook 2021*. OECD Publishing. https://doi.org/10.1787/38b0fdb1-en
6. Kaufmann, D., & Kraay, A. C. (2024). *The Worldwide Governance Indicators: Methodology and 2024 Update*. World Bank. https://doi.org/10.1596/1813-9450-10952

Elective Courses - International Law Specialisation

Islamic Perspectives on International Law

<table>
<tr><td colspan="2">Module Number
HH236011501</td><td colspan="2">Module Name
Islamic Perspectives on International Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Islamic International-Law Text Analysis
Comparative International-Law Analysis
Case-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (14%)
Maqasid-based case analysis (14%)
Seminar discussion and group presentation (14%)
Analytical legal opinion or reflective paper (13%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Assoc. Prof. Dr. Adv. (Ong) Argo Victoria, K.B.A., AWP., CFST., ANT III., A.Tra., S.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Andi Aina Ilmih, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to examine international legal relations through Islamic legal thought, including siyar, peace, justice, diplomacy, treaties, civilian protection, human rights and international dispute resolution. The competencies is students are expected to analyse sources and principles of Islamic international law; evaluate siyar, diplomacy and treaty obligations; compare Islamic and contemporary international-law approaches to peace, conflict and human rights; assess international institutions and dispute settlement; and</td></tr>
</table>

formulate context-sensitive legal arguments based on justice and public benefit. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, islamic international-law text analysis, comparative international-law analysis, case-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations and History of Islamic International Law (concept, development and scope)
2. Sources and Principles of Islamic International Law (Qur'an, Sunnah, siyar and ijtihad)
3. Siyar (classical framework for external relations and contemporary relevance)
4. Peace, Justice and International Relations (normative foundations and peaceful coexistence)
5. Diplomacy in Islamic History and Law (representation, envoys and peaceful relations)
6. Treaties in Islamic Perspective (agreements, good faith and legal obligations)
7. Civilian Protection in Armed Conflict (humanitarian principles and Islamic legal values)
8. Human Rights in Islamic Perspective (dignity, rights and international norms)
9. Muslim-Majority States and the International Community (sovereignty and co-operation)
10. International Organisations (participation, collective action and Islamic perspectives)
11. International Dispute Settlement (negotiation, mediation, arbitration and adjudication)
12. Islamic and Contemporary International Law (comparative principles and institutions)
13. Contemporary International-Law Issues (global justice, conflict and transnational challenges)
14. Contribution of Islamic Values to International Law (peace, justice, mercy and public interest)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations and history of islamic international law, sources and principles of islamic international law, siyar and peace, justice and international relations. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving diplomacy in islamic history and law, treaties in islamic perspective, civilian protection in armed conflict and human rights in islamic perspective. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning muslim-majority states and the international community, international organisations, international dispute settlement and islamic and contemporary international law using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary international-law issues and contribution of islamic

values to international law, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations and history of islamic international law and identify the principal legal sources relevant to sources and principles of islamic international law. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying siyar and peace, justice and international relations. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving diplomacy in islamic history and law and treaties in islamic perspective. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from civilian protection in armed conflict and human rights in islamic perspective. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to muslim-majority states and the international community and international organisations. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning international dispute settlement and islamic and contemporary international law. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary international-law issues and contribution of islamic values to international law, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:
Core reading:

1. Baderin, M. A. (2021). *Islamic Law: A Very Short Introduction*. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
2. Al-Shaybani, M. ibn al-Hasan. (2002). *The Islamic Law of Nations: Shaybani's Siyar* (M. Khadduri, Trans.). Johns Hopkins University Press. https://doi.org/10.56021/9780801803345
3. Emon, A. M., Ellis, M., & Glahn, B. (Eds.). (2012). *Islamic Law and International Human Rights Law: Searching for Common Ground?* Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199641444.001.0001
4. Al-Dawoody, A. (2011). *The Islamic Law of War: Justifications and Regulations*. Palgrave Macmillan.
5. Iqbal, M. (2018). *Fiqh Siyasah: Kontekstualisasi Doktrin Politik Islam*. Kencana.
6. Republic of Indonesia. (1945). *The 1945 Constitution of the Republic of Indonesia*.

Supporting Reading

1. Baderin, M. A. (2021). International law (*al-siyar*). In *Islamic Law: A Very Short Introduction*. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.003.0008
2. Al-Dawoody, A. (2018). Islamic law and international humanitarian law: An introduction to the main principles. *International Review of the Red Cross, 99*(906), 995–1018. https://doi.org/10.1017/S1816383118000310

3. Emon, A. M., & Ahmed, R. (Eds.). (2018). *The Oxford Handbook of Islamic Law*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199679010.001.0001
4. United Nations. (1945). *Charter of the United Nations*.
5. United Nations General Assembly. (1948). *Universal Declaration of Human Rights*.
6. International Committee of the Red Cross. (1949). *Geneva Conventions of 12 August 1949*.
7. Ellis, M. (2012). Islamic and international law: Convergence or conflict? In A. M. Emon, M. Ellis, & B. Glahn (Eds.), *Islamic Law and International Human Rights Law*. Oxford University Press.
8. Dunn, S. (2018). Islamic law and human rights. In A. M. Emon & R. Ahmed (Eds.), *The Oxford Handbook of Islamic Law*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199679010.013.26

Law of Treaties

<table>
<tr><td>Module Number
HH236011502</td><td colspan="2">Module Name
Law of Treaties</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures, Treaty Text Analysis, Vienna Convention Case Analysis, Problem-Based Learning, Treaty Interpretation Exercises, Presentations
Independent Learning</td><td>Prerequisites for Attendance
Public International Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Structured legal-source analysis (15%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (15%)
Legal opinion or analytical report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Rizki Adi Pinandito, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Agus Prasetia Wiranto, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop systematic understanding of the formation, validity, interpretation, implementation, amendment, termination and dispute settlement of international treaties under the Vienna Convention and Indonesian law. The competencies: Students are expected to analyse treaty-making capacity and procedure; apply rules on consent, reservations and interpretation; evaluate validity, amendment and termination issues; assess domestic implementation and state responsibility; and formulate legally reasoned solutions to contemporary treaty problems. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, treaty text analysis, vienna convention case analysis, problem-based learning, treaty interpretation exercises, presentations, independent learning.
The Materials Presented
1. Concept, Sources and Functions of International Treaties (treaty law framework)</td></tr>
</table>

2. Capacity and Parties to Treaties (states, international organisations and authority)
3. Fundamental Principles of Treaty Law (consent, pacta sunt servanda and good faith)
4. Treaty Formation (negotiation, adoption, authentication and signature)
5. Ratification and Entry into Force (consent to be bound and domestic processes)
6. Reservations to Treaties (formulation, acceptance, objection and effects)
7. Treaty Interpretation (Vienna Convention Articles 31–33 and interpretative methods)
8. Amendment and Modification of Treaties (procedures and legal effects)
9. Invalidity, Suspension and Termination (grounds and consequences)
10. State Responsibility for Treaty Breach (legal consequences and remedies)
11. Treaties in National Law (incorporation, application and constitutional issues)
12. Indonesian Treaty Practice (Law No. 24 of 2000 and institutional procedure)
13. Treaty Dispute Settlement (negotiation, arbitration and adjudication)
14. Contemporary Treaty Developments (multilateralism, fragmentation and emerging treaty regimes)

The learning objectives and qualifications of this module enable students to:
Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept, sources and functions of international treaties, capacity and parties to treaties, fundamental principles of treaty law and treaty formation. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving ratification and entry into force, reservations to treaties, treaty interpretation and amendment and modification of treaties. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning invalidity, suspension and termination, state responsibility for treaty breach, treaties in national law and indonesian treaty practice using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to treaty dispute settlement and contemporary treaty developments, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept, sources and functions of international treaties and identify the principal legal sources relevant to capacity and parties to treaties. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying fundamental principles of treaty law and treaty formation. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving ratification and entry into force and reservations to treaties. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from treaty interpretation and amendment and modification of treaties. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to invalidity, suspension and termination and state responsibility for treaty breach. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning treaties in national law and indonesian treaty practice. (C5, A4, P3)

7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving treaty dispute settlement and contemporary treaty developments, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. United Nations. (1969). *Vienna Convention on the Law of Treaties*.
2. Republic of Indonesia. (2000). *Law Number 24 of 2000 concerning International Treaties*.
3. Gardiner, R. (2023). *Treaties*. Oxford University Press. https://doi.org/10.1093/law/9780192872067.001.0001
4. Gardiner, R., & Klingler, J. (2026). *Treaty Interpretation* (3rd ed.). Oxford University Press. https://doi.org/10.1093/9780191976100.001.0001
5. Aust, A. (2013). *Modern Treaty Law and Practice* (3rd ed.). Cambridge University Press.
6. Hollis, D. B. (Ed.). (2020). *The Oxford Guide to Treaties* (2nd ed.). Oxford University Press.

Supporting Reading

1. Villiger, M. E. (2009). *Commentary on the 1969 Vienna Convention on the Law of Treaties*. Martinus Nijhoff Publishers.
2. Dörr, O., & Schmalenbach, K. (Eds.). (2018). *Vienna Convention on the Law of Treaties: A Commentary* (2nd ed.). Springer.
3. Cannizzaro, E. (Ed.). (2011). *The Law of Treaties Beyond the Vienna Convention*. Oxford University Press.
4. Roberts, I. (Ed.). (2023). *Satow's Diplomatic Practice* (8th ed.). Oxford University Press.
5. Constitutional Court of the Republic of Indonesia. (2018). *Decision Number 13/PUU-XVI/2018 concerning Judicial Review of Law Number 24 of 2000 on International Treaties*.
6. Republic of Indonesia. (1945). *The 1945 Constitution of the Republic of Indonesia*, particularly Article 11 concerning international treaties.

Selected Topics in International Law

<table>
<tr><td>Module Number
HH236011503</td><td colspan="2">Module Name
Selected Topics in International Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Contemporary International-Law Case Analysis
Problem-Based Learning
International Judgment Analysis
Debates
Presentations
Independent Learning</td><td>Prerequisites for Attendance
International Law (IHU2101)</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Structured legal-source analysis (14%)
Case-based analytical assignment (14%)
Seminar discussion and presentation (14%)
Legal opinion or analytical report (13%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Assoc. Prof. Dr. Adv. (Ong) Argo Victoria, K.B.A., AWP., CFST., ANT III., A.Tra., S.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Dr. Andi Aina Ilmih, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to examine current and complex developments in international law, including state responsibility, jurisdiction, human rights, trade, investment, international crimes, climate change, cyber issues and international dispute settlement. The competencies is Students are expected to analyse contemporary international-law problems from multiple legal sources; evaluate jurisdiction, responsibility and international adjudication; assess interactions among human-rights, trade, investment, climate and cyber regimes; and formulate evidence-based legal solutions for complex transnational disputes. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, contemporary international-law case</td></tr>
</table>

analysis, problem-based learning, international judgment analysis, debates, presentations, independent learning.

The Materials Presented

1. Contemporary International Law (sources, fragmentation and current challenges)
2. State Responsibility (attribution, breach, circumstances precluding wrongfulness and consequences)
3. Jurisdiction and Extraterritoriality (territorial, nationality and protective bases)
4. International Human Rights Law (state obligations and enforcement)
5. International Trade Law (WTO principles and contemporary disputes)
6. International Investment Law (investment protection and investor-state disputes)
7. International Criminal Law (core crimes and accountability)
8. International Dispute Settlement (ICJ, arbitration and other mechanisms)
9. International Organisations (powers, responsibility and institutional development)
10. Climate Change and International Law (treaties, responsibility and climate litigation)
11. Cyber Operations and International Law (sovereignty, due diligence and responsibility)
12. Global Health and International Law (international co-operation and emergency governance)
13. Strategic International Judgments and Awards (legal reasoning and precedential influence)
14. Future Directions of International Law (global governance, technology and legal reform)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing contemporary international law, state responsibility, jurisdiction and extraterritoriality and international human rights law. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving international trade law, international investment law, international criminal law and international dispute settlement. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning international organisations, climate change and international law, cyber operations and international law and global health and international law using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to strategic international judgments and awards and future directions of international law, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of contemporary international law and identify the principal legal sources relevant to state responsibility. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying jurisdiction and extraterritoriality and international human rights law. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving international trade law and international investment law. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from international criminal law and international dispute settlement. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to international organisations and climate change and international law. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning cyber operations and international law and global health and international law. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving strategic international judgments and awards and future directions of international law, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Ref **Core Reading**

1. Evans, M. D. (Ed.). (2024). *International Law* (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001
2. Crawford, J. (2019). *Brownlie's Principles of Public International Law* (9th ed.). Oxford University Press. https://doi.org/10.1093/he/9780198737445.001.0001
3. Shaw, M. N. (2021). *International Law* (9th ed.). Cambridge University Press. https://doi.org/10.1017/9781108774802
4. United Nations. (1945). *Charter of the United Nations*.
5. International Court of Justice. (1945). *Statute of the International Court of Justice*.
6. United Nations. (1969). *Vienna Convention on the Law of Treaties*.
7. International Law Commission. (2001). *Draft Articles on Responsibility of States for Internationally Wrongful Acts, with Commentaries*. United Nations.
8. Republic of Indonesia. (2000). *Law Number 24 of 2000 concerning International Treaties*.

Supporting Reading

1. Aust, A. (2013). *Modern Treaty Law and Practice* (3rd ed.). Cambridge University Press.
2. Gardiner, R. (2023). *Treaties*. Oxford University Press. https://doi.org/10.1093/law/9780192872067.001.0001
3. Crawford, J., & Pert, A. (2024). *International Humanitarian Law* (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781009326681
4. Boyle, A., & Redgwell, C. (2021). *Birnie, Boyle, and Redgwell's International Law and the Environment* (4th ed.). Oxford University Press. https://doi.org/10.1093/he/9780199594016.001.0001
5. United Nations. (1982). *United Nations Convention on the Law of the Sea*.
6. International Criminal Court. (1998). *Rome Statute of the International Criminal Court*.
7. United Nations General Assembly. (1948). *Universal Declaration of Human Rights*.
8. International Committee of the Red Cross. (1949). *Geneva Conventions of 12 August 1949*.
9. International Law Commission. (2006). *Draft Articles on Diplomatic Protection, with Commentaries*. United Nations.
10. International Law Commission. (2011). *Draft Articles on the Responsibility of International Organizations, with Commentaries*. United Nations.

Law of the Sea

<table>
<tr><td>Module Number
HH236011504</td><td colspan="2">Module Name
Law of the Sea</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
UNCLOS Text Analysis
Maritime Boundary Case Analysis
Problem-Based Learning
Map/Zone Exercises
Presentations
Independent Learning</td><td>Prerequisites for Attendance
Public International Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Structured legal-source analysis (15%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (15%)
Legal opinion or analytical report (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Assoc. Prof. Dr. Adv. (Ong) Argo Victoria, K.B.A., AWP., CFST., ANT III., A.Tra., S.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Rizki Adi Pinandito, S.H., M.H.
2. Doni Catur Saefudin, S.H., M.Kn.</td></tr>
<tr><td colspan="4">Syllabus
This course aims to develop understanding of the international law of the sea under UNCLOS, including maritime zones, jurisdiction, delimitation, resources, environmental protection, maritime security and dispute settlement with particular relevance to Indonesia. The competencies: Students are expected to apply UNCLOS rules to maritime zones and jurisdiction; analyse coastal-state rights and duties; evaluate maritime delimitation, environmental and resource disputes; assess ITLOS and other dispute mechanisms; and formulate legally grounded recommendations concerning Indonesian maritime interests and contemporary ocean governance. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning</td></tr>
</table>

UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, unclos text analysis, maritime boundary case analysis, problem-based learning, map/zone exercises, presentations, independent learning.

The Materials Presented

1. Foundations of the Law of the Sea (history, scope and legal framework)
2. UNCLOS: Sources and Principles (architecture, institutions and core principles)
3. Maritime Zones (internal waters, territorial sea, contiguous zone, EEZ and continental shelf)
4. Coastal-State Rights and Duties (jurisdiction, navigation and resource management)
5. High Seas Freedoms (navigation, overflight and lawful uses)
6. Maritime Boundary Delimitation (equity, relevant circumstances and case law)
7. Marine Living and Non-Living Resources (rights, conservation and management)
8. Protection of the Marine Environment (pollution prevention and state obligations)
9. Maritime Dispute Settlement (UNCLOS Part XV and available forums)
10. International Tribunal for the Law of the Sea (jurisdiction and selected cases)
11. Indonesian Maritime Interests (archipelagic state status and national implementation)
12. Maritime Security (piracy, illegal fishing and transnational threats)
13. Contemporary Ocean-Governance Issues (BBNJ, climate change and sea-level rise)
14. Development of the Law of the Sea (living-treaty interpretation and future challenges)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of the law of the sea, unclos: sources and principles, maritime zones and coastal-state rights and duties. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving high seas freedoms, maritime boundary delimitation, marine living and non-living resources and protection of the marine environment. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning maritime dispute settlement, international tribunal for the law of the sea, indonesian maritime interests and maritime security using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary ocean-governance issues and development of the law of the sea, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of the law of the sea and identify the principal legal sources relevant to unclos: sources and principles. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying maritime zones and coastal-state rights and duties. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving high seas freedoms and maritime boundary delimitation. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from marine living and non-living resources and protection of the marine environment. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to maritime dispute settlement and international tribunal for the law of the sea. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning indonesian maritime interests and maritime security. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary ocean-governance issues and development of the law of the sea, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. United Nations. (1982). United Nations Convention on the Law of the Sea (UNCLOS).
2. Tanaka, Y. (2023). The International Law of the Sea (4th ed.). Cambridge University Press. https://doi.org/10.1017/9781009025393
3. Nguyen, L. N. (2023). The Development of the Law of the Sea by UNCLOS Dispute Settlement Bodies. Cambridge University Press. https://doi.org/10.1017/9781108980296
4. Evans, M. D. (Ed.). (2024). International Law (6th ed.). Oxford University Press. https://doi.org/10.1093/he/9780192848642.001.0001
5. Republic of Indonesia. (1985). Law Number 17 of 1985 concerning the Ratification of the United Nations Convention on the Law of the Sea.
6. Republic of Indonesia. (2014). Law Number 32 of 2014 concerning Maritime Affairs, as amended.

Supporting Reading

1. Rothwell, D. R., Oude Elferink, A. G., Scott, K. N., & Stephens, T. (Eds.). (2015). The Oxford Handbook of the Law of the Sea. Oxford University Press. https://doi.org/10.1093/law/9780198715481.001.0001
2. International Tribunal for the Law of the Sea. (n.d.). Statute of the International Tribunal for the Law of the Sea.
3. United Nations. (1995). Agreement for the Implementation of the Provisions of UNCLOS relating to the Conservation and Management of Straddling Fish Stocks and Highly Migratory Fish Stocks.
4. United Nations. (2023). Agreement under UNCLOS on the Conservation and Sustainable Use of Marine Biological Diversity of Areas beyond National Jurisdiction (BBNJ Agreement).
5. International Law Commission. (2001). Draft Articles on Responsibility of States for Internationally Wrongful Acts, with Commentaries. United Nations.
6. Boyle, A., & Redgwell, C. (2021). Birnie, Boyle, and Redgwell's International Law and the Environment (4th ed.). Oxford University Press. https://doi.org/10.1093/he/9780199594016.001.0001

International Humanitarian Law

<table>
<tr><td>Module Number
HH236011505</td><td colspan="2">Module Name
International Humanitarian Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures
Geneva Convention Analysis
Armed-Conflict Classification Exercises
Humanitarian Case Analysis
Problem-Based Learning
Presentations
Independent Learning</td><td>Prerequisites for Attendance
International Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Structured legal-source analysis (15%)
Case-based analytical assignment (15%)
Seminar discussion and presentation (14%)
Legal opinion or analytical report (14%)
Midterm Examination (20%), 100 minutes
Final Examination (22%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
ECTS (+ Workload in hours)
3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Dr. Andi Aina Ilmih, S.H., M.H.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="3">Additional Lecturers
1. Rizki Adi Pinandito, S.H., M.H.</td></tr>
<tr><td colspan="3">Syllabus
This course aims to examine the rules of international humanitarian law governing armed conflict, protection of persons and civilian objects, means and methods of warfare, grave breaches and accountability, with critical analysis of contemporary conflicts. The competencies: Students are expected to classify armed conflicts and identify applicable legal regimes; apply principles of distinction, proportionality, precaution and humane treatment; evaluate combatant and prisoner-of-war status, weapons and targeting issues; analyse grave breaches and international criminal accountability; and formulate legally and ethically defensible humanitarian analyses. The learning process: The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, geneva convention analysis, armed-conflict classification</td></tr>
</table>

exercises, humanitarian case analysis, problem-based learning, presentations, independent learning.

The Materials Presented

1. Foundations of International Humanitarian Law (concept, scope and distinction from human-rights law)
2. Historical Development and Sources of IHL (Hague law, Geneva law, custom and treaties)
3. Core Principles of IHL (distinction, proportionality, precaution, humanity and military necessity)
4. Classification of Armed Conflicts (international and non-international armed conflict)
5. Combatant Status and Prisoners of War (qualification, rights and protection)
6. Protection of Civilians and Civilian Objects (direct participation and protected status)
7. Protection of the Wounded, Sick and Humanitarian Personnel (medical and relief protection)
8. Means and Methods of Warfare (weapons, targeting and prohibited conduct)
9. Occupation Law (authority, protected persons and duties of occupying powers)
10. Grave Breaches and War Crimes (elements and individual responsibility)
11. International Criminal Court and Accountability (jurisdiction and complementarity)
12. National Implementation of IHL (domestic obligations and Indonesia)
13. Role of the ICRC and Humanitarian Actors (mandate, access and neutrality)
14. Contemporary Armed-Conflict Challenges (urban warfare, new technologies and enforcement)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of international humanitarian law, historical development and sources of ihl, core principles of ihl and classification of armed conflicts. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving combatant status and prisoners of war, protection of civilians and civilian objects, protection of the wounded, sick and humanitarian personnel and means and methods of warfare. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning occupation law, grave breaches and war crimes, international criminal court and accountability and national implementation of ihl using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to role of the icrc and humanitarian actors and contemporary armed-conflict challenges, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of international humanitarian law and identify the principal legal sources relevant to historical development and sources of ihl. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying core principles of ihl and classification of armed conflicts. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving combatant status and prisoners of war and protection of civilians and civilian objects. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from protection of the wounded, sick and humanitarian personnel and means and methods of warfare. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to occupation law and grave breaches and war crimes. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning international criminal court and accountability and national implementation of ihl. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving role of the icrc and humanitarian actors and contemporary armed-conflict challenges, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Crawford, E., & Pert, A. (2024). International Humanitarian Law (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781009326681
2. Fleck, D. (Ed.). (2021). The Handbook of International Humanitarian Law (4th ed.). Oxford University Press. https://doi.org/10.1093/law/9780198847960.001.0001
3. International Committee of the Red Cross. (1949). Geneva Conventions of 12 August 1949.
4. International Committee of the Red Cross. (1977). Protocols Additional to the Geneva Conventions of 12 August 1949: Protocol I and Protocol II.
5. Republic of Indonesia. (1958). Law Number 59 of 1958 concerning the Participation of the Republic of Indonesia in All Geneva Conventions of 12 August 1949.
6. Clapham, A., & Gaeta, P. (Eds.). (2014). The Oxford Handbook of International Law in Armed Conflict. Oxford University Press. https://doi.org/10.1093/law/9780199559695.001.0001

Supporting Reading

1. International Committee of the Red Cross. (2005). Protocol III Additional to the Geneva Conventions of 12 August 1949 relating to the Adoption of an Additional Distinctive Emblem.
2. International Committee of the Red Cross. (n.d.). Customary International Humanitarian Law Database.
3. United Nations. (1945). Charter of the United Nations.
4. International Criminal Court. (1998). Rome Statute of the International Criminal Court.
5. United Nations. (1948). Convention on the Prevention and Punishment of the Crime of Genocide.
6. International Committee of the Red Cross. (2020). Guidelines on the Protection of the Natural Environment in Armed Conflict.

7. Al-Dawoody, A. (2018). Islamic law and international humanitarian law: An introduction to the main principles. International Review of the Red Cross, 99(906), 995–1018. https://doi.org/10.1017/S1816383118000310

Elective Courses - Islamic Law Specialisation

Zakat and Waqf Law

<table>
<tr><td colspan="2">Module Number
HH236011601</td><td colspan="2">Module Name
Zakat and Waqf Law</td></tr>
<tr><td>Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td colspan="2">Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Interactive Lectures, Zakat and Waqf Regulation Analysis, Case-Based Learning, Maqasid al-Shariah Analysis, Institutional Case Studies, Presentations, Independent Learning</td><td>Prerequisites for Attendance
None</td><td colspan="2">Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (15%)
Maqasid-based case analysis (15%)
Seminar discussion and group presentation (15%)
Analytical legal opinion or reflective paper (15%)
Midterm Examination (20%), 100 minutes
Final Examination (20%), 100 minutes</td><td colspan="2">Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="2">Module Coordinator
Winanto, S.H., M.H.</td><td colspan="2">Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Moh. Nurul Huda, S.H., M.Ag.</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to analyse the Islamic and national legal frameworks governing zakat and waqf, including legal subjects and objects, institutional management, productive waqf, dispute resolution, digitalisation and their social-economic functions. The competencies: Students are expected to analyse the sources and legal requirements of zakat and waqf; apply national regulatory frameworks to management cases; evaluate institutional governance and disputes; assess productive and digital zakat/waqf innovations; and formulate accountable solutions that promote justice, public benefit and sustainable</td></tr>
</table>

community welfare. **The learning process:** The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, zakat/waqf regulation analysis, case-based learning, maqasid analysis, institutional case studies, presentations, independent learning.

The Materials Presented

1. Foundations and Sources of Zakat and Waqf (concepts, objectives and Islamic legal bases)
2. Maqasid al-Shariah in Zakat and Waqf (social justice, welfare and public benefit)
3. Legal Subjects, Objects and Conditions of Zakat (muzakki, mustahik, nisab and haul)
4. Types and Management of Zakat (collection, distribution and utilisation)
5. Concept and Types of Waqf (perpetual and temporary waqf; charitable purposes)
6. Waqf Assets and Legal Requirements (property, cash waqf and registration)
7. Nazhir and Waqf Institutions (duties, governance and accountability)
8. Zakat and Waqf Institutions in Indonesia (BAZNAS, LAZ and BWI)
9. National Regulation of Zakat and Waqf (statutory framework and implementation)
10. Zakat and Waqf Disputes (jurisdiction and dispute-resolution mechanisms)
11. Productive Waqf and Economic Empowerment (investment, risk and social impact)
12. Digitalisation of Zakat and Waqf (digital collection, transparency and governance)
13. Comparative Zakat/Waqf Governance (selected international practices)
14. Contemporary Issues and Sustainable Development (innovation, accountability and public trust)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations and sources of zakat and waqf, maqasid al-shariah in zakat and waqf, legal subjects, objects and conditions of zakat and types and management of zakat. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving concept and types of waqf, waqf assets and legal requirements, nazhir and waqf institutions and zakat and waqf institutions in indonesia. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning national regulation of zakat and waqf, zakat and waqf disputes, productive waqf and economic empowerment and digitalisation of zakat and waqf using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to comparative zakat/waqf governance and contemporary issues and sustainable development, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations and sources of zakat and waqf and identify the principal legal sources relevant to maqasid al-shariah in zakat and waqf. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying legal subjects, objects and conditions of zakat and types and management of zakat. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving concept and types of waqf and waqf assets and legal requirements. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from nazhir and waqf institutions and zakat and waqf institutions in indonesia. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to national regulation of zakat and waqf and zakat and waqf disputes. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning productive waqf and economic empowerment and digitalisation of zakat and waqf. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving comparative zakat/waqf governance and contemporary issues and sustainable development, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republic of Indonesia. (2011). Law Number 23 of 2011 concerning Zakat Management.
2. Republic of Indonesia. (2014). Government Regulation Number 14 of 2014 concerning the Implementation of Law Number 23 of 2011 on Zakat Management.
3. Republic of Indonesia. (2004). Law Number 41 of 2004 concerning Waqf.
4. Republic of Indonesia. (2006). Government Regulation Number 42 of 2006 concerning the Implementation of Law Number 41 of 2004 on Waqf, as amended by Government Regulation Number 25 of 2018.
5. Ministry of Religious Affairs of the Republic of Indonesia. (2014). Regulation Number 52 of 2014 concerning Requirements and Procedures for the Calculation of Zakat on Wealth and Zakat al-Fitr and the Utilisation of Zakat for Productive Enterprises, as amended by Regulation Number 69 of 2015.
6. Ministry of Religious Affairs of the Republic of Indonesia. (2024). Regulation Number 19 of 2024 concerning Amil Zakat Institutions.
7. Badan Wakaf Indonesia. (2020). Regulation Number 1 of 2020 concerning Guidelines for the Management and Development of Waqf Assets.
8. Nethercott, C. R., & Eisenberg, D. M. (Eds.). (2020). Islamic Finance: Law and Practice (2nd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198725237.001.0001

Supporting Reading

1. Badan Wakaf Indonesia. (2023). Himpunan Peraturan Perundang-undangan tentang Wakaf Tahun 2022.

2. Badan Wakaf Indonesia. (2010). Regulation Number 2 of 2010 concerning the Registration Procedures for Cash Waqf Nazhir.
3. Ministry of Agrarian Affairs and Spatial Planning/National Land Agency of the Republic of Indonesia. (2017). Regulation Number 2 of 2017 concerning Procedures for the Registration of Waqf Land.
4. Badan Amil Zakat Nasional. (2018). Regulation Number 3 of 2018 concerning the Distribution and Utilisation of Zakat.
5. Kamali, M. H. (2025). Goals and Purposes of Shariah: Maqasid in Theory and Practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
6. Brown, R. A. (2023). Land, waqf, ma'tam, and the moral economy. In Islam and Capitalism in the Making of Modern Bahrain. Oxford University Press. https://doi.org/10.1093/oso/9780192874672.003.0002

Law of Birr al-Walidayn and Takrim al-Awlad (Duties towards Parents and Children)

Module Number HH236011602	**Module Name** Law of Birr al-Walidayn and Takrim al-Awlad (Duties towards Parents and Children)	
Type of Course Specialisation Elective Course	**Semester / Rotation** 7 / Odd	**Student Capacity** 40
Teaching Methods Interactive Lectures Qur'an/Hadith Text Analysis Family-Law Case Analysis Problem-Based Learning Reflective Discussion Presentations Independent Learning	**Prerequisites for Attendance** None	**Language** Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Qur'an/Hadith, fiqh or fatwa source analysis (16%) Maqasid-based case analysis (16%) Seminar discussion and group presentation (16%) Analytical legal opinion or reflective paper (15%) Midterm Examination (20%), 100 minutes Final Examination (17%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator Prof. Dr. H. M. Ali Mansyur, S.H., C.N., M.Hum.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Setiawan Widiyoko, S.T., S.H., M.Si., M.Kn. 2. Dr. Mega Arum Saputri, S.H., M.Kn.		
Syllabus This course **aims** to examine Islamic legal and ethical duties within family relationships, especially duties towards parents and children, and their interaction with Indonesian family law, child protection, elderly welfare and contemporary social change. **The competencies is s**tudents are expected to analyse textual and legal foundations of family duties; evaluate reciprocal rights and responsibilities of parents and children; apply Islamic ethics and national family-protection law to concrete cases; assess contemporary digital and social challenges; and formulate responsible family-law solutions grounded in dignity, compassion and public benefit. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures,		

qur'an/hadith text analysis, family-law case analysis, problem-based learning, reflective discussion, presentations, independent learning.

The Materials Presented

1. Concept and Textual Foundations of Birr al-Walidayn and Takrim al-Awlad (Qur'an, Hadith and legal-ethical meaning)
2. Family-Law and Ethical Foundations (responsibility, compassion and justice)
3. Rights and Duties of Parents (care, respect and reciprocal obligations)
4. Rights and Duties of Children (protection, maintenance, education and dignity)
5. Character Education within the Family (adab, responsibility and moral development)
6. Child Protection in Islamic and Indonesian Law (best interests and protection from harm)
7. Family Ethics and Communication (respect, conflict prevention and responsible conduct)
8. Parental Responsibility and Maintenance (care, financial support and legal accountability)
9. Protection and Welfare of Elderly Parents (family responsibility and social protection)
10. Balancing Family Rights and Duties (justice, proportionality and preventing harm)
11. Family Conflict and Legal Resolution (mediation, legal remedies and ethical decision-making)
12. Family Relations in the Digital Era (privacy, communication, online risks and responsibility)
13. Islamic and National Family-Protection Frameworks (comparative and integrative analysis)
14. Actualisation in Professional and Social Life (ethical counselling, community education and lifelong reflection)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept and textual foundations of birr al-walidayn and takrim al-awlad, family-law and ethical foundations, rights and duties of parents and rights and duties of children. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving character education within the family, child protection in islamic and indonesian law, family ethics and communication and parental responsibility and maintenance. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning protection and welfare of elderly parents, balancing family rights and duties, family conflict and legal resolution and family relations in the digital era using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to islamic and national family-protection frameworks and actualisation in professional and social life, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept and textual foundations of birr al-walidayn and takrim al-awlad and identify the principal legal sources relevant to family-law and ethical foundations. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying rights and duties of parents and rights and duties of children. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving character education within the family and child protection in islamic and indonesian law. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from family ethics and communication and parental responsibility and maintenance. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to protection and welfare of elderly parents and balancing family rights and duties. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning family conflict and legal resolution and family relations in the digital era. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving islamic and national family-protection frameworks and actualisation in professional and social life, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Core Reading

1. The Qur'an. Surah Al-Isra' 17:23–24; Surah Luqman 31:14–15; Surah Al-Ahqaf 46:15; Surah At-Tahrim 66:6.
2. Republic of Indonesia. (1991). Presidential Instruction Number 1 of 1991 concerning the Dissemination of the Compilation of Islamic Law.
3. Republic of Indonesia. (1974). Law Number 1 of 1974 concerning Marriage, as amended by Law Number 16 of 2019.
4. Republic of Indonesia. (2014). Law Number 35 of 2014 concerning the Amendment to Law Number 23 of 2002 on Child Protection.
5. Rofiq, M. K. (2021). Hak Anak dalam Hukum Keluarga Islam Indonesia. CV Rafi Sarana Perkasa.
6. Zin, N. M., Abdul Hak, N., Mohd, A., Abdul Malek, N., Ibrahim, N., Che Soh, R., Md Hashim, N., & Ibrahim, B. (2021). Islamic Family Law in Malaysia (2nd ed.). Sweet & Maxwell.

Supporting Reading

1. Latef, K. M. (2024). Parents in the Holy Qur'an: A study of the concept of shukr, ihsan and birr al-walidayn. Hamdard Islamicus, 47(3). https://doi.org/10.57144/hi.v47i3.833
2. Nasution, K., & Nasution, S. (2021). Implementation of Indonesian Islamic family law to guarantee children's rights. Al-Jami'ah: Journal of Islamic Studies, 59(2), 347–374. https://doi.org/10.14421/ajis.2021.592.347-374
3. Asman. (2023). Parents' obligations on hadhanah before mumayyiz after divorce: Review of normative legal studies. ADHKI: Journal of Islamic Family Law, 4(1), 1–12. https://doi.org/10.37876/adhki.v4i1.83

4. Pakarti, M. H. A., Farid, D., Fathiah, I., & Mabruri, K. A. K. (2023). Perlindungan hak anak dalam perceraian menurut hukum keluarga Islam. Usroh: Jurnal Hukum Keluarga Islam, 7(2). https://doi.org/10.19109/ujhki.v7i2.18902
5. Prasetyo, B., & Mohammed B., H. A. (2023). The legal protection of children's rights due to parental divorce in Islamic family law in predominantly Muslim countries. Jurnal Akta.
6. Anam, M. A., & Farida, Y. E. (2023). Pengasuhan anak pasca perceraian dalam perspektif hukum keluarga Islam. Jurnal Cahaya Mandalika, 4(3), 1649–1656. https://doi.org/10.36312/jcm.v4i3.2428
7. Nasution, K., & Nasution, S. (2021). Implementation of Indonesian Islamic family law to guarantee children's rights. Al-Jami'ah: Journal of Islamic Studies, 59(2), 347–374.
8. Pakarti, M. H. A., Farid, D., Fathiah, I., & Mabruri, K. A. K. (2023). Perlindungan hak anak dalam perceraian menurut hukum keluarga Islam. Usroh: Jurnal Hukum Keluarga Islam, 7(2). https://doi.org/10.19109/ujhki.v7i2.18902
9. Nurjanah, S., Syarifudin, A., Baidhowi, M. M., Mahmudi, E., & Darussalam, H. (2025). Children's rights in Islamic law: A contemporary study of family practices. MILRev: Metro Islamic Law Review, 4(2), 933–953.
10. Putra, D., Nasution, M., & Desky, D. (2025). The impact of divorce in contemporary Islamic law: Children's rights and parents' obligations after divorce. Al-Mawarid Jurnal Syariah dan Hukum, 7(2), 301–326.
11. Liwayanti, U., Zainuri, M., Nurjamilah, U., & Rosyadi, R. (2025). Parental obligation to provide religious education to children under Islamic family law in Indonesia. Juwara: Jurnal Wawasan dan Aksara, 5(1). https://doi.org/10.58740/juwara.v5i1.383
12. Republic of Indonesia. (1974). Law Number 1 of 1974 concerning Marriage, as amended by Law Number 16 of 2019.
13. Republic of Indonesia. (2014). Law Number 35 of 2014 concerning the Amendment to Law Number 23 of 2002 on Child Protection.
14. Republic of Indonesia. (1991). Presidential Instruction Number 1 of 1991 concerning the Dissemination of the Compilation of Islamic Law.
15. Baderin, M. A. (2021). Islamic Law: A Very Short Introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
16. Emon, A. M., & Ahmed, R. (Eds.). (2018). The Oxford Handbook of Islamic Law. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199679010.001.0001
17. An-Na'im, A. A. (2019). The postcolonial fallacy of 'Islamic' family law. In S. Choudhry & J. Herring (Eds.), The Cambridge Companion to Comparative Family Law (pp. 254–279). Cambridge University Press.
18. Vidal-Castro, F. (2016). Treatment of childhood and children's rights in Islamic law with special attention to Māliki law and al-Andalus. Anaquel de Estudios Árabes, 27, 201–238.
19. Almalham, N. (2026). Children's rights in Islamic law and international conventions: Comprehensive protection from cradle to adulthood. International Journal of Law Research and Studies, 5(2), 204–222.
20. An-Na'im, A. A. (Ed.). (2002). Islamic Family Law in a Changing World: A Global Resource Book. Zed Books.

Sharia Banking Law

<table>
<tr><td>Module Number
HH236011205</td><td colspan="2">Module Name
Sharia Banking Law</td></tr>
<tr><td colspan="2">Type of Course
Specialisation Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive Lectures
Sharia-Banking Regulation Analysis
Contract/Fatwa Analysis
Case-Based Learning
Discussions
Presentations
Independent Learning</td><td>Prerequisites for Attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of Examination (Final Grade Composition)
Qur’an/Hadith, fiqh or fatwa source analysis (14%)
Maqasid-based case analysis (14%)
Seminar discussion and group presentation (14%)
Analytical legal opinion or reflective paper (13%)
Midterm Examination (20%), 100 minutes
Final Examination (25%), 100 minutes</td><td>Credit Hours (+ Workload in hours)
2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)

ECTS (+ Workload in hours)

3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)</td></tr>
<tr><td colspan="3">Module Coordinator
Dr. Aryani Witasari, S.H., M.Hum.</td><td>Semester Workload
90 hours</td></tr>
<tr><td colspan="4">Additional Lecturers
1. Dr. Toni Triyanto, S.H., M.H.
2. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.
3. Moh. Nurul Huda, S.H., M.Ag.
4. Mahendra Dewa Wicaksana, S.H., M.H.</td></tr>
<tr><td colspan="4">Syllabus
The aims is course aims to examine the Islamic-law principles, statutory framework, Sharia contracts, governance, customer protection, dispute resolution and digital developments governing Sharia banking in Indonesia. The competencies is Students are expected to analyse the legal and Sharia foundations of Islamic banking; apply financing and deposit contracts to banking products; evaluate Sharia compliance, governance and customer protection; analyse disputes and digital-finance developments; and formulate legally and Sharia-compliant recommendations for banking practice. The learning process is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning</td></tr>
</table>

UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, sharia-banking regulation analysis, contract/fatwa analysis, case-based learning, discussions, presentations, independent learning.

The Materials Presented

1. Foundations of Sharia Banking Law (concept, objectives and distinguishing principles)
2. Legal and Regulatory Framework of Sharia Banking in Indonesia (statutes, OJK and Bank Indonesia roles)
3. Sources of Funds and Deposit Contracts (wadiah and mudharabah)
4. Sale-Based Financing (murabahah, salam and istisna)
5. Lease-Based Financing (ijarah and related structures)
6. Partnership Financing (mudharabah and musyarakah)
7. Ancillary Sharia Banking Contracts (wakalah, kafalah, hawalah and rahn)
8. Financing Risk and Restructuring (default, mitigation and restructuring)
9. Customer Protection and Deposit Protection (rights, information and legal remedies)
10. Sharia Governance (DSN-MUI, Sharia Supervisory Boards and compliance)
11. Sharia Banking Dispute Resolution (religious courts, mediation and arbitration)
12. Digital Sharia Banking and Fintech (electronic services and technology-based financing)
13. Corporate Governance and Prudential Regulation (accountability and financial soundness)
14. Contemporary Sharia Banking Issues (innovation, sustainability and regulatory development)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations of sharia banking law, legal and regulatory framework of sharia banking in indonesia, sources of funds and deposit contracts and sale-based financing. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving lease-based financing, partnership financing, ancillary sharia banking contracts and financing risk and restructuring. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning customer protection and deposit protection, sharia governance, sharia banking dispute resolution and digital sharia banking and fintech using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to corporate governance and prudential regulation and contemporary sharia banking issues, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations of sharia banking law and identify the principal legal sources relevant to legal and regulatory framework of sharia banking in indonesia. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying sources of funds and deposit contracts and sale-based financing. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving lease-based financing and partnership financing. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from ancillary sharia banking contracts and financing risk and restructuring. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to customer protection and deposit protection and sharia governance. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning sharia banking dispute resolution and digital sharia banking and fintech. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving corporate governance and prudential regulation and contemporary sharia banking issues, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Republik Indonesia. (2008). Undang-Undang Nomor 21 Tahun 2008 tentang Perbankan Syariah.
2. Republik Indonesia. (2023). Undang-Undang Nomor 4 Tahun 2023 tentang Pengembangan dan Penguatan Sektor Keuangan.
3. Mahkamah Agung Republik Indonesia. (2008). Peraturan Mahkamah Agung Nomor 2 Tahun 2008 tentang Kompilasi Hukum Ekonomi Syariah.
4. Dewan Syariah Nasional–Majelis Ulama Indonesia. (2000). Fatwa Nomor 04/DSN-MUI/IV/2000 tentang Murabahah.
5. Dewan Syariah Nasional–Majelis Ulama Indonesia. (2018). Fatwa Nomor 117/DSN-MUI/II/2018 tentang Layanan Pembiayaan Berbasis Teknologi Informasi Berdasarkan Prinsip Syariah.

Supporting reading:

1. Güney, N. (2024). Maqāsid al-Sharī‘a in Islamic finance: A critical analysis of modern discourses. Religions, 15(1), 114. https://doi.org/10.3390/rel15010114
2. Mansour, W., & Bujosa, A. (Eds.). (2024). Islamic finance: New trends in law and regulation. Springer. https://doi.org/10.1007/978-3-031-48770-5
3. Franzoni, S., & Ait Allali, A. (2024). Corporate governance of Islamic banks: A sustainable model to protect the participatory depositor? Journal of Banking Regulation, 25, 42–48. https://doi.org/10.1057/s41261-022-00214-3
4. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
5. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
4. Azizah, I., Azizah, M., Bakhri, S., Musafa'ah, S., Fathurrohman, A., & Robbani, S. (2026). Reconstructing Islamic criminal liability for economic crimes: A maqasid-based framework for Indonesia's Sharia finance. El-Mashlahah, 16(1). https://doi.org/10.23971/el-mashlahah.v16i1.11254

5. Azizah, B., Satria, H., Andana, A. Y., Azzam, M. B., Saryanto, S. S., & Putri, T. S. (2026). Insurance law in Indonesia: Legal foundations, principles, and regulatory developments. Anthroposia: Journal of Social and Human Development, 1(2), 75-84.
6. Huzaeni, M. R. (2022). Kedudukan hukum Pancasila dan konstitusi dalam sistem ketatanegaraan Indonesia. Pancasila: Jurnal Keindonesiaan, 2(1), 114-125.
7. OECD. (2023). G20/OECD principles of corporate governance 2023. OECD Publishing. https://doi.org/10.1787/ed750b30-en
8. Baderin, M. A. (2021). Islamic law: A very short introduction. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
9. Kooria, M. (2022). Islamic law in circulation: Shafi'i texts across the Indian Ocean and the Mediterranean. Cambridge University Press. https://doi.org/10.1017/9781009106825
10. Awass, O. (2023). Fatwa and the making and renewal of Islamic law: From the classical period to the present. Cambridge University Press. https://doi.org/10.1017/9781009260923
11. Guessoum, N., & Bigliardi, S. (2023). Islam and science: Past, present, and future debates. Cambridge University Press. https://doi.org/10.1017/9781009266550
12. Cane, P., Hofmann, H. C. H., Ip, E. C., & Lindseth, P. L. (Eds.). (2020). The Oxford handbook of comparative administrative law. Oxford University Press. \
13. OECD. (2020). OECD public integrity handbook. OECD Publishing. https://doi.org/10.1787/ac8ed8e8-en

Contemporary Fiqh

Module Number HH236011604	**Module Name** Contemporary Fiqh	
Type of Course Specialisation Elective Course	**Semester / Rotation** 7 / Odd	**Student Capacity** 40
Teaching Methods Lectures, Maqasid-Based Problem Solving, Fatwa Analysis, Comparative Madhhab Analysis, Case-Based Learning	**Prerequisites for Attendance** None	**Language** Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Qur'an/Hadith, fiqh or fatwa source analysis (15%) Maqasid-based case analysis (15%) Seminar discussion and group presentation (15%) Analytical legal opinion or reflective paper (15%) Midterm Examination (20%), 100 minutes Final Examination (20%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator Dr. Setiawan Widiyoko, S.T., S.H., M.Si., M.Kn.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Moh. Aris Siswanto, S.H., M.H.		
Syllabus This course **aims** to analyse contemporary fiqh as a method for responding to current legal and ethical problems through maqasid al-Shariah, ijtihad, fatwa analysis and comparative reasoning. **The competencies is** students are expected to analyse methods of contemporary ijtihad and maqasid; evaluate fatwas and differing legal opinions; apply Islamic legal principles to digital economy, health, environment, human rights, citizenship and finance; and formulate context-sensitive solutions that can be harmonised with national law. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, maqasid-based problem solving, fatwa analysis, comparative madhhab analysis, case-based learning, presentations, independent learning. **The Materials Presented**		

1. Concept and Methodology of Contemporary Fiqh (scope, characteristics and legal reasoning)
2. Maqasid al-Shariah as a Framework for Modern Ijtihad (objectives, systems and public benefit)
3. Fatwa and the Dynamics of Islamic Law-Making (authority, method and institutional practice)
4. Fiqh of the Digital Economy (platforms, digital assets and new business models)
5. Fiqh of Electronic Transactions (consent, evidence and online contractual issues)
6. Fiqh of Health and Biotechnology (medical innovation, treatment and bioethics)
7. Fiqh of Environmental Protection (stewardship, harm prevention and sustainability)
8. Fiqh and Human Rights (dignity, equality and contemporary rights discourse)
9. Fiqh of Citizenship and State Relations (rights, duties and political community)
10. Fiqh of Muslim Minorities (context, necessity and social integration)
11. Contemporary Islamic Finance (new products, fintech and Sharia compliance)
12. Analysis of Contemporary Fatwas (method, evidence and institutional differences)
13. Harmonisation of Islamic and National Law (legal pluralism and regulatory integration)
14. Renewal of Fiqh for Global Challenges (ijtihad, ethics and lifelong scholarly development)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing concept and methodology of contemporary fiqh, maqasid al-shariah as a framework for modern ijtihad, fatwa and the dynamics of islamic law-making and fiqh of the digital economy. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving fiqh of electronic transactions, fiqh of health and biotechnology, fiqh of environmental protection and fiqh and human rights. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning fiqh of citizenship and state relations, fiqh of muslim minorities, contemporary islamic finance and analysis of contemporary fatwas using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to harmonisation of islamic and national law and renewal of fiqh for global challenges, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of concept and methodology of contemporary fiqh and identify the principal legal sources relevant to maqasid al-shariah as a framework for modern ijtihad. (C2, A2, P1)
2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying fatwa and the dynamics of islamic law-making and fiqh of the digital economy. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving fiqh of electronic transactions and fiqh of health and biotechnology. (C3, A3, P2)

4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from fiqh of environmental protection and fiqh and human rights. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to fiqh of citizenship and state relations and fiqh of muslim minorities. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning contemporary islamic finance and analysis of contemporary fatwas. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving harmonisation of islamic and national law and renewal of fiqh for global challenges, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Reference:

Core reading:

1. Kementerian Agama Republik Indonesia. (2019). Al-Qur'an dan terjemahannya: Edisi penyempurnaan 2019.
2. Mahkamah Agung Republik Indonesia. (2008). Peraturan Mahkamah Agung Nomor 2 Tahun 2008 tentang Kompilasi Hukum Ekonomi Syariah.
3. Republik Indonesia. (2008). Undang-Undang Nomor 21 Tahun 2008 tentang Perbankan Syariah.
4. Republik Indonesia. (2016). Undang-Undang Nomor 19 Tahun 2008 tentang Surat Berharga Syariah Negara.
5. Republik Indonesia. (2023). Undang-Undang Nomor 4 Tahun 2023 tentang Pengembangan dan Penguatan Sektor Keuangan.
6. Kamali, M. H. (2025). Goals and purposes of Shariah: Maqasid in theory and practice. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
7. Anchassi, O., & Gleave, R. (Eds.). (2024). Islamic law in context. Cambridge University Press. https://doi.org/10.1017/9781009031783
8. Güney, N. (2024). Maqāsid al-Sharī'a in Islamic finance: A critical analysis of modern discourses. Religions, 15(1), 114. https://doi.org/10.3390/rel15010114
9. Sulthon, M., Syafi'i, I., & Nizami, A. G. (2024). Contemporary fiqh in Indonesia: The dynamics of *istinbāṭ al-aḥkām* at Ma'had Aly Salafiyah Shafi'iyah Sukorejo Situbondo. *AHKAM: Jurnal Ilmu Syariah, 24*(1), 101–118. https://doi.org/10.15408/ajis.v24i1.32174
10. Jamaludin, M. H., Buang, A. H., & Purkon, A. (2024). Talfīq as a method for legal solutions in contemporary Islamic law. *AHKAM: Jurnal Ilmu Syariah, 24*(1), 37–54. https://doi.org/10.15408/ajis.v24i1.33608
11. Harnowo, T., & Habib, F. H. (2024). Islamic law and environment issues: Indonesian Ulama Council's fatwas on climate change. *AHKAM: Jurnal Ilmu Syariah, 24*(1), 83–100. https://doi.org/10.15408/ajis.v24i1.34161
12. Arsadani, Q., Djamil, F., Jahar, A. S., & Sholeh, M. A. N. (2024). The progressiveness of Sharia economic fatwas: Direction of Islamic legal thoughts within NU and Muhammadiyah. *AHKAM: Jurnal Ilmu Syariah, 24*(1), 135–152. https://doi.org/10.15408/ajis.v24i1.37775

13. Saputra, R. (2024). Contemporary maqasid thought and its use in the jurisprudential industry: A study of the foundational maqasid ideas according to Ahmad Al-Raysuni. *Al-Zahra: Journal for Islamic and Arabic Studies, 21*(1). https://doi.org/10.15408/zr.v21i1.32217
14. Adrian, M. F., & Ariani, Z. A. (2025). Reconstructing fiqh in post-Reform Indonesia: From theocentric to anthropocentric paradigms. *Indonesian Journal of Interdisciplinary Islamic Studies, 8*(1). https://doi.org/10.20885/ijiis.vol8.iss1.art5
15. Zulfa, F. A., Achmad, M., Soylu, D., & Fadhil. (2025). Mapping contemporary Islamic legal thought in Indonesia: A dialogue between fiqh and the culture of the archipelago. *Al-Mawarid Jurnal Syariah dan Hukum, 7*(1). https://doi.org/10.20885/mawarid.vol7.iss1.art10
16. Nur, I., Adam, S., & Muttaqien, M. N. (2020). Maqāṣid al-Sharī'at: The main reference and ethical-spiritual foundation for the dynamisation process of Islamic law. *AHKAM: Jurnal Ilmu Syariah, 20*(2). https://doi.org/10.15408/ajis.v20i2.18333
17. Baderin, M. A. (2021). *Islamic Law: A Very Short Introduction*. Oxford University Press. https://doi.org/10.1093/actrade/9780199665594.001.0001
18. Takim, L. (2021). *Shi'ism Revisited: Ijtihad and Reformation in Contemporary Times*. Oxford University Press. https://doi.org/10.1093/oso/9780197606575.001.0001
19. Makhlouf, A. G. (2022). The doctrinal development of contemporary Islamic law: Fiqh academies as an institutional framework. *Oxford Journal of Law and Religion, 10*(3), 464–486. https://doi.org/10.1093/ojlr/rwac005
20. Makhlouf, A. G. (2023). Continuity and change of traditional Islamic law in modern times: *Tarjīḥ* as a method of adaptation and development of legal doctrines. *Oxford Journal of Law and Religion, 12*(1), 55–74. https://doi.org/10.1093/ojlr/rwad010
21. Kamali, M. H. (2025). *Goals and Purposes of Shariah: Maqasid in Theory and Practice*. Oxford University Press. https://doi.org/10.1093/9780197786390.001.0001
22. Makhlouf, A. G. (2026). Collective and interdisciplinary jurisprudence: An approach to reform of Islamic law. In E. Hamdeh & N. J. DeLong-Bas (Eds.), *The Oxford Handbook of Islamic Reform*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780197532805.013.58

Sharia Economic Law

Module Number HH236011605	**Module Name** Sharia Economic Law	
Type of Course Specialisation Elective Course	**Semester / Rotation** 7 / Odd	**Student Capacity** 40
Teaching Methods Interactive Lectures Sharia-Contract Analysis Financial-Regulation Analysis Case-Based Learning Problem-Based Learning Presentations Independent Learning	**Prerequisites for Attendance** Introduction to Law	**Language** Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Qur'an/Hadith, fiqh or fatwa source analysis (15%) Maqasid-based case analysis (15%) Seminar discussion and group presentation (15%) Analytical legal opinion or reflective paper (15%) Midterm Examination (20%), 100 minutes Final Examination (20%), 100 minutes		**Credit Hours (+ Workload in hours)** 2 credits (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total) **ECTS (+ Workload in hours)** 3 ECTS (26 hours of class sessions + 32 hours of structured assignments + 32 hours of independent study = 90 hours total)
Module Coordinator Dr. Aryani Witasari, S.H., M.Hum.		**Semester Workload** 90 hours
Additional Lecturers 1. Dr. Dzaka Imtiyaz Iqbal, S.H., M.Kn.		
Syllabus This course **aims** to analyse the principles, regulatory development and practical application of Sharia economic law in national and global economic activities, including contracts, financial institutions, digital finance, dispute resolution and Sharia governance. **The competencies is s**tudents are expected to analyse the legal sources and principles of Sharia economic law; apply Sharia contracts and regulations to economic activities; evaluate fintech, cryptocurrency and institutional-governance issues; analyse litigation and non-litigation dispute resolution; and design ethical, adaptive and sustainable legal solutions consistent with justice and public benefit. **The learning process** is conducted through blended learning methods by combining face-to-face classroom sessions and online learning platforms using LMS UNISSULA (https://lms.unissula.ac.id/), e-Learning UNISSULA (https://elearning.unissula.ac.id/), and SINAU UNISSULA (https://sinau.unissula.ac.id/) as supporting digital learning media. Learning activities include interactive lectures, sharia-contract analysis, financial-regulation analysis, case-based learning, problem-based learning, presentations, independent learning.		

The Materials Presented

1. Foundations and Principles of Sharia Economic Law (sources, objectives and basic rules)
2. Islamic Legal Sources, Fatwas and Regulatory Authority (interaction of fiqh, DSN-MUI and state law)
3. Maqasid al-Shariah in Economic Activities (justice, public benefit and prevention of harm)
4. Sharia Contracts in Business (sale, lease, partnership and service contracts)
5. Islamic Financial Institutions (banking and non-bank institutions)
6. Islamic Capital Markets and Sharia Securities (legal structure and compliance)
7. Takaful and Sharia Risk Management (principles, governance and regulation)
8. Digital Sharia Economy and E-Commerce (electronic transactions and platform business)
9. Sharia Fintech and Digital Financial Innovation (technology-based financing and legal risk)
10. Sharia Economic Dispute Resolution (religious courts, mediation and arbitration)
11. Sharia Governance and Compliance (institutional oversight, ethics and accountability)
12. National and International Regulatory Harmonisation (standards and comparative developments)
13. Contemporary Issues: Cryptocurrency and New Digital Assets (Sharia reasoning and regulatory questions)
14. Future Development of Sharia Economic Law (innovation, sustainability and global competitiveness)

The learning objectives and qualifications of this module enable students to:

Course Learning Outcomes (CLO)

1. **CLO 1:** Students are able to analyse the foundations, legal sources and core doctrines governing foundations and principles of sharia economic law, islamic legal sources, fatwas and regulatory authority, maqasid al-shariah in economic activities and sharia contracts in business. (C4, A3, P1)
2. **CLO 2:** Students are able to apply the relevant legal framework to structured problems involving islamic financial institutions, islamic capital markets and sharia securities, takaful and sharia risk management and digital sharia economy and e-commerce. (C3, A3, P2)
3. **CLO 3:** Students are able to evaluate complex legal issues concerning sharia fintech and digital financial innovation, sharia economic dispute resolution, sharia governance and compliance and national and international regulatory harmonisation using coherent legal reasoning and appropriate evidence. (C5, A4, P3)
4. **CLO 4:** Students are able to formulate legally sound and ethically responsible responses to contemporary issues: cryptocurrency and new digital assets and future development of sharia economic law, while demonstrating professional responsibility, independent learning, continuous competence development and lifelong learning. (C6, A5, P3)

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to explain the concepts, purposes and terminology of foundations and principles of sharia economic law and identify the principal legal

sources relevant to islamic legal sources, fatwas and regulatory authority. (C2, A2, P1)

2. **LLO 2:** Students are able to analyse the legal structure and doctrinal relationships underlying maqasid al-shariah in economic activities and sharia contracts in business. (C4, A3, P1)
3. **LLO 3:** Students are able to apply the governing rules and principles to cases involving islamic financial institutions and islamic capital markets and sharia securities. (C3, A3, P2)
4. **LLO 4:** Students are able to analyse legal risks, rights, duties or institutional consequences arising from takaful and sharia risk management and digital sharia economy and e-commerce. (C4, A3, P2)
5. **LLO 5:** Students are able to evaluate the effectiveness, legality and fairness of approaches to sharia fintech and digital financial innovation and sharia economic dispute resolution. (C5, A4, P3)
6. **LLO 6:** Students are able to critically assess national, comparative or contemporary developments concerning sharia governance and compliance and national and international regulatory harmonisation. (C5, A4, P3)
7. **LLO 7:** Students are able to formulate an evidence-based response to issues involving contemporary issues: cryptocurrency and new digital assets and future development of sharia economic law, integrating professional ethics, accountable decision-making and a commitment to lifelong learning. (C6, A5, P3)

Core reading:

1. Supreme Court of the Republic of Indonesia. (2008). Supreme Court Regulation Number 2 of 2008 concerning the Compilation of Sharia Economic Law (Kompilasi Hukum Ekonomi Syariah/KHES).
2. Republic of Indonesia. (2008). Law Number 21 of 2008 concerning Sharia Banking, as amended.
3. Supreme Court of the Republic of Indonesia. (2016). Supreme Court Regulation Number 14 of 2016 concerning Procedures for the Settlement of Sharia Economic Cases.
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Thesis

<table>
<tr><td>Number Module
HH236008026</td><td colspan="2">Name Module
Thesis</td></tr>
<tr><td>Jenis Kursus
Final Project</td><td>Semester / Rotation
7 / Odd</td><td>Student Capacity
40</td></tr>
<tr><td>Teaching Methods
Research Consultation, Legal Research, Thesis Writing Workshops, Research Progress Seminars, Academic Writing, Thesis Defence</td><td>Prerequisites for Attendance
Introduction to Law</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="2">Type of Examination (Final Grade Composition)

Thesis Proposal and Revision – 20%
Research Progress and Supervision – 30%
Thesis Report and Research Findings – 40%
Thesis Presentation and Defence – 10%</td><td>Credit Hours (+Workload in hrs)
Practice
4 Credit Hours
(180 hours of Final Project)

ECTS (+Workload in hrs)
6.00 Practice
(180 hours of Final Project)</td></tr>
<tr><td colspan="2">Module coordinator:
All Lecturers Expetise</td><td>Semester week hours

180 Hours</td></tr>
<tr><td colspan="3">Additional Lecturers</td></tr>
<tr><td colspan="3">Silabus
The aims is to enable students to independently conduct systematic and academically rigorous legal research, critically analyse legal problems, develop evidence-based legal arguments, and produce and defend an undergraduate thesis in accordance with academic, methodological, and professional standards. The Competence is Students are able to formulate researchable legal problems, select and apply appropriate doctrinal, empirical, socio-legal, comparative, or interdisciplinary legal research methods, critically analyse legislation, judicial decisions, legal doctrines, empirical data, and other relevant sources, formulate academically defensible findings and recommendations, and communicate their research effectively while maintaining academic integrity and research ethics. The Learning Process is Individual Supervision, Research Consultation, Legal Research, Thesis Writing Workshops, Research Progress Seminars, Academic Writing, Thesis Defence Preparation, Independent Learning
The Material:
1. Identification and Formulation of Contemporary Legal Research Problems
2. Development of Research Questions, Objectives, and Research Significance
3. Literature Review and Identification of Research Gaps
4. Development of Theoretical and Conceptual Frameworks
5. Selection of Appropriate Legal Research Approaches and Methods
6. Identification and Collection of Primary and Secondary Legal Materials
7. Development and Revision of the Thesis Research Proposal</td></tr>
</table>

8. Thesis Proposal Seminar and Revision
9. Collection and Organisation of Legal Materials and/or Research Data
10. Legal Analysis and Interpretation of Research Findings
11. Development of Legal Arguments and Critical Discussion
12. Preparation of Thesis Results and Discussion Chapters
13. Academic Writing, Citation, Referencing, and Research Ethics
14. Integration, Revision, and Finalisation of the Thesis Manuscript
15. Thesis Presentation and Defence Preparation
16. Thesis Examination, Revision, and Final Submission

Tujuan pembelajaran dan kualifikasi dalam modul ini siswa belajar untuk:

The learning objectives and qualifications of this module enable students to:

CLO

1. **CLO 1:** Students are able to critically formulate a relevant and researchable legal problem based on legislation, legal doctrine, judicial decisions, social developments, and contemporary legal issues **(C5, A4)**.
2. **CLO 2:** Students are able to design and conduct independent legal research using appropriate doctrinal, empirical, socio-legal, comparative, or interdisciplinary legal research methods **(C5, A4, P4)**.
3. **CLO 3:** Students are able to critically analyse, evaluate, and synthesise legal materials, research data, theories, and scholarly literature to develop coherent and evidence-based legal arguments **(C5, A4, P4)**.
4. **CLO 4:** Students are able to produce and defend a high-quality undergraduate thesis that demonstrates originality, academic integrity, ethical responsibility, independent learning, and commitment to continuous professional development **(C6, A5, P4)**.

Lesson Learning Outcomes (LLO)

1. **LLO 1:** Students are able to identify contemporary legal issues and formulate clear, focused, and researchable legal problems **(C4, A3)**.
2. **LLO 2:** Students are able to critically review relevant legislation, judicial decisions, legal doctrines, and previous research to identify an appropriate research gap **(C5, A4)**.
3. **LLO 3:** Students are able to design a coherent legal research framework consisting of research questions, objectives, theoretical foundations, and appropriate methodology **(C5, A4, P3)**.
4. **LLO 4:** Students are able to collect and organise relevant primary and secondary legal materials and, where applicable, empirical research data in accordance with appropriate research procedures **(C4, A4, P4)**.
5. **LLO 5:** Students are able to critically analyse and interpret legal materials and research findings using appropriate legal reasoning and analytical approaches **(C5, A4, P4)**.
6. **LLO 6:** Students are able to synthesise research findings into systematic, logical, and academically defensible legal arguments and recommendations **(C6, A4, P4)**.
7. **LLO 7:** Students are able to prepare a coherent undergraduate thesis in accordance with academic writing, citation, referencing, and research ethics standards **(C6, A5, P4)**.
8. **LLO 8:** Students are able to present and defend their research findings professionally, respond critically to academic feedback, revise their work independently, and continuously develop their legal research competence **(C6, A5, P4)**.

Core Reading

1. Faculty of Law, Universitas Islam Sultan Agung (UNISSULA). (2025). Undergraduate Thesis Writing Guidelines. Semarang: Universitas Islam Sultan Agung.

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8. Benuf, K., & Azhar, M. (2020). Metodologi penelitian hukum sebagai instrumen mengurai permasalahan hukum kontemporer. Gema Keadilan, 7(1), 20–33. https://doi.org/10.14710/gk.2020.7504
9. Pangaribuan, A. M. A. (2024). Metode wawancara dalam penelitian hukum doktrinal dan sosio-legal. Undang: Jurnal Hukum, 6(2), 351–383. https://doi.org/10.22437/ujh.6.2.351-383