



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of Laws Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
ISLAMIC CRIMINAL LAW	7420102262		T=2 P=0 ECTS=3.18	6	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-8	Able to be fair, ethical, law-abiding, and care about the social environment in designing and implementing sports laws and law in general.
PLO-10	Able to understand the basics of legal science
PLO-15	Able to demonstrate independent, quality and measurable performance by reviewing the implementation of legal science development based on the values that exist in society
PLO-18	Have faith in God Almighty and be religious

Program Objectives (PO)

PO - 1	Able to resolve legal issues by elaborating on positive law and legal principles in the field of Zakat and Waqf law
PO - 2	Able to explain Islamic criminal qadzaf
PO - 3	Able to analyze drinking wine from an Islamic criminal perspective

PLO-PO Matrix

	P.O	PLO-8	PLO-10	PLO-15	PLO-18
	PO-1				
	PO-2				
	PO-3				

PO Matrix at the end of each learning stage (Sub-PO)

	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																
	PO-2																
	PO-3																

Short Course Description This course studies the meaning of Islamic criminal law, position, objectives, elements of crime, punishment, adultery according to the perspective of Islamic criminal law, Islamic criminal Qadzaf, theft from an Islamic criminal perspective, robbery from an Islamic criminal perspective, Riddah from an Islamic criminal perspective, Bughat from an Islamic criminal perspective. Islam, Drinking Khamer from an Islamic Criminal Perspective, Qishash from an Islamic Criminal Perspective, and Ta'zir from an Islamic Criminal Perspective.

References **Main :**

1. Ahmad Wardi Muslich, Pengantar dan Asas Hukum Pidana Islam, Jakarta: Sinar Grafika, 2004
2. Amin Summa dkk, Pidana Islam di Indonesia, Peluang, Prospek dan Tantangan, Jakarta: Pustaka Firdaus, 2001.
3. Rahmat Hakim, Hukum Pidana Islam, Bandung, Pustaka Setia. 2000.

Supporters:

1. Topo Santoso, Membumikan Hukum Pidana Islam, Jakarta: Gemma Insani Press. 2003
2. Zainuddin Ali, Hukum Pidana Islam, Jakarta: Sinar Grafika, 2007

Supporting lecturer

Dr. Heppy Hyma Puspytasari, S.H., M.H.
Nurul Hikmah, Lc., M.HI.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the meaning of Islamic criminal law, its position and objectives	After taking this course students are expected to be able to: understand the meaning of Islamic criminal law, its position and objectives	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture & Discussion, [TM:2x(2x50')] *Task-1: Prepare a summary of the meaning of Islamic criminal law, its position, objectives [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: understanding of Islamic criminal law Library: <i>Rahmat Hakim, Islamic Criminal Law, Bandung, Pustaka Setia. 2000.</i></p> <p>Material: Position and objectives of Islamic criminal law Reference: <i>Zainuddin Ali, Islamic Criminal Law, Jakarta: Sinar Graphic, 2007</i></p>	5%
2	Students are able to understand the elements of crime	After taking this course students are expected to be able to understand the elements of crime	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of criminal elements [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: criminal elements Bibliography: <i>Ahmad Wardi Muslich, Introduction and Principles of Islamic Criminal Law, Jakarta: Sinar Graphic, 2004</i></p>	5%

3	Students are able to explain punishment in Islamic criminal law	After taking this course, students are expected to be able to explain punishments in Islamic criminal law	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture & Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of punishment in Islamic criminal law [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: punishment in Islamic criminal law Reference: Ahmad Wardi Muslich, <i>Introduction and Principles of Islamic Criminal Law</i>, Jakarta: Sinar Graphic, 2004</p>	5%
4	Students are able to analyze adultery from the perspective of Islamic criminal law	After taking this course, students are expected to be able to analyze adultery from the perspective of Islamic criminal law	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers)	*Lecture & Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of zina from the perspective of Islamic criminal law [BT BM:(1 1)x(2x 60')]	<p>Material: adultery according to the perspective of Islamic criminal law Reference: Zainuddin Ali, <i>Islamic Criminal Law</i>, Jakarta: Sinar Graphic, 2007</p>	5%
5	Students are able to explain Islamic criminal qadzaf	After taking this course students are expected to be able to explain Islamic criminal qadzaf	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture & Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of Islamic criminal qadzaf [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: Islamic criminal qadzaf Library: Rahmat Hakim, <i>Islamic Criminal Law</i>, Bandung, Pustaka Setia. 2000.</p>	5%
6	Students are able to understand theft from an Islamic criminal perspective	After taking this course, students are expected to be able to understand theft from an Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture & Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of theft from an Islamic criminal perspective [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: theft from an Islamic criminal perspective Bibliography: Topo Santoso, <i>Grounding Islamic Criminal Law</i>, Jakarta: Gemma Insani Press. 2003</p>	5%

7	Students are able to explain robbery from an Islamic criminal perspective	After taking this course, students are expected to be able to explain robbery from an Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of Islamic criminal perspective robbery [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: Islamic criminal perspective robbery</p> <p>Bibliography: <i>Topo Santoso, Grounding Islamic Criminal Law, Jakarta: Gemma Insani Press. 2003</i></p>	5%
8	Students are able to explain robbery from an Islamic criminal perspective	After taking this course, students are expected to be able to explain robbery from an Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Test</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of Islamic criminal perspective robbery [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: Islamic criminal perspective robbery</p> <p>Bibliography: <i>Topo Santoso, Grounding Islamic Criminal Law, Jakarta: Gemma Insani Press. 2003</i></p>	15%
9	Students are able to understand the riddah of the Islamic criminal perspective	After taking this course, students are expected to be able to understand the riddah of the Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture & Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of the riddah of Islamic criminal perspective [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: Islamic criminal perspective riddah</p> <p>Bibliography: <i>Ahmad Wardi Muslich, Introduction and Principles of Islamic Criminal Law, Jakarta: Sinagrafia, 2004</i></p>	5%

10	Students are able to explain the bughot perspective of Islamic crime	After taking this course, students are expected to be able to explain the bughots of the Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of the Islamic criminal perspective bughot [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: Islamic criminal perspective bughat</p> <p>Bibliography: <i>Ahmad Wardi Muslich, Introduction and Principles of Islamic Criminal Law, Jakarta: Sinar Graphic, 2004</i></p>	5%
11	Students are able to analyze drinking wine from an Islamic criminal perspective	After taking this course, students are expected to be able to analyze drinking wine from an Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture & Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of drinking wine from an Islamic criminal perspective [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: drinking wine from an Islamic criminal perspective.</p> <p>Reference: <i>Amin Summa et al., Islamic Crime in Indonesia, Opportunities, Prospects and Challenges, Jakarta: Pustaka Firdaus, 2001.</i></p>	5%
12	Students are able to explain qishash from the Islamic criminal perspective	After taking this course, students are expected to be able to explain qishash from the Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of qishash from an Islamic criminal perspective [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: qishash Islamic criminal perspective</p> <p>Reference: <i>Amin Summa et al, Islamic Crime in Indonesia, Opportunities, Prospects and Challenges, Jakarta: Pustaka Firdaus, 2001.</i></p>	5%

13	Students are able to explain qishash from the Islamic criminal perspective	After taking this course, students are expected to be able to explain qishash from the Islamic criminal perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of qishash from an Islamic criminal perspective [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: qishash Islamic criminal perspective Reference: <i>Amin Summa et al, Islamic Crime in Indonesia, Opportunities, Prospects and Challenges, Jakarta: Pustaka Firdaus, 2001.</i></p>	5%
14	Students are able to explain the ta'zir perspective of Islamic crime	After taking this course, students are expected to be able to explain the ta'zir perspective of Islamic crime	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of ta'zir from Islamic criminal perspectives [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: ta'zir Islamic criminal perspective Bibliography: <i>Topo Santoso, Grounding Islamic Criminal Law, Jakarta: Gemma Insani Press. 2003</i></p>	5%
15	Students are able to explain the ta'zir perspective of Islamic crime	After taking this course, students are expected to be able to explain the ta'zir perspective of Islamic crime	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of ta'zir from Islamic criminal perspectives [BT BM:(1 1)x(2x 60')] 2 x 60	<p>Material: ta'zir Islamic criminal perspective Bibliography: <i>Topo Santoso, Grounding Islamic Criminal Law, Jakarta: Gemma Insani Press. 2003</i></p>	5%

16	Students are able to explain the ta'zir perspective of Islamic crime	After taking this course, students are expected to be able to explain the ta'zir perspective of Islamic crime	<p>Criteria:</p> <ol style="list-style-type: none"> 1.It's good if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.Less, if you can get a small part of the questions correctly <p>Form of Assessment : Test</p>	Direct learning (lectures, discussions and questions and answers) 2 x 50	*Lecture&Discussion, [TM:2x(2x50')] *Assignment-1: Prepare a summary of ta'zir from Islamic criminal perspectives [BT BM:(1 1)x(2x 60')] 2 x 60	Material: ta'zir Islamic criminal perspective Bibliography: <i>Topo Santoso, Grounding Islamic Criminal Law, Jakarta: Gemma Insani Press. 2003</i>	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	7.5%
3.	Test	30%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study materials or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.