UNESA

Universitas Negeri Surabaya Faculty of Economics and Business Islamic Economics Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | | CODE | | | Co | ourse | e Fan | nily | (| Cred | it Wei | ight | | SEN | MEST | ER | Cor | npilatior e |
|------------------------|---|---|--|---------|--------|---------|-------|-------|-------|--------|---------|----------|--------|---------|-------|---------------|----------------|----------------|
| ISLAMIC PU | BLIC FINANC | E 60202031 | 10 | | Isl | amic | ecor | omics | 3 7 | T=3 | P=0 | ECTS= | 4.77 | | 7 | | July | 27, 202 |
| AUTHORIZA [*] | TION | SP Develo | per | per | | | Col | ırse | Clu | ster C | Coordin | ator | Stu | dy Pr | ogram | Coor | dinator | |
| Laconina | Case Studie | ahmad ajil | o ridlwa | ın, a'r | asy fa | thrulla | ah | a'ra | sy fa | ahrul | llah | | | Dr. | Ahma | d Ajib M.S | Ridlwa SEI. | an, S.Pd. |
| Learning model | | | | | | | | | | | | | | | | | | |
| Program Learning | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | |
| Outcomes | Program O | Program Objectives (PO) PO - 1 Have ethics and work ethic in accordance with Sharia in managing Islamic public finances. | | | | | | | | | | | | | | | | |
| (PLO) | PO - 1 | Have ethics and | work e | thic in | n acco | ordan | ice w | th Sh | aria | in m | anagi | ng Islam | nic pu | blic fi | nance | s. | | |
| | PO - 2 | Able to master public finances. | | | | | | | | | | | | | | | | |
| | PO - 3 | Able to carry our | Able to carry out sustainable self-development in managing Islamic public finances to a higher level. | | | | | | | | | | | | | | | |
| | PO - 4 | | Able to apply knowledge of Islamic Economics, Sharia Business and Sharia Finance in managing Islamic public finances in general by utilizing science and technology. | | | | | | | | | | | | | | | |
| | PLO-PO Ma | atrix | | | | | | | | | | | | | | | | |
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Short Course Description

PO-4

This course explores the intricacies of Public Finance within an Islamic context, emphasizing the economic roles and responsibilities of the state and the private sector under Islamic law. Students will delve into the philosophical underpinnings and definitions of Islamic economics, the scope and functions of public finance in Islam, and the pivotal roles of fiscal instruments like Zakat. The curriculum is designed to foster a deep understanding of how Islamic financial instruments can be integrated to manage public funds effectively, ensuring compliance with Shariah principles. Learning Materials: - Philosophical and operational frameworks of Islamic Economics. - Roles and functions of different sectors under Islamic financial systems. - Historical and contemporary perspectives on Islamic public finance. - Fiscal instruments in Islam, including Zakat, Kharaj, Jizyah, and more modern tools like Ushr and Mustaghlah. - Case studies on the impact of these instruments on social and economic aspects. Teaching Methods: Interactive lectures employing Contextual Teaching and Learning (CTL) and Case-Based Learning (CBL) approaches will be used to encourage practical understanding and application of concepts. Active student participation in discussions and case analyzes will be crucial. Connection with Course Learning Outcomes (CLO): - CLO1: Students will demonstrate responsibility in individual and organizational roles. - CLO3: Mastery of comprehensive Islamic finance theories. - CLO8: Effective independent and collaborative work. - CLO9: Practical application of Islamic finance knowledge in solving broad economic issues. This course directly supports these outcomes by providing students with the knowledge and practical skills needed to understand and manage public financial systems in accordance with Islamic principles, preparing them for professional roles in the Islamic economic sector.

Main: References

- - 1. F.R. Faridi, &ldquoA Theory of Fiscal Policy in An Islamic State, &rdquo Readings in Public Finance in Islam, Islamic Research and Training Institute (IRTI) - Islamic Development Bank (IDB).
 - 2. Hafas Furgani, Institusi Hisbah: Studi Model Pengawasan Pasar Dalam Sistem Ekonomi Islam, Skripsi S1, jurusan Muamalat (Ekonomi Islam), Fakultas Syariah UIN Syarif Hidayatullah, Jakarta, 2002 M/1423 H.
 - 3. M.A. Sabzwari, &ldquoSistem Ekonomi dan Fiskal Pada Masa Khulafaur Rasyidin,&rdquo Sejarah Pemikiran Ekonomi Islam, (Editor: Adiwarman Karim, SE, MA), The International Institute of Islamic Thought Indonesia (IIIT), 2002.
 - 4. Fauzi, D. A., & Al-Fathi, M. (2022). Isu Kontemporer Keuangan Publik Islam. Islamic Economics and Business Review, 1(1), 109-116
 - Ulhaq, M. Z. (2020). Pengelolaan Keuangan Publik Islam (Umar Bin Abdul Aziz). Amal: Jurnal Ekonomi Syariah,
 - Gultom, R. Z. (2019). Keuangan Publik Islam: Zakat Sebagai Instrumen Utama Keuangan Negara. Hukum Islam, 19(2), 100-116.
 - 7. Hassan, Abul and M.A. Choudhury. (2019). Islamic Economics: Theory and Practice (Chapter: Public Finance in Islam). Routledge.
 - Huda, M. H. (2018). Prinsip-Prinsip Keuangan Publik Islam. Al-Intaj: Jurnal Ekonomi dan Perbankan Syariah, 4(1).

Supporters:

- 1. Monzer Kahf, "The Performance of the institution of Zakah in Theory and Practice," The International Conference on Islamic Economics Towards the 21st Century, Kuala Lumpur - Malaysia, April, 1999.
- Muhammad Nejatullah Siddiqi, Role of the State In The Economy: An Islamic Perspective, The Islamic Foundation, United Kingdom, 1996.
- 3. Quthb Ibrahim Muhammad, Kebijakan-Kebijakan Ekonomi Umar Bin Khattab, Azzam, Jakarta, 2003.

Supporting lecturer

Dr. Aʻrasy Fahrullah, S.Sos., M.Si. Dr. Ahmad Ajib Ridlwan, S.Pd., M.SEI.

| Week- | Final abilities of each learning stage | Eva | aluation | Lea Stude | elp Learning, rning methods, ent Assignments, stimated time] | Learning materials [References] | Assessment Weight (%) |
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| | (Sub-PŎ) | Indicator | Criteria & Form | Offline (offline) | Online (online) | [References] | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students are able to understand the background to the importance of public financial policy | 1.Students are able to explain the philosophy and definition of economics in Islam 2.Students are able to explain public finance and the function of the state in Islam 3.Students are able to explain the roles and functions of the private, public and social sectors 4.Students | Criteria: Scoring guidelines Form of Assessment: Participatory Activities | Lectures using the Contextual Teaching and Learning (CTL) method Discussion on: Philosophy & Definition of Economics in Islam 2 X 50 | | Material: 1. Philosophy & Definition of Economics in Islam 2. Public finance & the function of the state in Islam 3. The role and function of the private, public and social sectors 4. History of public finance Bibliography: Ali Sakti. 2007. Theoretical Analysis of Islamic Economics: Answers to Modern Economic Chaos. Aqsa Publishing. Material: 1. Philosophy & Definition of Economics in Islam 2. Public finance & the | 4% |

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| | | 4.Students are able to explain the history of public finance | | | finance & the function of the state in Islam 3. Role and function of the private, public and social sectors 4. History of public finance Bibliography: Abidin Ahmad Salama. 1995. Fiscal Policy of An Islamic State, Readings in Public Finance in Islam, (Edited by Mahamoud A. Gulaid & Mohamed Aden Abdullah). Islamic Research and Training Institute (IRTI) & Madash Islamic Development Bank (IDB). Jeddah, Kingdom of Saudi Arabia, Material: 1. Philosophy & Definition of Economics in Islam 2. Public finance & the function of the state in Islam 3. Role and function of the private, public and social sectors 4. History of public finance Bibliography: Qutb Ibrahim Muhammad, Economic Policies of Umar Bin Khattab, Azzam, Jakarta, 2003. | |
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| | | | Abidin Ahmad |
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| 5 | Students are able to understand public financial instruments | 1. Students are able to explain Zakat as the main Fiscal instrument 2. Students are able to explain Islamic Public Financial Instruments: Kharaj & Jizyah 3. Students are able to explain the effect of zakat on aggregate consumption and the job market | Criteria: Scoring guidelines Form of Assessment: Participatory Activities | Lecture using the Case Study method Discussion on: Zakat as the main instrument of Fiscal 2 X 50 | Material: 1. Zakat as the main Fiscal instrument 2. Islamic Public Finance Instruments: Kharaj & Jizyah 3. The influence of zakat on aggregate consumption and the labor market Bibliography: FR Faridi, &ldquoA Theory of Fiscal Policy in An Islamic State, ” Readings in Public Finance in Islam, Islamic Research and Training Institute (IRTI) - Islamic Development Bank (IDB). | 5% |
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| 8 | Midterm exam | uts | Form of Assessment : | 2 X 50 | | Material: main and supporting iterature: Hasanuzzaman, Economic | 15% |
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| | 12 | Students are | 1. Students | Criteria: | Lecture | | Material: 1. The | 5% |
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| | | | muzakki 2. | Portfolio | Learning | | Definition and | |
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| | | | able to explain the | | method Discussion | | infaq-alms-waqf | |
| | | | definition and | | on: The | | Implications of infaq-alms-waqf | |
| | | | mechanism of | | influence of | | on the economy | |
| | | | infaq-alms- waqf 3. | | zakat on | | 3. Other fiscal | |
| | | | Students are | | mustahik | | instrument | |
| l | ļ | | able to | | and | | posts: Ushr, | ļ |
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explain the implications of infaq-almsmuzakki Mustaghlah, 2 X 50 Ghanimah-Khums, Nawaib waqf on the Reader: Abidin economy 4. Students are Ahmad Salama. 1995. Fiscal able to explain about other fiscal Policy of An Islamic State, instrument Readings in posts: Ushr, Mustaghlah, Ghanimah-Khums, & Public Finance in Islam, (Edited by Mahamoud A. Gulaid & Nawaib Mohamed Aden Abdullah). Islamic Research and Training Institute (IRTI) &ndash Ìslamic Development Bank (IDB). Jeddah, Kingdom of Saudi Arabia, Material: 1. The influence of zakat on mustahik and muzakki 2. Definition and mechanism of infaq-alms-waqf Implications of infaq-alms-waqf on the economy 3. Other fiscal instrument posts: Ushr, Mustaghlah, Ghanimah-Khums, Nawaib Library: Hafas Furqani, Institut Hisbah: Study of Market Supervision Models in the Islamic Economic System, Bachelor's Thesis, Department of Muamalat (Islamic Economics), Faculty of Sharia, UIN Syarif Hidayatullah, Jakarta, 2002 M/1423 H. Material: 1. The influence of zakat on mustahik and muzakki 2. Definition and mechanism of infaq-alms-waqf Implications of infaq-alms-waqf on the economy 3. Other fiscal instrument posts: Ushr, Mustaghlah, Ghanimah-Khums, Nawaib Reader: Muhammad Nejatullah Siddiqi, Role of the State in the Economy: An

| | | | | | Islamic Perspective, The Islamic Foundation, United Kingdom, 1996. | |
|----|---|--|--|--|---|----|
| 13 | Students are able to understand the background to the importance of public financial policy | 1. Students are able to explain principles based on the Qur'an and Sunnah 2. Students are able to explain principles based on Ijma Ulama 3. Students are able to explain the relationship of the non-economic sector to public finance | Criteria: Scoring guidelines Form of Assessment: Participatory Activities | Lectures using the Contextual Teaching and Learning (CTL) method Discussion on: Principles based on the Qur'an and Sunnah 2 X 50 | Material: Principles based on the Qur'an and Sunnah Principles based on Ijma Ulama Relationship of the non-economic sector to public finances Reader: Abidin Ahmad Salama. 1995. Fiscal Policy of An Islamic State, Readings in Public Finance in Islam, (Edited by Mahamoud A. Gulaid & Mohamed Aden Abdullah). Islamic Research and Training Institute (IRTI) & Material: Principles based on the Qur'an and Sunnah Principles based on the Qur'an and Sunnah Principles based on Ijma Ulama Relationship of non-economic sectors to public finances Library: FR Faridi, & IdquoA Theory of Fiscal Policy in An Islamic Research and Training Institute (IRTI) - Islamic Research and Training Institute (IRTI) - Islamic Development Bank (IDB). | 5% |

| able to understand the background to the importance of public financial policy are able to explain principles based on the Qur'an and Sunnah 2. Students are able to explain principles based on time Qur'an and Sunnah 2. Students are able to explain principles based on lima Ulama 3. Students are able to are able to explain principles based on the Qur'an and Sunnah Principles based on the Qur'an and Sunnah Principles based on Ijma Ulama 3. Students are able to are able to explain principles based on the Qur'an and Sunnah Principles based on Ijma Ulama 3. Students are able to to explain principles based on the Qur'an and Sunnah Principles based on Ijma Ulama 3. Students are able to to explain principles based on the Qur'an and Sunnah Principles based on Ijma Ulama 4. Students are able to to explain principles based on the Qur'an and Sunnah Principles based on Ijma Ulama 4. Students are able to to explain principles based on Ijma Ulama 5. Students are able to to explain principles based on Ijma Ulama 6. Students are able to to explain principles based on Ijma Ulama 6. Students are able to to explain principles based on Ijma Ulama 6. Students are able to to explain principles based on Ijma Ulama 6. Students are able to to explain principles based on Ijma Ulama 8. Students are able to to explain principles based on Ijma Ulama 8. Students are able to to explain principles based on Ijma Ulama 8. Students are able to to explain principles based on Ijma Ulama 8. Students are able to explain principles based on Ijma Ulama 8. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. Students are able to explain principles based on Ijma Ulama 9. | able to understand the background to the importance of public financial policy Assessment: Scoring guidelines using the Contextual Teaching and Sunnah 2. Students are able to explain principles based on the Qur'an and Sunnah 2. Students are able to explain principles based on time Qur'an and Sunnah (CTL) Assessment: Portfolio Assessment Contextual Teaching and Sunnah Learning (CTL) Method Discussion On: Principles Dased on the Qur'an and Sunnah Sunnah Principles Dased on lima Ulama Relationship of the non- economic sector to public sector to public | able to understand the background to the importance of public financial policy in a real better to understand the background to the importance of public financial policy in a real better to the importance of public financial policy in a real better to the importance of public financial policy in a real better to the importance of public financial policy in a real better to the importance of public finance in the quart of the importance of public finance in the quart of the non-explain the relationship of the non-economic sector to public finance in Islam, (Edited by Mahamoud A. Gulaid & Mohamed Aden Abdullah). Islamic Research and Training Institute (IRTI) & Andash Islamic Development Bank (IDB). Jeddah, Kingdom of interest in the principles based on the Contextual Teaching and Sunnah Sunnah Sunnah Principles based on the Quart and Sunnah Principles based on Igna Ulama Sunnah Ulama Principles based on Igna Ulama Sunnah Sunnah Principles based on Igna Ulama Sunnah Sunnah Sunnah Principles based on Igna Ulama Sunnah Sun | 4. | Charles | 4.00 | a | | | | 70. |
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| relationship of the non-economic sector to public finance Sunnah 2 X 50 Sunnah 2 X 50 Ahmad Salama. 1995. Fiscal Policy of An Islamic State, Readings in Public Finance in Islam, (Edited by Mahamoud A. Gulaid & Mohamed Aden Abdullah). Islamic Research and Training Institute (IRTI) – Islamic Development Bank (IDB). Jeddah, Kingdom of | Principles Principles | Qur'an and Sunnah Principles based on Ijma Ulama Relationship of non-economic sectors to public finances Library: FR | 14 | understand the background to the importance of public | explain principles based on the Qur'an and Sunnah 2. Students are able to explain principles based on Ijma Ulama 3. Students are able to explain the relationship of the non- economic sector to | Form of Assessment : Portfolio | Contextual Teaching and Learning (CTL) method Discussion on: Principles based on the Qur'an and Sunnah | Princip based Qur'an Sunnal Princip based Qur'an Sunnal Princip based Ulama Relatio the noi econor sector finance Reade Ahmac 1995. I Policy Islamic Readir Public in Islam by Mal A. Gula Mohan Abdulla Islamic Resea. Trainin Institut & Andasi Develo Bank (Jedal Kingdo Saudi) | on the and heles on the and heles on ljma onship of nicto publices or: Abidin of Salama. Fiscal of An estate, ags in Finance on, (Edited namoud heles of An estate, ags in Finance of Aden heles of Aden heles of Aden heles of Arabia, again of Arabia, and the Arabia, again of Arabia, | 7% |

| 15 | Students are able to understand the background to the importance of public financial policy | 1. Students are able to explain principles based on the Qur'an and Sunnah 2. Students are able to explain principles based on Ijma Ulama 3. Students are able to explain the relationship of the non-economic sector to public finance | Criteria: Scoring guidelines Form of Assessment: Participatory Activities | Lecture using the project assignment method Discussion on: Principles based on the Qur'an and Sunnah 2 X 50 | Material: Principles based on the Qur'an and Sunnah Principles based on Ijma Ulama Relationship of the non- economic sector to public finances Reader: Abidin Ahmad Salama. 1995. Fiscal Policy of An Islamic State, Readings in Public Finance in Islam, (Edited by Mahamoud A. Gulaid & Mohamed Aden Abdullah). Islamic Research and Training Institute (IRTI) & ndash Islamic Development Bank (IDB). Jeddah, Kingdom of Saudi Arabia, Material: Principles based on the Qur'an and Sunnah Principles based on Ijma Ulama Relationship of non-economic sectors to public finances Library: FR Faridi, &IdquoA Theory of Fiscal Policy in An Islamic State,” Readings in Public Finance in Islam, Islamic Research and Training Institute (IRTI) - Islamic Development Bank (IDB). | 5% |
|----|---|--|---|---|---|-----|
| 16 | Final exams | uas | Criteria: Scoring guidelines Form of Assessment: Test | 2 X 50 | Material: main and supporting bibliography: Ali Sakti. 2007. Theoretical Analysis of Islamic Economics: Answers to Modern Economic Chaos. Aqsa Publishing. | 15% |

Evaluation Percentage Recap: Case Study

| Lva | idalion refeemage Ki | cap. Case s |
|-----|--------------------------|-------------|
| No | Evaluation | Percentage |
| 1. | Participatory Activities | 45% |
| 2. | Portfolio Assessment | 25% |
| 3. | Test | 30% |
| | | 100% |

Notes

- 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.
- 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 material 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- 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.