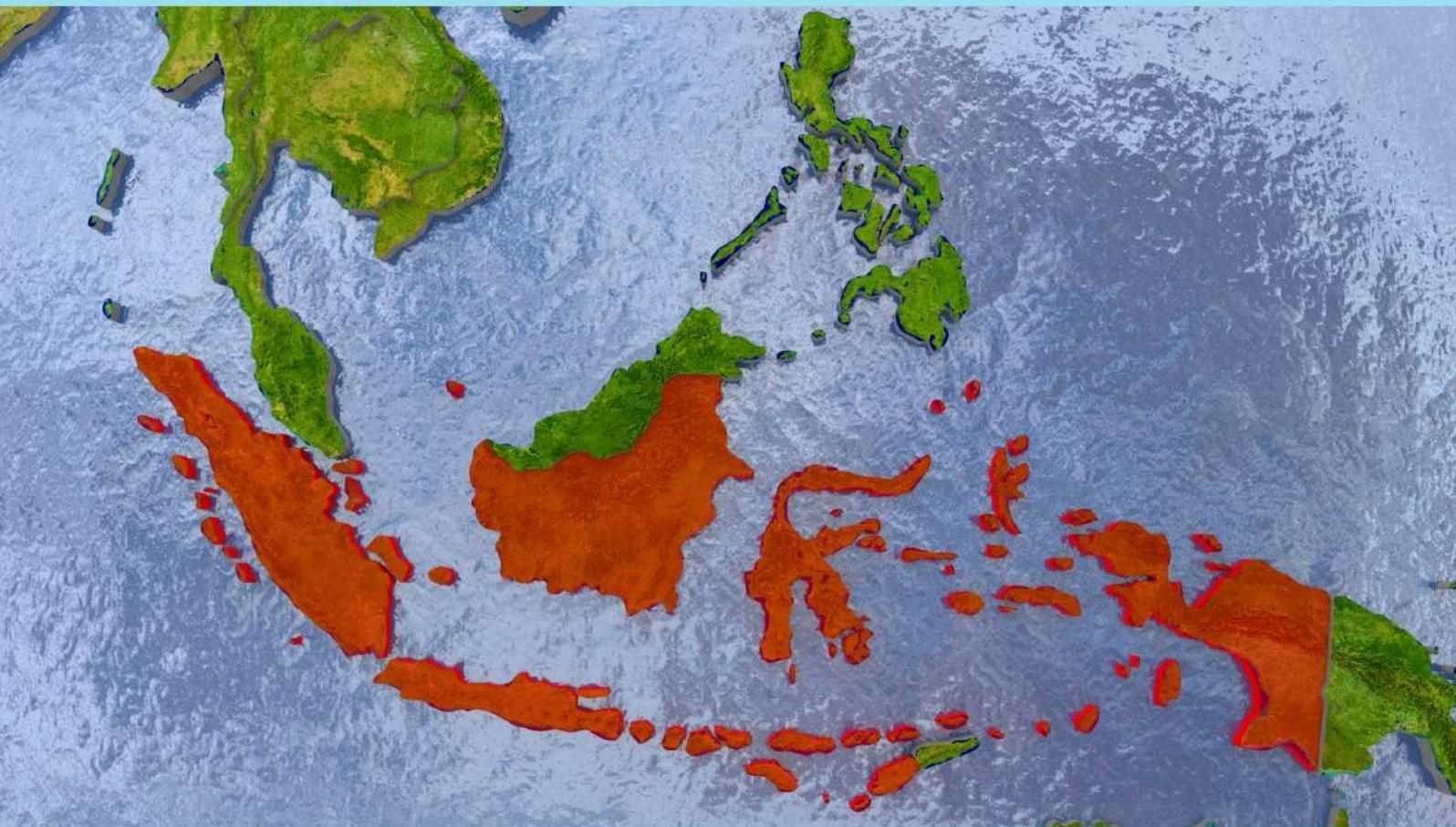# MODULE OF HANDBOOK PANCASILA AND CIVIC EDUCATION

FACULTY OF TEACHING AND EDUCATION UNIVERSITY LAMBUNG MANGKURAT

OVERVIEW CURRICULUM

	Credit Points	Semester							
		1	2	3	4	5	6	7	8
University Courses	28,8	16	6,4	3,2	3,2	17.6			
Faculty Courses	16	6,4	6.4	3,2					
Program Study Courses	185,6	11,2	24	32	33,5	32	3.2	8	12,8
Total ECTS Credit Points	**230,4**	**32**	**35.2**	**41.6**	**41.6**	**41.6**	**32**	**17.6**	**9.6**

Legends		Type	Semester	Credit Points (ECTS)	Academic Hours	Learning Activities	Weight for GPA
Type	U = UNIVERSITY COURSES						
	F = FACULTY COURSES						
	S = STUDY PROGRAM COURSES						
Credit Points	ECTS Credit Points						
Academic Hours	Academic Hours per Semester						
Learning Activities	L = Lecture						
	P = Practicum						
	T = Tutorial						
	Pw = Project work						
	In = Internship						
	E = Exercise						
University Courses				**28,8**	**1.159,68**		
AULM1171	Pancasila	U	1	3,2	144,96	L=50 T=50	0,003
AULM1272	Citizenship	U	2	3,2	144,96	L=50 T=50	0,003
AULM1451	Entrepreneurship	U	4	3,2	144,96	L=50 T=50	0,003
AULM1161	Religion	U	1	4,8	217,44	L=50 T=50	0,002
AULM1152	Indonesian Language	U	1	4,8	217,44	L=50 T=50	0,002
AULM1151	English 1	U	1	3,2	144,96	L=50 T=50	0,003
AULM1252	English 2	U	2	3,2	144,96	L=50 T=50	0,003
Faculty Courses				**16**	**724,8**		
AKWF2101	Introduction to Education	F	1	3,2	144,96	L=50 T=50	0,003
AKWF2102	Learner Development	F	1	3,2	144,96	L=50 T=50	0,003
AKWF2203	Learning and Studying	F	2	3,2	144,96	L=50 T=50	0,003
AKWF2204	Educational Profession	F	2	3,2	144,96	L=50 T=50	0,003
AKWF2305	School Management and Administration	F	3	3,2	144,96	L=50 T=50	0,003
Study Program Courses				**185,6**	**9.105,3**		

AKBK 3101	Introduction to Political Science	S	1	4,8	217,44	L=50 T=50	0,002
AKBK 3102	Introduction to Legal Science	S	1	3,2	144,96	L=50 T=50	0,003
AKBK 3103	Introduction to Sociology	S	1	3,2	144,96	L=50 T=50	0,003
AKBK 3204	Introduction to Anthropology	S	2	3,2	144,96	L=50 T=50	0,003
AKBK 3205	Introduction to Indonesian Law	S	2	3,2	144,96	L=50 T=50	0,003
AKBK 3206	Foundations and Concepts of Civic Education	S	2	4,8	217,44	L=50 T=50	0,002
AKBK 3207	Basic Foundations of Moral Education	S	2	4,8	217,44	L=50 T=50	0,002
AKBK 3208	Civil Law	S	2	3,2	144,96	L=50 T=50	0,003
AKBK 3209	Civic Science	S	2	4,8	217,44	L=50 T=50	0,002
AKBK 3310	Trade Law	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3311	Constitutional Law	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3313	Social Science Education	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3314	Customary Law	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3315	State Science	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3316	Philosophy of Pancasila	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3317	Development Economics	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3318	Criminal Law	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3420	Tax Law	S	4	4,8	217,44	L=50 T=50	0,002
AKBK 3421	State Administrative Law	S	4	3,2	144,96	L=50 T=50	0,003
AKBK 3422	Procedural Law of the Constitutional Court	S	4	3,2	144,96	L=40 T=30 P=30	0,003
AKBK 3424	Philosophy of Science	S	4	3,2	144,96	L=50 T=50	0,003
AKBK 3425	Civil Procedure Law	S	4	3,2	144,96	L=40 T=30 P=30	0,003
AKBK 3426	Indonesian Political System	S	4	4,8	217,44	L=50 T=50	0,002
AKBK 3529	Sociology of Law	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3530	Criminal Procedure Law	S	5	3,2	144,96	L=40 T=30 P=30	0,003
AKBK 3531	Political Sociology	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3532	Social Change and Development	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3741	Philosophy of Law*	S	7	3,2	144,96	L=50 T=50	0,003
AKBK 3742	Political Philosophy*	S	7	3,2	144,96	L=50 T=50	0,003
AKBK 3743	Labor Law*	S	7	3,2	144,96	L=50 T=50	0,003
AKBK 3744	Agrarian Law*	S	7	3,2	144,96	L=50 T=50	0,003

AKPP 4647	Civic Education Curriculum Study	S	6	3,2	144,96	L=20 P=80	0,003
AKBK 3334	Information and Communication Engineering*	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3435	Criminology*	S	4	3,2	144,96	L=50 T=50	0,003
AKBK 3436	Environmental Education*	S	4	3,2	144,96	L=50 T=50	0,003
AKBK 3537	Basic Fundamentals of Statistics*	S	5	3,2	144,96	L=50 T=50	0,003
AKPP 4648	Teaching and Learning Strategy for Civic Education	S	6	6,2	280,86	L=20 P=80	0,001
AKBK 3746	Constitutional Theory and Law*	S	7	3,2	144,96	L=50 T=50	0,003
AKPK 5654	Practical School Experience	S	6	6,2	280,86	L=20 P=80	0,001
AKPK 5855	Fieldwork Course	S	8	3,2	144,96	L=25 P=75	0,003
AKBK 3312	Rule of Law and Democracy	S	3	3,2	144,96	L=50 T=50	0,003
AKBK 3528	Human Rights	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3745	Wetland Environmental Citizenship*	S	7	3,2	144,96	L=50 T=50	0,003
AKBK 3419	Multicultural Education	S	4	3,2	144,96	L=50 T=50	0,003
AKBK 3640	Anti-Corruption Education*	S	6	3,2	144,96	L=20 P=80	0,003
AKBK 3538	Islamic Law*	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3527	International Relations Institute	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3423	International Law	S	4	3,2	144,96	L=50 T=50	0,003
AKBK 3533	Globalization and the Wetland Environment	S	5	3,2	144,96	L=50 T=50	0,003
AKBK 3639	Media Literacy*	S	6	3,2	144,96	L=20 P=80	0,003
AKPK 5652	Micro Learning	S	6	4,8	217,44	L=20 P=80	0,002
AKPK 5753	Seminar on Civic Education	S	7	4,8	217,44	L=50 P=50	0,002
AKPP 4550	Civic Education Research	S	5	6,2	280,86	L=50 T=50	0,001
AKPP 4649	Evaluation of Civic Education Teaching	S	6	4,8	217,44	L=20 P=80	0,002
AKPP 4851	Thesis	S	8	9,6	434,88	P=100	0,001

1th Semester

Module number AULM1151	Module name English 1		
Type of course Core module		Semester / Rotation I / Odd	Student capacity: 33 students
Teaching methods Lecturer and Group Presentation.		Prerequisites for attendance Intensive English	Language English.
Type of examination (Final Grade Composition) Assignment (30%) Middle Test (30%) Final Test (40%)			**SKS (+Workload in hrs** 2 SKS: (90.67 total hours: 26.67 contact hours, 32 hours of structured assignments, 32 hours of self-learning) **ECTS (+Workload in hrs)** 3.2 (90.67 total hours: 26.67 contact hours, 32 hours of structured assignments, 32 hours of self-learning)
Module coordinator Emma Rosana Febriyanti, M.Pd			Semester week hours: 90.67
Additional teacher involved: Fahmi Hidayat, M.Pd Eka Puteri Elyani, M.Pd Elsa Rosalina, M.Pd Inayati Fitriyah Asrimawati, M.Pd			
Syllabus English 1 course aims to introduce students to basic and intermediate English language concepts and establish a foundation for students in language learning. Through this course, students are expected to communicate in simple and routine tasks that involve basic and direct exchange of information about familiar and routine matters. The course aims to equip students with the ability to describe themselves, others, and their immediate environment in simple terms as well as basic English grammar.			
Learning goals and qualifications in this module students learn to: - Demonstrate understanding on the meaning and information heard from short conversations/dialogs in audio or video about introducing oneself, one's routines, important events in the past, short-term goals and long-term goals, and the environment (C3, A2) - Identify specific English vocabulary related to their study/major (C4) - Categorize and analyze the grammar (present tenses, past tenses, and future tenses) and elementary to intermediate English vocabulary (C5) - Create short dialogues and short texts using thematic topics through group discussions, role-play, and/or graphic organizers, summaries according to genres (C5, P2, A2)			

Core readings:
1) Azar, B. C. 2002. Understanding and Using English Grammar (3rd Edition). White Plains, NY: Pearson Education.
2) Anderson, J., N. 2013. Active Skills for Reading Student Book 1, Third Edition. Boston: National Geographic Learning
3) BBC Learning English
4) Eales, F. & Oakes, S. 2015. Speakout 2nd Elementary Students' Book. NY: Pearson Education
5) Joanna, K., Williams, M, Heyderman, E, (2015). Cambridge English Prepare! Level 2 Student's Book.
6) Oxford Learning English
7) Other relevant sources

Module number	Module name
AULM-1161	Islamic Religious Education

Type of course Compulsory	Semester / Rotation 1 / Odd	Student capacity: 120
Teaching methods lecture, presentation, practice, discussion, *case method*	Prerequisites for attendance -	Language Indonesian (regular) English (international)

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
Manners and Attendance (10%) Group Presentation (10%) Practice (10%) UTS (30%), 120 minutes UAS (40%), 120 minutes	3 (40 hours face-to-face in class + 48 hours structured assignments+ 48 hours of independent assignments = 136 hours in total) **ECTS (+Workload in hrs)** 4,689 (40 hours face-to-face classroom + 48 hours structured assignments+ 48 hours independent assignments = total 136 hours)

Module coordinator Dr. Gt. Muhammad Irhamna Husin, M.Pd.I	Semester week hours: 136

Additional teacher involved:

Noor Ainah, S.Th.I., M.Pd.

Muhammad Ihsanul Arief, S.Th.I., M.Ag

Syllabus

This Islamic Religious Education course aims to provide a deep understanding of Islamic teachings, worship practices, and moral values in daily life. Through an interactive and contextual approach, students will be invited to explore various aspects of Islam, including history, interpretation, law, and ethics. It is expected that students will be able to apply the knowledge gained in teaching and daily life, and be able to develop good character as a Muslim. Competencies that will be achieved and mastered by students are applying Islamic values in social and educational contexts, and educating children in an Islamic family environment. In this course, the learning process is carried out with blended *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting. The material presented is the concept of divinity in Islam, human nature, sources of Islamic teachings and law, morals in Islam, sharia economics, science and technology in the view of Islam, politics, human rights and democracy in the view of Islam, culture in the view of Islam, civil society, religious moderation and interfaith harmony and also practices.

Learning goals and qualifications in this module students learn to:

-Be able to describe and believe in the concept of divinity in Islam (C2, A3)
-Be able to analyze and refine the concept of human nature (C2, P4)
-Be able to classify and connect the sources of Islamic teachings and laws *(C3, C6)*
-Able to familiarize noble character according to Islamic teachings (C3, A5)
-Able to analyze and adapt Islamic economics (C4, P4)
-Able to integrate and clarify the concept of science and technology in the view of Islam (C4, A3)
-Able to describe and criticize the concepts of politics, human rights and democracy in Islamic views (C2, C5)
-Able to analyze and clarify culture in the view of Islam (C4, A3)
-Able to understand and correct the concept of civil society (C2, P2)
-Able to apply and familiarize religious moderation and interfaith harmony (C3, A5)

Core readings:
1) Gt. Muhammad Irhamna Husin, Muhammad Ihsanul Arief, Noor Ainah, Islamic Studies Contemporary Issues, Yogyakarta: Aswaja, 2022
2) Gt. Muhammad Irhamna Husin, Muhammad Ihsanul Arief, Noor Ainah, Way of Life, Yogyakarta: Aswaja, 2021.
3) MKU Team, Islamic Studies in Era 4.0, Yogyakarta: Aswaja, 2019.
4) Gt.Irhamna Husin et al, Islamic Religious Education for General Universities, Yogyakarta: Aswaja, 2018.
5) Gt.Irhamna Husin and M.Ihsanul Arief, Basic Concepts of Islamic Teaching; Deepening the Concept of Habl Min Allah and Habl Min Annas Malang: IRDH Research and Publishing, 2018.
6) Rusdianyah and Fadliyanur, Islam and the Social Dimension (Civil Society, Islamic History and Civilization, Mosques and Aesthetics in Islam, IRDH Research and Publishing, 2018.
7) Hj.Maisarah and Nur Husna, Sources of Islamic Teachings (Al-Qur'an, Hadith, Ijtihad), Malang: IRDH Research and Publishing, 2018.
8) Noor Ainah and Mailita, Law, Social, Economic and Culture in Islam, Malang: IRDH Research and Publishing, 2018.
9) Nuryadin. Islamic Religious Education in Higher Education for General. Yogyakarta: Aswaja Pressindo, 2017
10) Thohir Luth et al. Islamic Religious Education. Malang: PPA Brawijaya University, 2017

Module number AULM 1171	Module name **Pancasila**	
Type: General Subject	Semester/Rotation 1/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	SKS (+Workload in hrs)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% Quiz using ULM E-Learning simari 3% Content Creation of Pancasila Learning Video 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of Pancasila Implementation in Indonesia 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Mariatul Kiptiah, M.Pd	Semester working hours: 90.67 hours
Additional lecturers involved: FKIP ULM Civics Study Program lecturers	

Syllabus

The Pancasila course is a basic study of the state ideology of the Republic of Indonesia which describes the fundamental values in the life of the nation and state. This course aims to shape the character of students as citizens who have constitutional awareness, love for the country, and national commitment based on the values of Pancasila.

The learning covers the history of the formulation and development of Pancasila, the position of Pancasila as the foundation of the state and the nation's outlook on life, as well as its implementation in personal, social, national, and state life. Students are expected to be able to integrate the values of Pancasila in thinking, behaving, and acting amid the challenges of globalization and the dynamics of democratic life based on law and social justice.

Learning competencies and qualifications in this module, students learn to:

Have the ability to analyze, think rationally, be critical in dealing with problems in the life of society, nation and state; Have the ability and intellectual responsibility in recognizing problems and providing solutions based on Pancasila values; and Able to analyze the basics of the truth that Pancasila is an ideology that is suitable for the pluralistic Indonesian nation (Bhinneka Tunggal Ika) as a lifelong learner.

This course contains **material** related to the scope of:

1. Pancasila in the study of Indonesian History
   a. Kingdom Age
   b. Colonization Period
   c. BPUPKI Session
2. Pancasila as a Philosophy system
   a. Definition of Philosophy
   b. Formulation of the Unity of the Precepts of Pancasila as a system
   c. The Unity of the Pancasila Precepts as a Philosophical System

     d.   Pancasila as a fundamental value for the Nation and State of Indonesia
     e.   The Core Content of the Pancasila Precepts
3.   Pancasila as an Ethical System
     a.   Definition of Ethics
     b.   Pancasila as an Ethical System
     c.   Challenges of Pancasila as an Ethical System
4.   Pancasila as National ideology
     a.   Definition of the origin of Pancasila
     b.   Position and Function of Pancasila
     c.   Comparison of Pancasila Ideology with other Ideologies
5.   Pancasila in the context of the constitution of the Republic of Indonesia
     a.   Hierarchy of RI Legislation
     b.   Structure of Indonesian Government Based on the 1945 Constitution
     c.   Elaboration of Democracy According to the 1945 Constitution in the Indonesian State System
     d.   State Institutions of the Republic of Indonesia
6.   Pancasila as a paradigm in Development
     a.   Pancasila as a Paradigm in the Development of Science and Technology
     b.   Pancasila as a Paradigm in the Development of economy, politics, social culture, and defense and security.

Learning goals and qualifications in this module students learn to:
1. Able to explain the history/chronology of Pancasila as the foundation of the state (C2, A2)
2. Able to explain the meaning of Pancasila as a philosophical system (C2, A3)
3. Able to analyze Pancasila as an Ethical System (C4, A3)
4. Able to distinguish Pancasila ideology from other ideologies (C3, A3)
5. Able to analyze various problems in the fields of social politics and science and technology with the Pancasila paradigm (C4, A4)
6. Able to make a video of the application of Pancasila values in the profession (A4, P4)

Core reading:
1. Ahmad, M. Y. (2019). *Pancasila Education in Higher Education*. Bandung: Teenage Workshop.
2. Dodo, Surono and Endah. (2010). Consistency of Pancasila Values in the 1945 Constitution and its Implementation, SP-Press, Yogyakarta.
3. Kaelan, M. S. (2013). *Pancasila Education*. Yogyakarta: Paradigm.
4. Latif, Yudi. 2011. Plenary State: Historicity, Rationality and Actuality of Pancasila. Jakarta: PT Gramedia Pustaka Utama.
5. Notonagoro. (2001). *Pancasila in Scientific Popular*. Jakarta: Pantjuran Tujuh.
6. Roza, P., Jusuf, A.G., & Munaf, D.R. (2015). Understanding and Interpreting Pancasila as Ideology. Jakarta: PT Gramedia Pustaka Utama
7. Winarno. (2018). New Paradigm of Pancasila Education. Jakarta: Bumi Aksara.
8. **Sarbaini et al 2023. Bunga Rampai Pendidikan Pancasila. Bandung: Widina Media Utama**
9. **Sarbaini et al. 2022. Synergy of Pancasila and Religion in Strengthening the Spirit of Nationhood. Jakarta: Keira Publishing**
10. **Sarbaini, et al. Pancasila Education: A Values-Based Approach. Banjarmasin: Aswaja Pressindo**
11. **Sarbaini, et al. 2012. Character Education Guidelines for Wasaka (Waja Sampai Kaputing) Lambung Mangkurat University. Banjarmasin: UPT MKU (MPK-MBB) ULM**

Module number	Module name
AULM1152	Bahasa Indonesia

Type of course	Semester / Rotation	Student capacity:
Compulsory	1/ Odd	60

Teaching methods	Prerequisites for attendance	Language
Lecture, Presentation, Discussion, Practice	None	Bahasa and English

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
Summary (10%) Group Presentation (30%) Independent Assignment (30%) UTS (15%) UAS (15%)	3 (40 hours face-to-face in class + 48 hours structured assignments + 48 hours independent assignments = 136 hours in total) **ECTS (+Workload in hrs)** 4.8 (40 hours of classroom + 48 hours of structured assignments + 48 hours of independent assignments = 136 hours in total)

Module coordinator	Semester week hours:
Lita Luthfiyanti, M.Pd.	136 hours

| Additional teacher involved:
Lita Luthfiyanti, M.Pd. ||

Syllabus

The *Indonesian Language* course provides assistance and training to students in order to make maximum use of their language skills. The language ability itself is related to the competence of listening, speaking, reading, and writing. All of these language abilities are actualized in the form of knowledge and skills of the students themselves. The actualization of these abilities is distributed on selected topics, namely the initial concept for the ability to listen to material on the position and function of the Indonesian language; Speaking skills are directed at compiling topics and presenting them orally to be evaluated later; Reading skills are directed to recognize the concept of simple reading with its steps, and critical reading for information that is actually spread in cyberspace; Writing skills are directed at the introduction of EYD as a basic rule containing rules in writing, making essays and papers as a realization of the writing ability itself.

Topics include:
1. Position and function of Indonesian language.
2. Variety of language
3. Diction
4. Listening skills
5. Speaking skills
6. Reading skills
7. EYD
8. Sentence and Paragraph
9. Essay

Upon completion, students will be able to:
- Be able to explain and discuss the position and function of language in language activities. (C2, A2)
- Be able to explain and discuss language varieties, diction, and their use in life (C2, A2)
- Able to report the results of listening to podcasts on Indonesian Language (C2, A2)
- Able to understand and demonstrate good speaking techniques (C2, P2)
- Able to discuss, and apply Refined Spelling in daily life (C3, A2)
- Able to analyze and discuss language errors in scientific papers based on Improved Spelling (C4, A2)
- Able to make essays using good and correct Indonesian (C6, P2)

Classification of cognitive skills following Bloom (1956):
1 = Knowledge: recalling facts, terms, basic concepts and answers; 2 = Comprehension: understanding something; 3 = Application: using a general concept to solve problems in a

particular situation; 4 = Analysis: breaking something down into its parts; 5 = Synthesis: creating something new by putting parts of different ideas together to make a whole; 6 = Evaluation: judging the value of materials or methods.
materials or methods.

1. Mutmainah, Siti. (2023). *Indonesian Language for Higher Education*. Jakarta: CV Literasi Nusantara Abadi.
2. Brotowidjoyo, MD. (2002). *Scientific Writing* (2nd ed.). Jakarta: Akademika Pressindo
3. Laba, I.N., & Rinayanthi, N.M. (2018). *Indonesian Language Textbook Based on Scientific Writing*. Sleman: Deepublish Publisher
4. Moeliono, Anton M. and Lapoliwa, et all. (2017). *Indonesian Standard Grammar*. Fourth Edition. Language Development and Guidance Agency. Ministry of Education and Culture: Jakarta
5. Samardan, & La Alu. (2015). *Indonesian Language and Scientific Writing Textbook*. Sleman: Deepublish PublisherSiregar, A.Z., & Harahap, N. (2019). *Strategies and Techniques for Writing Scientific Papers and Publications*. Sleman: Deepublish Publisher

Module number	Module name		
AKWF2101	Introduction to Education		
Type of course Pedagogic Knowledge		Semester / Rotation 1	Student capacity: 30
Teaching methods Discovery Learning, Project Based Learning		Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of examination (Final Grade Composition) Papers on the main ideas of theories about education from educational figures (4.5%) Survey report on the implementation of learning in a particular school (33%) Midterm Exam (22.5%), Critical Analysis of the Application of Education Theory in Education Units in the form of Essay (20%) Final Semester Examination (20%)			**SKS (+Workload in hrs)** 2 (40 Lecture + 70 Project Work + 34.96 Exercise) **ECTS (+Workload in hrs)** 2 credits x1.6 = 3.2 3,2 x 45,3 = 144,96
Module coordinator Prof. Dr. Drs. Ersis Warmansyah Abbas, BA, M.Pd			Semester week hours: 144.96 hours
Additional teacher involved: Dr. Mutiani, M.Pd.			
Syllabus This course provides a basic understanding of the concepts, theories, and practices of education. Students will learn the history of the development of education, the philosophy of education, as well as various approaches and methods of learning. In addition, this course also discusses the role of education in society, challenges and contemporary issues in education, and education policy in Indonesia. Through this course, students are expected to be able to develop a critical perspective on the education system and apply educational principles in their professional and social contexts. Competencies that will be achieved and mastered by students are: analyze the relationship between educational concepts and their underlying theories; analyze various educational concepts relevant to education units; analyze educational theories applied in education units; analyze the application of educational theory in education units. In this course, the learning process is carried out with *blended learning.* Then, *blended learning* is carried out offline in class and/or Unib LMS at https://elearning.ulm.ac.id/, while online using Google Classroom or zoom meating. The materials presented are Man and Education; The Nature of Education and Learning; The Purpose of Education; The Subject of Education; The Object of Education; The Educational Environment; Educational Facilities and Infrastructure; Actual Problems of Education in Indonesia.			

Learning goals and qualifications in this module students learn to:
- Analyze the relationship between educational concepts and underlying theories (C4, P4).
- Analyze various educational concepts relevant to education units (C4, P4)
- Analyze educational theories applied in education units (C4, P4)
- Analyze the application of education theories in education units (C4, P4)

Core readings:
1) Driyarkara, N. 1991. *Driyarkarta on Education*. Yogyakarta: Kanisius.
2) Dewantara, K. H. 1961. *The First Part: Education*. Yogyakarta: Taman Siswa.
3) Dewey, J. 2004. *Democracy and Education*. Mineola: Dover.
4) Drost, J, SJ. 2005. *From KBK to MBS*. Jakarta: Kompas Book Publishers.
5) Freire, P. 1985. *Education of the Oppressed*. Jakarta: LP3ES.
6) Froebel, F. 2005. *The Education of Man*. New York: Dover Publications.
7) Gardner, H. 2001. *Multiple Intelligences, Multiple Intelligences, Theory in* Practice. Batam Center: Interaksara.
8) Goleman, D. 2006. *Emotional Intelligence, Why EI Matters More than IQ*. Jakarta: Gramedia.
9) Herbart, J. F. 1893. *The Science of Education*. Boston: D.C. Heath & Co.
10) Lillard, A. S. 2005. *Montessori, The Science Behind the Genius*. Oxford: Oxford University Press.
11) Montessori, M. 2002. *The Montessori Method.* New York: Dover Publications.
12) Sastrapratedja, M, SJ. 2001. *Education as Humanization*. Yogyakarta: Sanata Dharma University Publishing.
13) Suparno, P. 2001. *Jean Piaget's Theory of Cognitive Development*. Yogyakarta: Kanisius.
14) Supratiknya, A. 2002. *Service Learning, Learning from the Context of Community Life*: A Problem-Based Learning Paradigm, bringing together Jean Piaget and Lev Vygotsky. Yogyakarta: USD.

Module number AKWF2102	Module name Learner Development	
Type of course Compulsory	Semester / Rotation 1/ Odd	Student capacity: 30
Teaching methods Lecture, Presentation, Discussion, Observation/Field Study, Case Solving	Prerequisites for attendance None	Language Language and English
Type of examination (Final Grade Composition) CPMK 1 (30%) - Paper (30%) - UTS (30%) - UAS (40%) CPMK 2 (30%) - Observation/Field study (30%) - UTS (30%) - UTS (40%) CPMK 3 (40%) - UTS (50%) - UAS (50%)		SKS (+Workload in hrs) 2 credits (26.67 face-to-face hours, 32 hours of structured tasks, 32 hours of independent tasks = 90.67 hours in total) ECTS (+Workload in hrs) 3.2 (26.67 face-to-face hours, 32 hours structured tasks, 32 hours independent tasks = total 90.67 hours)
Module coordinator: Prof. Dr. Ersis Warmansyah Abbas, M.Pd.		Semester week hours: 90.67
Additional teacher involved: Melisa Prawitasari, M.Pd.		

Syllabus

Learner Development is a basic education course in the undergraduate education program. This course is one of the courses in the Basic Skills (MKDK) family which is oriented to equip students to gain broad insights into the concept of learner development and its characteristics. Through this course, students will have the opportunity to study the growth and development of students and the characteristics of each student. The subject matter or study material in this course is as follows:

1. The nature and urgency of the study of learner development in the context of education.
2. Theories of learner development (cognitive, social, emotional, moral, language, and physical).
3. Factors that influence learner development (internal and external).
4. Physical and motor development of learners at different age stages.
5. Learners' cognitive development (including the theories of Piaget, Vygotsky and others).
6. Learners' language development and critical thinking.
7. Learners' social and emotional development.
8. Learners' moral and spiritual development.
9. Learners' individual differences: intelligence, talents, interests and learning styles.
10. Learners' developmental stages in childhood (primary school age).
11. Stages of learner development in adolescence (junior and senior high school age).
12. The implications of learner development for the learning process.
13. Identification and analysis of learners' developmental problems at school.
14. Intervention strategies and development of learners' potential.
15. The role of teachers in understanding and following up on learner development.

Learning goals and qualifications in this module students learn to:
a. Students are able to explain the basic concepts of learner development based on the developmental psychology approach. (C-2, A-3, P-4)
b. Students are able to identify the stages of cognitive, affective, and psychomotor development of learners. (C-3, A-4, P-2)
c. Students are able to analyze the factors that influence learners' development in the context of education. (C-4, A-4, P-4)
d. Students are able to evaluate the implications of learners' development on the learning process in the classroom. (C-5, A-5, P-4)
e. Students are able to design learning strategies that are in accordance with the developmental characteristics of learners. (C-6, A-4, P-4)
f. Students are able to show a caring and empathic attitude towards the diversity of learner development. (C-3, A-5, P-3)

Core readings:
1. Aprilyani, R., et al. (2023). *Psychology of Learner Development*. Get Press Indonesia.
2. Berk, L. E. (2013). *Child Development* (9th ed.). Boston: Pearson Education.
3. Desmita. (2011). *Psychology of Learner Development*. Bandung: PT Remaja Rosdakarya.
4. Hakim, L. & Mustafa, P. S. (2023). *Learner Development in Learning*. UIN Mataram Press.
5. Handoko, T. S. N. (2022). *Learner Development*. Pradina Library.
6. Hurlock, E. B. (2004). *Developmental Psychology: An Approach Across the Life Span* (fifth edition). Jakarta: Erlangga.
7. Mulyasa, E. (2014). *Becoming a Professional Teacher: Creating Creative and Fun Learning*. Bandung: Adolescent Rosdakarya.
8. Radhiyani, F. (2024). *Characteristics of Learner Development*. Ananta Vidya.
9. Santrock, J. W. (2011). *Educational Psychology* (5th ed.). New York: McGraw-Hill.
10. Santrock, J. W. (2012). *Life-Span Development: Lifespan Development*. Jakarta: Erlangga.
11. Sulaeman, S., et al. (2024). *Textbook of Learner Development*. PT Sonpedia Publishing Indonesia.
12. Sujiono, Y. N. (2013). *Basic Concepts of Early Childhood Development*. Jakarta: Index.
13. Suyadi. (2016). *Psychology of Education and Child Development*. Yogyakarta: Arruz Media.

Module number (AKBK 3101)	Module name Introduction to Political Science	
Type: Compulsory subject / Area of Expertise subject	Semester/Rotation 1 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Political Science Content Creation with Podcasters Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary political science issues 3% Practicum 10% Midterm Exam 35%, 120 minutes Final Semester Examination 35%, 120 minutes		**SKS (+Workload in hrs)** 3 (40 hours face-to-face in class + 48 hours structured assignments + 48 hours independent assignments = 136 hours in total) **ECTS (+workload in hrs)** 4.8 (40 hours of classroom + 48 hours of structured assignments + 48 hours of independent assignments = 136 hours in total)
Module Coordinator Prof. Dr. H. Sarbaini, M.Pd.		Semester work hours: 136 hours
Additional lecturers involved: -		

Syllabus

The *Introduction to Political Science* course is an initial study in the socio-political science family that introduces students to the basics of political thought and practice. This course **aims** to equip students with a conceptual understanding of the dynamics of power, the state, political institutions, and citizen participation in a democratic political system. In addition, this course is also directed to foster ethical awareness and civic responsibility in the life of society, nation and state.

In general, the **competencies** developed through this learning are the ability of students to express the scope, methods, objectives, and approaches in political science systematically and scientifically. Students are also expected to be able to describe the nature of power, understand its dimensions and implementation in political practice, and explain how power is distributed in the state structure. In addition, students are honed to be able to understand the state as a complex political concept, including the role of state institutions such as the executive, legislative, and judiciary in maintaining the balance of power and carrying out government functions. This learning also leads to the formation of a person who reflects the values of political science in daily behavior, especially in dealing with contemporary social and political dynamics.

The **materials** studied in this course include: Introduction to Political Science; Scope, Methods, Objectives, and Approaches of Political Science; Law and Securities in relation to power; concepts and dimensions of Power; State as a Political Institution; Political Parties and their functions in democracy; Election systems and principles; and Human Rights in a political perspective. All of these **materials** are organized to provide a strong foundation for students in understanding political reality, both theoretically and practically, as well as to prepare them for advanced courses in political and civic studies.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the meaning of political science and the nature of political science conceptually and show interest in the study of the basics of socio-political science. (**C1, A1**)
2. Be able to identify political science as part of social science and trace its historical development chronologically and reflectively. (**C2, A2**)
3. Able to describe the scope, methods, objectives, and approaches of political science with a systematic framework. (**C3**)
4. Able to explain the goals and approaches of political science and show interest in exploring political issues scientifically. (**C2, A2**)
5. Able to explain the nature of power and its dimensions in the political system and show an objective attitude towards different concepts of power. (**C2, A2**)
6. Able to explain the exercise of political power and the distribution of power by presenting empirical examples in writing or orally. (**C3, P2**)
7. Able to discuss the state as a political institution with logical arguments and be open to various political views. (**C4, A3, P3**)
8. Able to discuss the meaning and function of political parties and show an active attitude in expressing opinions academically. (**C3, A3, P2**)
9. Able to provide examples of various political parties and party systems in various countries contextually. (**C3, P3**)

10. Able to analyze data about elections and explain their meaning in the context of democracy. (**C4, P3**)

11. Able to critically analyze the electoral system and its relation to democracy and show concern for the integrity of elections. (**C4, A3**)

12. Able to conclude the relationship between the electoral system, democracy and citizens' political rights reflectively. (**C5, A3**)

13. Able to clarify the meaning and implementation of human rights (HAM) in the context of state life. (**C2, A2**)

14. Able to conclude the essence and challenges of human rights implementation in Indonesia and the world and show concern for human values. (**C5, A3**)

Core readings:
1. Amal, Ichlasul, 1966. *Recent Theories of Political Parties*. Tiara Wacana, Yogyakarta.
2. Budiardjo, Miriam, 1986. *Basics of Political Science*. Gramedia, Jakarta
3. Huszar, George B. & Stevenson, Thomas H., 1969. *Political Science*. Little Field Adam & Co.
4. Isywara, F., 1980. *Political Science*. Bina Cipta, Jakarta.
5. Lubism T. Mulya, 1987. *Human Rights and Development*. YLBHI, Jakarta.
6. Rodee, Carlton Clymer, et. al, 1983. *Instroduction Political Science*. McGrawHill Institutional, New York.
7. Surbakti, Ramdan, 1986. *Understanding Political Science*. Gramedia, Jakarta.
8. **S., S., & Syaharuddin, S. (2016).** *Character education*. **Wahana Jaya Abadi**

Module number (AKBK 3102)	Module name Introduction to Legal Science	
Type: Compulsory subject	Semester/Rotation 1 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content Creation on National Law with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of National Law 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Mariatul Kiptiah, M.Pd.		Semester working hours: 90.67 hours
Additional lecturers involved: Nurul Huda, M.Pd		

Syllabus

The **Introduction to Law** course is an important foundation in shaping students' initial understanding of the legal system that applies in society and the state. This course aims to provide a foundation of knowledge, attitudes, and skills of students in understanding the nature of law comprehensively. Students are expected to not only be able to explain the basic concepts of legal science, but also demonstrate behavior that is in line with the principles of good law as part of civic responsibility and lifelong learning.

The competencies built in this course include the ability to explain the **meaning of legal science, the scope of law as a rule**, as well as **the basic concepts, elements, and characteristics of law,** accompanied by an attitude of respect for legal norms in social life. In addition, students are also able to **describe the purpose of law, the basis for binding law, sources of law**, and **classification of legal fields** systematically and analytically. In a broader framework, students are expected to be able to **identify legal relationships with other social rules,** as well as understand the **reasoning and formation of legal science** in a dynamic, critical, and sustainable scientific context.

The material to be studied in this lecture includes: **The definition of legal science, the scope of legal science, law as a rule, the relationship between law and other rules, the purpose of law, the basis for binding law, the source of law, the classification of legal fields, basic concepts in legal science, the formation and discovery of legal science**, as well as **the elements and characteristics of law**. Understanding these materials will equip students to think juridically, be fair, and be able to reflect the law in real life as law-abiding citizens.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the meaning of introductory legal science conceptually and coherently as a basis for understanding legal science in the context of modern legal science. (**C1**)
2. Able to explain the scope of law as rules that regulate human behavior in society and show respect for legal norms in social life. (**C2, A2**)
3. Able to identify the relationship between law and other social rules such as religious norms, morality, and decency and show curiosity about the interrelation of these norms. (**C2, A2**)
4. Able to systematically describe the purpose of law based on classical and modern legal theories, and relate it to fair social practices. (**C3**)
5. Able to describe the basis of legal binding and show open-mindedness towards national and international legal systems. (**C3, A3**)
6. Able to explain the sources of law both written and unwritten and display accuracy in classifying the types of legal sources in academic assignments. (**C2, P2**)
7. Able to express the classification of legal fields clearly and compile a legal map based on the division of public and private law. (**C2, P3**)
8. Able to explain the meaning of basic concepts in legal science and integrate them into a scientific framework. (**C2**)
9. Able to exemplify forms of reasoning in the formation of legal science through case studies and reflective group discussions. (**C3, P3**)
10. **Able to analyze legal findings using various legal sources, show an objective and open attitude towards various legal interpretations, and compile legal arguments in writing or orally. (C4, A3, P4)**

Core reading:
1. Achmad Sanusi. *Lecture Series on Introduction to Law and Introduction to Indonesian Legal System*. University Publishing, 1958
2. Apperldorn. *Introduction to the Science of Law (translation)* Pradnya.
3. Kansil, SH, Drs "*Introduction to the Science of Law and Indonesian Legal System*", Balai Pustaka
4. **Kiptiah, M., Wahyu, W., Harpani, H., Fatimah, F., & Ruchliyadi, D. A. (2021). Socialization of environmental law awareness in riverbank communities in Barito Kuala Regency. *Bubungan Tinggi: Journal of Community Service, 3*(1), 42-47.**
5. Kusumadi Pudko Sejowo. *Guidelines for Indonesian Legal System Lessons*. Sinar Grafika, Jakarta, 1993.
6. Mochtar Kusumaatmadha and B. Arief Sidharta. *Introduction to the Science of Law*. Alumni, Bandung, 2000.
7. Peter Mahmud Marzuki, SH, MS, LLM, Dr, Prof, "Introduction to the Science of Law", Kencana Pranada Media Group, Jakarta.
8. Riduan Syahrani, SH. *"Summary of the Essence of Legal Science*" Citra Aditya Bakti, Bandung
9. Satjipto Rahardjo, SH, Dr. Prof. *"The Science of Law"*, Alumni Bandung.
10. Soedjono Dirdjosisworo, SH. Dr. *"Introduction to the Science of Law"* Rajagrafindo, Jakarta
11. Soerojo Wignjodipoero, SH. Dr. Prof. *"Introduction to the Science of Law*", Alumni Bandung
12. Sudarsono, SH. Drs. *"Introduction to the Science of Law",* Rineka Cipta, Jakarta
13. Sudikno Merto Kusumo. *About the Law*. Liberty, Yogyakarta, 1999.
14. Van Apeldooren, Prof. Mr.L.j, "*Introduction to the Science of Law",* Pradnya Paramita, Jakarta

Module number (AKBK 3103)	Module name Introduction to Sociology	
Type: Compulsory subject	Semester/Rotation 1 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)
Non-test assessment with diagnostic method 5%
quizzes using ULM E-Learning simari 3%
Content Creation on Sociology/society with Anchor Application 3%
Critical analytical review of documents 3%
Annotate bibliography/literature review 3%
Analysis of contemporary issues in sociology 3%
Practicum 10%
Midterm Exam 35%, 90 minutes
End of Semester Exam 35%, 90 minutes

SKS (+Workload in hrs)
2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours)

ECTS (+workload in hrs)
3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. Mariatul Kiptiah, M.Pd.	Semester working hours: 90.67 hours

Additional lecturers involved:
Nurul Huda, M.Pd

Syllabus

The *Introduction to Sociology* course aims to provide students with a deep understanding of the social realities that shape social life, and equip them with the ability to think critically and analytically about social symptoms. Students are directed to understand the nature of sociology as a science that studies social interactions, norms, values, and social dynamics systematically. With this learning, students are expected to be able to become adaptive, reflective, and aware of their role in the evolving social structure.

The competencies to be achieved through this course are that students are able to **explain the nature, understanding, development, and role of sociology**, including basic concepts such as **social interaction, norms, and social values**. In addition, students are expected to be able to **identify social institutions and understand the forms and causes of deviant behavior** in society. At a more complex level, students are required to **analyze forms of social control, social stratification, social differentiation, and the existence of** diverse **social groups**. Finally, students are also invited to **clarify contemporary issues such as population dynamics, gender issues, and social change**, so that they have a critical awareness of social challenges in a multicultural society.

The material presented in this lecture includes: **understanding, development, and role of sociology; social interaction; social norms and values; social institutions; deviant behavior; social control; social stratification; social differentiation; and social groups.** With a conceptual and contextual approach, this course equips students to be able to understand social reality scientifically and applicatively.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the development and role of sociology in understanding social reality and show interest in discussing contemporary social issues. (**C2**, **A2**)

2. Able to explain the concepts of social interaction and social action and show an open attitude in discussing social dynamics in society. (**C2**, **A3**)

3. Able to explain the meaning of social norms and values as behavioral regulators and show an attitude of respect for differences in values in the social environment. (**C2**, **A3**)

4. Able to identify types of social institutions and describe their functions in community life through factual examples. (**C2**, **P2**)

5. Able to identify forms of deviant behavior and analyze its causes in the context of community values and norms argumentatively. (**C3**, **A3**)

6. Able to describe the concepts of social control and social system and show concern for the application of fair social control in society. (**C3**, **A2**)

7. Able to explain social stratification and show the ability to connect it with the actual phenomenon of social inequality. (**C3**, **P2**)

8. Able to distinguish the concepts of social differentiation and social groups and provide concrete examples based on the surrounding environment. (**C4**, **P3**)

9. Able to explain the relationship between groups and social mobility and show an empathetic attitude towards marginalized groups in society. (**C3**, **A3**)

10. Able to explain the forms and characteristics of collective behavior and social movements in various community contexts, and show concern for developing social phenomena. (**C3**, **A3**)

11. Able to express population dynamics and explain the factors that influence it in social development reflectively. (**C2**, **A2**)
12. Able to express gender issues and studies on women and show a critical attitude towards gender inequality in various fields of life. (**C3**, **A3**)
13. Able to analyze the concept of social change as well as the factors that cause and impact on the social structure of society through case studies. (**C4**, **P3**)
14. Able to conclude the characteristics of social change and formulate an adaptive attitude towards social transformation that occurs in society. (**C5**, **A3**, **P2**)

Core reading:
1. J. Dwi Narwoko-Bagong Suyanto (Ed), 2004. Sociology of Introductory and Applied Texts. Jakarta: Predana.
2. Kamanto Sunarto, 2004. Introduction to Sociology. Jakarta: Faculty of EconomicsUI.
3. Paul B. Horton and Chester L. Hunt, 1997. Sociology. Jakarta: Erlangga.
4. Robert H. Lauer, 1993. Perspectives on Social Change. Jakarta: Rineka Cipta
5. Soerjono Soekanto, 1997. Sociology as an Introduction. Jakarta: University of Indonesia
6. **Wahyu, W. (2020).** *Sociology: Figures, Theories and Various Thoughts***. Banjarmasin: Tahura Media**

2th Semester

Module number	Module name
AKWF 2203	Learning and Studying

Type of course	Semester / Rotation	Student capacity:
Compulsory	2/Even	50

Teaching methods	Prerequisites for attendance	Language
Lecture, Presentation, Discussion, Observation/Field Study, Case Solving	None	Indonesian and English

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
Manners and Attendance (10%) Group Presentation (10%) Practice (10%) UTS (30%), 120 minutes UAS (40%), 120 minutes	2 credits (26.67 face-to-face hours, 32 hours of structured tasks, 32 hours of independent tasks = 90.67 hours in total) **ECTS (+Workload in hrs)** 3.2 (26.67 face-to-face hours, 32 hours structured tasks, 32 hours independent tasks = total 90.67 hours)

Module coordinator: Prof. Dr. Herry Porda Nugroho Putro, M.Pd	Semester week hours: 90.67

Additional teacher involved:

Syllabus

The Learning and Learning course examines and analyzes various learning and learning theories from various views of educational experts, starting from the concept of learning, types of learning, learning principles, and learning resources that can be used as a reference for implementing learning. Development of understanding in the application of approaches, strategies, models and learning methods as well as teaching skills to be used in analyzing cases / learning problems in the field. In this course, the learning process is carried out with blended learning Then, blended learning is carried out offline in class and/or ULM LMS at https://simari.ulm.ac.id/ while online using Google Meet or Zoom Meeting. The learning materials provided include: The nature/meaning of learning and learning, Principles of learning, Theories of learning, Learning based on the theoretical basis of learning and learning, Learning resources in learning, and Analysis of learning cases/problems.

Learning goals and qualifications in this module students learn to:
  a. Students are able to identify correctly the nature/meaning of learning and learning (C1, A2)
  b. Students are able to explain appropriately the principles of learning in general (C2, A2))
  c. Students are able to analyze learning resources in learning according to the needs of students (C4, A3, P3).
  d. Students are able to solve various learning problems found in the field (C4, A4, P5)

Core readings:
1. Agus Suprijono. 2012. *Cooperative Learning Theory and Application of PAIKEM*. Yogyakarta: Student Library
2. Suyono. 2011. *Learning and Learning Theory and Basic Concepts*. Bandung: Rosda Karya
3. Tutik Rachmawati and Daryanto. 2015. *Learning Theory and Educating Learning Process*. Yogyakarta: Gava Media
4. Ahmadi, Abu. 2003. *Psychology of Learning*. Jakarta: Rineka Cipta
   5. Baharudin and Wahyuni. 2008. *Learning and Learning Theory*. Yogyakarta: Ar-Ruzz Media Group.
   6. Dimyati and Mudjiono. 2006. *Learning and Learning*. Jakarta: Rineka Cipta.

7. Sagala, Syaiful. 2010. *Concept and Meaning of Learning*. Bandung: Alfabeta

Module number	Module name	
AKKPP421	Education Profession	
Type of course	Semester / Rotation	Student capacity:
Core module	1/ Every Odd Semester	40
Teaching methods	Prerequisites for attendance	Language
Lecture, group work, Case Based Learning CBL, etc.	None	Bahasa and English

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
Group Presentation 25% Individual Written Test 25% FINAL EXAM 50%	2 credits (26.66 hours TM + 32 hours TS + 32 hours M = total 90.66 hours) **ECTS (+Workload in hrs)** 3.2 (26.66hrs TM + 32hrs TS + 32hrs M = total 90.66hrs) **Example for ECTS:** 6 (100 contact hours in class + 50 hours of self-study)
Module coordinator	Semester week hours:
Muhammad Najamudin, M.Pd.	90.66

Additional teacher involved:

Syllabus

This course is a compulsory graduate course that equips students to cover the preparation of prospective teachers to understand the duties, responsibilities, and ethics of the education profession. The course often discusses basic concepts of education, effective teaching strategies, classroom management, learning evaluation, and professionalism development in the context of teaching and learning activities. In addition, this course can also introduce prospective teachers to current education policies, social issues in education, and relevant educational technology. The main objective is to prepare prospective teachers to be competently and ethically prepared to enter the world of education work.

The learning process in this course is conducted through blended learning, which consists of offline learning in class and/or through Lambung Mangkurat University E-Learning (https://simari.ulm.ac.id/site/elearning). In addition, online learning is also carried out using Google Classroom and/or Zoom platforms.
The material presented includes theories about the concept of the teaching profession, standardization of the teaching profession, competencies that must be possessed by teachers as professionals, exemplary attitudes and behavior based on ethics and profession, sustainable professionalism.

Learning goals and qualifications in this module students learn to:

Students in this course are expected to be able to describe the accuracy in teacher professionalism, including its duties and responsibilities (C2, A2), and explain education and education and its role in community development (C2, A2). They are also expected to be able to describe the characteristics of professional teachers and understand the standardization of qualifications and the teacher code of ethics (C2, A2). In addition, students are expected to be able to explain the characteristics of 21st century teachers and the demands of the industrial revolution 4.0 and 5.0 (C2, A2), as well as analyze the effective use of learning media (C4, A2, P2) and education quality assurance (C2, A2). Students are also expected to plan for self-development and scientific publications (C4, A2, P2), create innovative work (C4, A2, P2), as well as analyze teacher performance assessments and develop a systematic career development framework (C4, A2, P2).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of materials or methods.
materials or methods.

Core readings:
1. Regulation of the Minister of National Education Number 27 of 2008 concerning Qualification and Competency Standards for Counselors.
2. Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 on the Functional Position of Teacher and its Credit Score.
3. Minister of National Education Regulation No. 28/2010 on the Assignment of Teachers as School/Madrasah Principals.
4. Joint Regulation of the Minister of National Education and the Head of the Civil Service Agency Number 14 of 2010 and Number 03/V/PB/2010 on the Guidelines for the Implementation of the Functional Position of Teacher and its Credit Score.
5. Minister of National Education Regulation No. 35/2010 on Technical Guidelines for the Implementation of Teachers' Functional Position and Credit Score.
6. Quality Indicators in Primary and Secondary Education Quality Assurance, (2017). Ministry of Education and Culture. Directorate General of Primary and Secondary Education, Jakarta.
7. Amka Abdul Aziz, (2018), Professional Teachers with Character Generating Excellent Students Answering Future Challenges, Cempaka Putih, Klaten. (Decree of the Head of the Center for Curriculum and Bookkeeping Balitbang Kemendikbud, Number 15193/H3.3/PB/2018, Dated November 12, 2018, Regarding the Determination of Educator Guidebooks)
8. Teacher Professional Development and Guidance, Book 1 (2010). Guidelines for the Management of Continuing Professional Development. Ministry of National Education Directorate General of Quality Improvement of Educators and Education Personnel, Jakarta
9. Teacher Professional Development, Book 2 (2010). Guidelines for Managing the Implementation of Teacher Performance Appraisal (PK Guru). Ministry of National Education Directorate General of Quality Improvement of Educators and Education Personnel, Jakarta.

Module number	Module name		
AULM1252	English 2		
Type of course		Semester / Rotation	Student capacity:
Core module		II / EvenSemester	33
Teaching methods		Prerequisites for attendance	Language
Lecture, Small Group Discussion, Group presentation,		English 1	English

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
Task 1 (10%) Task 2 (10%) Mid Test (20%), 100 minutes Task 3 (30%) Task 4 (30%)	2 credits : (90.67 total hours: 26.67 contact hours, 32 hours of structured assignments, 32 hours of self-learning) **ECTS (+Workload in hrs)** 3.2 (90.67 total hours: 26.67 contact hours, 32 hours of structured assignments, 32 hours of self-learning)
Module coordinator Raisa Fadilla, S.Pd., M.Pd.	Semester week hours: 90.67
Additional teacher involved: Raisa Fadilla, S.Pd., M.Pd. Eka Puteri Elyani, M.Pd	

Syllabus

English 2 aims to introduce students to intermediate and advanced English for Academic Purposes concepts. Students are equipped with structured concepts about sentences, paragraphs and essays, as well as presentation techniques both individually and in groups in English. Through this course, students are expected to be able to write simple essays related to their respective

fields and present them.

Learning Objectives:

1. Identify simple and compound sentences in English (C4)
2. Identify complex sentences in English (C4)
3. Analyze active and passive sentences in English (C4)
4. Analyze topic sentences and supporting details according to the rules of intermediate and advanced English academic writing (C4)
5. Analyze the use of cohesive devices in English texts according to the rules of intermediate and advanced English academic writing (C4)
6. Compose thesis statements and supporting paragraphs according to the rules of intermediate and advanced English academic writing (C6, A4, P4)
7. Examine the meaning and information from the monologue text from audio or video about delivering a presentation (C4, P2)
8. Present ideas in a structured manner individually or in groups orally (C6, P5, A5)

Core readings:

1. A Pocket Guide to Public Speaking (fifth edition): Dan O'Hair, Hannah Rubenstein, Rob Stewart
2. Writing Academic English: Alice Oshima & Ann Hogue. Pearson Longman. 2006.
3. Introduction to Academic Writing. Third Edition. Alice Oshima & Ann Hogue. 2007.
4. Longman Academic Writing Series: Essays. 5th Ef. Alice Oshima & Ann Hogue. NY: Pearson Education. Inc.
5. Other relevant sources

Module number (AULM 1272)	Module name Citizenship		
Type: General Subject		Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.		Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content Creation on Citizenship issues with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of Citizenship3% Practicum 10% Midterm Exam 35%, 90 minutes End of Semester Exam 35%, 90 minutes			**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. H. Harpani Matnuh, S.H., M.H.			Semester working hours: 90.67 hours
Additional lecturers involved: Dedy Ari Nugroho, M.Pd.			

Syllabus

The Civic Education course aims to equip students with a comprehensive understanding of the basic values of nationhood, the principles of constitutional democracy, as well as national identity and integrity within the framework of the Unitary State of the Republic of Indonesia. Through an interdisciplinary and reflective approach, this course is designed to foster awareness of nation and state that is contextual to global developments, as well as to form professional, creative, and innovative attitudes of students in their roles as citizens and educators. Learning is also directed at the internalization of Pancasila values as a manifestation of *Wasaka* values (Insight, Awareness, and Work), which are the foundation in shaping the character of responsible Indonesian citizens.

Students are expected to have **competence** in describing theoretical terms, principles, procedures, scientific methods, as well as values, norms, and morals in citizenship materials to support the internalization of Pancasila values. In addition, students are also able to explain the mastery of the structure, methods, and spirit of civic science as part of a professional attitude in the field of education. The ability to analyze the latest issues and developments in citizenship and apply technology in the role of citizenship concepts is also an important part of the learning outcomes. Students are also expected to be able to summarize the concepts, principles, and applications of psychology, pedagogy, and communication in citizenship as a provision for adapting and working together in multidisciplinary teams.

The materials studied in this course include: **the nature of civic education** in shaping the full capabilities of scholars and professionals; **nationalism and patriotism** in the life of the nation and state; the **essence of national identity** as a factor of nation building; **national integration in** the frame of unity; **constitutional values and norms** based on the 1945 Constitution; the **rights and obligations of citizens in democracy**; **the practice of Pancasila democracy**; **fair law enforcement** in constitutional historical dynamics; **insight into** the **archipelago** as a collective view of the nation; and **the urgency and challenges of state defense** in building national commitment.

Learning goals and qualifications in this module students learn to:

1. Be able to describe the nature of Civic Education as a means of developing the personality and professional character of undergraduates. (**C2, A2**)
2. Able to explain the meaning of nationalism and patriotism in the practice of society, nation, and state and compile personal reflections in the form of writings or videos about the practice of love for the country. (**C2, A3, P2**)
3. Able to explain the essence and urgency of national identity as a determinant of national character building and show respect for national symbols. (**C2, A2**)
4. Able to describe the concept of national integration as a parameter of national unity and integrity and suggest actual examples from social life. (**C3, A3**)
5. Able to explain the constitutional values and norms of the 1945 Constitution of the Republic of Indonesia and the constitutionality of the statutory provisions under it. (**C3, A2**)
6. Able to express the rights and obligations of the state and citizens in a democratic system and show a participatory attitude in campus or community life. (**C2, A3**)
7. Able to explain the nature of instrumentation and praxis of Indonesian democracy based on Pancasila and the 1945 Constitution and compile simple infographics related to democratic values. (**C3, A3, P2**)

8. Able to explain the constitutional historical dynamics in law enforcement with justice and assess legal cases relevant to social justice. (**C3, A3**)

9. Able to analyze the insight of the archipelago as a conception and collective view of Indonesian nationhood in a global context. (**C4, A3**)

10. Able to explain the urgency and challenges of state defense for Indonesia in building collective national commitment. (**C3, A3**)

Core readings:

1. A. Mukthie Fadjar, Elections and Democracy: Building Legislative, Presidential, Regional Head Elections and Settling Election Results Democratically, Setara Press, Malang, 2013.

2. A. Ubaidillah et al, Civic Education: Democracy, Human Rights, and Civil Society, IAIN Jakarta Press, Jakarta, 2000.

3. Alfian, Indonesian Political Thought and Change, PT Gramedia, Jakarta, 1986

4. Armaidy Armawi, Geostrategy of Indonesia, Jakarta, Directorate General of Higher Education, 2006

5. Azhary, Indonesian Legal State, Normative Juridical Analysis of its Elements, University of Indonesia (UII Press), Jakarta, 1995.

6. Azyumardi Azra, New paradigm of National Education and Reconstruction and Democratization, Kompas Publisher, Jakarta, 2002

7. Bahar, Dr. Saefrodin, "Context of Statehood, Human Rights, Pustaka Sinar Harapan, Jakarta, 2000

8. Bambang Sunggono, Legal Research Methods, Rajawali Press, Jakarta, 1997.

9. Bambang Widjojanto, Political Parties, Constitution and Elections, Association of HTN-HAN Teachers and In-Trans, East Java, 2004.

10. Dafid Held, Model of Democracy, Akbar Tandjung Institute, Jakarta, 2007.

11. David Held, Democracy and Global Order: From Modern States to Metropolitan States, Pustaka Pelajar, Yogyakarta, 2004.

12. Hanta Yuda AR, Political Parties, Elections, Government Coalitions, and Prospects for Democracy, The International Institute Center for Public Policy Research, Indonesia, 2009.

13. Hassan, Legal Politics of Political Party Simplification Arrangements after Reform (Study of Electoral Thereshold in Law No. 12 Year 2003).

14. Hendra Nurtjahyo, Philosophy of Democracy, PT Bumi Aksara, Jakarta, 2008.

15. Hotma P. Sibuea, Principles of the Rule of Law, Policy Regulations, and General Principles of Good Governance, TTP, PT Erlangga Publisher, 2010.

16. Juniarto, *Legal Sources of Constitutional Law in Indonesia*. Liberty, Yogyakarta, 1980.

17. Kaelan, Civic Education, UGM Press, Yogyakarta 2005.

18. **Nugroho, D. A., Elmy, M., & Sulistiani. (2023).** *Civic Education in Higher Education: A Concept and Implementation*. **Amerta Media.**

19. Slamet Soemiarno, Geopolitics of Indonesia, Jakarta, Directorate General of Higher Education, 2006

20. Thesis of Postgraduate Program in Law, Islamic University of Indonesia, Yogyakarta. I Dewa Gede Palguna, Constitutional Complaint (Constitutional Complaint) Legal Efforts against Violations of

Citizens' Constitutional Rights, Sinar Grafika, Jakarta, 2013.

Module number (AKBK 3204)	Module name Introduction to Anthropology		
Type: Compulsory subject / Area of Expertise subject		Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.		Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content creation on introduction to anthropology with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of Introduction to Anthropology 3% Practicum 10% Midterm Exam 35%, 90 minutes End of Semester Exam 35%, 90 minutes			**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. Sarbaini, M.Pd			Semester working hours: 90.67 hours
Additional lecturers involved: -			

Syllabus

The *Introduction to Anthropology* course aims to equip students with a basic and comprehensive understanding of anthropology as a scientific study of humans and culture in its various forms and expressions. Through an interdisciplinary and reflective approach, this course helps students understand the nature of humans as cultural beings who live in complex and diverse social structures. The study of anthropology in this context is also an entry point to understand the dynamics of Indonesian citizenship through the perspective of culture, ethnicity, and social values that develop. Thus, students not only learn theory, but are also trained to examine social and cultural realities critically, adaptively, and empathically in the context of the life of the nation and state.

Students are expected to have the competence to explain the basis and main ideas of anthropology as a science that studies humans in the context of their culture as a whole; identify cultural phenomena, especially in Indonesia through the perspectives of citizenship, cultural anthropology, and ethnology; and express the character of Indonesian culture as a unified form of interrelated values, activities, and cultural products. In addition, students are also able to conclude various cultural activities and expressions of Indonesian society rooted in religious values, customs, science, and art, as part of a plural but cohesive civic identity.

The materials studied in this course include: introduction to the course contract, basic understanding of anthropology, and the relationship between culture and society; exploration of anthropological fields of study such as paleo-anthropology, cultural anthropology, social anthropology, modern anthropology, and their contribution to development; discussion of humans and culture which includes humans as social beings, personality formation, and the dynamics of society and culture; deepening the relationship between culture and social life in the form of society, social groups, kinship systems, ethnic groups, and ethnography; and a conclusion that summarizes culture and human life as a system that is interconnected and forms a framework for understanding citizenship in an anthropological perspective.

Learning goals and qualifications in this module students learn to:

1. Students are able to explain the definition and development of anthropology as the basis for understanding human beings and their culture from a social science perspective. (**C2, A2**)

2. Students are able to explain the relationship between anthropology and culture and show an appreciative attitude towards cultural diversity. (**C2, A3**)

3. Students are able to explain the elements of culture and its relationship with the social dynamics of society. (**C2, A2**)

4. Students are able to describe the concept of cultural anthropology systematically and show interest in the development of cross-cultural knowledge. (**C3, A3**)

5. Students are able to describe social anthropology as a study of the structure and dynamics of society and show openness to interdisciplinary perspectives. (**C3, A3**)

6. Students are able to explain the meaning and function of ethnography as a field study method in anthropology and are able to assess the importance of cultural documentation. (**C2, A3**)

7. Students are able to explain the concept of anthropology citizenship as a form of active participation of citizens based on cultural and social understanding. (**C2, A3**)

8. Students are able to describe cultural citizenship as a reflection of rights and responsibilities in the context of local and global culture. (**C3, A3**)

9. Students are able to express the concept of ethnology citizenship and show a tolerant attitude towards ethnic and cultural diversity. (**C3, A3**)

10. Students are able to discuss case studies of cultural citizenship with logical arguments and oriented towards cultural civilization values. (**C4, A4, P3**)

11. Students are able to discuss anthropological citizenship case studies in groups with a reflective approach and based on contextual data. (**C4, A4, P3**)

12. Students are able to discuss ethnological citizenship case studies and develop ethical recommendations in managing diversity. (**C4, A4, P3**)

13. Students are able to evaluate the existence of cultural, anthropological and ethnological citizenship based on the principles of Pancasila Citizenship. (**C5, A4, P4**)

14. Students are able to formulate the role of cultural citizenship, anthropology, and ethnology as a real contribution in strengthening national character. (**C5, A4, P4**)

Core reading:

1. **Sarbaini, S. (2014, May 24).** *From Wasaka to Taluba: Conceptualization of Banjar Tribe's Noble Values as a Character Figure of Hope 'Urang Banuar' Ethnopedagogy Perspective* **(pp. 537-542).**

2. AndaiYani. 2009. Definition of Personality and According to Experts. http://budakbangka.blogspot.com/> [Accessed in Surakarta on December 14, 2010 at 08.00 WIB])

3. Anne Ahira. 2007. Definition of Society. http//www.AnneAhira.com/>[Accessed in Surakarta on December 14, 2010 at 08.00 WIB])

4. Ihromi, T.O. 2006. Principles of Cultural Anthropology. Jakarta: Yayasan Obor Indonesia.

5. Koentjaraningrat. 2009. Introduction to Anthropology. Jakarta: RINEKA CIPTA Publisher**.**

6. Spredley. James P. 2007. Ethnographic Methods. Yogyakarta: Tiara Wacana

Module number	Module name
(AKBK 3205)	Introduction to Indonesian Law

Type: Subject Area of Expertise	Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	SKS (+Workload in hrs)
Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content Creation on Introduction to Indonesian Law with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of Introduction to Indonesian Law 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. Mariatul Kiptiah, M.Pd.	Semester working hours: 90.67 hours
-	

Syllabus

The Introduction to Indonesian Law course is the initial foundation for students to understand the national legal system that applies in the life of society and the state. The purpose of this course is to form basic knowledge, legal awareness, and systematic legal thinking skills. Students are directed to understand the nature of law as binding rules, and form responsible legal behavior within the framework of civic life.

Competencies built in this course include the ability to explain the meaning and scope of introductory Indonesian law, law as a rule, as well as the elements and characteristics of law. Students are also expected to be able to describe the purpose of law, the basis for binding law, sources of law, and the classification of legal fields coherently. In addition, students will learn to identify legal relationships with other social rules and analyze reasoning in the formation and discovery of Indonesian law logically and critically.

The material studied in this course includes: understanding and scope of introduction to Indonesian law, law as a rule, legal relationship with other social norms, purpose and basis of binding law, sources of law, classification of legal fields, basic concepts of law, process of law formation and discovery, as well as elements and characteristics of law. Through understanding this material, students are expected to have a strong legal awareness and be able to apply it in life as citizens who uphold justice and compliance with the law.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the meaning of Introduction to Indonesian Law conceptually and coherently as a basis for initial understanding of the national legal system. (**C1, A1**)
2. Able to explain the scope of law as a rule that regulates human behavior in society and show a positive attitude towards the importance of legal norms in social life. (**C2, A2**)
3. Able to identify the relationship between law and other rules such as religious norms, morality, and decency, and show curiosity and concern for the interaction between norms. (**C2, A3, P1**)
4. Able to describe the purpose of law based on classical and contemporary theoretical approaches and relate it to the practice of justice in society. (**C3, A3**)
5. Able to describe the basis of legal binding through historical and juridical approaches and show an attitude of openness to the diversity of legal systems. (**C3, A3, P1**)
6. Able to explain various sources of Indonesian law precisely and systematically and show accuracy in classifying legal sources in the practice of scientific writing. (**C2, A2, P2**)
7. Able to suggest the classification of legal fields based on the national legal structure and compile legal classifications in a structured manner in academic assignments. (**C2, P2, A2**)
8. Able to explain the basic concepts in Introduction to Indonesian Law conceptually as the basis for legal thinking systematically. (**C2, A1**)
9. Able to exemplify reasoning in the formation of Indonesian law based on social reality and the normative needs of society. (**C3, A3, P3**)
10. Able to analyze the process of Indonesian legal discovery using various scientific sources and express legal arguments critically and logically. (**C4, P3, A3**)
11. Able to accurately determine the elements of law and explain the role of these elements in the life of the legal community. (**C3, A2**)

12. Able to clarify the elements of law by providing real illustrations based on the practice of laws and regulations. (**C3, P2**)

13. Able to clarify the characteristics of law through comparative discussion with other social norms and show appreciation for the role of law in maintaining order. (**C3, A3**)

14. Able to conclude the characteristics of Indonesian law reflectively and relate it to the characteristics of the national legal system in social dynamics. (**C4, A4, P2**)

Core reading:

1. Abdurraoef, Dr., SH, *"The Quran and the Science of Law"*, Bulan Bintang, Jakarta

2. Achmad Sanusi. *Lecture Series on Introduction to Indonesian Law and Introduction to Indonesian Legal System*. University Publishing, 1958.

3. Algra, Mr, N.E, en K. van Duyvendijk Mr, *"Mula Hukum"*, Binacipta.

4. Burggink, Mr. Drs. Arief Sidharta, SH, *"Reflections on Law"*, PT Aditya Bakti, Bandung,

5. HR. Otje Salman. S. SH, Dr. Prof and Anton F. Susanto, SH., M.Hum *"Legal Theory"*, Refika Aditama, Bandung

6. J.B. Daliyo, SH, 2001, "Introduction to Legal Science: a guide for students", Prenhalindo, Jakarta

7. Kansil, SH, Drs *"Introduction to Indonesian Law and Indonesian Legal System"*, Balai Pustaka

8. Kusumadi Pudko Sejowo. *Guidelines for the Study of the Indonesian Legal System*. Sinar Grafika, Jakarta, 1993.

9. Marwan M as, SH, MH, Introduction to Legal Science, Ghalia Indonesia.

10. Mochtar Kusumaatmadha and B. Arief Sidharta. *Introduction to Indonesian Law*. Alumni, Bandung, 2000.

11. Peter Mahmud Marzuki, SH, MS, LLM, Dr, Prof, "Introduction to the Science of Law", Kencana Pranada Media Group, Jakarta.

12. Ramli Zein, SH, MS, *"Introduction to the Science of Law"*, UIR Press, Pekanbaru

13. Riduan Syahrani, SH. *"Summary of Legal Science"* Citra Aditya Bakti, Bandung

14. Satjipto Rahardjo, SH, Dr. Prof. *"The Science of Law"*, Alumni Bandung.

15. Soedjono Dirdjosisworo, SH. Dr. *"Introduction to the Science of Law"* Rajagrafindo, Jakarta.

16. Soerojo Wignjodipoero, SH. Prof. Dr. *"Introduction to the Science of Law"*, Alumni Bandung

17. Subhi Mahmasani, Dr., 8", Philosophy of Law in Islam", PT Al Ma'arif, Bandung

18. Sudarsono, SH. Drs. *"Introduction to the Science of Law"*, Rineka Cipta, Jakarta

19. Sudikno Merto Kusumo. *Concerning the Law*. Liberty, Yogyakarta, 1999.

20. Sudikno Mertokusumo, SH, Dr. Prof. *"Knowing the Law"*, Liberty, Yogyakarta

21. Utrecht, Mr. E, "*Introduction to Indonesian Law"*, Ichtiar, Jakarta

22. Van Apeldooren, Prof. Mr.L.j, "*Introduction to the Science of Law"*, Pradnya Paramita, Jakarta

23. Van Kan, Prof. Mr. J & Prof. Mr. J.H. Beckhuis, *"Introduction to the Science of Law"*, PT Pembangunan, Jakarta

24. Zainul Akjyar, M. E., Kiptiah, M., & Ruchliyadi, D. A. (2024). Legal awareness of citizens in

preventing forest and land fires (Karhutla) in South Kalimantan Province. *Journal of Ecohumanism, 3*(4), 151 -161.

Module number	Module name
AKBK 3206	Foundations and Concepts of Citizenship Education

Type of course Compulsory	Semester / Rotation 2 / Even	Student capacity: 40
Teaching methods lecture, presentation, paper, discussion, *case method*	Prerequisites for attendance -	Language Indonesian (regular) English (international)

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
1. descriptive rubric (5%) 2. Quiz using ULM E-Learning simari 3% 3. Paper Writing (3%) 4. document review using descriptive rubric (3%) 5. Final exam (35%), 120 minutes 6. Project-based learning in the form of making videos uploaded on the youtube channel (5%) 7. Non-test assessment using descriptive rubric: exploring basic problems and concepts of Civics (3%) 8. Practicum (5%) 9. UAS (35%), 120 minutes	3 (40 hours face-to-face in class + 48 hours structured assignment+ 48 hours of independent assignment = 136 hours in total) **ECTS (+Workload in hrs)** 3 credits (136 hours total: 40 hours face-to-face, 48 hours structured tasks, 48 hours independent tasks)
Module coordinator Dr. Dian Agus Ruchliyadi, M.Pd	Semester week hours: 136
Additional teacher involved: Dr. Dian Agus Ruchliyadi, M.Pd Dedy Ari Nugroho, M.Pd	

Syllabus

The Basic Concepts of Citizenship Education course is an initial study that aims to form the foundation of students' knowledge, attitudes, and skills in understanding the basic concepts of citizenship, the rights and obligations of citizens, and active roles in the life of a democratic nation and state. Students will study various theories of citizenship from political, legal, social, and educational perspectives, as well as understand normative foundations such as Pancasila, the 1945 Constitution, and the principles of constitutional democracy. Through this course, students are expected to have competence as politically, legally, and socially intelligent citizens, and be able to actively participate in democratic life by upholding the values of unity, justice, and human rights. Students will also examine actual issues of citizenship in both national and global contexts, as well as the importance of civic education in building national character and strengthening national integration. The materials presented in this course include: The basic concepts of citizenship, the scope of Civic Education, the basic values of Pancasila, the rights and obligations of citizens in the 1945 Constitution, the concept of state and government, democracy and human rights, globalization and its impact on national identity, and the role of civic education in facing national challenges in the digital and multicultural era.

Learning goals and qualifications in this module students learn to:
After taking this course, students are expected to be able to:

1. Explain the Basic Concepts of Civics (C2,A3)

2. Explain the Foundations, Competencies and Development of Civics (C2, A3)

3. Identify the Principles of Citizenship of the Republic of Indonesia and the Challenges of Civic Education in Higher Education (C2, A3)

4. Civics Education Challenges in Higher Education (C2, A3)

5. Explain Norms, Values, Morals, Attitudes, Morals and the Cognitive Domain (C2, A3)

6. Mention theories of citizenship (C1, A2)

7. Explaining Citizens and Government (C2, A3)

8. Explaining State and Law (C2, A3)

9. Compare Pancasila and UUDNRI 1945 (C5, A4)

10. Describe Democracy and Human Rights Globally (A2, A3)

11. Describe the History of the Indonesian Nation's Struggle, Diversity, Pride as an Indonesian Nation (C2, A3)

12. Analyze Globalization and International Cooperation (C3, A3)

13. Summarize the Ideal Role of Citizens in Politics, Government, Education, Economy and Socio-Culture (C4, A3)

14. Develop National Integration and Nationalism as a Means of Unifying the Nation The Existence and Sovereignty of the Indonesian Nation (C4, A3)

Core readings:
- Taniredja, et al. (2013). Basic Concepts of Citizenship Education. Yogyakarta: Ombak.
- Sapriya, R., & Sundawa, D. (2008). Basic Concepts of Citizenship Education. Bandung: UPI.
- Wahab, A.A., & Sapriya. (2011). Theories and Foundations of Civics Education. Bandung: Alfabeta.
- **Suroto. (2017). Civics as an Embryo of Good Citizenship. Surakarta: UNS Press.**
- **Bedjo & Zainul Akhyar. (2009). Civic Education for PT. Banjarmasin: FKIP ULM**

Module number	Module name		
(AKBK 3207)	Fundamentals of Moral Education		
Type: Compulsory subject / Area of Expertise subject		Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.		Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Attitude assessment 3% Multiple choice quiz 5% Term paper 7% Annotated bibliography/literature review 6% Practicum 9% Midterm Exam 30%, 120 minutes End of Semester Exam 40%, 120 minutes			**SKS (+Workload in hrs)** 3 (40 hours face-to-face in class + 48 hours structured assignment + 48 hours independent assignment = 136 hours in total) **ECTS (+workload in hrs)** 4.8 (40 hours of classroom + 48 hours of structured assignments + 48 hours of independent assignments = 136 hours in total)
Module Coordinator Prof. Dr. H. Sarbaini, M.Pd.			Semester work hours: 136 hours
Additional lecturers involved: -			

Syllabus

The Fundamentals of Moral Education course is an initial study that aims to form the foundation of students' knowledge, attitudes, and skills in understanding, internalizing, and applying moral principles contextually. Students will study basic moral concepts from various perspectives, including philosophy, sociology, religion, and national values, especially within the Pancasila moral framework and moral challenges in the era of technology and information.

Students are expected to have moral, ethical, and moral competencies, attitudes, and characters in accordance with universal values and social norms. Students are also able to identify moral elements based on theories from Bronowski, Durkheim, and morals in Islam, as well as describe moral characteristics and theories from various approaches such as Wahyudi Kumorotomo, Douglas Graham, biological perspectives, and Pancasila moral education in the current context. This competency aims to equip students to become educators who have high moral integrity and are able to convey moral values reflectively, analytically, and relevant to the evolving conditions of society.

The materials presented in the Fundamentals of Moral Education course include: Definition of morals and moralists, comparison of morals with morals, ethics, values and norms, moral elements according to Bronowski namely caring, judging, and action, moral elements according to Durkheim namely sense of discipline, social solidarity, and self autonomy, moral elements in Islam namely faith, taqwa, ihsan, and jihad, moral characteristics according to Wahyudi Kumorotomo, moral characteristics according to Douglas Graham, moral theories according to biological perspectives, Pancasila moral development, the basics of Pancasila moral education, the concept of Pancasila moral education, and moral education theory.

Learning goals and qualifications in this module students learn to:

1. **Be able to explain the meaning of morals and moralists and show a reflective attitude towards the importance of morality in social life.** (C1, A2)

2. **Able to explain the comparison between morals, morals, ethics, values, and norms conceptually and present it in the form of simple visualization.** (C2, P2)

3. **Able to identify the elements of morality according to Bronowski (caring, judging, action) and demonstrate their application in value discussions.** (C2, A2, P3)

4. **Able to identify moral elements according to Durkheim (sense of discipline, social solidarity, self-autonomy) and show cooperative behavior in group work.** (C2, A3)

5. **Able to identify moral elements in Islam (faith, taqwa, ihsan, jihad) and write personal reflections related to their application in daily life.** (C2, P2)

6. **Able to describe moral characteristics according to Ahyudi Kumorotomo and present the results of their analysis orally or visually.** (C3, P2)

7. **Able to describe the concept of morality according to Douglas Graham and assess its relevance in the context of modern ethical dilemmas.** (C3, A3)

8. **Able to explain moral theories from a biological perspective and relate them to the development of human behavior.** (C2)

9. **Able to classify the stages of Pancasila moral development and compile a diagram of moral stages based on Pancasila values.** (C3, P2)

10. **Able to analyze the basics of Pancasila moral education and show concern for strengthening character in education.** (C4, A3)

11. **Able to critically analyze the concept of Pancasila moral education and compile it in the form of a mini curriculum framework.** (C4, P4)

12. **Able to interpret moral education theories and simulate their application through microteaching or class discussion.** (C4, P3)

Core readings:

1. Hamid, Darmadi (2009) Basic Concepts of Moral Education; Basic Concept Foundations and Implementation. Bandung, Alfabeta

2. Mahjuddin, 2004. Basic Concepts of Moral Education. Jakarta: Kalam Mulia.

3. Sarbaini, R., Adawiah, R., & Ainah. (2016). Civics teacher's strategy to instill the character of courtesy in learning Civics Education at SMP Negeri 3 Banjarmasin. *Journal of Citizenship Education*, 6(11), 875-881.

4. Suseno, Franz Magnis. 1993. Basic Ethics Basic Problems of Moral Philosophy. Yogyakarta: Kanisius.

5. Zuriah, Nurul. 2007. Moral and Ethical Education in the Perspective of Change. Jakarta: Bumi Aksara.

Module number (AKBK 3205)	Module name Civil Law	
Type: Compulsory subject/Area of Expertise	Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 3% multiple choice quiz 5% Term paper 7% Critical analytical review of civil law journal documents 6% Practicum 9% Midterm Exam 30%, 90 minutes End of Semester Exam 40%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. H. Harpani Matnuh, M. H.		Semester working hours: 90.67 hours
Nurul Huda, M.Pd		

Syllabus

The Civil Law course is designed to equip students with a thorough understanding of the civil law system applicable in Indonesia. The main objective of this course is to form the basis of conceptual knowledge, analytical skills, and professional attitudes of students in understanding legal relations between individuals, both of a general and special civil nature. Through this course, students are directed to recognize the structure of civil law as part of the national legal system, as well as to develop critical awareness in facing the dynamics of law application in social life.

Competencies developed in this course include the ability to comprehensively understand the meaning of civil law and its scope, including an understanding of the sources of civil law and the applicability of the Civil Code in Indonesia and its systematics. Students are also expected to be able to identify legal subjects, understand the authority to act, and have insight into the civil registration system and family law, both from the perspective of the Civil Code and its comparison with Law Number 1 Year 1974. Furthermore, students are directed to describe the law of objects, including the regulation and division of objects, property rights, bezit, eigendom, and how to obtain rights to objects. Other competencies that are built include an understanding of inheritance law, agreements or agreements, including types and general provisions of agreements, how agreements expire, and various agreements in practice. Students are also required to be able to analyze aspects of proof and expiration as an important part of civil law practice.

The **material** studied in this course includes a description of the understanding of civil law in Indonesia, including the theoretical basis and historical context of the enactment of the Civil Code and the systematics that shape it. Students will study the law of persons and legal entities as legal subjects that have the capacity of rights and obligations, as well as understand the family law system that includes family relations, marriage, and inheritance. Furthermore, the material will focus on the law of objects which discusses the division of objects, property rights, as well as ownership and control. Students will also explore engagement and agreements as part of a reciprocal legal relationship, including general provisions, types of engagement, and how the engagement can end in practice. The discussion will be closed with material on evidence in civil disputes and expiration as a legal institution that limits rights and obligations temporally. Through all of these materials, students are expected to have a strong foundation to understand and apply the principles of civil law in academic and practical contexts as future responsible legal professionals.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the meaning of civil law in Indonesia conceptually as a foundation for understanding legal relations between individuals. (**C1, A1**)
2. Able to explain the applicability of the Civil Code in Indonesia and its systematics and show a critical attitude towards the development of the national civil law system. (**C2, A2**)
3. Able to identify the legal systematics of persons as legal subjects and show a responsible attitude in understanding the capacity of legal subjects in civil practice. (**C2, A2, P1**)
4. Able to identify the systematics of legal entities appropriately and show curiosity about the position and function of legal entities in society. (**C2, A2, P1**)

5. Able to identify family law systematics based on the Civil Code and Law Number 1 Year 1974 and show an open attitude towards comparative legal systems. (**C2, A3**)

6. Able to describe the law of objects in the Civil Code systematically and show the ability to classify the types of objects and property rights. (**C3, P2**)

7. Able to describe inheritance law based on the provisions of the Civil Code and show a fair attitude in understanding the rights of heirs in a social context. (**C3, A3**)

8. Able to explain engagement or agreement as the core of civil relations and show accuracy in identifying the elements of an agreement. (**C2, A2, P2**)

9. Able to explain the general provisions and types of agreements in the Civil Code and prepare an agreement scheme in the form of assignments or simulations. (**C2, P3**)

10. Able to analyze how agreements end and the types of agreements in life practices and show the ability to think reflectively in making legal decisions. (**C4, A4, P3**)

11. Able to analyze evidence in civil law logically and systematically and show accuracy in reviewing evidence and evidence. (**C4, A3, P3**)

12. Able to analyze expiration as a legal institution that limits rights and obligations and shows a disciplined attitude towards the importance of deadlines in legal relations. (**C4, A3**)

Core reading:

1. Law of Obligation, Obligations Born of Agreement I, II. Citra Aditya Bhakti, Bandung 1996.

2. Law of Bonds. Liberty, Yogyakarta, 1985.

3. J. Satrio, Cessie, Subrogatie. Compensatie and Commingling of Debts. Alumni, Bandung, 1991.

4. Mariam Darus Badru/Zaman, Various Business Laws. Alumni, Bandung, 1996.

5. **Matnuh, H. (2016). Legitimation of Consumer Dispute Resolution Agency in solving consumer disputes based on Act Number 8 Year 1999 about Consumer Protection.** *Journal of Law, Policy and Globalization*, *47*, 1.

6. Principles of Personal Guarantee and Security Law. Liberty, Yogyakarta, 1985.

7. Sri Soedewi Masychun Sofwan, Prof. Dr. Law of Private Entity. Liberty, Yogyakarta, 1985.

8. Subekti. Various Agreements. Alumni, Bandung, 1981.

9. Volmar. Introduction to the Study of Civil Law Volume I, II. Rajawali, Jakarta, 1983.

Module number (AKBK 3209)	Module name Civic Science	
Type: Compulsory subject / Area of Expertise subject	Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Attitude assessment 3% Multiple choice quiz 5% Paper 7% Annotated bibliography/literature review 6% Practicum 9% Midterm Exam 30%, 120 minutes End of Semester Exam 40%, 120 minutes		**SKS (+Workload in hrs)** 3 (40 hours face-to-face in class + 48 hours structured assignment + 48 hours independent assignment = 136 hours in total) **ECTS (+workload in hrs)** 4.8 (40 hours of classroom + 48 hours of structured assignments + 48 hours of independent assignments = 136 hours in total)
Module Coordinator Dr. Dian Agus Ruchliyadi, S.Pd., M.Pd.		Semester working hours: 136 hours
Additional lecturers involved: Nurul Huda, M.Pd		

Syllabus

Citizenship Science is a basic course that equips students with conceptual knowledge about the nature of citizenship in the scientific, legal, and socio-political praxis dimensions. This course aims to foster a thorough understanding of the identity of Indonesian citizenship, the dynamics of citizenship legislation, as well as the relationship between citizens and the state and public life in an active and responsible manner. Through a scientific and normative approach, students are expected to have analytical skills and a reflective attitude in understanding contemporary citizenship issues in Indonesia and in the global context.

The main competencies in this course include the ability to understand the definition of Citizenship Science along with its characteristics and scope, as well as analyze the relationship between Citizenship Science with Political Science and Civic Education. Students are also expected to be able to identify and explain basic concepts of citizenship such as citizens, residents, foreigners, people, and nations, and be able to examine the development of citizenship regulations in Indonesia including how to obtain and lose citizenship status. Furthermore, students are required to describe various other aspects of citizenship law and policy, such as immigration, science, as well as the position of citizens in relation to the state, the rights and obligations of citizens, legal awareness, compliance, and the role of citizens in socio-political life and public policy.

The material in this course includes the definition of Citizenship Science, its characteristics and scope of study, along with a relational discussion with political science and Civic Education as part of applied social science. Students will study basic concepts such as citizens, residents, foreigners, people, and nations in a juridical and sociological perspective. Further material covers the development of the Citizenship Law in Indonesia, from history to the latest regulations, including procedures for obtaining and losing citizenship status. The discussion is extended to other related regulations, such as immigration, the rights and obligations of citizens, and the strategic role of citizens in the life of the state. Aspects of legal awareness, citizen compliance with the law, and citizen involvement in responding to government policies and social issues are also an important focus in this study. Through this material, students are expected to not only understand the theoretical aspects of citizenship, but also be able to apply them critically in the context of the life of the nation and state.

Learning goals and qualifications in this module students learn to:

1. Able to explain the meaning of Citizenship Science, characteristics, and scope of study coherently and show an enthusiastic attitude towards the importance of citizenship literacy in the life of the state. **(C1, A2)**
2. Able to explain the relationship between Citizenship Science with Political Science and Civic Education and present the relational analysis systematically. **(C2, P2)**
3. Able to identify the meaning of citizen, resident, foreigner, people, and nation in a juridical perspective and show a tolerant attitude towards the plurality of citizenship status. **(C2, A3)**
4. Able to identify the development of the Citizenship Law of the Republic of Indonesia chronologically and logically. **(C2, P1)**
5. Able to identify procedures for obtaining and losing citizenship of the Republic of Indonesia and show skills in presenting them in the form of legal diagrams or schemes. **(C2, P2)**
6. Able to describe the scope of other citizenship laws, such as Indonesian immigration, and demonstrate the ability to read and interpret basic legal documents. **(C3, P2)**

7. Able to describe the relationship between citizenship and science and show curiosity towards the development of the concept of civic knowledge in a global context. **(C3, A3)**
8. Able to explain the relationship between citizenship and politics analytically and show active involvement in the discussion of contemporary citizenship issues. **(C2, A3)**
9. Able to explain the reasoning of citizens' rights and obligations in the life of a state and present contextual applicative examples. **(C2, P2)**
10. Able to analyze the level of awareness of citizens in the life of the nation and state and express a critical attitude towards the practice of civic participation in society. **(C4, A3)**
11. Able to analyze the awareness and legal compliance of citizens in the context of the rule of law and show a principled attitude in responding to legal norms. **(C4, A3)**
12. Able to analyze the role of citizens in relation to government policies and community problems and communicate the results of their analysis in the form of short scientific writing. **(C4, P3)**

Core readings:
1. Diamond, Stanley E, Pfreger, Elmer, Fm, 1972. Civics for Citizens. JB Lippincot Company
2. Harun Utuh, 1999. Legal Awareness of the Rights and Obligations of Citizens. Publisher of Civics Laboratory FKIP UNLAM, Banjarmasin.
3. J. T. Prasetya, 1980. A Practical Guide to Resolving Your Citizenship Problems. Publisher of PT Gramedia, Jakarta.
4. Koerniatmanto Soetoprawiro, 1996. Citizenship and Immigration. Publisher of PT. Gramedia, Jakarta
5. Kuncoro Purbopranoto, 1977. Basics of Citizens' Relationship with the Government. University Press, Surabaya.
6. Miriam Budiardjo, 1981. Participation and Political Parties. Gramedia, Jakarta.
7. Numan Somantri, 1976. Methods of Teaching Civics. Erlangga, Jakarta.
8. Numan Sumantri, 1992. Problems of Figure and Development of Civics in the FIPS Curriculum, Primary and Secondary Education. Publisher of IKIP, Bandung.
9. **Ruchliyadi, D. A., Nugroho, D. A., Maulana, M. F., & Ridha, M. K. (2023). The implementation of a school based on a wetland environment from an ecological citizenship perspective. *PINUS: Journal of Learning Innovation Research*, *9*(1), 44-53.**
10. Soeryono Soekanto, 1982. Legal Unity and Legal Compliance. Rawali, Jakarta.
11. Sudargo Gutama, 1987. Citizens and Foreigners. Alumni, Bandung.
12. Suria Kusumah, 1992. Introduction to Civics and Citizen Problems (First Part). Publisher of IKIP, Bandung.
13. Udin S. Winataputra, 1999. The Development of Civics as a Vehicle for Democracy Education. Publisher CICED, Bandung.

3th Semester

Module number	Module name
AKWF2305	**School Management and Administration**

Type of course	Semester / Rotation	Student capacity:
Compulsory	3/ Odd	90

Teaching methods	Prerequisites for attendance	Language
Case study, project	None	Bahasa and English

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
Project 1 (40%) UTS (30%) UAS (30%)	2 (26.67 face-to-face hours, 32 hours of structured assignments, 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hrs)** 3.2 (26.67 face-to-face hours, 32 hours structured tasks, 32 hours independent tasks = 90, 67 hours)

Module coordinator Team	Semester week hours: 90 hours

Additional teacher involved: Team

Syllabus

Students are able to gain knowledge and understanding of the basic concepts and scope of school management and administration, organization of educational institutions, learner management, curriculum, educational personnel, educational facilities, educational financing, relations between educational institutions and the community and the management of educational institutions, educational leadership, educational supervision, and educational quality managementTopics include:

1. Knowledge of School Management and administration
2. Organizational learning of educational institutions
3. School management
4. Language learning process
5. Psychological approaches to language learning
6. Linguistic approach
7. Financing education
8. Education with society
9. Management of educational institutions
10. Supervision
11. Quality of education

Upon completion, students will be able to:
1. Students are able to analyze the principles of school management critically), show an attitude of responsibility in group discussions (and compile school management analysis reports systematically (C4 - A3 - P4).
2. Students are able to explain the concept of educational administration appropriately, show concern for the importance of good governance and design school administration that is relevant to the needs of the institution. (C2 - A3 - P5)
3. Students are able to evaluate management functions in school organizations, appreciate different

views in school planning and develop school data-based management strategies collaboratively. (C5 - A3 - P4)
4. Students are able to identify the role of school principals in education management, demonstrate respect for ethical leadership and simulate leadership practices in school scenarios. (C1 - A2 - P5)
5. Students are able to apply school administration theories in real contexts, have a commitment to improving the quality of education and create school administration instruments such as agenda books and daily reports (C3 - A4 - P3)
6. Students are able to compare school management models, show openness to innovation in management and design management models that are suitable for certain school characteristics. (C4 - A3 - P5)
7. Students are able to formulate school vision and mission appropriately, actively participate in reflective discussions on educational values and develop school strategic planning documents. (C6 - A4 - P4)

Core readings:

1. Aslamiah. (2019). Excellent Education in the Era of Industrial Revolution 4.0. Professor inauguration speech
2. Barnawi and Mohammad Arifin. (2014). Improving the performance of school supervisors. Yogyakarta: Arr-Ruzz Media
3. Burhanuddin, Supriyanto, Eka P (2019). Organizational Culture and Leadership. Malang: State University of Malang
4. Burhanuddin. 1994. Administrative Analysis of Educational Management and Leadership. Jakarta: Bumi Aksara
5. Dadang S. (2010). Professional Supervision. Bandung: Alfabeta
6. Daryanto, HM (2010). Education Administration. Jakarta: PT Rineka Cipta
7. Donni JP & Rismi S. (2014). Supervision Management and School Principal Leadership. Bandung: Alfabeta
8. Effendi, O. 1986, Leadership and Communication. Yogyakarta: Kanisius
9. Husaini.U. (2019). Administration, Management, and Educational Leadership. Jakarta: Bumi Aksara
10. Kartono, K.1995. Leader and Leadership.Jakarta: PT Raja Grafindo
11. Makawimbang, Jerry H. (2011). Supervision and Education Quality Improvement. Bandung: Alabeta
12. Muflihin, Muh. Hizbul. (2015). School Administration. Klaten: CV. Gema Nusa
13. Mulyono (2010). Management of Education Administration and Organization. Yogyakarta: Ar-Ruzz
14. Rusmiyati, Aliyyah Rusi. (2018). Management of Educators and Education Personnel. South Jakarta: Polimedia Publishing
15. Sagala, Saiful. (2012) Contemporary Education Administration. Bandung: Alfabeta.
16. Suharsaputra, Uhar (2013). Education Administration. Bandung: PT. Raika Aditama
17. Suriansyah, A (2014) Effective school principal leadership Yogyakarta:
18. Suriansyah, A. (2015). Management of School Relations with the Community in the Framework of Community Empowerment. Jakarta: Raja Grafindo Persada
19. Suriansyah. A (20....) Professor Inauguration Speech
20. Hoy, Wayne K. & Miskel, Cecil G. (2012). Educational Administration; Theory, Research and Practice 9th edition. New York: McGraw-Hill International.
21. Directorate of Education Personnel Development for Primary and Secondary Education Directorate General of Teachers and Education Personnel (2017). Work Guidelines for School Administrative Personnel. Jakarta: Ministry of Education and Culture.

Module number	Module name
AULM-1315	Introduction to Wetland Environment

Type of course Compulsory	Semester / Rotation 3 / Odd	Student capacity: 100
Teaching methods lecture, discussion, *case* solving (*case method*)	Prerequisites for attendance -	Language Indonesian (regular) English (international)

Type of examination (Final Grade Composition)	SKS (+Workload in hrs) 2 (26.67 hours face-to-face, 32 hours structured assignments, and 32 hours independent assignments = 90.6 hours in total)
Type of examination (Final Grade Composition) Group Presentation (10%) Paper (20%) UTS (30%), 100 minutes UAS (40%), 100 minutes	**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face, 32 hours structured assignments, and 32 hours independent assignments = 90.6 hours in total) **ECTS (+Workload in hrs)** 3.2 (26.67 hours face-to-face, 32 hours structured tasks, and 32 hours independent tasks = 90.6 hours in total)
Module coordinator Prof. Dr. Deasy Arisanty, M.Sc	Semester week hours: 90.6
Additional teacher involved:	

Syllabus

The Introduction to Wetland Environment course **aims to** provide an in-depth understanding of wetlands, types of wetlands, types of swamps, types of peatlands, mangrove lands and artificial wetlands. In addition, it provides students with an understanding of the characteristics, potential and problems of each wetland condition, as well as the utilization of wetlands by the community. **Competencies** that will be achieved and mastered by students are that students are able to understand and analyze the basic concepts, functions, and biodiversity of wetland environments and their use by the community. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting. **The material presented** is the concept of wetland environment, swampland environment, peatland environment, mangrove land environment, artificial wetland environment.

Learning goals and qualifications in this module students learn to:
1. Be able to analyze and discuss the basic concepts of wetland environment professionally and creatively both independently and in groups (C4, A2).
2. Be able to analyze and discuss about swamp land environment (C4, A2)
3. Able to analyze and discuss about peatland environment (C4, A2)
4. Able to analyze and discuss about mangrove land environment (C4, A2)
5. Able to analyze and discuss about artificial wetland environment (C4, A2)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 =

Analysis: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of materials or methods.

Core readings:

1) **Mitsch, W. J. (Ed.). (2005). Wetland creation, restoration, and conservation: The state of science.**
2) **Scholz, M. (2015). Wetland systems to control urban runoff. Elsevier.**
3) **Gerbeaux, P., Finlayson, C. M., & Van Dam, A. (2018). Wetland classification: overview. The Wetland book I: Structure and function, management and methods, 1461-1468.**
4) **Finlayson, C. M., Everard, M., Irvine, K., McInnes, R. J., Middleton, B. A., Van Dam, A. A., & Davidson, N. C. (Eds.). (2018). The Wetland Book: I: Structure and Function, Management, and Methods. Dordrecht: Springer Netherlands.**
5) **Arisanty, D. (2020). Peatland fires: Causal Factors and Mitigation. Social Studies Education Study Program. Lambung Mangkurat University. Banjarmasin**
6) **The role of community and government on peatlands: Efforts to Prevent Land Fires. Jendela Publishing. Bandung.**
7) **Davidson, N. (2018). Wetland losses and the status of wetland-dependent species. In The wetland book II: distribution, description, and conservation (pp. 369-381). Springer.**
8) **Finlayson, C., Milton, G. R., & Prentice, R. C. (2018). Wetland types and distribution. In The wetland book II: Distribution, description and conservation (pp. 19-35). Springer.**
9) **De Groot, D., Brander, L., & Finlayson, C. M. (2018). Wetland ecosystem services. In The wetland book I: Structure and function, management and methods (pp. 323-333). Springer.**
10) **Puspita, L. (Ed.). (2005). Artificial wetlands in Indonesia. Wetlands International, Indonesia Program: DG PHKA**

Module number (AKBK 3311)	Module name Constitutional Law	
Type: Compulsory subject / Area of Expertise subject	Semester/Rotation 2/Even	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content creation on Constitutional Law issues with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary Constitutional Law issues 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Muhammad Elmy, M.Pd.		Semester work hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

The *Constitutional Law* course aims to equip students with an in-depth understanding of the structure, basic principles, and dynamics of the constitutional system of the Republic of Indonesia, both theoretically and practically. Through this learning, students are expected to have the competence to internalize key terms, basic concepts, and the relationship between Constitutional Law and other sciences with an object on the state, as well as formal legal sources in personal, social, and global life. In addition, students are trained to apply the concepts of constitutional law in identifying and analyzing various sources of formal law, including the Constitution, organic laws, conventions, treaties, and regulations established under MPRS Tap No. XX/MPRS/1966.

This course also encourages the use of information technology in understanding the government system according to the 1945 Constitution, regional government, and the guarantee of human rights in the constitution as part of the practice of lifelong learning. Not only that, students are fostered to be able to work independently and collaboratively across disciplines in concluding important issues such as elections, citizenship, and legislative techniques. Learning is focused on developing critical attitudes, academic integrity, and constitutional awareness as part of the competence of active and responsible citizenship.

The materials presented in the Constitutional Law course include: the term Constitutional Law, the definition of Constitutional Law, the relationship between Constitutional Law and other sciences with objects on the state, formal legal sources of Constitutional Law, Law (UU), the Constitution (UUD), regulations that can be formed based on the 1945 Constitution according to MPRS Tap No. XX/MPRS/1966 and its contents. XX/MPRS/1966 along with its content and scope, conventions as a source of formal law, treaties as a source of formal law, constitutional history, the system of government of the Republic of Indonesia based on the 1945 Constitution, regional government, human rights in the 1945 Constitution, general elections, citizenship, and legislative techniques.

Learning goals and qualifications in this module students learn to:

1. **Be able to define the terms and definitions of Constitutional Law and show an orderly attitude in using legal terms appropriately in academic and social contexts. (C1, A2)**
2. **Able to explain the relationship of Constitutional Law with other sciences that have an object on the state and foster multidisciplinary awareness in understanding the constitutional system. (C2, A2)**
3. **Able to identify and classify formal legal sources of Constitutional Law (including laws and constitutions) and show an appreciative attitude towards constitutional values. (C2, A2)**
4. **Able to explain and analyze the regulations that can be formed based on the 1945 Constitution according to MPRS Tap No. XX/MPRS/1966 and their content and scope argumentatively. (C4, A3)**
5. **Able to analyze the type and role of conventions and treaties as a source of formal law of Constitutional Law and show responsibility in group discussions. (C4, A2, P2)**
6. **Able to chronologically express the history of Indonesian constitutionalism and appreciate the process of constitutional change as part of the dynamics of democracy. (C2, A3)**
7. **Able to give examples of the government system of the Republic of Indonesia based on the 1945 Constitution and evaluate constitutional practices in state life. (C3, A3, P2)**

8. **Able to explain the local government system based on the principles of autonomy and decentralization and foster concern for regional development. (C3, A3)**

9. **Able to describe the regulation and guarantee of human rights in the 1945 Constitution and show empathy for issues of human rights violations. (C3, A3)**

10. **Able to explain the principles of general elections in the Indonesian constitutional system and show active participation in voter education simulations. (C2, A3, P2)**

11. **Able to express the provisions of Indonesian citizenship and show an inclusive attitude towards different citizenship backgrounds. (C2, A2)**

12. **Able to elaborate more deeply on the principles of citizenship in a global and national context. (C3)**

13. **Able to provide examples of legislative techniques that are in accordance with the rules for the formation of laws and regulations and apply them in a simple simulation. (C3, P3)**

14. **Able to draft simple regulations as an advanced understanding of legislative techniques and demonstrate accuracy and technical skills in legal practice. (C4, P4)**

Core readings:

1. **Akhyar, Z., Elmy, M., Winarso, H. P., & Huda, N. (2022).** *Analysis of the development of the concept of the rule of law in Indonesia from the proclamation era to the post-reform era*. **Journal of Civic Education, 12(2), 123-132.**

2. G. Y. Wolhoff, *Introduction to the Science of Indonesian Constitutional Law*. Timun Mas, Jakarta, 1960.

3. Moh. Koesnardi and Harmayly Ibrahim, *Introduction to Constitutional Law in Indonesia*. Faculty of Law UI, Jakarta, 1983.

4. Juniarto, *Legal Sources of Constitutional Law in Indonesia*. Liberty, Yogyakarta, 1980.

5. Joeniarto, *History of Indonesian State Administration*. Bina Aksara, Jakarta, 1983.

6. Sudargo Gautama, *Citizens and Foreigners*. Alumni, Bandung, 1987.

7. Usep Rana Wijaya, *Constitutional Law. The Basics*. Ghalia Indonesia, Jakarta, 1983.

8. CST. Kansil, *Indonesian Citizenship Law*. Pradnya Paramita, Jakarta, 1983

9. Ismail Suny, *The Shift of Executive Power*. Aksara Baru, Jakarta, 1977.

10. Bambang Yudoyono, *Regional Autonomy*. Sinar Harapan, Jakarta, 2000.

11. Moh. Tolhah Mansyur, *Discussion of Some Aspects of Executive and Legislative Power in Indonesia*. Pradnya Paramita, Jakarta, 1977.

12. Sri Sumantri, *About State Institutions according to the 1945 Constitution*. Alumni, Bandung, 1977.

Module number (AKBK 3312)	Module name **State of Law and Democracy**	
Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method 1. Lecture 2. Discussion 3. Project Based Learning 4. Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	**SKS (+Workload in hrs)**
Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content Creation on Democracy Issues in Indonesia with Anchor 3% Application Bibliographic Annotation of Rule of Law and Democracy 3% Literature review 3% Analysis of contemporary issues of the rule of law and democracy 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Sarbaini, M.Pd	Semester working hours: 90.67 hours
Additional lecturers involved: Muhammad Elmy	

Syllabus

The State of Law and Democracy course is one of the compulsory courses for students of the Pancasila and Citizenship Education Study Program. This course has a weight of 2 credits. As one of the essential courses, this course **aims to** provide knowledge and learning experiences for students in order to have the ability and skills to examine aspects related to the concepts and insights of the rule of law and democracy, and is expected to meet the challenges and dynamic conditions in the future. This course is very important for students to learn because it has a broad content of foresight and insight, has an analytical discussion of various difficulties that may occur in the field, and has additional material on the State of Law and Democracy to strengthen their state knowledge.

Learning competencies and qualifications in this module, students learn to:

1. Internalize an understanding of the rule of law and democracy as a concrete manifestation of the values of Pancasila and the spirit of Wasaka in personal, social, and global life.
2. Mention aspects related to the concepts and insights of the rule of law and democracy.
3. Able to explain the challenges and dynamic state of law and democracy by utilizing information and communication technology and committing to lifelong learning.

This course discusses the understanding of the concepts of the State of Law and Democracy, the history of the development of the State of Law, the conception of the State of Law (*Rechstaate and Rule of* Law), the State of Law, the State of Law in Indonesia, and the understanding and nature of Democracy.

Learning goals and qualifications in this module students learn to:
1. Able to explain the Definition of the Concept of the Rule of Law and Democracy **(C1, A2)**
2. Able to explain the History of the Development of the Rule of Law **(C2, A2)**
3. Able to explain the Conception of the State of *Law* (*Rechstaate and Rule of Law*) **(C4, A3)**
4. Able to describe the Rule of Law **(C3, A3)**
5. Able to describe the Rule of Law in Indonesia **(C3, A3)**
6. Able to explain the Definition and Nature of Democracy **(C2, A2)**
7. Able to explain the Definition and Nature of Democracy **(C2, A2)**
8. Able to describe and understand various kinds of democracy **(C3, A3)**
9. Able to explain the concept of democracy **(C3, A3)**
10. Able to describe and understand the History of Democracy Development **(C3, A3)**
11. Able to describe and understand the Democracy System in Indonesia **(C3, A3, P2)**
12. Able to explain the Relationship between Democracy and the Rule of Law **(C4, A3)**
13. Able to understand Democracy, Rule of Law and Global Order **(C3, A3)**

Core readings:
1. Budiardjo, Miriam, 1986. *Basics of Political Science*. Jakarta. Raja Grafindo Persada.
2. Franz Magnis-Suseno. 1997. *Political Ethics: Basic Moral Principles of Modern Statehood*. Jakarta: Gramedia.
3. Jimly Asshiddiqie. 2011. *Indonesian Constitution and Constitutionalism*. Jakarta: Constitution Press
4. Hans Kelsen. 2006. *General Theory of Law and State* (translation). Bandung: Nusa Media.
5. Held, David, 2004. *Democracy and Global Order, from the Modern State to Cosmopolitan Governance*. Yogyakarta. Pustaka Pelajar Publishing.
6. Mahfud MD. 2009. *Building Legal Politics, Upholding the Constitution*. Jakarta: LP3ES.
7. Miriam Budiardjo**.** 2008. *Basics of Political Science*. Jakarta: Gramedia.
8. Nurtjahyo, Hendra, 2005. *State Science. Development of State Theory and Supplements*. Jakarta. Raja Grafindo Persada.
9. Satjipto Rahardjo. 2009. *A State of Law that Makes Its People Happy*. Yogyakarta: Genta Suheno, 1985. *The Science of the State*. Jakarta. Bumi Aksara.
10. Sarbaini, Elmy, M. 2019. The State of Law and Democracy. Banjarmasin: P3AI Unlam.

Module number (AKBK 3334)	Module name **Information and Communication Techniques**	
Type: Elective Course	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Structured Paper Assignment 3% ICT Bibliography Annotation 3% Learning Video Project 3% Analysis of contemporary issues ICT challenges in Indonesia 3% Practicum 10% Midterm Exam 35%, 90 minutes End of Semester Exam 35%, 90 minutes	**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. Dian Agus Ruchliyadi, M.Pd	Semester working hours: 90.67 hours

Additional lecturers involved: Dedy Ari Nugroho, M.Pd

Syllabus

This course **aims to** provide a basic understanding of information and communication techniques and skills in using ICT tools to support learning, work, and professional communication.

Learning competencies and qualifications in this module, students learn to:

1. Understand the definition of information and its benefits, social methods and functions of information techniques, negative impact of information, positive impact of information.
2. Identify the purpose and benefits of blogs, globalization of information media, media intelligence, globalization affecting social media
3. Describe the mass media system, the need for mass media in the state and society, encouraging the growth of mass media, and the benefits of technology at large, and the benefits of communication at large
4. Designing communication in various fields

This ICT course contains **material** related to the scope of: Basics of information and communication techniques, Information and communication skills, Active listening, Interpersonal communication, Technology in communication, Communication ethics, Communication in education, Effective presentation, Intercultural communication, Mass communication, Persuasive communication, Communication in negotiation and conflict, Political communication, Visual communication combinations.

Learning goals and qualifications in this module students learn to:
1. Be able to explain the basics of information and communication techniques **(C2, A2)**
2. Be able to explain information and communication skills **(C2, A3, P2)**
3. Be able to identify active listening **(C2, A3)**
4. Be able to demonstrate interpersonal communication **(C3, A3, P2)**
5. Able to describe technology in communication **(C3, A3)**
6. Able to identify communication ethics **(C2, A3)**
7. Able to describe communication in education **(C3, A2)**
8. Able to apply active presentation **(C3, A3, P3)**
9. Able to explain intercultural communication **(C2, A3)**
10. Able to explain mass communication **(C2, C4)**
11. Able to apply persuasive communication **(C3, A3, P3)**
12. Able to design communication in negotiation and conflict **(C4, A3, P3)**
13. Able to apply political communication **(C3, A3)**
14. Able to combine visual communication **(C4, A3, P4)**

Core reading:

1. Antonym.Online.id.wikipedia.org/wiki.Technology_Information_Communication.(Accessed on March 16, 2013)
2. Online antonyms id.wikipedia.org/wiki/Technology_information.(Accessed March 16, 2013)
3. Antonym.Online barzet-alexania.blogspot.com/p/.Definition-Communication-Technology.(Accessed on March 16, 2013)
4. Antonyms.Online opr3kkomd4.wordpress.com.Definition-Technology-Communication.March 03, 2010
5. Antonym.Online computers-inc.blogspot.com.Pengertian-Teknologi-Information.March 2012.(Accessed on March 16, 2013)
6. Antonym.Online himaka-ayurohmatul.blogspot.com.Macam-Macam-Tik-Device.February 2012.(Accessed on March 16, 2013)
7. Antonyms.Online radiogardafm.blogspot.com.Kinds-of-Information-Technology-and-Communication-Technology. April 2012. (Accessed on March 16, 2013)
8. Ministry of Communication and Information of the Republic of Indonesia. (2021-2024). *National Digital Literacy Module* (Digital Ethics, Digital Culture, Digital Proficiency, and Digital Security series).
9. Nasrullah, Rulli. (2022). *Digital Communication*. Jakarta: Kencana.
10. **Nugroho, Dedy Ari & Wiranata, Irawan Hadi**. **(2021). Rectoverso Education And Technology: Digital Track Of Adaptive Covid-19 Civic Education Learning.** *PINUS Journal: Journal of Learning Innovation Research***, 7(1), 43-52.**
11. Rifai, Muhammad. Online muhammadirfai.wordpress.com.Macam-Macam-Tik-Tools-and-Function. April 23, 2012. (Accessed on March 16, 2013)

Module number AKBK 3313	Module name **Social Science Education**	
Type: Compulsory Course	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	**SKS (+Workload in hrs)**
Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Structured paper assignment 3% Social Studies Bibliography Annotation 3% Learning Video Project 3% Analysis of contemporary social studies education implementation issues 3% Practicum 10% Midterm Exam 35%, 90 minutes Final semester exam 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Drs. Heru Puji Winarso, M.Si., M.AP	Semester work hours: 90.67 hours
Additional lecturers involved: -	

Syllabus

This course discusses and explores various concepts and materials about Social Science Education, social methods, social method problems that exist in society and the resolution of social method problems, the lessons in integrated social studies about the understanding of integrated social studies, understanding of high school social studies learning about history, geography and economics sociology, the history of social studies learning in Indonesia and in other countries and the rationale for studying social studies.

Learning competencies and qualifications in this module, students learn to:

1. Internalize the concept of Social Science Education and social methods in personal, social, and global life.
2. Utilize information and communication technology to describe the problems of social methods that exist in society and problem solving as part of lifelong learning.
3. Apply integrated social studies concepts in explaining the understanding of history, geography, economics, and sociology lessons at the high school level logically and systematically.

This course contains **material** related to the scope of:

1. Definition of social law, problems and resolution of social law in society.
2. Pancasila Moral Education
3. Integrated Social Studies
4. Social studies lessons in confederated junior high schools
5. Social studies lessons in high school that are separated which includes the subjects of history, economics and geography and sociology.
6. The nature of social studies education
7. History of Social Studies in Indonesia and the World
8. Social Studies Rationale
9. Rationale of social studies lessons in everyday life
10. the complex relationship of social studies education with mass media
11. Characteristics of social studies education
12. Government regulations related to social studies

Learning goals and qualifications in this module students learn to:

1. Be able to understand social science **(C2, A2)**
2. Able to understand social rules **(C2, A2)**
3. Be able to understand Pancasila moral education **(C2, A2)**
4. Able to describe and understand integrated social studies education for elementary school **(C3, A2)**
5. Able to understand social studies education for junior high school **(C2, A2)**
6. Able to describe and understand social studies education for high school **(C3, A2)**
7. Able to describe and understand the nature of social studies education **(C3, A3)**
8. Able to understand the History of Social Studies in Indonesia and in other countries **(C2, A2)**
9. Able to understand and describe the rationale for studying social studies **(C3, A3)**
10. Able to understand the need for mass media for learning social studies education **(C2, A2, P2)**
11. Able to understand the characteristics of social studies education **(C2, A3)**
12. Able to understand the regulations related to social studies **(C2, A2)**

Core readings:

1. Asnawi, Z and Nasution, N, 2004 assessment of Learning Outcomes, Jakarta; Directorate General of Higher Education Depdikbud
2. **Fatimah, Sarbaini, Winarso, HP. 2020. Rights and Obligations of Warukin Dayak Women. Journal of Citizenship Education 9 (1), 11-18**
3. Muhammad. Online muhammadirfai.wordpress.com.*Macam-Macam-Tik-Tools-and-Function*. April 23, 2012. (Accessed on March 16, 2013)
4. Winarso, HP. 2005. Sociology of Mass Communication. Jakarta: Prestasi Pustaka

Module number AKBK 3314	Module name **Customary Law**	
Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 3% quizzes using ULM E-Learning simari 5% Structured Paper Assignment 7% Literature Review 6% Mini Research Project 9% Midterm Exam 30%, 90 minutes End of Semester Exam 40%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. Rabiatul Adawiyah, M.Si		Semester working hours: 90.67 hours
Additional lecturers involved:		

Syllabus

This course discusses the principles, characteristics, and development of Customary Law as an unwritten legal system that grows and lives in Indonesian society. The study includes the principles of customary law, the legal system of family, inheritance, land, as well as customary institutions that are an integral part of the life system of local communities. Students are invited to understand the position of customary law in the national legal system, its role in dispute resolution, and the challenges of its preservation in the context of modernization and legal pluralism. Learning also emphasizes the analysis of customary law practices in various regions in Indonesia, including their relevance to the concepts of restorative justice, local wisdom, and sustainable legal development.

Learning competencies and qualifications in this module, students learn to: Demonstrate a deep understanding of the legal system in society and the ability to adapt to customary law with a professional, creative, and innovative attitude, both independently and in groups, identify insights into traditional structures in society, customary land law, and transactions related to land, and be able to describe personal law, kinship law, marriage law, inheritance law, customary inheritance systems, customary criminal law (customary delicts), and the development of customary law by utilizing information and communication technology and being committed to lifelong learning.

This course contains **material** related to the scope of:
 1. Legal system in society
 2. Adaptability of customary law
 3. Insight into traditional structures in society
 4. Customary land law
 5. Transactions related to land
 6. Personal law
 7. Kinship law
 8. Marital law
 9. Inheritance law
 10. Customary inheritance system
 11. Customary criminal law (customary offense)
 12. The development of customary law

Learning goals and qualifications in this module students learn to:
 1. Be able to explain the legal system in society. (**C2, A2**)
 2. Able to explain the adaptability of customary law. **(C2, A3)**
 3. Able to identify insights into traditional structures in society. **(C1, A2)**
 4. Able to identify customary land law. **(C1, A2)**
 5. Able to identify transactions related to land. **(C1, A2, P2)**
 6. Able to describe personal law. **(C2, A2)**
 7. Able to describe kinship law. **(C2, A2)**
 8. Able to describe marriage law. **(C2, A2)**
 9. Able to describe the law of inheritance. **(C2, A2)**
 10. Able to analyze the customary inheritance system. **(C4, A3, P3)**
 11. Able to analyze customary criminal law (customary offense). **(C4, A3)**
 12. Able to analyze the development of customary law. **(C4, A3, P2)**

Core reading:
 1. **Adawiah, Rabiatul and Dian Agus R. (2022). Character Education Management: Its Implementation in Schools/Madrassas/Pantrens. Ahbab Library**.
 2. Hadikusuma, H. (2003). *Introduction to the science of Indonesian customary law*. Bandung: Mandar Maju.
 3. Koesnoe, M. (1977). *Customary law in a developing country*. Surabaya: Airlangga University Press.
 4. Salman, O., & Gazali, A. (2004). *Reconstruction of Indonesian customary law*. Bandung: Refika Aditama.
 5. Soekanto, S. (1985). *Indonesian customary law*. Jakarta: Rajawali.
 6. Riswandi, B. A., & Samekto, F. A. (2015). *Law and local wisdom: Actualization in the perspective of national law*. Yogyakarta: Thafa Media.

Module number AKBK 3310	Module name **Trade Law**	
Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	**SKS (+Workload in hrs)**
Non-test assessment with diagnostic method 5% Quizzes using ULM E-Learning simari 3% Structured Paper Assignment 3% Bibliography Annotation 3% Literature Review 3% Analysis of contemporary issues in the implementation of trade law in Indonesia 3% Mini Research Project (Practicum) 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Mariatul Kiptiah, M.Pd	Semester working hours: 90.67 hours

Additional lecturers involved:

Syllabus

The Trade Law course discusses the legal rules governing trade activities, business actors, and agreements in the business world. The material coverage includes the definition and scope of trade law, legal subjects in trade (traders, companies, and business entities), securities, trade agreements, bankruptcy, intellectual property rights, and modern trade activities such as e-commerce.

Students are expected to understand the basics of trade law both theoretically and applicatively, and be able to analyze various legal cases related to business and trade practices in Indonesia. This course also emphasizes an understanding of regulatory changes in the dynamics of the national and global economy.

Learning competencies and qualifications in this module, students learn to:

1. Identify and teach various concepts and materials about the nature of trade law by applying professional, creative, and innovative approaches, both independently and in groups, to facilitate deep and relevant understanding for students.
2. Explain the Sources, History, and Systematics of Trade Law; Engagements and Agreements; Exchanges and Trade Intermediaries; Limited Liability Companies; Limited Liability Companies (CV); and Cooperatives by utilizing information and communication technology to enrich teaching materials, as well as continuously updating knowledge and teaching methods through lifelong learning.
3. Apply legal concepts in solving problems related to Securities, Bill of Rights, Insurance and Financing Institutions, Bankruptcy, Arbitration, Mergers, Consolidations, and Acquisitions, Intellectual Property Rights (HAKI), and Company Legality (Business Entity) logically and formally.

This course contains **material** related to the scope of:

1. Definition of Trade Law, and the Relationship between Trade Law and Civil Law.
2. Sources, History, and Systematics of Trade Law
3. Binding and Agreement

4. Exchanges and Trade Intermediaries
5. Limited Liability Company
6. Limited Liability Company (CV) and Cooperative
7. Securities
8. Billboard Rights
9. Insurance and Financing Institutions
10. Bankruptcy
11. Arbitration
12. Mergers, Consolidations, and Acquisitions
13. Intellectual Property Rights (HAKI)
14. Company Legality (Business Entity)

Learning goals and qualifications in this module students learn to:
1. Be able to explain the Definition of Commercial Law, and the Relationship between Commercial Law and Civil Law. **(C2, A2)**
2. Able to identify the Source, History, and Systematics of Trade Law. **(C1, A2)**
3. Able to describe Bonds and Agreements. **(C2, A2)**
4. Able to categorize Exchanges and Trade Intermediaries. **(C3, A2)**
5. Able to explain Limited Liability Company. **(C2, A2)**
6. Able to distinguish between a Limited Liability Company (CV) and a Cooperative. **(C3, A2)**
7. Able to explain Securities. **(C2, A2)**
8. Able to explain billboard rights. **(C2, A2)**
9. Able to explain Insurance and Financing Institutions. **(C2, A2)**
10. Able to explain Bankruptcy. **(C2, A2)**
11. Able to explain Arbitration. **(C2, A2)**
12. Able to distinguish Merger, Consolidation, and Acquisition. **(C3, A2)**
13. Able to analyze Intellectual Property Rights (HAKI). **(C4, A3)**
14. Able to conclude Company Legality (Business Entity). **(C5, A3, P3)**

Core reading:
1. Asyhadie, Zaeni. 2006. *Business Law*. Jakarta: Raja Grafindo Persada.
2. Gunarsi, Sri. 2016. *Introduction to Commercial Law in Higher Education*
3. Hasim, Farida. 2009. *Trade Law*. Jakarta: Sinar Grafika.
4. **Irma Fitriani, Harpani Matnuh, Mariatul Kiptiah. 2019. The Role of the National Center for Food and Drug Control (BBPOM) in Consumer Protection in Banjarmasin. Journal of Citizenship Education 9(1), 19-26**
5. Munir Fuady. (2019). *Trade Law in the Global Economic Paradigm*. Bandung: PT Citra Aditya Bakti.
6. Sembiring, Sentosa. 2008. *Trade Law: Revised Edition Third Mold*. Bandung: Citra Aditya Bakti.
7. Sutan Remy Sjahdeini. (2017). *Intellectual Property Rights and Business Law*. Jakarta: Gramedia.

Module number	Module name
AKBK 3315	**State Science**

Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	SKS (+Workload in hrs)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% Quizzes using ULM E-Learning simari 3% Structured Paper Assignment 3% Bibliography Annotation 3% Literature Review 3% Analysis of contemporary issues 3% Mini Research Project (Practicum) 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	**SKS (+Workload in hrs)** 2 (26.67 face-to-face hours in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. Hj. Rabiatul Adawiah, M.Si	Semester working hours: 90.67 hours
Additional lecturers involved: Dr. H. Dian Agus Ruchliyadi, M.Pd.	

Syllabus

The **State Science** course is a theoretical foundation in understanding the state as an organization of sovereign power and has a legal system. This course discusses in depth the basic concepts of the state, such as the definition of the state, the elements of the state, the purpose and function of the state, the forms of state and government, and theories about the origin of the state. In addition, the differences between the state and other organizations, the relationship between the state and law, and the dynamics of the state in the context of history and global development are also studied.

Through this course, students are expected to be able to develop the ability to think critically about the concept of statehood, understand the position of the state in the governance of society, and analyze state phenomena in both national and international contexts. State Science is also an important foundation for mastering law, political science, and civic education.

Learning competencies and qualifications in this module, students learn to:

1. Understand the Constitutional State Theory of the Republic of Indonesia
2. Identify the Relationship of State Science with Other State Sciences
3. Describe the Nature of the State (viewed sociologically, politically, juridically)
4. Analyze Modern Democracies and Modern Autocracies

This course contains **material** related to the scope of:

1. Definition of State Science
2. Object of State Science
3. Relationship between State Science and Other State Sciences.
4. State
5. Theories of the Origin and Sinking of the State
6. The Nature of the State (viewed sociologically, politically, juridically)
7. Purpose of the State
8. Function of the State

9. Legitimization of State Power
10. Form and Structure of the State
11. Modern Democracies and Modern Autocracies

Learning goals and qualifications in this module students learn to:
1. Explain the Definition of State Science **(C2, A2)**
2. Explain the Object of State Science **(C2, A2)**
3. Identify the Relationship between State Science and Other State Sciences **(C1, A2)**
4. Identify the State **(C1, A2)**
5. Describe the Theories of the Origin and Sinking of the State **(C2, A2)**
6. Describe the Nature of the State (viewed sociologically, politically, juridically) **(C2, A3)**
7. Describe the Purpose of the State **(C2, A2)**
8. Explain the Function of the State **(C2, A2)**
9. Explain the Legitimacy of State Power **(C2, A3)**
10. Analyze the Form and Structure of the State **(C4, A3)**
11. Analyze Modern Democracies and Modern Autocracies **(C4, A3)**

Core reading:
1. Djoko Sutono, *Constitutional Law*. Jakarta, Ghalia Indonesia, 1992.
2. Krannen Burg, Tk. Sabarudin, *General State Science*. Jakarta, 1981.
3. Max Boli Sabon, *State Science*. Gramedia Pustaka Utama, Jakarta, 1992.
4. Moh. Koesnardi, Bintan R. Sargih, *State Science*. Perintis Press, Jakarta, 1988.
5. Soehino, *State Science*. Liberty, Yogyakarta, 1986.
6. Padmowahyono, *The State of the Republic of Indonesia*. Rajawali Press, Jakarta, 1986.

Module number AKBK 3316	Module name **Pancasila Philosophy**	
Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% Quizzes using ULM E-Learning simari 3% Structured paper assignment 3% Annotated Bibliography of Pancasila Philosophy 3% Pancasila Philosophy Learning Video Project 3% Analysis of contemporary issues 3% Mini Research Project (Practicum) 10% Midterm Exam 35%, 90 minutes End of Semester Exam 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. H. Dian Agus Ruchliyadi, M.Pd		Semester working hours: 90.67 hours
Additional lecturers involved: Reja Fahlevi, M.Pd		

Syllabus

The Pancasila Philosophy course discusses in depth the ontological, epistemological, and axiological foundations of Pancasila as the basis of the philosophy of the Indonesian nation and state. The study focuses on analyzing the meaning of each precept in Pancasila from a philosophical perspective, as well as its position as a value system, ethical system, and the nation's view of life. Students are invited to understand how Pancasila becomes the basis for the formation of law, politics, education, economy, and social life in the context of nationality and statehood.

Through this course, students are expected to be able to think critically, reflectively, and philosophically about the values of Pancasila, and foster awareness to internalize Pancasila as an open ideology that lives and develops in the reality of Indonesian society.

Learning competencies and qualifications in this module, students learn to:

1. Internalize an understanding of Philosophy and Worldview, schools of philosophy, the history of Pancasila thought, and the Function and Position of Pancasila as a manifestation of Pancasila values and the spirit of Wasaka in personal, social, and global life.
2. Elaborate the Precepts of God Almighty, Precepts of Fair and Civilized Humanity, Precepts of Indonesian Unity, Precepts of Democracy Led by Wisdom in Consultation / Representation, Precepts of Social Justice for All Indonesian People, Actualization of Pancasila
3. Able to identify Pancasila as a system of philosophy and ethics, as well as understand each precept, by utilizing information and communication technology, and committed to lifelong learning.

This course contains **material** related to the scope of:

1. Philosophy and View of Life
2. Schools of Philosophy
3. History of Pancasila Thought

4. Function and Position of Pancasila
5. Pancasila as a system of philosophy
6. Pancasila as an ethical system
7. Precepts of God Almighty
8. Precepts of Fair and Civilized Humanity
9. The Precept of Indonesian Unity
10. The Precept of Democracy Led by Wisdom in Consultation/Representation
11. The Precept of Social Justice for All Indonesian People
12. Actualization of Pancasila
13. Relationship between Philosophy and Ideology
14. Pancasila as an open ideology

Learning goals and qualifications in this module students learn to:
1. Be able to explain Philosophy and Worldview **(C2, A2)**
2. Able to mention the Schools of Philosophy **(C1, A2)**
3. Able to explain the History of Pancasila Thought **(C2, A2)**
4. Able to describe the Function and Position of Pancasila (**C2, A2)**
5. Able to characterize Pancasila as a system of philosophy **(C3, A3)**
6. Able to characterize Pancasila as an ethical system **(C3, A3)**
7. Able to describe the Precepts of God Almighty **(C2, A3)**
8. Able to describe the Precepts of Fair and Civilized Humanity **(C2, A3)**
9. Able to describe the Precepts of Indonesian Unity **(C2, A3)**
10. Able to elaborate on the Precept of Democracy Led by Wisdom in Consultation/Representation **(C2, A3)**
11. Able to describe the Precepts of Social Justice for All Indonesian People **(C3, A3)**
12. Able to express the Actualization of Pancasila **(C3, A3, P2)**
13. Able to analyze the Relationship between Philosophy and Ideology **(C4, A3)**
14. Able to conclude Pancasila as an open ideology **(C5, A3)**

Core reading:
1. **Dian Agus R et al. 2022. The Effect of Role Playing Method on Student Learning Motivation in Pancasila and Citizenship Education Learning. Journal of Citizenship Education 12 (2), 132-136**
2. **Dian Agus R. 2012. Development of Learning Model of Pancasila and Citizenship Education (PPKn) Based on Character Values of Prince Antasari's Struggle. Dissertation**
3. Kaelan. 2014. Pancasila Philosophy of Life View of the Indonesian Nation. Gramedia, Jakarta.
4. **Sarbaini and Fahlevi, Reja. 2018. Pancasila Education Based on Values Education. Aswaja. Yogyakarta.**
5. Yudi Latif. (2017) Negara Paraipurna. Jakarta: Gramedia
6. Yudi Latif. (2018). Mata Air Ketadan Pancasila in Action. Bandung: Mizan
7. Yudi Latif (2019). Pancasila Insight. Bandung: Mizan

Module number AKBK 3317	Module name **Development Economics**	
Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content Creation on Development Economics issues with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues in Development Economics 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. H. Dian Agus Ruchliyadi, M.Pd		Semester working hours: 90.67 hours
Additional lecturers involved: Reja Fahlevi, M.Pd		

Syllabus

The Development Economics course discusses concepts, theories, and economic policies related to the process of economic development, especially in developing countries. The main studies include the definition of economic development, indicators and measures of development, development theories, problems of poverty, inequality, unemployment, and inclusive and sustainable development strategies. In addition, the role of financial institutions, investment, international trade, and national and regional development planning are also discussed.

Through this course, students are expected to be able to understand the dynamics and challenges of economic development, and be able to analyze development policies with a scientific and contextual approach, as a basis for designing strategic solutions to improve community welfare.

Learning competencies and qualifications in this module, students learn to:

1. Elaborate the Definition of Development Economics and the Concept of Development from the Perspective of Old Thought and New Thought.
2. Demonstrate a professional, creative, and innovative attitude in outlining the meaning of development economics and the concept of development from the perspective of old and new thinking, both independently and in groups.
3. Elaborate on Globalization and its Impact on the Nation's Economic Development and Propose the Pancasila Economic System, Liberal Economics, and Popular Economy
4. Apply the concept of Civics in describing capitalism and morality in relation to the nation's economic development logically and juridically formally.

This course contains **material** related to the scope of:

 1. Definition of Development Economics
 2. The Concept of Development from the Perspective of Old Thought and New Thought

3. Development of Developing Countries
4. Strategy and Value of Development Thinking
5. Introduction to Techniques for Measuring Development Results
6. Globalization and its Impact on the Nation's Economic Development
7. Pancasila Economic System, Liberal Economy, and Popular Economy
8. Capitalism and Morality in Relation to the Nation's Economic Development

Learning goals and qualifications in this module students learn to:
1. Able to describe the Definition of Development Economics **(C2, A2)**
2. Able to explain the Concept of Development from the Perspective of Old Thought and New Thought **(C2, A2)**
3. Able to explain the Development of Developing Countries **(C2, A3)**
4. Able to explain the Strategy and Value of Development Thinking **(C2, A3)**
5. Able to exemplify Development Result Measurement Techniques **(C2, A3)**
6. Able to describe Globalization and its Impact on the Nation's Economic Development **(C2, A3)**
7. Able to suggest the Pancasila Economic System, Liberal Economics, and Popular Economy **(C3, A3)**
8. Able to describe Capitalism and Morality in Relation to the Nation's Economic Development **(C3, A3)**

Core reading:
1. Boediono. (2020). *Development Economics*. Yogyakarta: BPFE-Yogyakarta.
2. Siagian, Sondang P. (2005). *Economic Development: A Structural and Moral Approach*. Jakarta: PT Rineka Cipta.
3. Sukirno, Sadono. (2016). *Development Economics: Process, Problems and Policy Basis*. Jakarta: Kencana.
4. Prijono Tjiptohrijanto, 1997. *Economic Prospects for the Indonesian Nation in the Framework of Globalization*. Jakarta: Rineka Cipta.

Module number AKBK 3318	Module name **Criminal Law**	
Type: Compulsory subject	Semester/Rotation 3/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition)	**SKS (+Workload in hrs)**
Non-test assessment with diagnostic method 3% Quizzes using ULM E-Learning simari 5% Structured Paper Assignment 7% Literature Review 6% Mini Research Project 9% Midterm Exam 30%, 90 minutes End of Semester Exam 40%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Zainul Akhyar, M.H	Semester work hours: 90.67 hours
Additional lecturers involved:	

Syllabus

This course comprehensively discusses the concepts, principles, and systems of criminal law applicable in Indonesia. The focus of learning includes the definition of criminal law, its scope, the principles of criminal law, theories of punishment, and the structure of the Criminal Code (KUHP) and its complementary regulations. In addition, this course examines the elements of criminal offenses, criminal responsibility, reasons for criminal expungement, as well as types of punishment and the punishment system. Students will also be introduced to actual issues and developments in modern criminal law, including criminal law in the perspective of human rights and criminal law in an integrated criminal justice system.

Learning competencies and qualifications in this module, students learn to:

Understand the meaning of criminal law and material, formal, objective criminal law, and subjective criminal law and the principles of criminal law contained outside the Criminal Code: Narcotics Law, eradication of corruption, and environmental law; Identify Criminality and Decriminalization, the extent of the enactment of criminal law in Indonesia, and penitentiary law; Describe criminal acts, Money, Banks, and Other Financial Institutions, attempted criminal acts, participation, Combined Criminal Acts, repeated criminal acts.

Criminal Acts, recidivism and crimes against the state, against property, and crimes against narcotics, psychotropic substances, corruption; Applying criminal law in case studies; and Understanding ethical aspects in criminal law enforcement.

This course contains **materials** related to the scope of:

1. Definition of criminal law and material, formal, objective, and subjective criminal law.
2. The principles of criminal law contained outside the kuhp: narcotics law, eradication of corruption, and environmental law.
3. Criminality and decriminalization
4. The extent of the enactment of criminal law in Indonesia
5. Penitentiary law
6. Crime
7. Money, banks and other financial institutions

8. Attempted criminal acts
9. Participation
10. Combination of criminal acts
11. Repetition of criminal acts (recidiv)
12. Crimes against the state, against property, and crimes against narcotics, psychotropic substances, corruption.

Learning goals and qualifications in this module students learn to:
1. Explain the meaning of criminal law and material, formal, objective, and subjective criminal law **(C2, A3)**
2. Explain the principles of criminal law contained outside the Criminal Code: Narcotics law, eradication of corruption, and environmental law **(C2, A3)**
3. Identify criminality and decriminalization **(C2, A3)**
4. Identify the extent of the applicability of criminal law in Indonesia **(C2, A3)**
5. Identify penitentiary law **(C2, A3)**
6. Define criminal offense **(C2, A3)**
7. Describe money, banks, and other financial institutions **(C2, A3)**
8. Explain attempted criminal acts **(C2, A3)**
9. Explain participation **(C2, A3)**
10. Analyze the combination of criminal acts **(C4, A4)**
11. Analyze crimes against the state, against property, and crimes against narcotics, psychotropic substances, corruption **(C4, A4)**

Core reading:
1. Bambang Poenomo, SH. Prof. Dr., Principles of Criminal Law. Ghalia Indonesia: Jakarta, 1985.
2. Joko Prakoso, Criminal Law Reform in Indonesia. Liberty: Yogyakarta, 1986.
3. CRIMINAL CODE. Gadjah Mada Univercity. Press: Yogyakarta, 1987.
4. Lumintang, S.H., Basics of Indonesian Criminal Law. Sinar Baru: Bandung, 1987
5. Mulyatno, Criminal Act and Criminal Responsibility. Section of Criminal Law. Faculty of Law UGM, 1969
6. Implementation of Imprisonment in Correctional System. Liberty: Yogyakarta, 1987.
7. **Zainul Akhyar. 2023. Community Legal Awareness: A Juridical Review Towards Law-Cultured Living Behavior. Jurnl Pendidikan Kewarganegaraan Vol. 13 No. 1**
8. **Zainul Akhyar. 2024. Building Legal Authority: Reflections on the Theory and Implementation of the Indonesian Rule of Law. Amerta Media: Central Java**

4th Semester

Module number **AULM 1451**	Module name **Entrepreneurship**		
Type: Compulsory Course		Semester/Rotation 4/Even	Student capacity: 42
Teaching method 1. Lecture 2. Discussion 3. Project Based Learning 4. Case Based Learning		Course prerequisites: -	Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)
    1. Quizzes & Assignments (papers, annotations, videos, literature review): 20%
    2. Practicum 10%
    3. Midterm Exam 35% minutes
    4. Final Semester Exam 35%
			SKS (+Workload in hrs)
			2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours)
			
			ECTS (+workload in hrs)
			3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. Basran Nor, M.Pd			Semester work hours: 90.67 hours
Additional lecturers involved: Drs. Heru Puji Winarso, M.Si., M.A.P.			

Syllabus

Entrepreneurship course is a study that aims to foster professional, creative, and innovative entrepreneurial characters, as well as being able to develop business ideas that are relevant to the social and economic context. Students will learn the basic concepts of entrepreneurship, human needs theory, entrepreneurial leadership, business ethics, consumer behavior, to digital-based marketing strategies. This study equips students not only in the cognitive aspects of entrepreneurship, but also practical skills in building and managing businesses.

Through this course, students are expected to be able to integrate entrepreneurship theory with field practice, including the ability to design business proposals, create business websites, and develop marketing strategies through social media. The approach used is *project-based learning* oriented, thus encouraging students to produce business solutions that are applicable and adaptive to global developments.

The materials in this course include: Maslow's hierarchy of needs theory and its relevance to entrepreneurial motivation, history and context of entrepreneurship, entrepreneurial character and attitude, leadership, business ethics, marketing, consumer behavior, business model canvas, and digital entrepreneurship practices through e-commerce and social media.

Learning goals and qualifications in this module students learn to:

1. Describe entrepreneurial character and attitude in the context of business development. (C2, A2)

2. Apply professional, communicative, creative, and innovative attitudes in entrepreneurial leadership. (C3, A3)

3. Explain Maslow's needs theory and its relationship with entrepreneurial motivation. (C2, A2)

4. Analyze the relationship between economic, accounting, and marketing theories in business planning. (C4, A3)

5. Explain the history and context of entrepreneurship development in various eras. (C2, A2)

6. Explain the principles and practices of business ethics in the entrepreneurial world. (C2, A3)

7. Describe marketing strategies and consumer behavior in business activities. (C3, A3)

8. Design a business model canvas that is applicable to micro or digital businesses. (C5, P3)

9. Create a realistic, innovative and sustainable business proposal. (C5, P3)

10. Apply digital entrepreneurship practices through websites, social media and e-commerce platforms. (C6, P4)

Core Readings

1. Zimmerer, Thomas W., Scarborough, Norman M., and Wilson, Doug. (2008). *Entrepreneurship and Small Business Management*. Jakarta: Fourth Edition.
2. Suryana, Yuyus. (2016). *Entrepreneurship: Tips and Processes to Success*. Jakarta: Salemba Empat
3. Alma, Buchari. (2014). *Entrepreneurship*. Bandung: Alfa.
4. Bygrave, William D., and Zacharakis, Andrew. (2011). *Entrepreneurship*. New York: John Wiley & Sons.
5. Hendro. (2011). *Basics of Entrepreneurship: A Guide for Students to Become Successful Entrepreneurs*. Jakarta: Erlangga.
6. Kotler, Philip and Keller, Kevin Lane. (2016). *Marketing Management* (15th ed.). London: Pearson Education.
7. Osterwalder, Alexander and Pigneur, Yves. (2010). *Business Model Generation*. New Jersey: Wiley.
8. Hisrich, Robert D., Peters, Michael P., and Shepherd, Dean A. (2010). *Entrepreneurship*. New York: McGraw-Hill.

Module number AKBK 3419	Module name **Multicultural Education**	
Type: Compulsory subject	Semester/Rotation 4/Even	Student capacity: 42
Teaching method 5. Lecture 6. Discussion 7. Project Based Learning 8. Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) 5. Quizzes & Assignments (papers, annotations, videos, literature review): 20% 6. Practicum 10% 7. Midterm Exam 35%, 90 minutes 8. Final Semester Exam 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Sarbaini, M. Pd		Semester working hours: 90.67 hours
Additional lecturers involved: Nurul Huda, M. Pd		

Syllabus

Multicultural Education course is a study that aims to shape students' insights, attitudes, and skills in understanding and managing cultural diversity fairly and inclusively in the context of education and social life. Students will learn the basic concepts of multiculturalism, the principles of multicultural education, and its relevance in building tolerance, equality, and social justice in the midst of ethnic, religious, racial, and intergroup (SARA) plurality in the life of the nation and state.

Through this course, students are expected to have the competence to become educators or citizens who have an open perspective on differences, are able to develop inclusive learning strategies, and are active in building a culture of peace in the school environment and society. The study in this course also emphasizes the importance of cultural justice and education as a tool of social transformation to reduce discrimination and marginalization of minority groups.

The materials presented in this course include: Definition and basic principles of multicultural education, history and development of multiculturalism, issues of diversity in Indonesia, approaches in multicultural education, multicultural learning strategies in schools, interdisciplinary and global multicultural education, the role of teachers and educational institutions in building inclusiveness, and the challenges of implementing multicultural education in the global and digital era.

Learning goals and qualifications in this module students learn to:

1. Demonstrate an attitude of respect for human values, cultural diversity, views, religions, and beliefs, as well as the opinions of others in the context of social and academic life. *(C2, A3)*
2. Evaluate the meaning, purpose, and function of multicultural education in order to build a just, peaceful, and inclusive society. *(C5, A3)*
3. Explain the concepts of multiculturalism and pluralism, and their implications in the life of the nation and state in Indonesia. *(C2, A2)*
4. Analyze the perspective of Islamic teachings on plurality and multiculturalism, as well as the role of religious values in building social harmony. *(C4, A3)*
5. Identify forms of discrimination and cultural injustice, and design educational strategies that are able to respond to diversity constructively. *(C3, C6, A4, P3)*
6. Explain the relationship between multicultural education and local cultural wisdom, as well as the role of local culture in shaping national identity. *(C3, A3)*
7. Develop an operational framework for multicultural education, both from a pluralist and nationalist perspective, as the basis for fair and democratic learning. *(C6, P3)*
8. Create lesson plans based on multicultural education, with an approach that is appropriate to the context of student diversity. *(C6, P4, A4)*
9. Develop an understanding of multidimensional citizenship in the perspective of Civics, as well as the importance of forming inclusive and tolerant citizenship characters. *(C4, A3)*

Core readings:

1. Choirul Mahfud, 2008. *Multi-cultural Education*. Publisher of Pustaka Pelajar. *Mold II Revised Edition*. Yogyakarta.
2. Ngainun Naim and Achmad Sauqi, 2008. *Multi-cultural Education Concepts and Applications*. Publisher of Ar-Ruzz Media Group.*1st Printing Yogyakarta*.
3. Maslikhah, 2007. *Quo Vadis Multi Cultural Education Reconstruction of Education System Based on Nationality*. Publisher JP BOOKS, *first printing Surabaya*.
4. Ministry of National Education, *Multi-cultural Education Module*, 2007. Ministry of National Education. Jakarta.
5. Tilaar, H.A.R. (2004). *Multiculturalism: Future Global Challenges in the Transformation of National Education.* Jakarta: Grasindo.
6. Wahyuni, Sri. (2017). *Multicultural Education: Concepts and Practices in Schools.* Bandung: Alfabeta.
7. Banks, James A. (2008). *An Introduction to Multicultural Education.* Boston: Pearson Education.
8. Yusuf, M. (2020). *Implementation of Multicultural Education in the 2013 Curriculum.* Journal of Character Education, 10(1), 85-97.
9. Ahmad, S. (2022). *Multiculturalism in the Context of Education in Indonesia.* Journal of Social and Culture, 17(2), 122-137.

Module number AKBK 3420	Module name **Tax Law**		
Type: Compulsory subject	Semester/Rotation 4/Even		Student capacity: 45
Teaching method 5. Lecture 6. Discussion 7. Project Based Learning 8. Case Based Learning	Course prerequisites: -		Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Quizzes & Assignments (papers, annotations, ANCOR Application Usage, literature review): 20% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Exam 35%, 90 minutes			**SKS (+Workload in hrs)** 3 (40 hours face-to-face in class + 48 hours structured assignments+ 48 hours of independent assignments = 136 hours in total) **ECTS (+Workload in hrs)** 3 credits (136 hours total: 40 hours face-to-face, 48 hours structured tasks, 48 hours independent tasks)
Module Coordinator Prof. Dr. Hj. Rabiatul Adawiah, M.Si.			Semester working hours: 136 hours
Additional lecturers involved: Prof. Dr. Hj Rabiatul Adawiah, M.Si. Dedy Ari Nugroho, M.Pd			

Syllabus

The **Tax Law** course is a study that discusses the basic principles, concepts, and taxation systems in a legal perspective in Indonesia. Students will study the scope of tax law, the basics of taxation, general provisions and tax procedures, as well as the characteristics of various types of taxes such as Income Tax, Value Added Tax, Local Taxes, and Fees on Acquisition of Land and Building Rights (BPHTB). In addition, students will also be introduced to the tax collection system, depreciation and amortization procedures, and special regulations related to tax withholding and collection.

This course is designed to equip students with theoretical and practical skills in understanding tax law, analyzing tax regulations, and applying taxation concepts in the context of constitutional and state administration. Students are expected to be able to integrate legal knowledge and information technology in tax risk management and accountable national tax reporting.

The materials presented in this course include: basic concepts of tax law, general provisions and tax procedures, income tax system and characteristics of income tax articles (21, 22, 23, 24, 25, 26, and 15), final tax (Article 4 paragraph 2), VAT and PPnBM, Stamp Duty, PBB and BPHTB, as well as the introduction of digital applications in tax reporting and billing systems.

Learning goals and qualifications in this module students learn to:

1. Explain the concept and fundamentals of tax law and its scope in the national legal system.
   (C2)
2. Identify the general provisions and procedures of taxation and explain the role of NPWP, SPT, and the tax administration system.
   (C2, A2)
3. Analyze the characteristics of State and Local Taxes**,** including their objects, subjects, and collection systems.
   (C4)
4. Interpret tax collection mechanisms**,** including the role of bailiffs, forced letters, and the confiscation process.
   (C4, A3)
5. Apply the calculation of general income tax**,** including PTKP and income tax rates in simple cases.
   (C3, P3)
6. Outline the differences and procedures in depreciation, amortization, and revaluation in taxation**.**
   (C3, A2)
7. Evaluate the provisions of income tax articles 21**,** 22, 23, 24, 25, 26, and 15, including their final nature and withholding mechanism.
   (C5)
8. Explain the principles and calculation of Value Added Tax (VAT) and Sales Tax on Luxury Goods (STLG)**.**
   (C2, C3)
9. Analyze the rules on Stamp Duty, Land and Building Tax (PBB), and Acquisition Duty on Land and Building (BPHTB) within the framework of tax justice.
   (C4, A3)

10. Use information technology in preparing tax reports and managing tax system risks professionally.
    (P4, C6, A3)

Core reading:
1. Mardiasmo. 2016. *Taxation Latest Edition 2016*. Yogyakarta: Andi.
2. Halim, Abdul, et al. 2016. *Taxation: Concepts, Applications, Examples, and Case Studies 2nd Edition*. Jakarta: Salemba Empat.
3. Belinfante, A.D and Boerhanoeddin Soetan Batoeah. 1983. Principles of State Administrative Law. Jakarta: Binacipta.
4. Brotodihardjo, R. Santoso. 1991. Introduction to the Science of Tax Law. Bandung: PT Eresco. 1995. Introduction to the Science of Tax Law. Bandung: PT Eresco.
5. _____. 2003. Introduction to the Science of Tax Law. Bandung: PT Refika Aditama. Budiardjo, Miriam. 1998. Basics of Political Science. Jakarta: PT Gramedia.
6. Darussalam and Danny Septriadi. 2006. Limiting the Power to Tax. Jakarta: Grasindo.
7. Ali, Chidir, 1993, Elementary Tax Law, Eresco, Bandung
8. Ali, Zainuddin, 2009, Legal Research Methods, Sinar Grafika, Jakarta
9. Ashshofa, Burhan, 2001, Legal Research Methods, Rineka Cipta, Jakarta
10. Bohari, 1993, Introduction to Tax Law, PT Raja Grafindo Persada, Jakarta
11. Brotodihardjo, Santoso, 1986, Introduction to Tax Law, Eresco, Bandung Boediono B, 1986, Basic Description of VAT, PT Gramedia, Jakarta.

Module number AKBK 3421	Module name **State Administrative Law**	
Type: Elective Course	Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)
    1. Quizzes & Assignments (papers, annotations, videos, literature review): 20%
    2. Practicum 10%
    3. Midterm Exam 35%,
    4. Final Semester Examination 35%,
		SKS (+Workload in hrs)
		2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours)
		
		ECTS (+workload in hrs)
		3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. H. Harpani Matnuh, M.H.		Semester working hours: 90.67 hours
Additional lecturers involved: Muhammad Elmy, M.Pd.		
Syllabus The State Administrative Law (HTUN) course is a study of the legal aspects of state administration in the context of the relationship between citizens and government officials. Students will study the position of state administrative law in the national legal system, sources of HTUN law, general principles of good governance, as well as objects and subjects in state administrative cases. The study also includes the authority of state administrative officials, the mechanism for testing state administrative decisions, and the jurisdiction of the state administrative court. Through this course, students are expected to have the ability to analyze laws and regulations in the field of government administration, understand the dispute resolution process in the Administrative Court, and build a critical attitude, discipline, and responsibility as prospective academics and practitioners of state administrative law who uphold the principles of legality and administrative justice. The materials presented in this course include: basic concepts of Administrative Law, scope and characteristics of Administrative Law, authority and authority of state administrative officials, administrative decisions and procedures, general principles of good governance (AAUPB), and procedural law in the Administrative Court based on Law No. 5 of 1986 jo. Law No. 9 of 2004 and Law No. 51 of 2009.		

Learning goals and qualifications in this module students learn to:

1. Explain the scope, object, and subject of State Administrative Law in the Indonesian legal system. ***(C2)***

2. Describe the general principles of good governance (AAUPB) and the principle of legality in public administration practice. *(C3, A2)*

3. Analyze the elements of a State Administrative Decision (KTUN) and its implications for citizens' rights. *(C4, A3)*

4. Identify the absolute and relative competence of state administrative courts as well as the procedures for filing and examining state administrative cases. *(C2, C3)*

5. Explain the mechanism for resolving state administrative disputes through administrative courts, including the appeal and cassation processes. *(C3)*

6. Evaluate the practice of state administration non-compliance with the principles of administrative law**,** as well as its impact on governance. *(C5, A4)*

7. Analyze case studies of administrative court decisions, and formulate legal arguments systematically. *(C4, P3, A3)*

8. Draft a simple lawsuit against an administrative decision that is considered detrimental to citizens. *(C6, P4)*

Core readings:

1. Philipus M. Hadjon, 2022. *Administrative and Administrative Law.* Yogyakarta: Gadjah Mada University Press.
2. Ridwan HR, 2019. *State Administrative Law.* Jakarta: Rajawali Press.
3. Law No. 5 of 1986 concerning State Administrative Courts jo. Law No. 9 of 2004 and Law No. 51 of 2009.
4. M. Yahya Harahap, 2006. *Procedural Law of State Administrative Court.* Jakarta: Sinar Grafika.
5. Tatiek Sri Djatmiati, 2021. *Government Administration Dispute Resolution.* Jakarta: Kencana.
6. Asshiddiqie, Jimly. (2016). *Introduction to the Science of Constitutional Law.* Jakarta: Constitution Press.
7. Journal of Law and Justice of the Supreme Court of Indonesia, HTUN edition.

Module number AKBK 3422	Module name **Procedural Law of the Constitutional Court**	
Type: Compulsory subject	Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)
    1. Quizzes & Assignments (papers, annotations, Posters, literature review): 20%
    2. Practicum 10%
    3. Midterm Exam 30%
    4. Final Semester Exam 40%
		SKS (+Workload in hrs)
		2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours)
		
		ECTS (+workload in hrs)
		3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. H. Zainul Akyar, M.H		Semester working hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

The Constitutional Court Procedural Law course is a legal study that focuses on the role, function, and process of constitutional courts in Indonesia. Students will study in depth the history of the establishment of the Constitutional Court (MK), the legal basis for its formation, as well as the authority and function of the Constitutional Court as the executor of judicial power in the Indonesian constitutional system.

The material in this course covers the basic principles of procedural law in the Constitutional Court, starting from the principles and sources of law, the process of filing an application, the stages of trial, proof, to decision making and its legal consequences. Students are also invited to analyze various important decisions of the Constitutional Court as well as recent constitutional issues, such as disputes over the authority of state institutions, dissolution of political parties, and disputes over election results.

Through this course, students are expected to have the ability to explain the procedural legal procedures of the Constitutional Court systematically, analyze the relevance of the Constitutional Court's decisions in the development of law and democracy, and be able to work collaboratively in solving constitutional legal problems. Professional, critical, and integrity attitudes are highly emphasized to form graduates who are competent in the field of constitutional and constitutional law.

The materials presented include: history and history of the establishment of the Constitutional Court, functions and authorities of the Constitutional Court, principles and sources of Constitutional Court procedural law, applications and legal standing, trial stages, evidence and evidence, special rules in Constitutional Court procedural law, Constitutional Court decisions, and their legal effects on the national legal system.

Learning goals and qualifications in this module students learn to:

1. Internalize an understanding of the history, functions, and authority of the Constitutional Court in Indonesia as part of upholding law and democracy in the national context. *(C2, A2)*
2. Demonstrate the ability to explain the principles, sources of law, application process, and trials at the Constitutional Court independently and in groups.
   (C3, A3, P2)
3. Analyze evidence, special rules, decisions, and legal consequences of the Constitutional Court.
   (C4, C5)
4. Explain the role of information and communication technology in the development of the legal world, especially in the context of the Constitutional Court.
   (C3, A3, P3)
5. Apply the role of the Constitutional Court in the development of law, both independently and in multidisciplinary groups.
   (C3, P4, A4)

Core reading:
1. Procedural Law of the Constitutional Court (Dr. Maruarar Siahaan, S. H)

2. Law on the Constitutional Court

3. Law on Judicial Power

4. Regulations of the Constitutional Court

5. Constitutional Court, Compilation of Constitutional Provisions, Laws and Regulations on the Constitutional Court in 78 Countries (Jimly Asshiddiqie)

Module number AKBK 3423	Module name **International Law**	
Type: Compulsory subject	Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) 1. Quizzes & Assignments (papers, annotations, Posters, literature review): 20% 2. Practicum 10% 3. Midterm Exam 30% 4. Final Semester Exam 40%		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Muhammad Elmy, M.Pd.		Semester work hours: 90.67 hours
Additional lecturers involved: Muhammad Elmy, M.Pd.		

Syllabus

International Law course is a fundamental study in the field of law that discusses the principles, norms, and legal practices that regulate relations between states, as well as other actors in the international community. Through this course, students of Pancasila and Civic Education Study Program will understand the scope of international law comprehensively, including the basic concepts, history, and dynamics of its binding force in a global context.

Students will examine various subjects such as the relationship between national law and international law, subjects and sources of international law, international treaties, and state recognition. The study also includes the role of the state as a subject of international law, the concept of jurisdiction and state responsibility, the rights and obligations of the state, the relationship between the state and the individual, and international dispute resolution.

Through a project-based approach, case discussions, and literature review, students will be trained not only to understand the theoretical aspects of international law, but also to develop critical, professional, and ethical attitudes in responding to global issues. Students will also be directed to be able to utilize information technology in collecting and processing international law data innovatively.

By completing this course, students are expected to be able to explain the basic concepts of international law, identify principles and actors in the international legal system, and analyze contemporary issues through a legal approach in a logical, scientific, and just manner.

Learning goals and qualifications in this module students learn to:

1. Demonstrate an understanding of the meaning and history of International Law and the basics of its binding force, both independently and in groups, with creative and innovative approaches.
   → *(C2, A3, P2)*
2. Identify the relationship between National Law and International Law in the global legal system.
   → *(C3, A2)*
3. Explain the subjects of International Law and classify the sources of law that apply internationally.
   → *(C3, C4, A2)*
4. Explain the types, stages, and implications of International Treaties (Tracts) in interstate relations.
   → *(C2, C3)*
5. Describe the position and role of the state as a subject of International Law in relation to the principles of sovereignty and responsibility.
   → *(C3, A3)*
6. Analyze the concept of state territory in International Law as well as territorial, personal, and universal jurisdiction.
   → *(C4, A4)*
7. Explain the international responsibilities of states as well as the rights and obligations of states within a fair and sustainable legal framework.
   → *(C3, C5)*
8. Evaluate the relationship between states and individuals, including human rights issues and jurisdiction over serious violations in an international context.
   → *(C5, A4)*

9. Analyze mechanisms for state recognition and peaceful resolution of international disputes, and apply information technology to support the study.
   → *(C4, C6, P3, A4)*

Core readings:
1. Edy Suryono, The Practice of Ratification of International Treaties in Indonesia. Remaja Karya, Bandung, 1989
2. F. A. Vishnu Sitani, Identification and Reformulation of the Sources of International Law. Mandar Maju, Bandung, 1989.
3. I Wayan Parthiana, Extradition in International Law and National Law. Mandar Maju, Bandung, 1990.
4. I Wayan Parthiana, Introduction to International Law. Mandar Maju, Bandung, 1990.
5. J. G. Starke, Translation of Sumitro L. S. Danurejo, Introduction to International Law. Aksara Persada Indonesia, 1989.
6. Introduction to International Law 2. Aksara Persada Indonesia, 1989.
7. Michael Akehurst, Modem International Law. George Allen and Unwin, London, 1996.

Module number AKBK 3424	Module name **Philosophy of Science**		
Type: Compulsory subject		Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning		Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) 1. Quizzes & Assignments (papers, annotations, Posters, literature review): 20% 2. Practicum 10% 3. Midterm Exam 30% 4. Final Semester Exam 40%			**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Wahyu, M.S.			Semester working hours: 90.67 hours
Additional lecturers involved: Dedy Ari Nugroho, M.Pd.			
Syllabus *The Philosophy of Science* course is a study that aims to form students' conceptual understanding, reflective attitude, and critical thinking skills towards the basics of knowledge and science. Through historical, philosophical, and analytical approaches, students will be invited to understand the nature of philosophy, the relationship between philosophy and science, and the development of scientific thought from the Greek era, classical Islam, to the modern and contemporary era. Students will also study the ontological, epistemological, and axiological dimensions of science, as well as how science develops in a social and cultural context, including the challenges posed by the humanitarian crisis and technological developments. This course not only emphasizes the theoretical aspects, but also encourages students to apply philosophy in everyday life as an ethical and scientific basis for behavior and action. Through this course, students are expected to have the competence to become educators and citizens who are able to think systematically, logically, and critically about scientific and moral issues. Students are also expected to be able to develop scientific awareness based on values, norms, and integrity, and be able to ethically evaluate the impact of science on human life and the environment. The materials presented in this course include: The definition and characteristics of philosophy, the difference between philosophy and science, the purpose of philosophy of science, the history of the development of science from Greece to classical Islam, the development of science in the renaissance and contemporary times, the nature of knowledge and the measure of truth, the basics of ontology, epistemology, and axiology, as well as the role of scientific tools such as language, logic,			

and statistics in the scientific thinking process. It concludes with a reflection on the progress of science and the humanitarian crisis in today's global context.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the basic characteristics of philosophy, including the object of study and its characteristics, as the basis for scientific thinking (C2, A2
2. Be able to distinguish between philosophy and science based on conceptual and historical approaches, and describe the relationship between the two in the development of human thought (C3, A2).
3. Able to describe the purpose and contribution of philosophy of science in shaping a critical and reflective scientific perspective on the realities of life (C2, A3).
4. Able to identify periodization and main figures in the history of philosophy, from the Greek era to the modern era, as well as the relevance of their thoughts to science (C2 A2 -).
5. Able to analyze scientific developments in Islamic civilization, including the process of transmitting knowledge from Greece to the Islamic world, and scientific dynamics in the heyday to decline (C4, A3).
6. Able to criticize the thinking and progress of science in the modern and contemporary era, as well as its impact on social and cultural changes (C4, A4, P2).
7. Able to explain the nature of knowledge, sources and measures of truth, and evaluate various theories of truth relevant to scientific approaches (C4, A3).
8. Able to describe the basics of philosophy of science which include the dimensions of ontology, epistemology, and axiology, as well as their implications for the development of science and education (C4, P3).
9. Able to compile critical reflections on scientific progress and humanitarian crises, taking into account moral and ethical values in the utilization of science in the global era (C5,A4,P3).

Core readings:
1. hmad Tafsir, 2004. *Philosophy of Science*. Bandung: Rosdakaria.
2. Proverbs Baktiar, 2004. *Philosophy of Science*. Jakarta: Rajawali Grafindo Persada.
3. C. Mulder, 1996. *A Guide to the Philosophical Sciences*. Jakarta: Christian Publishing House.
4. Department of Religious Affairs of the Republic of Indonesia, 1971. *Al-Qur'an and its Translation*. Jakarta: Ministry of Religious Affairs.
5. Fazrul Rahman, 1980. *The Main Theme of the Qur'an*. Bandung: Library.
6. Fromm Eric, 1952. *Escape Freedom*. USA: Ballantine Books.
7. Hasbullah Bakry, 1971. *Systematics of Philosophy*. Jakarta: Widjaja.
8. Herman Soewadi, 1999. *It's Time for Islam to Return to Strong Caravans and Do Jihad*. Bandung: UNPAD Postgraduate Program.
9. Herman Soewadi, 1999. *The Spinning Wheel of the Rolling World*. Bandung: Bakti Mandiri.
10. Herman Soewadi, 2000. *Consi, Karsa, and Nalar*. Bandung: Bakti Mandiri.
11. Herman Soewadi, 2001. *Preparing the Birth of Science of Tawhidullah*. Bandung: Bakti Mandiri.
12. Herman Soewadi, 2002. *Consi, Karsa, and Nalar*. Bandung: Bakti Mandiri.
13. Herman Soewadi, 2003. *The End of Secular Western Science*. Bandung: Bakti Mandiri.
14. Herman Soewadi, 2003. *What is the Meaning and Mission of the Last Religion (Islam).* Bandung: Bakti Mandiri.
15. Jujun S. Suriasumantri, 1981. *Science in Perspective*. Jakarta: PT Gramedia.
16. Jujun S. Suriasumantri, 1990. *Philosophy of Science A Popular Introduction*. Jakarta: Sinar Harapan Library.
17. Khun, Thomas S., 1970. *The Structure of Secentifitc Revolution*. USA: Univercity of Chicago Press.
18. Mc. Celleland, David, 1961. *The Achieving Society*. USA: Van Nostland Company.
19. M. Hatta, 1979. *Introduction to the Way of Science*. Jakarta: Mutiara.

20. Muhammad Husain Haikal, 1992. *The Life History of Muhammad*. Jakarta: Inter Nusa System.
21. Poedjawijanata, 1974. *Guide to the Realm of Philosophy*. Jakarta: PT Pembangunan.

Module number AKBK 3435	Module name Criminology		
Type: Elective		Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning		Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% Quizzes using ULM E-Learning simari 3% Structured Paper Assignment 5% Bibliography Annotation 7% Literature Review 6% Analysis of contemporary issues 9% Mini Research Project (Practicum) 10% Midterm Exam 30% Final Semester Examination 40%			**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Drs. Zainul Akhyar, M.H.			Semester work hours: 90.67 hours
Additional lecturers involved: -			
Syllabus Criminology course is a study that discusses the concept, scope, and development of thought in the study of crime. Students will study various criminological approaches from classical to contemporary times, including school theories, labeling, conflict, and critical perspectives. In addition, this course also examines various forms of crime in society, causal factors, and social reactions to criminals. Through this learning, students are expected to be able to comprehensively understand the basics of criminology, develop a critical attitude towards criminal phenomena, and have academic skills in analyzing criminological data and theories for learning and community service purposes. The study of criminology also strengthens students' understanding in fostering social and legal sensitivity as prospective educators in the field of citizenship. The materials presented include: the history and understanding of criminology, classical and positive schools, new criminology, modern criminological theories, various crimes and approaches, the use of crime statistics, and society's response to crime. The analysis of these various approaches is aimed at strengthening students' insights in interpreting crime as a complex social problem.			

Learning goals and qualifications in this module students learn to:

1. Be able to explain the definition, scope, and object of study of criminology as a field of science. (C2, A2)
2. Able to analyze the relationship and contribution of other fields of science to the existence of criminology. (C4, A3)
3. Able to describe the development of schools of criminology and their influence on the theory and practice of crime. (C3, A2)
4. Able to explain various forms of crime and its causative factors in society. (C2, A3)
5. Able to use crime statistics to understand crime patterns, perpetrators, and social reactions. (C3, P2)
6. Able to explain the development of thinking in new criminology as a response to the dynamics of modern crime. (C2, A2)
7. Able to analyze labeling, conflict, and critical theories in understanding the social dynamics of crime. (C4, A3)
8. Able to identify ways to overcome crime based on criminological theories and approaches. (C3, A3, P2)

Core readings:
1. A. Book Source Adami Chazawi, Crimes Against Body & Life, Rajawali Pers, Jakarta, 2001
2. Amir Ilyas, Principles of Criminal Law, Yogyakarta, Rengkang Education Yogyakarta and Pukap Indonesia, 2012
3. Andi Hamzah, Criminal Law and Criminal Procedure, Ghalia Indonesia, Jakarta, 1986
4. A.Ridwan Halim, Introduction to Indonesian Law, Ghalia Indonesia, Bogor, 2008
5. Dudu Duswara Machmudin, Introduction to Legal Science, PT.Refika Aditama, Bandung, 2001
6. Erdianto Effendi, Indonesian Criminal Law An Introduction, Bandung, PT. Refika Aditama, 2011
7. H.A.K Moch Anwar, Criminal Law Special Part (KUHP book II), Bandung, PT Citra Aditya Bakti, 1989
8. Ismu Gunadi and Jonaedi Efendi, Quick and Easy Understanding of Criminal Law, Jakarta, Kencana Prenadamedia Group, 2014
9. Mahrus Ali, Basics of Criminal Law, Jakarta, Sinar Grafika, 2012
10. Moeljatno, Principles of Criminal Law, Rineka Cipta, Jakarta, 2009
11. P.A.F Lamintang, Basics of Indonesian Criminal Law, PT Citra Aditya Bakti, Bandung, 1997
12. Purnadi Purbacaraka and Soerjono Soekanto, Subjects of Legal Methods¸ Alumni, Bandung, 1982
13. Romli Atmasasmita, Theory and Capita Selecta of Criminology, Refika Aditama, Bandung, 2005
14. Ronny Hanitijo Soemitro, Legal Research Methodology, Ghalia Indonesia, Jakarta, 1985
15. Ronny Hamitijo Soemito, Legal Research Methodology and Jury Materials, Ghalia Indonesia, Jakarta, 1990
16. Soedjono, Crime Prevention, Alumni, Bandung, 1983
17. Soedjono Dirdjosisworo, Introduction to Criminological Research, CV. Remaja

Module number AKBK 3316	Module name **Environmental Education**	
Type: Environmental Education	Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) 1. Quizzes & Assignments (papers, annotations, posters, literature reviews): 20% 2. Practicum 10% 3. Midterm Exam 30% 4. Final Semester Examination 40%		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Wahyu, M.S.		Semester working hours: 90.67 hours
Additional lecturers involved: Wardiani Hiliadi, M.Pd		

Syllabus

The Environmental Education course aims to equip students with a conceptual and practical understanding of the importance of environmental conservation, both from an ecological, social, and juridical perspective. Students will learn the basic principles of environmental education, relevant pedagogical approaches, and the urgency of environmental education in the context of sustainability and ecological citizenship.

Through this study, students are expected to be able to analyze various environmental issues, such as pollution, ecosystem damage, and its social impacts, and formulate solutions based on environmental education and law. This course also introduces the concept of sense of belonging to the environment as a key value in forming citizens who care and are responsible for nature.

The material studied includes: ecosystems and natural resources, human relations and the socio-cultural environment, pollution and its control, preservation and prevention of environmental damage, ecological citizenship, and juridical aspects of environmental conservation.

Learning goals and qualifications in this module students learn to:

1. Explain the basic principles of environmental education and the values of Pancasila in the context of nature conservation. (C2, A2)
2. Identify the role of environmental education in solving local and global environmental problems. (C3, A3)
3. Analyze the relationship between humans, culture, and social environment contextually. (C4, A3)
4. Explain the concept of ecosystem and the importance of natural resource management. (C2, A2)

5. Describe the types and impacts of environmental pollution and how to overcome them. (C3, P2)
6. Explain the steps to prevent environmental damage through regulation and education. (C3, A3)
7. Describe the concept of environmental conservation based on the principles of environmental ethics and law. (C3, A3)
8. Analyze the concept of ecological citizenship and its competence in building a sustainable society. (C4, A4)
9. Analyze the concept of sense of belonging to the environment and its relevance in shaping environmental care attitudes. (C4, A4)

Core readings:
1. Samidjo, et al. (2009). Environmental Education. Jakarta: Open University

2. Soemarwoto, Otto. (2011). Ecology, Environment and Development. Rhineka Cipta. Jakarta
3. Brown, R. Lester (1992). The Challenge of Environmental Problems. Yayasan Obor Indonesia. Jakarta

4. Chiras, D. Daniel (1985). Environmental Science. Benjamin Publishing Company. California

5. Ministry of Environment. (2000). Decree of the Minister of Environment No. b42 Year 2000 on the Assessment and Technical Team of the Central Environmental Assessment.

Module number AKBK 3425	Module name **Civil Procedure Law (HAP)**	
Type: Compulsory subject	Semester/Rotation 4/Even	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) 1. Quizzes & Assignments (papers, annotations, Posters, literature review): 20% 2. Practicum 10% 3. Midterm Exam 30% 4. Final Semester Exam 40%		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. H. Harpani Matnuh, M.H		Semester working hours: 90.67 hours
Additional lecturers involved: Wardiani Hiliadi, M. Pd		
Syllabus The Civil Procedure Law course is a study that aims to provide students with an understanding of the principles, procedures, and procedures for resolving civil cases in court. Students will learn the basic concepts of civil procedural law, the stages of the judicial process, and the roles of the parties in civil cases. Learning also includes forms of lawsuits, exceptions, replications, duplicates, as well as types of decisions and legal remedies available in the civil justice system. Through this course, students are expected to have the ability to analyze the civil justice process systematically, understand the rights and legal obligations of the parties, and be able to identify and explain legal mechanisms such as bail seizure, counterclaims, and case settlement in the Islamic Religious Courts. The materials studied in this course include: the definition and scope of civil procedural law, lawsuit and its requirements, case examination, replication-duplication-exception, judge's decision, and legal remedies such as appeal, cassation, and judicial review. In addition, students will also examine forms of settlement of marriage and divorce cases within the Religious Courts and related legal procedures.		

Learning goals and qualifications in this module students learn to:

1. Explain the meaning, scope, nature, and position of civil procedural law in the Indonesian legal system. (C2, A2)
2. Describe the stages in the civil case process, including the procedure for filing a lawsuit and the roles of the parties. (C3, A2)
3. Explain the forms of defendant's answers such as exceptions, replications, and duplicates and understand the meaning of peacemaking in the judicial process. (C2, A3)
4. Describe the forms and types of judge's decisions and the mechanism for implementing civil case decisions. (C3, A2)
5. Analyze the forms of ordinary and extraordinary legal remedies such as appeal, cassation, and judicial review. (C4, A3)
6. Identify the provisions regarding counterclaims, interventions, and bail seizures. (C3, A2)
7. Analyze case settlement in Islamic Religious Courts, especially in marriage and divorce cases. (C4, A3)
8. Develop examples of questions or case scenarios of civil procedural law independently or in groups. (C5, P3)

Core reading:

- Muhammad Abdul Kodir. (1996). *Indonesian Civil Procedure Law*. Bandung: PT Citra Aditia Bakti.
- M. Nur Rosid (1995). *Civil Procedure Law*. Jakarta: Sinar Grafika.
- Rasyid Roihan A. (2001). *Procedural Law of Religious Courts*. Jakarta: PT RajaGrafindo Persada.
- Retno Wulan Sutantio, et al. (1997). *Civil Procedure Law in Theory and Practice*. Bandung: Mandar Maju.
- Sakmi Ridwan, Joro. *Basic Material Book of Civil Procedure Law*. Bandung: PT Citra Aditia Bakti.

Module number AKBK 3426	Module name **Indonesian Political System**

Type: Compulsory subject	Semester/Rotation 4/Even	Student capacity: 45

Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)

Test Type (Final Grade Composition) Non-test assessment with diagnostic method 3% Quizzes using ULM E-Learning simari 5% Structured Paper Assignment 7% Literature Review 6% Mini Research Project 9% Midterm Exam 30%, 90 minutes End of Semester Exam 40%, 90 minutes	**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Drs. Heru Puji Winarso, M.Si., M.A.P.	Semester work hours: 90.67 hours

Additional lecturers involved: Muhammad Elmy, M.Pd

Syllabus

The Indonesian Political System course is a study that aims to equip students with an understanding of how the political system is run in Indonesia, including the dynamics and institutions that accompany it. Students will learn the basic concepts of the political system, forms and principles of democracy, and political functions in the context of the Indonesian state. Learning is focused on political processes and actors such as political parties, state institutions, bureaucracy, and community participation in political life.

Through this course, students are expected to be able to understand the structure and working mechanism of the Indonesian political system critically and analytically. Students are also expected to have the ability to evaluate the dynamics of democracy, political culture, political communication, and the electoral system in building a stable and civilized political life. This study supports the formation of active, democratic, and responsible citizens in the life of the nation and state.

The materials studied in this course include: the concept of political system and democracy, political functions and structures, political participation, political parties, formal political institutions, political culture, bureaucracy, political communication, and the electoral system in Indonesia. With a theoretical and contextual approach, students are encouraged to link political theory with actual practices in Indonesia.

Learning goals and qualifications in this module students learn to:

1. Explain the concept of political system and its position in the Indonesian government system. (C2, A2)
2. Identify the principles of democracy as a political system and its application in Indonesia. (C1, A2)
3. Explain the function of politics in the life of a state, including socialization, recruitment, and political communication. (C2, A2)
4. Analyze the forms and roles of political participation of Indonesian society. (C4, A3)
5. Describe the role of political parties as political machines in Indonesia's democratic system. (C2, A2)
6. Explain political institutions and their roles and functions in Indonesia's government structure. (C2, A2)
7. Analyze Indonesia's political structure and distinguish between infra and supra political structures. (C4, A3)
8. Evaluate the development of democracy in Indonesia and the challenges of its implementation. (C5, A4)
9. Assess the role of bureaucracy in state administration and bureaucratic reform. (C5, A4)
10. Explain the dynamics of political communication and its implications for public opinion. (C3, A2)
11. Analyze the electoral system in Indonesia and its impact on political representation. (C4, A3)

Core readings:

1. Miriam Budiardjo. (2019). *Basics of Political Science*. Jakarta: Gramedia Pustaka Utama.
2. Jimly Asshiddiqie. (2007). *Introduction to the Science of Constitutional Law*. Jakarta: Constitution Press.
3. Affan Gaffar. (2004). *Indonesian Politics: Transition to Democracy*. Yogyakarta: Student Library.
4. Ryass Rasyid. (2001). *The Meaning of Democracy in Reform*. Yogyakarta: Tiara Wacana.
5. Arbi Sanit. (1996). *Indonesian Political System*. Jakarta: Rajawali Press.

5th Semester

Module number	Module name
(AKBK 3527)	**International Relations Institution**

Type: Compulsory subject	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Type of Examination (Final Grade Composition) Analysis of the Role of International Organizations (UN, ASEAN, etc.) 3% T.1 Comparative Study of Regional Institutions 5% T.2 Simulation of Multilateral Diplomacy 7% T.3 Policy Review of International Institutions 6% T.4 Practicum (Conflict Resolution Case Research) 9% Midterm Exam 30%, 90 minutes Final Semester Examination 40%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Muhammad Elmy, M.Pd.		Semester work hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objective: The International Law course aims to develop students' comprehensive understanding of the dynamics of international relations from a legal perspective, including mastery of fundamental concepts, analytical abilities, and practical skills in applying the principles of international law.

Competencies: Students will master fundamental knowledge of the concept, history and structure of international law and its sources. They develop analytical skills to examine the role of international organizations such as the UN and the mechanisms of diplomatic relations. From a practical aspect, students are trained to apply principles of international law in real cases and interpret international treaties. Attitudinal competencies include the development of a global perspective, professional ethics, and an appreciation of the diversity of international legal systems. Communication skills are developed through presentations, discussions, and writing international legal analysis. All of these competencies prepare students for a career in international relations or to pursue further studies. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Material: presented in the International Relations Institution course, among others: Understanding the General Definition of International Relations Institutions, Explaining the Society and International Relations Institutions, Explaining the History of International Relations Institutions and Their Development, and Explaining the Nature and Basis of the Applicability of International Relations Institutions; Explaining the Relationship between International Relations Institutions and National Law, Explaining the Sources of International Relations Institutions, Explaining the Subjects of International Relations Institutions, and Explaining the Various International Relations Institutions; Analyzing the United Nations, Analyzing UN Agencies, Analyzing Diplomatic Relations, and Analyzing Embassies.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of international relations institutions and show an orderly attitude in using international law terminology appropriately in academic and practical contexts. **(C1, A2)**

2. Be able to explain the relationship between international society and international relations institutions and foster awareness of the importance of multilateral cooperation in global governance. **(C2, A2)**

3. Able to identify and classify the historical development of international relations institutions and show an appreciative attitude towards the evolution of the international legal system. **(C2, A2)**

4. Able to explain and analyze the nature and basis of the enactment of international relations institutions in regulating relations between states argumentatively. **(C4, A3)**

5. Able to analyze the relationship between international relations institutions and national law and show responsibility in studying cases of international law implementation. **(C4, A2, P2)**

6. Able to identify and evaluate various sources of international relations institutions including treaties, customs, and general legal principles and show a critical attitude in analyzing the validity of legal sources. **(C5, A3, P2)**

7. Able to classify the subjects of international relations institutions and demonstrate presentation skills in explaining the role of each subject of international law. **(C2, A2, P3)**

8. Able to analyze and evaluate various kinds of international relations institutions and demonstrate the ability to work together in group discussions on the effectiveness of international institutions. **(C5, A2, P2)**

9. Able to analyze the structure, function, and role of the United Nations in global governance and show an objective attitude in assessing the performance of international organizations. **(C4, A3)**

10. Able to evaluate the role and function of UN specialized agencies in addressing various global challenges and demonstrate written communication skills in preparing analysis reports. **(C5, A2, P3)**

11. Able to analyze the mechanism of diplomatic relations and international protocols and demonstrate professional ethics in diplomacy simulations. **(C4, A3, P2)**

12. Able to evaluate the role and function of embassies in facilitating bilateral relations and demonstrate negotiation skills in a diplomatic context. **(C5, A3, P3)**.

Core readings:
1) Research Results: Akhyar, Z., **Elmy, M.**, Winarso, H. P., & Huda, N. (2022). *Analysis of the development of the concept of the rule of law in Indonesia from the proclamation era to the post-reform era*. **Journal of Civic Education**, 12(2), 123-132.
2) American Journal of International Law. (2020-2024). *Various Articles on International Institutions*.
3) Boer Mauna (2015). *International Law: Understanding the Role and Function in the Era of Global Dynamics*. 2nd Edition. Bandung: Alumni.
4) Brownlie, Ian. (2019). *Principles of Public International Law*. 9th Edition. Oxford: Oxford University Press.
5) Charter of the United Nations. (1945). San Francisco: United Nations.
6) Dixon, Martin. (2020). *Textbook on International Law*. 8th Edition. Oxford: Oxford University Press.
7) **Elmy, M.,** Mastur. (2023). *Designing E-Learning Courses Based on Virtual Reality and Augmented Reality*. Yogyakarta: Arti Bumu Intaran.
8) Evans, Malcolm D. (Ed.). (2018). *International Law*. 5th Edition. Oxford: Oxford University Press.
9) Huala Adolf. (2020). *International Law: An Introduction*. Jakarta: Rajawali Press.
10) Indonesian Journal of International Law. (2020-2024). *Indonesian Journal of International Law*.
11) International Court of Justice. (2024). *ICJ Cases and Judgments*. Accessed from: https://www.icj-cij.org
12) Leiden Journal of International Law. (2020-2024). *Contemporary Issues in International Law*.
13) Ministry of Foreign Affairs of Indonesia. (2024). *Indonesian Foreign Policy and Diplomacy*. Accessed from: https://kemlu.go.id
14) Mochtar Kusumaatmadja & Etty R. Agoes. (2015). *Introduction to International Law*. 2nd Edition. Bandung: Alumni.
15) Permanent Court of Arbitration. (2024). *PCA Cases*. Accessed from: https://pca-cpa.org
16) Sarbaini, **Elmy, M**. (2013). The State of Law and Democracy. Banjarmasin: P3AI ULM Banjarmasin
17) Sefriani. (2019). *International Law: An Introduction*. 3rd Edition. Jakarta: Rajawali Press.
18) Shaw, Malcolm N. (2017). *International Law*. 8th Edition. Cambridge: Cambridge University Press.
19) Starke, J.G. (2018). *Introduction to International Law*. 10th Edition. Jakarta: Sinar Grafika.
20) Statute of the International Court of Justice. (1945). The Hague: International Court of Justice.
21) United Nations. (2024). *UN System Organizations*. Accessed from: https://www.un.org
22) Vienna Convention on the Law of Treaties. (1969). Vienna: United Nations Treaty Series.

23) Vienna Convention on Diplomatic Relations. (1961). Vienna: United Nations Treaty Series.

Module number (AKBK 3528)	Module name **Human Rights**	
Type: Compulsory Course	Semester / Rotation V / Odd	Student capacity: 43
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Type of Examination (Final Grade Composition) Analysis of Basic Concepts of Human Rights & History of Development 5% T.1 Case Study of Human Rights Violations in Indonesia 3% T.2 Performance Review of National Human Rights Commission & National Commission on Women 3% T.3 Documentative Research: Universal vs Particular Human Rights 3% T.4 Human Rights Court Simulation 3% T.5 Analysis of Civil-Military Relations in Human Rights 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS: (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **Example for ECTS:** 6 (60 contact hours in class+ 70 hours of self-study+ 20 hours of research (150hrs together).
Module Coordinator: Prof. Dr. Hj. Rabiatul Adawiah, M.Si.		Semester working hours: 90.67 hours
Additional lecturers involved: ---		

Syllabus

The Human Rights course aims to form students who have a comprehensive understanding of human rights from a theoretical and practical perspective, and are able to analyze the dynamics of human rights enforcement in the Indonesian and global contexts with a multidisciplinary approach. Through this learning, students are expected to have the following competencies: (Attitude Competency) Committed to universal human rights values by respecting the local context; Sensitive to human rights violations, especially for vulnerable groups; Support gender equality and anti-discrimination; Committed to the rule of law and state accountability; (Knowledge Competency) Understand the basic concepts, typology, and history of human rights development; Master the relationship between the rule of law and human rights protection; Understand the implementation of human rights in Indonesia and the factors that cause its violation; Know the debate of universalism vs. particularism of human rights; Understand the role of Komnas HAM, Komnas Perempuan, and civil-military relations; (Skills Competency) Analyze cases of human rights violations with appropriate theoretical frameworks; Conduct documentary research and investigations of human rights violations; Design advocacy and public communication strategies on human rights issues; Think critically in moral and legal dilemmas of human rights; Mediate conflicts related to human rights violations. Learning Outcome; Students are expected to be: 1. Critical thinkers in analyzing multidimensional human rights issues; 2. Human rights advocates who understand law enforcement and advocacy strategies; 3. Active citizens in strengthening the national human rights protection system; 4. Change agents who respond to contemporary human rights challenges.

The material presented in this course discusses and explores material regarding the definition of Human Rights, the Development of Human Rights and Various Human Rights, the Rule of Law and Human Rights and the Implementation of Human Rights in Indonesia, the Occurrence of Human Rights Violations and the Universal and Particurlarism Schools, and the Occurrence of Human Rights Violations and the Dichotomy of Individualism and Collectivism and the Weakness of Law Enforcement and the Understanding of Military and Civilian Human Rights, as well as the National Human Rights Commission & National Commission on Violence and Women.

Learning goals and qualifications in this module students learn to:

1. **Be able to describe the definition of Human Rights** as a fundamental right inherent in every human being from birth and **show a professional attitude in the field of Education** by integrating human rights values in the learning process independently and in groups. **(C1, A2)**

2. **Able to explain the development of human rights** from a global and national historical perspective and **its relationship with other sciences** with state objects such as politics, law, and sociology, and **foster a creative attitude in the field of Education** through a multidisciplinary approach independently and in groups. **(C1, A2)**

3. **Able to describe various kinds of human rights** based on typology and generation and **conclude about efforts to enforce human rights through the Human Rights Court** and the role of pro-democracy NGOs, by **showing an appreciative attitude towards constitutional values** and **an innovative attitude in the field of Education** independently and in groups. **(C1, A2)**

4. **Able to explain the implementation of human rights in Indonesia** in the context of reform and democratization and **clarify the functions and roles of the National Human Rights Commission & National Commission on Violence against Women** in the national **human rights** protection system, **and apply basic concepts of morals, politics, law, human rights and state administration** in logical and formal juridical problem solving. **(C2, P1)**

5. **Able to analyze the concept of the rule of law** in relation to human rights protection **and evaluate the rule of law and state accountability** in upholding human rights, by **showing**

commitment to the principles of the rule of law and government transparency independently and in groups. **(C2, A3)**

6. **Able to identify various factors that cause human rights violations** in Indonesia and the world and **analyze patterns of human rights violations** with criminological and sociological approaches, and **show a sensitive attitude** towards victims of human rights violations independently and in groups. **(C2, A2)**

7. **Able to explain the debate between universalism and particularism of human rights and analyze the challenges of implementing human rights** in the context of cultural and religious diversity, by **showing a tolerant and inclusive attitude** in appreciating plurality of values independently and in groups. **(C2, A3)**

8. **Able to describe the dichotomy of individualism and collectivism** in the perspective of human **rights and evaluate the balance of individual rights and collective interests** in Indonesian society, by **developing a wise attitude** in addressing human rights moral dilemmas independently and in groups. **(C2, A3)**

9. **Able to analyze the factors of weak human rights law enforcement** in Indonesia and **formulate strategies to strengthen the justice system** and law enforcement in protecting human rights, by **showing commitment to legal reform** and restorative justice independently and in groups. **(C3, P2)**

10. **Able to explain the understanding of human rights in the context of military and civilian relations** and **analyze the role of TNI and Polri** in protecting human rights in the era of democracy, by **developing an objective attitude** towards security sector reform independently and in groups. **(C2, A2)**

11. **Able to conduct documentary research and investigate** cases of human rights violations with appropriate methodology and **practice fact-finding techniques** and documentation of human rights violations, by **showing academic integrity** and objectivity in research independently and in groups. **(C3, P3)**

12. **Able to design advocacy and public communication strategies** on contemporary human rights issues and **develop** effective and persuasive **human rights awareness campaigns**, by **showing leadership** in the human rights protection movement independently and in groups. **(C3, P3)**

13. **Able to mediate conflicts related to human rights violations** with a restorative justice approach and **implement human rights principles** in dispute resolution and reconciliation, by **showing empathy and justice** as agents of social change independently and in groups. **(C3, P3, A3)**

Core reading:

1. **Adawiah, R.** (2022). *Strategic orientation and technology entrepreneurship: The mediating role of pro-environment behavior and the moderating role of intercultural communication among Indonesian Wetland Ecological Citizen*. Eurasian Journal of Educational Research. Vol. 101 No. 101.
2. **Adawiah, R**. (2020). *EVALUATION OF CHARACTER EDUCATION PROGRAMS Empirical Study in Pilot Schools*. Banjarmasin: Tahura Media.
3. Amnesty International. (2020). *Amnesty International Report 2019/20: The State of the World's Human Rights*. London: Amnesty International.
4. ASEAN Human Rights Declaration 2012
5. Asian Human Rights Commission: http://www.humanrights.asia
6. Asshiddiqie, Jimly. (2007). *Principles of Indonesian Constitutional Law after Reform*. PT Bhuana

Popular Science.

7. Bahar, Saafroedin. (2002). *Human Rights: Analysis of the National Human Rights Commission and the Hankam/ABRI Ranks*. Ghalia Indonesia.
8. Beitz, Charles R. (2009). *The Idea of Human Rights*. Oxford University Press.
9. Brownlie, Ian & Guy S. Goodwin-Gill. (2010). *Brownlie's Documents on Human Rights*. 6th Edition. Oxford University Press.
10. Donnelly, Jack (2013). *Universal Human Rights in Theory and Practice*. 3rd Edition. Cornell University Press.
11. Effendi, Masyhur. (1994). Human Rights in National and International Law. Ghalia Indonesia: Jakarta.
12. Elsam (Institute for Community Studies and Advocacy). (2018). *Monitoring Human Rights Conditions in Indonesia in 2018*. Jakarta: Elsam.
13. Eriyanto, Authoritarian Power. (2000). Isist, Yogyakarta.
14. Freeman, Michael. (2017). *Human Rights: An Interdisciplinary Approach*. 3rd Edition. Polity Press.
15. Gewirth, Alan. (1996). *The Community of Rights*. University of Chicago Press.
16. Griffin, James. (2008). *On Human Rights*. Oxford University Press.
17. Hikam, Muhammad AS. (2016). *The Politics of Citizenship: The Foundation of Redemocratization in Indonesia*. Erlangga.
18. Human Rights Library - University of Minnesota: http://hrlibrary.umn.edu
19. Human Rights Watch. (2020). *World Report 2020*. New York: Human Rights Watch.
20. Human Rights Quarterly - Johns Hopkins University Press
21. Indonesia Law Review - Faculty of Law, University of Indonesia
22. Indrayana, Denny. (2008). *Indonesian Constitutional Reform 1999-2002: An Evaluation of Constitution-Making in Transition*. Kompas Media Nusantara.
23. International Covenant on Civil and Political Rights (ICCPR) 1966
24. International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966
25. International Journal of Human Rights - Taylor & Francis
26. Journal of Human Rights - National Commission on Human Rights (various editions)
27. Constitutional Journal - Constitutional Court of Indonesia
28. Kelsen, Hans. (2013). *General Theory of Law and State*. Nusa Media.
29. Commission for the Disappeared and Victims of Violence (KontraS). (2019). *Indonesia Human Rights Situation Report 2019*. Jakarta: KontraS.
30. National Human Rights Commission of the Republic of Indonesia. (2019). *Komnas HAM Annual Report 2019*. Jakarta: Komnas HAM.
31. National Commission on Violence against Women. (2020). *Annual Report of Komnas Perempuan 2020*. Jakarta: Komnas Perempuan.
32. Constitutional Court of the Republic of Indonesia. (2010). *Comprehensive Text of Amendments to the Constitution of the Republic of Indonesia Year 1945: Background, Process, and Results of Discussion 1999-2002*. Jakarta: Secretariat General and Registrar of the Constitutional Court.
33. People's Consultative Assembly of the Republic of Indonesia. (2019). *Guide to the Correction of the 1945 Constitution of the Republic of Indonesia*. Jakarta: Secretariat General of the MPR RI.
34. Muladi. (2009). *Human Rights: Politics, Law, and the Dilemma of Enforcement*. Refika Aditama.
35. Nickel, James W. (2007). *Making Sense of Human Rights*. 2nd Edition. Blackwell Publishing.
36. UN Human Rights - Office of the High Commissioner: https://www.ohchr.org
37. Constitution of the Republic of Indonesia Year 1945 (Amendments I-IV)
38. Law Number 39 of 1999 on Human Rights
39. Law No. 26/2000 on the Human Rights Court
40. Law No. 7 of 1984 on the Ratification of the Convention Concerning the Elimination of All Forms of Discrimination Against Women
41. Universal Declaration of Human Rights (UDHR) 1948
42. United Nations Human Rights Council. (2017). *Report of the Working Group on the Universal Periodic Review: Indonesia*. Geneva: UN Human Rights Council.
43. Raz, Joseph. (2010). *The Authority of Law: Essays on Law and Morality*. 2nd Edition. Oxford University Press.
44. Rhona K.M. Smith, et al. (2008). *Human Rights Law*. PUSHAM UII.
45. Santoso, M. Agus. (2019). *Human Rights and Democracy in Indonesia: Progress Notes and*

Challenges. Student Library.

46. Sen, Amartya. (2009). *The Idea of Justice*. Harvard University Press.
47. Steiner, Henry J., Philip Alston & Ryan Goodman. (2008). *International Human Rights in Context: Law, Politics, Morals*. 3rd Edition. Oxford University Press.
48. Fact Finding Team for Human Rights Violations. (2012). *Report on the Investigation of Gross Human Rights Violations: The 1965-1966 Tragedy*. Jakarta: National Human Rights Commission.
49. Wahyuni, Erna. (2018). *Human Rights in Indonesia's Democratic Transition*. LP3ES.
50. National Commission on Human Rights website: https://www.komnasham.go.id
51. National Commission on Violence Against Women website: https://komnasperempuan.go.id
52. Wisnumurti, Nugroho. (2004). *Human Rights and the International Order*. Hasta Mitra

Module number (AKBK 3529)	Module name **SOCIOLOGY OF LAW**	
Type: Compulsory subject	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Legal Sociology Theory Analysis 5% T.1 Case Study of Customary Law vs Positive Law 3% T.2 Observation of Legal Practice in Society 3% T.3 Decision Review with Sociological Approach 3% T.4 Mini Research: Community Legal Awareness 3% T.5 Legal Conflict Analysis in Society 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Zainul Akhyar, M.H.		Semester working hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objective: The course aims to provide a comprehensive understanding of the dynamic relationship between law and society, including the influence of legal sociology schools, the role of law as a means of social control, as well as the interaction between law and social structures, community groups, power, and culture in the context of social change.

Competencies: Students will master the fundamental concepts of legal sociology and the various schools that influence it, understand the function of law as an instrument of social control, and analyze people's perceptions and responses to law. Students develop the ability to examine the complex relationship between law and social structure, community groups, power, and culture. Students are trained to analyze the process of social change and its influence on law formation and enforcement, evaluate various types of law in society, and examine the dynamics between legal certainty and justice in social practice. This competency prepares students to understand the complexity of law implementation in social reality and develop a sociological perspective in analyzing legal phenomena in society. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Sociology of Law course include: Schools that influence the Sociology of Law; Law as a Means of Social Control, Public Perception of Law, Law and Social Structure, Law and Social Groups, Law and Power, Law and Community Culture, Counseling, Introduction, and Cultivation of Pancasila for Early Childhood Teachers, Law and Social Change, Types of law and Law Formation in Society, Law Enforcement in Society, Legal Certainty and Legal Justice in Society.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of legal sociology and show an orderly attitude in using legal sociology terminology appropriately in academic and social contexts. **(C1, A2)**

2. Able to explain the various schools that influence legal sociology and foster awareness of the importance of a multidisciplinary approach in understanding legal phenomena. **(C2, A2)**

3. Able to identify and analyze the role of law as a means of social control and show a critical attitude towards the effectiveness of law in regulating community behavior. **(C4, A3)**

4. Able to evaluate people's perceptions of the law and demonstrate observation skills in assessing social responses to legal norms. **(C5, A2, P2)**

5. Able to analyze the relationship between law and social structure and show responsibility in assessing the impact of social stratification on access to justice. **(C4, A2, P2)**

6. Able to evaluate the interaction between law and social groups and demonstrate discussion skills in analyzing conflicts of interest between groups. **(C5, A2, P2)**

7. Able to analyze the relationship between law and power and demonstrate an objective attitude in assessing legal politics and legitimacy of power. **(C4, A3)**

8. Able to evaluate the influence of community culture on the formation and implementation of law and show appreciation for the diversity of legal cultures. **(C5, A2)**

9. Able to analyze the dynamics of law and social change and demonstrate the ability to predict future legal developments. **(C4, A2, P3)**

10. Able to classify various types of law and analyze the process of law formation in society and demonstrate research skills in studying the legislative process. **(C4, A2, P2)**

11. Able to evaluate the law enforcement process in society and demonstrate communication skills in presenting law enforcement case analysis. **(C5, A2, P3)**

12. Able to analyze the dialectic between legal certainty and justice in society and show a reflective attitude in assessing the dilemma of law implementation in Indonesia. **(C4, A3, P2)**

Core readings:

1) Research Results: **Akhyar, Z**., Elmy, M., Winarso, H. P., & Huda, N. (2022). *Analysis of the development of the concept of the rule of law in Indonesia from the proclamation era to the post-reform era*. **Journal of Civic Education**, 12(2), 123-132.

2) Achmad Ali. (2019). *Sociology of Law: An Empirical Study of Law*. 3rd Edition. Jakarta: Kencana Prenada Media Group.

3) **Akhyar, Z.,** Nugroho. D.A. (2024). *BUILDING LEGAL AUTHORITY "Theoretical & Implementative Reflections on the Indonesian Rule of Law"*. Central Java: Amerta Media Publisher.

4) **Akhyar, Z.** (2024). *Legal Awareness of Citizens in Preventing Forest and Land Fires (Karhutla) in South Kalimantan Province*. Journal of Ecohumanism. ISSN:2752-6798E-ISSN:2752-6801.

5) Anonymous. (2013) Training Module for the implementation of the 2013 curriculum, Jakarta: Ministry of Education and Culture.

6) Amri, Sofan, and Ahmadi, lif Khiro. (2010). Construction of learning development Jakarta: Ministry of Education and Culture.

7) Anthon F. Susanto. (2021). *Sociology of Law: Social Construction and Legal Reality*. Bandung: Refika Aditama.

8) Central Bureau of Statistics. (2024). *Indonesian Criminal Statistics*. Jakarta: BPS.

9) Durkheim, Emile. (2017). *The Division of Labor in Society*. Translation. Jakarta: Student Library.

10) Esmi Warassih. (2020). *Legal Institutions: A Sociological Analysis*. 2nd Edition. Semarang: Magister Library.

11) Friedman, Lawrence M. (2019). *The Legal System: A Social Science Perspective*. New York: Russell Sage Foundation.

12) Hukumonline.com. (2024). *Legal Database and Case Analysis*. Accessed from: https://www.hukumonline.com.

13) I Gede A.B. Wiranata. (2019). *Fundamentals of Ethics and Morality*. Bandung: Citra Aditya Bakti.

14) Indonesian Legal Resource Center. (2024). *Analysis of Law and Society*. Accessed from: https://ilrc.or.id.

15) Johnson, Alvin s. (1994). Sociology of law. Jakarta. Rineka Cipta.

16) Journal of Sociology of Law. (2020-2024). *Faculty of Law, University of Indonesia*.

17) Ministry of Law and Human Rights of the Republic of Indonesia. (2024). *Statistics on Law Enforcement in Indonesia*. Jakarta: Ministry of Law and Human Rights.

18) Kompas.com. (2024). *Latest Legal News and Analysis*. Accessed from: https://nasional.kompas.com/hukum

19) Law & Society Review. (2020-2024). *American Sociological Association*.

20) Lili Rasjidi & I.B. Wyasa Putra. (2020). *Law as a System*. Revised Edition. Bandung: Teenage Workshop.

21) Supreme Court of the Republic of Indonesia. (2024). *Annual Report and Decision Analysis*. Jakarta: SUPREME COURT OF INDONESIA.

22) Legal Issues. (2020-2024). *Faculty of Law, Diponegoro University*.

23) Max Weber. (2018). *Economy and Society: An Outline of Interpretive Sociology*. Translation. Yogyakarta: IRCiSoD.

24) The Pulpit of Law. (2020-2024). *Faculty of Law, Gadjah Mada University*.

25) Otje Salman & Anthon F. Susanto. (2018). *Legal Theory: Remembering, Collecting, and Reopening*. Bandung: Refika Aditama.

26) Soerjono Soekanto. (2018). *Sociology of Law in Society*. Jakarta: Rajawali Press.

27) Satjipto Rahardjo. (2020). *Sociology of Law: The Development of Methods and Choice of Problems*. Revised Edition. Yogyakarta: Genta Publishing.

28) Parsons, Talcott. (2020). *The Social System*. Translation. Jakarta: Student Library.

29) Pound, Roscoe. (2019). *Social Control Through Law*. New Haven: Yale University Press.

30) Zainuddin Ali. (2019). *Sociology of Law*. 4th Edition. Jakarta: Sinar Grafika.

Module number	Module name
(AKBK 3537)	**Fundamentals of Statistics**

Type: Elective*	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)	**SKS (+Workload in hrs)**
Descriptive Data Analysis 5% T.1 Statistical Software Practicum (SPSS/R/Excel) 3% T.2 Distribution & Graph Analysis 3% T.3 Probability & Sampling 3% T.4 SPSS/Jamovi Practicum 3% T.5 Probability Distribution Case Study 3% T.6 Practicum (Simple Hypothesis Test) 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. Hj. Fatimah, M.Hum.	Semester working hours: 90.67 hours
Additional lecturers involved: -	

Syllabus

Objective: The Research Statistics course aims to provide a comprehensive understanding of the basic concepts of statistics and their application in research, including data processing and presentation, measurement of instrument validity and reliability, as well as mastery of descriptive and inferential statistical techniques to support research in the field of Pancasila and Civic Education.

Competencies: Students will master the fundamental concepts of statistics and understand its role in scientific research, be able to collect, process, and present data through graphs, tables, and diagrams. They develop the ability to apply various data measurement scales and instruments, calculate measures of data centering and dispersion, and test the validity and reliability of research instruments. Students are trained to use inferential statistics both parametric and non-parametric, conduct requirement tests such as normality and homogeneity, and operate SPSS software for data analysis. This competency prepares students to conduct valid and reliable research in the field of Civics with the support of precise and accurate statistical analysis. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Institute of International Relations course include: Understanding basic notions in statistics, Data Collection and Presentation, Data Measurement Scale and Instrument Measurement Scale, Describing the role of statistics in research, Measures of Centering and Measures of Data Distribution, Explaining Validity and Reliability Tests, Identifying inferential statistical concepts both parametric statistics and non-parametric statistics.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of statistics and show an orderly attitude in using statistical terminology appropriately in academic and research contexts. **(C1, A2)**
2. Be able to explain the role of statistics in research and raise awareness of the importance of quantitative approaches in analyzing social and educational phenomena. **(C2, A2)**
3. Able to identify and classify various types of data and variables and show a meticulous attitude in the process of collecting and classifying data. **(C2, A2)**
4. Able to apply various data measurement scales and instruments and demonstrate technical skills in designing research measurement tools. **(C3, A2, P2)**
5. Able to process and present data through graphs, tables, and diagrams and show creativity in informative data visualization. **(C3, A2, P3)**
6. Able to calculate and interpret measures of data concentration and distribution and show analytical skills in analyzing data characteristics. **(C4, A2, P2)**
7. Able to test the validity and reliability of research instruments and show responsibility in ensuring the quality of research measurement tools. **(C4, A3, P2)**
8. Able to identify and apply inferential statistical concepts both parametric and non-parametric and demonstrate problem solving skills in complex data analysis. **(C4, A2, P3)**
9. Able to perform parametric statistical requirement tests such as normality and homogeneity and show a critical attitude in choosing the right analysis technique. **(C4, A3, P2)**
10. Able to operate SPSS software for statistical data processing and demonstrate information technology skills in supporting research analysis. **(C3, A2, P3)**
11. Able to interpret the results of statistical analysis and compile research reports and demonstrate written communication skills in presenting research findings. **(C5, A2, P3)**
12. Able to evaluate the quality of research based on statistical principles and show an objective attitude in assessing the validity and reliability of research results. **(C5, A3, P2)**

Core reading:

1) **Adawiah, R**. (2020). *EVALUATION OF CHARACTER EDUCATION PROGRAM Empirical Study in Pilot Schools*. Banjarmasin: Tahura Media.
2) Anas Sudijono. (2019). *Introduction to Education Statistics*. 25th Edition. Jakarta: Rajawali Press.
3) Anas Sudijono (2010) Introduction to Education Statistics. Jakarta: PT Raja Grafindo Persada.
4) Creswell, John W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Edition. Thousand Oaks: SAGE Publications.
5) Djarwanto. (1991) Nonparametric Statistics. Yogyakarta: BPFE.
6) Educational Research and Reviews. (2020-2024). *Academic Journals*.
7) Field, Andy. (2018). *Discovering Statistics Using IBM SPSS Statistics*. 5th Edition. London: SAGE Publications.
8) Fraenkel, Jack R. & Norman E. Wallen. (2019). *How to Design and Evaluate Research in Education*. 9th Edition. New York: McGraw-Hill.
9) Gay, L.R., Geoffrey E. Mills & Peter Airasian. (2018). *Educational Research: Competencies for Analysis and Applications*. 11th Edition. Boston: Pearson.
10) Gravetter, Frederick J. & Larry B. Wallnau. (2019). *Statistics for the Behavioral Sciences*. 10th Edition. Boston: Cengage Learning.
11) Howell, David C. (2017). *Statistical Methods for Psychology*. 8th Edition. Boston: Cengage Learning.
12) Husaini Usman & Purnomo Setiady Akbar. (2020). *Introduction to Statistics*. 3rd Edition. Jakarta: Bumi Aksara.
13) Indonesian Journal of Educational Research. (2020-2024). *Various Universities*.
14) Journal of Education. (2020-2024). *Institute of Research and Community Service*.
15) Journal of Educational Research and Evaluation. (2020-2024). *State University of Yogyakarta*.
16) Kadir. (2018). *Applied Statistics: Concepts, Examples and Data Analysis with the SPSS/Lisrel Program in Research*. Jakarta: Rajawali Press.
17) Kadir (2010) Statistics for Social Sciences research. Jakarta: Rosemata Sampurna.
18) Nar Herrhyanto and H.M. Akib Hamid (2008). Basic Statistics. Jakarta: Open University.
19) Riduwan. (2020). *Basics of Statistics*. Revised Edition. Bandung: Alfabeta.
20) Saifudin Azhar (2015) Validity and Reliability. Yogyakarta: Student Library
21) Sambas Ali Muhidin & Maman Abdurrahman. (2019). *Correlation, Regression, and Path Analysis in Research*. Revised Edition. Bandung: Faithful Library.
22) Singgih Santoso. (2021). *Mastering Statistics with SPSS 28*. Jakarta: Elex Media Komputindo.
23) Sugiyono. (2019). *Statistics for Research*. 30th Edition. Bandung: Alfabeta.
24) Suharsimi Arikunto. (2020). *Research Procedure: A Practical Approach*. Revised Edition. Jakarta: Rineka Cipta.
25) Sutrisno Hadi. (2018). *Statistics*. Volume 1 and 2. Yogyakarta: Andi Offset.
26) Syofian Siregar. (2014) Descriptive Statistics for Research. Jakarta: Raja Grafindo Persada
27) Pallant, Julie. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS*. 7th Edition. London: Open University Press.

Online and Software Resources:

28) IBM SPSS Statistics. (2024). *User Guide and Tutorials*. Accessed from: https://www.ibm.com/spss
29) Laerd Statistics. (2024). *Statistical Tutorials and Guides*. Accessed from: https://statistics.laerd.com
30) Andy Field. (2024). *Discovering Statistics*. Accessed from: https://www.discoveringstatistics.com
31) StatisticsHowTo.com. (2024). *Statistics Made Simple*. Accessed from: https://www.statisticshowto.com

Practicum Guide:

32) Statistical Practicum Guide with SPSS. (2024). *Computer Laboratory, Faculty of Education*.
33) Practicum Module for Research Data Analysis. (2024). *Civics Study Program*.

Module number	Module name
(AKBK 3538)	**ISLAMIC LAW**

Type: Elective*	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)

Type of Examination (Final Grade Composition)	SKS (+Workload in hrs)
Analysis of Legal Arguments (Al-Quran & Hadith) 5% T.1 Review of Contemporary Fatwa 3% T.2 Group Presentation 3% T.3 Paper 3% T.4 Reflective Narrative 3% T.5 Research on Islamic Law in Indonesia 3% T.6 Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. H. Dian Agus Ruchliyadi, M.Pd.	Semester working hours: 90.67 hours

Additional lecturers involved: -

Syllabus

Objective: The Islamic Law course aims to provide a comprehensive understanding of shari'ah as an Islamic legal system, the history of the development of legal science in Islamic and European civilizations, and the philosophical foundations of Islamic law which include epistemology, methodology, and ethics in the development and application of Islamic law.

Competency: Students will master the fundamental concept of shari'ah as a source of Islamic law, understand the contribution of Islamic and other civilizations in the development of legal science, and analyze the evolution of legal thought in Europe and the age of maturity of legal sciences. They develop the ability to distinguish Islamic legal philosophy from other legal systems, classify the types of Islamic legal knowledge, and master the methodology and scientific tools in the study of Islamic law. Students are trained to apply research ethics in the study of Islamic law, understand the practical application of Islamic law in social life, and master the basics of Islamic legal research. This competency prepares students to understand and apply Islamic law with a strong epistemological foundation and a systematic methodological approach. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Sociology of Law course include: Shariah, Science in Other Civilizations, Discovery of Science in Europe, Age of Maturity of Sciences, Philosophy, Scope of Philosophy of Science, and Science, Types of Knowledge, Scientific Means, Science and Applications, Research Ethics, Research Basics.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of shari'ah and show an orderly attitude in using Islamic legal terminology appropriately in academic and practical contexts. **(C1, A2)**
2. Be able to explain the development of science in various civilizations and foster awareness of the contribution of Islamic civilization to the advancement of science. **(C2, A2)**
3. Able to identify and classify the history of scientific discovery in Europe and show an appreciative attitude towards the development of epistemology in various scientific traditions. **(C2, A2)**
4. Able to explain and analyze the age of maturity of the sciences and show an understanding of the evolution of scientific methodology in Islam. **(C4, A2)**
5. Able to describe the concept of philosophy and the scope of philosophy of science and foster a critical attitude in understanding the philosophical basis of science. **(C2, A3)**
6. Able to distinguish and classify types of knowledge and demonstrate analytical skills in studying Islamic epistemology. **(C4, A2, P2)**
7. Able to identify and apply scientific tools in research and show responsibility in using appropriate research methodology. **(C3, A2, P2)**
8. Able to analyze the relationship between science and its application in the context of Islamic law and show synthesis ability in integrating theory and practice. **(C4, A2, P3)**
9. Able to apply research ethics in the study of Islamic law and show academic integrity in conducting scientific research. **(C3, A3, P2)**
10. Able to master the basics of Islamic law research and demonstrate methodological skills in designing and conducting research. **(C3, A2, P3)**

11. Able to evaluate and criticize various approaches in the study of Islamic law and show an objective attitude in analyzing the development of Islamic legal thought. **(C5, A3, P2)**

12. Able to integrate the understanding of shari'ah with the development of contemporary science and show the ability to innovate in developing the study of Islamic law. **(C5, A2, P3)**.

Core readings:

1) Abdul Wahhab Khallaf. (2019). *Ilmu Ushul Fiqh*. Translation of Noer Iskandar Al-Barsany. Jakarta: Amani Library.
2) Ahmad Hasan. (2020). *The Door of Ijtihad Before It Is Closed*. Translation of Agah Garnadi. Bandung: Library.
3) Al-Ahkam: Journal of Shari'ah and Legal Sciences. (2020-2024). *IAIN Surakarta*.
4) Al-Ghazali, Abu Hamid. (2019). *Al-Mustashfa min Ilm al-Ushul*. Beirut: Dar al-Kutub al-Ilmiyyah.
5) Al-Shatibi, Abu Ishaq. (2018). *Al-Muwafaqat fi Ushul al-Ahkam*. Beirut: Dar al-Ma'rifah.
6) Amir Syarifuddin. (2020). *Ushul Fiqh*. Volume 1 and 2. Jakarta: Kencana Prenada Media Group.
7) Armahedi Mahzar. (2020). *Revolution of Islamic Integralism: Formulating an Islamic Science and Technology Paradigm*. Bandung: Mizan.
8) Asy-Syir'ah: Journal of Shari'ah and Legal Sciences. (2020-2024). *UIN Sunan Kalijaga Yogyakarta*.
9) Encyclopedia of Islamic Law. (2019). Jakarta: Ichtiar Baru van Hoeve.
10) Encyclopedia of Islam. (2020). Jakarta: PT Temprint.
11) Fazlur Rahman. (2018). *Islam*. Translation of Ahsin Mohammad. Bandung: Library.
12) H.A.R. Gibb (2019). *Modern Schools in Islam*. Translation of Machnun Hussein. Jakarta: Rajawali Press.
13) Harun Nasution. (2020). *Islam Viewed from Various Aspects*. Volume 1 and 2. Jakarta: UI Press.
14) Hossein Nasr. (2018). *Science and Civilization in Islam*. Translation of J. Mahyudin. Bandung: Library.
15) Istinbath: Journal of Islamic Law. (2020-2024). *IAIN Mataram*.
16) Imam Al-Haramain Al-Juwaini. (2020). *Al-Burhan fi Ushul al-Fiqh*. Cairo: Dar al-Ansar.
17) Imam Ash-Shafi'i. (2019). *Ar-Risalah*. Translation of Ahmadie Thaha. Jakarta: Firdaus Library.
18) Journal of Islamic Law. (2020-2024). *Faculty of Shari'ah and Law UIN Jakarta*.
19) Maurice Bucaille. (2019). *Bibel, Quran and Modern Science*. Translation by H.M. Rasyidi. Jakarta: Bulan Bintang.
20) Mehdi Golshani. (2020). *Philosophy of Science According to the Quran*. Translation of Agus Efendi. Bandung: Mizan.
21) Muhammad Iqbal. (2018). *Reconstruction of Religious Thought in Islam*. Translation of Ali Audah. Jakarta: Tintamas.
22) Muhammad Abu Zahrah. (2018). *Ushul Fiqh*. Translation of Saefullah Ma'shum. Jakarta: Firdaus Library.
23) Nasrun Haroen. (2019). *Ushul Fiqh 1*. Revised Edition. Jakarta: Logos Discourse of Science.
24) **Ruchliyadi, D.A.,** Hiliadi. W. (2024) Islamic Law. Banjarmsin
25) The Encyclopedia of Islam. (2018). Leiden: E.J. Brill.
26) Islamic Philosophy Online. (2024). *Contemporary Issues in Islamic Law*. Accessed from: https://www.muslimphilosophy.com
27) Islamweb.net. (2024). *Fatwa and Islamic Jurisprudence*. Accessed from: https://www.islamweb.net
28) Alukah.net. (2024). *Islamic Sciences and Research*. Accessed from: https://www.alukah.net
29) Baitul Mal Hidayatullah. (2024). *Contemporary Islamic Studies*. Accessed from: https://bmh.or.id

Module number (AKBK 3530)	Module name **Criminal Procedure Law**	
Type: Compulsory subject	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Type of Examination (Final Grade Composition) Investigation Case Analysis 5% T.1 Trial Simulation 3% T.2 Paper 3% T.3 Court Decision Review 3% T.4 Literature Review 3% T.5 Comparative Study of KUHAP 3% T.6 Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Zainul Akhyar, MH.		Semester work hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objective: This course aims to provide students with a comprehensive understanding of the theoretical foundations of criminal procedure law, the Indonesian criminal justice system, and the structure and functions of law enforcement agencies. Through this study, students are expected to understand the processes and stages in the criminal justice system and master the concept of separation of powers in the context of judicial power.

Competency: Students are expected to master the theoretical basis of criminal procedure law and its background, understand the principles and sources of criminal law, and know the authority structure of judicial institutions. Students will also be able to analyze the stages of the criminal justice process, apply the theory of separation of powers in the justice system, and describe the roles and functions of the judiciary and the prosecutor's office. In addition, students will have an objective attitude towards the criminal justice system and appreciate the principles of justice and the rule of law. In this course, the learning process is conducted with **blended learning**. Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Criminal Procedure Law course include: The Existence of Criminal Procedure Law in the Context of the Indonesian Rule of Law, Definition and scope of criminal procedure law, Explaining the Function and Purpose of Criminal Procedure Law, Principles of Criminal Procedure Law, The beginning of the criminal procedure process and the end of the criminal procedure process, Investigation in criminal cases, Investigation in criminal cases, search, arrest and detention in criminal cases, Prosecution process in criminal cases, Function and purpose of Pretrial in the Indonesian justice system, Trial process at the District Court, Court of Appeal, and Supreme Court, Ordinary legal remedies and extraordinary legal remedies in seeking justice.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of criminal procedural law and show an orderly attitude in using criminal law terminology appropriately in academic and practical contexts. **(C1, A2)**
2. Be able to explain the existence of criminal procedural law in the context of the Indonesian rule of law and foster awareness of the importance of the rule of law in the criminal justice system. **(C2, A2)**
3. Able to identify and classify the functions and objectives of criminal procedure law and show an appreciative attitude towards the development of the Indonesian criminal justice system. **(C2, A2)**
4. Able to explain and analyze the principles of criminal procedural law in regulating the judicial process argumentatively. **(C4, A3)**
5. Able to describe the initial to final stages of the criminal procedure process and show an objective attitude towards law enforcement mechanisms. **(C5, A3)**
6. Able to analyze and evaluate the investigation and investigation process in criminal cases by showing an understanding of applicable legal procedures. **(C5, A2)**
7. Able to explain search, arrest and detention procedures in criminal cases and show an attitude of respect for the protection of human rights. **(C2, A3)**
8. Able to analyze the prosecution process in criminal cases and the role of the prosecutor's office in the criminal justice system systematically. **(C4, A2)**

9. Able to describe the function and purpose of pretrial in the Indonesian judicial system and show a critical attitude towards judicial control mechanisms. **(C5, A3)**

10. Able to explain and analyze the trial process at the District Court, High Court, and Supreme Court comprehensively. **(C4, A2)**

11. Able to evaluate ordinary legal remedies and extraordinary legal remedies in seeking justice and show a constructive attitude towards improving the justice system. **(C6, A3)**

Core readings:

1) Research Results: **Akhyar, Z**., Elmy, M., Winarso, H. P., & Huda, N. (2022). *Analysis of the development of the concept of the rule of law in Indonesia from the proclamation era to the post-reform era*. **Journal of Civic Education**, 12(2), 123-132.

2) **Akhyar, Z.** (2024). *Legal Awareness of Citizens in Preventing Forest and Land Fires (Karhutla) in South Kalimantan Province.* Journal of Ecohumanism. ISSN:2752-6798E-ISSN:2752-6801.

3) Alfitra. (2021). *Law of Evidence in Criminal, Civil and Corruption Procedures in Indonesia*. Revised Edition. Jakarta: Achieve Asa Success.

4) Arief, B. N. (2020). "Reconstruction of the Criminal Procedure Law System in the Perspective of Legal Reform". *Journal of Law and Development*, 50(2), 234-256.

5) Atmasasmita, R. (2019). *Contemporary Criminal Justice System*. Jakarta: Kencana.

6) Chazawi, A. (2020). *The Institution of Judicial Review (PK) in Criminal Cases: Law Enforcement in Practice Deviation and Perverted Justice*. Jakarta: Sinar Grafika.

7) Effendi, E. (2018). *Indonesian Criminal Law: An Introduction*. Bandung: Refika Aditama.

8) Hamzah, A. (2020). *Indonesian Criminal Procedure Law*. Second Edition. Jakarta: Sinar Grafika.

9) Farid, A. Z. (2019). "Implementation of the Principles of Fast, Simple, and Low Cost Justice in the Indonesian Criminal Justice System". *Journal of the Constitution*, 16(3), 512-534.

10) Harahap, M. Y. (2019). *Discussion of Problems and Application of KUHAP: Investigation and Prosecution*. Jakarta: Sinar Grafika.

11) Harkrisnowo, H. (2019). *Reconstructing the Concept of Punishment: A Challenge to the Legislation and Punishment Process in Indonesia*. Jakarta: University of Indonesia Press.

12) Hiariej, E. O. S. (2021). "Pretrial in the Indonesian Criminal Justice System: Its Function and Problems". *Judicial Journal*, 14(1), 45-67.

13) Judicial Commission of the Republic of Indonesia. (2023). *Annual Report on Judge Supervision*. Accessed from https://www.komisiyudisial.go.id

14) Lamintang, P.A.F. (2021). *Basics of Indonesian Criminal Law*. Bandung: Citra Aditya Bakti.

15) Supreme Court of the Republic of Indonesia. (2023). *Directory of Decisions*. Accessed from https://putusan3.mahkamahagung.go.id

16) Marpaung, L. (2018). *Criminal Case Handling Process in the Prosecutor's Office and District Court: Part Two*. Jakarta: Sinar Grafika.

17) Republic of Indonesia. (1981). *Law Number 8 of 1981 concerning Criminal Procedure Law (KUHAP)*.

18) Republic of Indonesia. (2004). *Law Number 2 of 2002 concerning the National Police of the Republic of Indonesia*.

19) Republic of Indonesia. (2004). *Law Number 16 of 2004 concerning the Prosecutor's Office of the Republic of Indonesia*.

20) Republic of Indonesia. (2009). *Law Number 48 of 2009 concerning Judicial Power*.

21) Republic of Indonesia. (2011). *Law Number 8 of 2011 on the Amendment to Law Number 24 of 2003 on the Constitutional Court*.

22) Secretariat General of the House of Representatives. (2023). *Legislation*. Accessed from https://www.dpr.go.id

23) Prinst, D. (2018). *Criminal Procedure Law in Practice*. Jakarta: Djambatan.

24) Wahyudi, S. T. (2018). "The Effectiveness of Legal Remedies in the Indonesian Criminal Justice System". *Journal of Legal Dynamics*, 18(2), 189-205.

Module number	Module name
(AKBK 3531)	**Political Sociology**

Type: Compulsory subject	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Type of Examination (Final Grade Composition) Political Power Analysis 5% T.1 Social Movement Case Study 3% T.2 Term Paper 3% T.3 Review of Political Sociology Theory 3% T.4 Literature Review 3% T.5 Voter Behavior Research 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Exam 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Drs. Heru Puji Winarso, M.Si., M.AP.		Semester work hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objective: This course aims to provide students with a comprehensive understanding of the basic concepts of political sociology, the relationship between society and power, and political dynamics in a social context. Through this learning, students are expected to understand people's political movements, the role of civil society, political participation, political recruitment, and political communication in the Indonesian democratic system.

Competencies: Students are expected to master the fundamental theories and concepts of political sociology and be able to analyze the phenomenon of power in society. Students are able to identify and describe people's political movements, understand the role of NGOs/NGOs and civil society in the Indonesian public sphere, and explain the aspects of summarization and validity of legal knowledge in the context of political sociology. In addition, students are able to analyze public political participation, evaluate data and political recruitment processes, and understand the dynamics of political communication in the contemporary political system. In this course, the learning process is carried out with **blended learning**. Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Political Sociology course include: General introduction to Political Sociology, Political Sociology and the existence of power in society, People's Political Sociology Movement, NGOs / NGOs, Public Space and Civil Society in Indonesia, Political Sociology in summarizing and validating aspects of legal knowledge, deepening concepts and examples of the application of Political Sociology, Political Participation and its reasoning, analysis of Political Recruitment data, processes and mechanisms of Political Recruitment, and Political Communication and its conclusions in the context of the Indonesian political system.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of political sociology and show an orderly attitude in using political sociology terminology appropriately in academic and practical contexts. **(C1, A2)**
2. Be able to explain the relationship between society and power in the context of political sociology and foster awareness of the importance of political dynamics in social life. **(C2, A2)**
3. Able to identify and classify the concept of power in society and show an appreciative attitude towards the complexity of social power structures. **(C2, A2)**
4. Able to explain and analyze various forms of people's political movements and foster awareness of the importance of active participation in the democratization process. **(C4, A3)**
5. Able to analyze the role and function of NGOs/NGOs in the Indonesian political system and show responsibility in understanding the dynamics of civil society organizations. **(C4, A2, P2)**
6. Able to evaluate the concept of public space and civil society in Indonesia and show a critical attitude towards the development of participatory democracy. **(C5, A3)**
7. Able to analyze the aspects of updating and validity of legal knowledge in the context of political sociology and show responsibility in studying the integration of law and politics. (C4, A2, P2)
8. Able to apply political sociology concepts and theories in analyzing contemporary political phenomena and show systematic thinking skills. **(C3, A2, P3)**
9. Able to analyze and evaluate patterns of political participation of Indonesian society and foster awareness of the importance of constructive political engagement. **(C5, A3, P2)**
10. Able to analyze political recruitment data objectively and show the ability to interpret accurate political data. **(C4, A2, P3)**

11. Able to evaluate the process and mechanism of political recruitment in a democratic system and show a critical attitude towards the practice of political recruitment in Indonesia. **(C5, A3, P2)**

12. Able to analyze the dynamics of political communication in the contemporary political system and show the ability to conclude the implications of political communication for the stability of the Indonesian political system. **(C4, A3, P3)**

Core reading:

1) Research Results: Akhyar, Z., **Elmy, M.**, Winarso, H. P., & Huda, N. (2022). *Analysis of the development of the concept of the rule of law in Indonesia from the proclamation era to the post-reform era*. **Journal of Civic Education**, 12(2), 123-132.

2) Afan Gaffar; & Pratikno. 1996. *NGOS and Labor Movement in Ind A Research report to the International canfedeation of free Trade Union/ CFTU*, Asia Pacific Region.

3) Almond, Gabriel A. & Sidney Verba. 2019. *Political Culture: Political Attitudes and Democracy in Five Countries*. Jakarta: Bumi Aksara.

4) Budiardjo, Miriam. 2018. *Basics of Political Science*. Jakarta: Gramedia Pustaka Utama.

5) Bungin, Burhan. 2017. *Sociology of Communication: Theories, Paradigms, and Discourses of Communication Technology in Society*. Jakarta: Kencana Prenada Media Group.

6) Dahl, Robert A. 2017. *On Democracy: Exploring the Theory and Practice of Democracy in Brief*. Jakarta: Yayasan Obor Indonesia.

7) Dewi, Susi Fitria. 2018. *Political Sociology*. Jakarta: Kencana Prenada Media Group.

8) Frank, Andre Gunder. 1984; *Sociology of Development and Underdevelopment Sociology*: Palsar Library.

9) Gaffar, Afan. 2018. *Indonesian Politics: Transition to Democracy*. Yogyakarta: Student Library.

10) Giddens, Anthony. 2016. *Sociology*. Jakarta: Erlangga.

11) Haryatmoko. 2019. *Political Ethics and Power*. Jakarta: Kompas.

12) Hakim, Muhammad Luqman. 2023. *Sociology of Communication: Theory and Practice in Society*. Jakarta: EFUDEPRESS.

13) Harpani**, Winarso, H.P**. (2024). [*The Role of Environmental Education in Supporting Wetland Environmental Management in South Kalimantan*](#). ULM Research Paper.

14) Huntington, Samuel P. 2015. *The Third Wave of Democratization*. Jakarta: Pustaka Utama Grafiti.

15) Komarudin, Syaiful Mikdar, Sri Sumiyati, Sriyono, Yos Sudarsono. 2019. *Political Sociology (2nd Edition)*. Jakarta: Open University.

16) Liddle, R. William. 2016. *New Order Elections: The Rise and Fall of Political Power*. Jakarta: LP3ES.

17) Mahardika, Mei Candra. 2022. *Sociology of Communication: Theory and Practice in Society*. Jakarta: EFUDEPRESS.

18) Martin, Roderick. 1990. *The Sociology of Power (Translation Hery Soediono)*. Jakarta: Rajawali Pres.

19) Mas'oed, Mohtar. 2018. *State, Capital, and Democracy*. Yogyakarta: Student Library.

20) Mas'oed, Mohtar & Colin MacAndrews. 2019. *A Comparison of Political Systems*. Yogyakarta: Gadjah Mada University Press.

21) Michael Rush and Phylip Al Hoff. 1997. *Introduction to Political Sociology (Translation Kartini Kartono)*. Jakarta: Raja Garafindu Persana.

22) Nordholt, Henk Schulte. 2017. *Local Politics in Indonesia*. Jakarta: Yayasan Obor Indonesia.

23) Open University Digital Library. *SOSI4408 Political Sociology Module*. Available at: h[ttps://pustaka.ut.ac.id/](https://pustaka.ut.ac.id/)

24) Putnam, Robert D. 2016. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press.

25) ULM Academic Portal.

26) *SIMARI Learning System*. Available at: https://simari.ulm.ac.id/

27) Qodir, Zuly. 2012. *Political Sociology of Islam: The Contestation of Political Islam and Democracy in Indonesia*. Yogyakarta: Student Library.

28) ResearchGate. "Political Sociology of Social Movements." 2017. Available at: https://www.researchgate.net/

29) Ritzer, George & Douglas J. Goodman. 2017. *Sociological Theory: From Classical Sociological Theory to the Latest Developments in Postmodern Social Theory*. Yogyakarta: Kreasi Wacana.

30) Suhelmi, Ahmad. 2019. *Western Political Thought: A Historical Study of the Development of State, Society and Power Thought*. Jakarta: Gramedia Pustaka Utama.

31) Supriyanto, Didik & Lia Wulandari. 2020. *Political Sociology: The Meaning of Power and Political Transformation*. Yogyakarta: UGM Press.

32) Tonnies, Ferdinand. 2017. *Community and Civil Society* (Gemeinschaft und Gesellschaft). Cambridge: Cambridge University Press.

33) **Winarso. H.P.** (2005). *Sociology of Mass Communication*. Jakarta: Prestasi Pustaka.

Module number	Module name	
(AKPP 4550)	**Civic Education Research**	
Type: Compulsory Course	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Type of Examination (Final Grade Composition) Non-Test Assessment Assignment: Research Proposal 5% T.1 Literature Review 3% T.2 Research Instrument 3% T.3 Progress Presentation 3% T.4 Complete Research Report 3% T.5 Comprehensive Exam 3% T.6 Research Practicum 10% Midterm Exam 35%, 150 minutes Final Semester Examination 35%, 150 minutes		**SKS (+Workload in hrs)** 4 credits (53.33 hours face-to-face in class + 64 hours structured assignments + 64 hours independent assignments = 181.33 hours) **ECTS (+workload in hrs)** 6.45 ECTS (53.33 hours of classroom face-to-face + 64 hours of structured tasks + 64 hours of independent tasks = 181.33 hours)
Module Coordinator Prof. Dr. H. Wahyu, MS.		Semester working hours: 181.33 hours
Additional lecturers involved: -		

Syllabus

Objective: This course aims to provide students with a comprehensive understanding of the basic concepts of scientific research in the field of Civic Education with a focus on quantitative approaches. Through this learning, students are expected to master all stages of research starting from problem identification, preparation of theoretical framework, determination of methodology, data collection and analysis, to reporting research results. This course equips students with the ability to design, conduct, and communicate quality quantitative research in the context of Pancasila and Citizenship education.

Competencies: Students are expected to master the nature and principles of scientific research and be able to identify and formulate research problems in the field of Civic Education systematically. Students can formulate a solid theoretical framework, formulate research hypotheses, and determine research variables appropriately. In addition, students are able to choose appropriate research methods and designs, determine research populations and samples, and compile valid and reliable research instruments. Students are also expected to be able to analyze quantitative data using appropriate statistical techniques, compile comprehensive research proposals, write research reports according to scientific writing rules, and communicate research results effectively both in oral and written form. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Material: The material presented in the Civic Education Research course includes the nature and characteristics of scientific research, the quantitative research paradigm in education, the systematic stages of research activities from planning to reporting, techniques for identifying and formulating research problems relevant to Civic Education, preparation of research background and introduction, elaboration of theoretical foundations and literature reviews, construction of a framework and formulation of research hypotheses, the concept of research variables and their operationalization, selection of quantitative research methods and designs, determination of population and sampling techniques, development and preparation of research instruments, testing the validity and reliability of instruments, research data collection techniques, quantitative data processing and analysis methods using descriptive and inferential statistics, interpretation of research results and discussion of findings, formulation of research conclusions and recommendations, preparation of a comprehensive quantitative research proposal, writing research reports according to academic formats, and presentation and communication techniques of research results.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of scientific research in Civic Education and show an orderly attitude in using research terminology appropriately in academic and practical contexts. **(C1, A2)**
2. Be able to explain the nature and characteristics of quantitative research and foster awareness of the importance of a scientific approach in studying the phenomenon of Civic Education. **(C2, A2)**
3. Able to identify and classify the stages of research activities systematically and show an appreciative attitude towards the quality scientific research process. **(C2, A2)**
4. Able to analyze and formulate research problems in the field of Civic Education argumentatively and show a critical attitude in choosing relevant research topics. **(C4, A3)**

5. Able to compile a comprehensive theoretical framework and literature review and show responsibility in using scientific sources ethically and accurately. **(C3, A2, P2)**

6. Able to formulate frameworks and research hypotheses based on theoretical foundations and demonstrate the ability to think logically and systematically. **(C3, A2, P2)**

7. Able to identify and define research variables operationally and show a thorough attitude in measuring research phenomena. **(C2, A2, P2)**

8. Able to choose and apply quantitative research methods and designs that are appropriate to the research problem and show the ability to design effective research strategies. **(C3, A3, P3)**

9. Able to determine research populations and samples using appropriate sampling techniques and show an objective attitude in the representation of research data. **(C3, A2, P3)**

10. Able to compile and test the validity and reliability of research instruments and show responsibility in ensuring the quality of research measurement tools. **(C4, A2, P3)**

11. Able to analyze and interpret quantitative data using appropriate statistical techniques and show the ability to draw valid research conclusions. **(C4**, **A3, P3)**

12. Able to compile research proposals and reports according to scientific writing rules and communicate research results effectively in various academic presentation formats. **(C5, A3, P4)**

Core readings:

1) A. Black, James. Dean J. Cahmpion, 1992. Social Research. Bandung: Eresco.
2) American Psychological Association. 2020. *Publication Manual of the American Psychological Association* (7th Edition). Washington, DC: American Psychological Association.
3) Arikunto, Suharsimi. 2021. *Research Procedure: A Practical Approach* (Revised Edition VII). Jakarta: Rineka Cipta.
4) Arikunto, Suharsismi, 2013. Research Procedure. Jakarta: Rineka Cipta.
5) Azwar, Saifuddin. 2020. *Reliability and Validity* (4th Edition). Yogyakarta: Student Library.
6) Bell, Judith. 2019. *Doing Your Research Project: A Guide for First-Time Researchers* (7th Edition). London: Open University Press.
7) Brannen, Julia, 2009. Guiding Qualitative and Quantitative Research Methods. Yogyakarta: Student Library.
8) Bryman, Alan. 2018. *Social Research Methods* (5th Edition). Oxford: Oxford University Press.
9) Budimansyah, Dasim. 2018. *Dimensions of Character Education Practice*. Bandung: Widya Aksara Press.
10) Budimansyah, Dasim & Karim Suryadi. 2020. *Civics and Multicultural Society*. Bandung: SPs UPI Civic Education Study Program.
11) Bungaran, Siragih, et al, 1994. Socio-Economic Research Methods. Jakarta: Directorate General of Higher Education.
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21) Ghozali, Imam. 2021. *Application of Multivariate Analysis with IBM SPSS 28 Program* (10th Edition). Semarang: Diponegoro University Publishing Agency.
22) Google Scholar. Scientific Article Database. Available at: https://scholar.google.com/
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25) Undiksha Journal of Civic Education. Various editions. Singaraja: Ganesha University of Education.

26) Journal of Education and Culture. Various editions. Jakarta: Balitbang Kemendikbudristek.

27) Johnson, Burke & Larry Christensen. 2017. *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (6th Edition). Los Angeles: SAGE Publications.

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30) McMillan, James H. & Sally Schumacher. 2019. *Research in Education: Evidence-Based Inquiry* (8th Edition). Boston: Pearson.

31) Mertens, Donna M. 2020. *Research and Evaluation in Education and Psychology* (5th Edition). Los Angeles: SAGE Publications.

32) Neuman, W. Lawrence. 2017. *Social Research Methodology: Qualitative and Quantitative Approaches* (7th Edition). Jakarta: Index.

33) Pallant, Julie. 2020. *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (7th Edition). London: Open University Press.

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37) Santoso, Singgih. 2021. *Proficient in Parametric Statistics: Concepts and Applications with SPSS*. Jakarta: Elex Media Komputindo.

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39) Sekaran, Uma & Roger Bougie. 2020. *Research Methods for Business: A Skill Building Approach* (8th Edition). New York: John Wiley & Sons.

40) Siregar, Syofian. 2019. *Quantitative Research Methods: Equipped with Comparison of Manual Calculations and SPSS*. Jakarta: Kencana Prenada Media Group.

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43) Sugiyono. 2023. *Quantitative, Qualitative, and R&D Research Methods* (29th Edition). Bandung: Alfabeta.

44) Thomas, Gary. 2017. *How to Do Your Research Project: A Guide for Students* (3rd Edition). London: SAGE Publications.

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Module number (AKBK 3532)	Module name **Social Change and Development**	
Type: Compulsory subject	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Literature Review 5% T.1 Group Presentation 3% T.2 Individual Paper 3% T.3 Reflective Essay 3% T.4 Media Analysis 3% T.5 Mini Research Project 3% T.6 Field Practicum/Learning Portfolio 10% Midterm Exam 35%, 90 minutes Final Semester Exam 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. Wahyu, MS.		Semester work hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objectives: This course aims to provide a comprehensive understanding of the dynamics of social change and development in society. Students are expected to be able to analyze the factors that influence social change, understand the mechanisms and patterns of change, and evaluate development strategies and impacts. In addition, students will be able to apply various theories of social change to understand contemporary social phenomena and analyze cases of changes that occur in society.

Competencies: Students are able to analyze the phenomenon of social change using a sociological perspective and identify the factors driving change in society. Students are able to evaluate development strategies at various levels and predict the impact of development policies on social structures. In addition, students are able to apply theories of social change to explain complex phenomena and provide constructive recommendations based on the analysis conducted. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Social Change and Development course include: Material: Definition of social change, Patterns of social change, Factors affecting social change and development, Mechanisms of change, Direction of change, Strategies of change, Impact of change, Case examples, Theories of social change and development, Development paradigm. The material begins with an introduction to the basic concepts of social change, definitions, and their scope in community life. The discussion continues with various patterns of social change including evolutionary, revolutionary, linear, and cyclical changes and their characteristics. The material includes an analysis of factors that influence social change such as technology, economics, politics, culture, and demographics, as well as how these factors interact in shaping the dynamics of change.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of social change and show a critical attitude in using social change terminology appropriately in academic and practical contexts. **(C1, A2)**
2. Be able to explain the relationship between social change and community development and foster awareness of the importance of social transformation in social life. **(C2, A2)**
3. Able to identify and classify patterns of social change that occur in society and show an appreciative attitude towards the dynamics of social evolution. **(C2, A2)**
4. Able to explain and analyze the factors that influence social change and development in various community contexts argumentatively. **(C4, A3)**
5. Able to analyze the mechanisms of social change that occur in society and show responsibility in studying the process of social transformation. **(C4, A2, P2)**
6. Able to evaluate the direction of social change and development in the context of modernization and show a wise attitude in assessing the progress of society. **(C5, A3)**
7. Able to design effective social change strategies to overcome social problems in society by showing creativity and innovation. **(C6, A3, P3)**
8. Able to analyze the impact of social change and development on the structure of society and show empathy for various affected groups. **(C4, A2)**

9. Able to apply social change case studies to comprehensively understand the phenomenon of transformation in Indonesian and international society. **(C3, P2)**

10. Able to compare and contrast theories of social change and development and show an objective attitude in using theoretical perspectives. **(C4, A2)**

11. Able to evaluate different development paradigms and their impact on society and show awareness of the complexity of sustainable development issues. **(C5, A3)**

12. Able to synthesize various concepts of social change and development to produce a holistic understanding of the transformation of contemporary society. **(C6, A3, P3)**

Core readings:
1) Abdulsyani. 2012. *Sociology Schematic, Theory, and Applied*. Jakarta: Bumi Aksara.
2) Arief Budiman, 1996. Third World Development Theory. Jakarta: PT Gramedia Pustaka Utama.
3) Basrowi. 2014. *Introduction to Sociology*. Bogor: Ghalia Indonesia.
4) Cohen, Bruce J. 2013. *Sociology An Introduction*. Jakarta: Rineka Cipta.
5) Damsar and Indrayani. 2016. *Introduction to Economic Sociology*. Jakarta: Kencana.
6) Garna, Judistira K. 1992. Theories of Social Change. Bandung, : UNPAD Postgraduate Program.
7) Giddens, Anthony. 2012. *Sociology*. Cambridge: Polity Press.
8) Gunawan, Imam. 2019. *Sociology of Development*. Jakarta: Gramedia Pustaka Utama.
9) Haferkamp, Hans and Niel J, Smelser. 1992. Social Change and Modernity. Berkeley Los Angeles Oxford: University of California Press.
10) Harper, Charles L. 2019. *Social Change: An Introduction to Social Theory*. New York: Pearson.
11) Horton, PB, and Chester L. Hunt. 1989. Sociology. Jakarta: Erlangga.
12) Huntington, Samuel P. 2018. *Political Order in Changing Societies*. New Haven: Yale University Press.
13) Inkeles, Alex. 2017. *What is Sociology? An Introduction to the Discipline and Profession*. New Jersey: Prentice Hall.
14) Johnson, Doyle Paul. 2014. *Classical and Modern Sociological Theory*. Jakarta: Gramedia Pustaka Utama.
15) Lauer, Robert H. 2013. *Perspectives on Social Change*. Jakarta: Rineka Cipta.
16) Martono, Nanang. 2018. *Sociology of Social Change: Classical, Modern, Postmodern, and Postcolonial Perspectives*. Jakarta: Raja Grafindo Persada.
17) Narwoko, J. Dwi and Bagong Suyanto. 2015. *Sociology of Introductory and Applied Texts*. Jakarta: Kencana.
18) Nisbet, Robert A. 2016. *Social Change and History: Aspects of the Western Theory of Development*. Oxford: Oxford University Press.
19) Piotr, Sztompka. 2017. *Sociology of Social Change*. Jakarta: Prenada Media.
20) Rahardjo, M. Dawam. 2014. *Indonesian Development Paradigm*. Jakarta: LP3ES.
21) Rostow, Walt Whitman. 2015. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press.
22) Ritzer, George and Douglas J. Goodman. 2016. *Sociological Theory: From Classical Sociological Theory to the Latest Developments in Postmodern Social Theory*. Yogyakarta: Discourse Creation.
23) Sanderson, Stephen K. 2018. *Macro Sociology: An Approach to Social Reality*. Jakarta: Raja Grafindo Persada.
24) Soekanto, Soerjono. 2017. *Sociology An Introduction*. Jakarta: Raja Grafindo Persada.
25) Susanto, Astrid S. 2013. *Introduction to Sociology and Social Change*. Bandung: Bina Cipta.
26) Suyanto, Bagong and Sutinah. 2015. *Social Research Methods: Various Alternative Approaches*. Jakarta: Kencana.
27) Todaro, Michael P. and Stephen C. Smith. 2019. *Economic Development*. Jakarta: Erlangga.
28) Vago, Steven. 2016. *Social Change*. London: Routledge.
29) Revelation. (2024). *PARADIGMA OF LOCALLY RELATED EDUCATION The Challenge of Educational*

Praxis in the Age of Disruption. Malang: Madani.

30) **Wahyu.** (2021). *SOCIOLOGY Special Field, Development, Definition, Approach, Usefulness and Object of Study*. Banjarmasin: Tahura Media.

31) **Revelation.** (2020). *SOCIOLOGY (Figures, Theories and Various Thoughts)*. Banjarmasin: Tahura Media.

32) **Revelation.** (2019). *Local Wisdom Education (Theory and Practice of Character Education)*. Malang: Inteligensia Media.

Module number	Module name
(AKBK 3533)	**Globalization and the Wetland Environment**

Type: Compulsory subject	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)

Type of Examination (Final Grade Composition)	SKS (+Workload in hrs)
Literature Review Assignment 5% T.1 Group Presentation 3% T.2 Individual Paper 3% T.3 Reflective Essay 3% T.4 Mapping and Spatial Analysis 3% T.5 Comparative Field Study 3% T.6 Practicum Assignment 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Prof. Dr. H. Wahyu, MS.	Semester work hours: 90.67 hours
Additional lecturers involved: -	

Syllabus

Objective: This course aims to provide students with a comprehensive understanding of the phenomenon of globalization in various dimensions of the life of the nation and state. Students are expected to be able to critically analyze the positive and negative impacts of globalization on Indonesia, understand various contemporary global issues that affect national stability, and develop the ability to formulate strategies to anticipate the effects of globalization that can threaten national sovereignty and identity.

Competency: After completing this course, students are expected to have the competence to identify and analyze various perspectives of globalization from the point of view of ideology, politics, economy, socio-culture, and defense and security. Students are also expected to be able to evaluate the impact of globalization on the education system, national economy, and Indonesian socio-cultural values, and have the ability to design strategic solutions in facing global challenges such as terrorism, economic liberalism, and environmental degradation while maintaining national identity. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Social Globalization and Development course include: Understanding the Definition of Globalization, History and Process of Globalization, Global Issues in Life: Democratization of Human Rights, Transparency, Environment, Pluralism, Global Markets, Liberalism, Capitalism, Terrorism, etc., Globalization Perspectives: Ideology, Globalization Perspectives: Politics, Economy, Globalization Perspectives: Socio-Cultural, Globalization Perspective: Defense and Security, Impact of Globalization on the Life of the Nation and State, Positive and Negative Impacts of Globalization, Globalization and Socio-Culture, Globalization and Economy, Globalization and Education, Efforts to Anticipate the Effects of Globalization in the Life of the State / Government.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of wetlands in the context of global ecosystems and show a caring attitude towards environmental conservation. **(C1, A2)**
2. Be able to explain the relationship between economic globalization and wetland degradation and raise awareness of the importance of sustainable development. **(C2, A2)**
3. Able to identify and classify types of wetlands in Indonesia and the world and show an appreciative attitude towards biodiversity. **(C2, A2)**
4. Able to explain the impact of global climate change on wetland ecosystems and develop sensitivity to contemporary environmental issues. **(C2, A3)**
5. Able to analyze the role of wetlands in climate change mitigation and natural disaster adaptation argumentatively and responsibly. **(C4, A3)**
6. Able to analyze conflicts of interest between economic development and wetland conservation in the era of globalization with an objective and critical attitude. **(C4, A3, P2)**
7. Able to evaluate the effectiveness of international and national policies in wetland protection and show commitment to good environmental governance. **(C5, A3)**
8. Able to design sustainable wetland management strategies by considering social, economic, and ecological aspects in an integrated manner. **(C6, A4, P3)**
9. Able to examine the role of local and indigenous communities in wetland conservation and appreciate local wisdom in natural resource management. **(C4, A3, P2)**
10. Able to analyze the impact of industry and urbanization on wetland degradation using a multidisciplinary approach and systemic thinking. **(C4, A3, P2)**
11. Able to demonstrate field research skills for monitoring and evaluating wetland conditions using the latest technology. **(C3, A2, P3)**

12.	Able to communicate the results of analysis and policy recommendations related to wetland management to various stakeholders effectively and persuasively. **(C6, A4, P4)**

Core readings:

1. Bappenas. 2019. *National Action Plan for Climate Change Adaptation (RAN-API)*. Ministry of National Development Planning.
2. Barbier, E. B., Acreman, M., & Knowler, D. 1997. *Economic Valuation of Wetlands: A Guide for Policy Makers and Planners*. Ramsar Convention Bureau.
3. Costanza, R., et al. 2014. Changes in the global value of ecosystem services. *Global Environmental Change*, 26, 152-158.
4. Davidson, N. C. 2014. How much wetland has the world lost? Long-term and recent trends in global wetland area. *Marine and Freshwater Research*, 65(10), 934-941.
5. Featherstone, M. 1990. Global Culture: *Nationalism, Globalization, and Modernity*. London: Sage.
6. Finlayson, C. M., Everard, M., Irvine, K., McInnes, R. J., Middleton, B. A., van Dam, A. A., & Davidson, N. C. (Eds.). 2018. *The Wetland Book*. Springer.
7. Gardner, R. C., et al. 2015. State of the world's wetlands and their services to people: A compilation of recent analyses. *Ramsar Briefing Note*, 7, 1-21.
8. IPCC. 2019. *Climate Change and Land: An IPCC Special Report on Climate Change, Desertification, Land Degradation, Sustainable Land Management, Food Security, and Greenhouse Gas Fluxes in Terrestrial Ecosystems*. Cambridge University Press.
9. Junk, W. J., et al. 2013. Current state of knowledge regarding the world's wetlands and their future under global climate change. *Aquatic Sciences*, 75(1), 151-167.
10. Keddy, P. A. 2010. *Wetland Ecology: Principles and Conservation*. 2nd Edition. Cambridge University Press.
11. Ministry of Environment and Forestry. 2018. *Status of Indonesia's Wetlands*. MINISTRY OF ENVIRONMENT AND FORESTRY.
12. Mitsch, W. J., & Gosselink, J. G. 2015. *Wetlands*. 5th Edition. John Wiley & Sons.
13. UNEP. 2019. *Global Environment Outlook - GEO-6: Healthy Planet, Healthy People*. Cambridge University Press.
14. Paul Hirst & Grahame Thompson. 2001. *Globalization is a Myth*. Jakarta. Yayasan Obor Indonesia.
15. Ramsar Convention Secretariat. 2018. *Global Wetland Outlook: State of the World's Wetlands and their Services to People*. Ramsar Convention Secretariat.
16. Silvius, M. J., Oneka, M., & Verhagen, A. 2000. *Wetlands: Functions and Values for Livelihoods*. Wetlands International.
17. Wetlands International Indonesia. 2020. *Indonesia's Tropical Wetlands: Conservation Roles, Threats and Opportunities*. Wetlands International.
18. Zedler, J. B., & Kercher, S. 2005. *Wetland Resources: Status, Trends, Ecosystem Services, and Restorability*. Annual Review of Environment and Resources.
19. **Revelation.** (2021). *SOCIOLOGY Special Field, Development, Definition, Approach, Usefulness and Object of Study*. Banjarmasin: Tahura Media.
20. **Revelation.** (2020). *SOCIOLOGY (Figures, Theories and Various Thoughts)*. Banjarmasin: Tahura Media.
21. **Revelation.** (2019). *Local Wisdom Education (Theory and Practice of Character Education)*. Malang: Inteligensia Media.

6th Semester

Module number	Module name	
(AKPP 4647)	Civic Education Curriculum Review	
Course type MKKPP (Learning Process Skills Course) Module	Semester / Rotation 6 / Even	Student Capacity: 44
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.	Prerequisite to attend: -	Language Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)	SKS (+Workload in hours)
Attitude Assessment 5% SIMARI E-Learning ULM Online Quiz 3% Content Creation 3% Curriculum Document Annotation 3% Journal Literature Review 3% Curriculum Problem Identification 3% Practicum and Report 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hours)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Prof. Dr. Sarbaini, M.Pd	Semester work hours: 90,67

Additional teachers involved:
Reja Fahlevi, M.Pd

Syllabus

The Civics Curriculum Study course aims to equip students with a conceptual and applicative understanding of the development, changes, and implementation of the Pancasila and Citizenship Education curriculum in the Indonesian national education system. Students are directed to understand how the curriculum becomes a strategic tool in shaping the character and competence of democratic, critical, and responsible citizens.

In the learning process, students are expected to have the competence to master the basic concepts of the curriculum, identify the factors of curriculum change, and be able to analyze the structure and development principles of the 2013 Curriculum (K13) as the main framework in current Civics education. Students are also trained to examine curriculum implementation in the context of learning, as well as develop pedagogical skills in developing Civics teaching materials that are relevant to the needs of students and the challenges of the times.

The learning materials in this course include an initial study of the meaning and nature of the curriculum, followed by a comparison of the old and new curriculum, as well as the factors that cause curriculum changes from time to time. Students also study in depth the differences between the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum, including aspects of philosophical, juridical, sociological, and psychological foundations, as well as the objectives, functions, and principles of its development.

Learning goals and qualifications in this module students learn to:

1. Be able to describe the meaning of curriculum and show an open attitude in understanding the changing paradigm of education. **(C1, A2)**

2. Be able to distinguish the comparison of old and new perspective curriculum, and show interest in tracing the development of education. **(C2, A2)**

3. Able to explain and describe the factors that cause curriculum changes in Indonesia logically and systematically. **(C2, A2)**

4. Able to analyze the differences between the KTSP Curriculum and the 2013 Curriculum, and show a critical attitude towards their impact in Civics learning. **(C4, A3)**

5. Able to explain the philosophical, sociological, psychological, and juridical foundations as well as the objectives and functions of the 2013 Curriculum comprehensively. **(C2, A2)**

6. Able to explain the principles of development and implementation of the 2013 Curriculum and show a responsible attitude in designing relevant learning. **(C2, A3, P2)**

7. Able to explain the principles of development and implementation of the 2004 Curriculum and critically assess its advantages and disadvantages. **(C3, A2)**

8. Able to organize and provide examples of the 2004 curriculum structure in the form of charts or other formats appropriately. **(C3, P2)**

9. Able to analyze the implementation of Curriculum 2004 in Civics lessons and propose improvements based on the local context. **(C4, A3)**

10. Able to describe Civics material in the 2004 Curriculum and relate it to national values and citizenship. **(C2, A2)**

11. Able to identify the development of Civics subject matter in the curriculum into detailed sub-materials for junior high school, senior high school, and vocational school levels. **(C3, A2)**

12. Able to conclude the form of development of Civics subject matter based on the curriculum and organize it into a coherent learning structure. **(C4, P2)**

13. Able to explain the implementation of the Competency-Based Curriculum (KBK) into learning tools and learning activities in the classroom. **(C3, A2, P2)**

14. Able to clarify and present collaboratively about the implementation of the KBK in the form of teaching tools and applicable learning activities. **(C4, A3, P3)**

Core reading:
1. Djamarah. 2013. 2013 Curriculum Implementation Training Module. Jakarta: Ministry of Education and Culture Amri, Sofan and Ahmadi, Iif Khoiru. 2010. Construction of Learning Development. Jakarta: Prestasi Pustaka.
2. **Research Results: Akhyar, Z., Supriadi, A., & Fahlevi, R. Teacher Creativity in Developing Civics Teaching Materials in the Accelerated Class of Sman 1 Banjarmasin.** *Journal of Citizenship Education*, *7*(2), 80-87.
3. **Research Results: Fitria, F., Sarbaini, S., & Mastur, M. (2023). Development of E-Modules on the Nature of the Nation and the State with a Cognitive Approach for Class X Animation of Smk Negeri 2 Banjarmasin.** *J-Instech*, *4*(2), 108-115.
4. Hidayat, Sholeh. 2013. New Curriculum Development. Bandung: PT Remaja Rosdakarya Bandung
5. Kokom Komalasari. 2014. Contextual Learning Theory and Practice. Bandung: Alfabeta
6. Sapriya (2012). *Basic Concepts of Citizenship Education (Civics)*. Jakarta: Directorate General of Islamic Education
7. Saylendra, N. P., & Nugraha, Y. (2023). *Curriculum and Learning of Pancasila and Citizenship Education (Civics)*. Bandung: Indonesian Science Media
8. Wahab, Aziz and Sapriya. 2013. Basic Concepts of Citizenship Education. Bandung: Alfabeta
9. Wasiyem, Purba, Karima (2021). *Citizenship Education for Higher Education (Efforts to Realize Good Citizenship)*. Medan: Merdeka Kreasi Group

Module number	Module name
(AKPP 4648)	Teaching and Learning Strategy for Civic Education

Course type MKKPP (Learning Process Skills Course) Module	Semester / Rotation 6 / Even	Student Capacity: 44
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.	Prerequisite to attend: -	Language Indonesian (Regular) English (International)

Exam Type (Final Grade Composition) Attitude Assessment 5% SIMARI E-Learning ULM Online Quiz 3% Structured Paper 3% Youtube Video Project 3% Journal Literature Review 3% Problem Solving 3% Practicum and Report 10% Midterm Exam 35%, 150 minutes Final Semester Examination 35%, 150 minutes	**SKS (+Workload in hours)** 4 credits (53.33 hours face-to-face in class + 64 hours structured assignments + 64 hours independent assignments = 181.33 hours) **ECTS (+Workload in hours)** 6.45 ECTS (53.33 hours of classroom face-to-face + 64 hours of structured assignments + 64 hours of independent assignments = 181.33 hours)
Module Coordinator Dr. Hj. Fatimah, M.Hum	Semester working hours: 181,33
Additional teachers involved: -	

Syllabus

The Civics Education Teaching and Learning Strategy course is a work expertise course that must be taken by every student of the Pancasila and Citizenship Education study program. This course aims to equip students with conceptual and practical understanding of learning and teaching theories, learning components, as well as approaches, strategies, and learning models that are actual and relevant in the context of Civics education in schools. Students are directed to be able to design and implement learning strategies that are effective, innovative, and in accordance with the characteristics of students and the demands of the applicable curriculum.

In the learning process, students are expected to have the competence to understand learning theories as a basis for designing learning activities, mastering various important components in the learning process such as goals, materials, methods, media, and evaluation, as well as being able to identify and apply learning approaches and strategies that are appropriate to the context of Civics. Students are also required to be able to develop pedagogical skills in selecting and using the latest learning models, such as Problem Based Learning, Discovery Learning, Project Based Learning, and Inquiry Learning, which can increase active participation, critical thinking, and democratic attitudes of students.

Learning materials in this course include an initial study of the nature of learning and teaching in the context of civic education, learning theories that underlie learning strategies, and analysis of the main components of learning. Students also study various contextual and humanistic learning approaches, learner-centered learning strategies, as well as actual learning models that emphasize active involvement and knowledge construction by students. In the final stage, students will develop learning designs and conduct teaching practice through microteaching activities to apply the learning strategies and models that have been learned.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the components of learning (PBM) and show an open attitude towards the importance of each element in creating effective and meaningful learning. **(C2, A2)**

2. Be able to identify the basic concepts of Civics learning strategies and show appreciation for the different learning styles and needs of students**. (C2, A2)**

3. Able to explain basic teaching skills and show a reflective attitude in evaluating personal and others' teaching practices. **(C2, A2)**

4. Able to describe actual learning approaches and strategies in the context of Civic Education and show interest in innovation in learning strategies. **(C2, A2)**

5. Able to analyze the use of learning methods based on the characteristics of the material, learners, and learning objectives, and show responsibility in designing appropriate learning activities. **(C4, A2)**

6. Able to categorize the use of media and learning resources in Civics learning and demonstrate the ability to choose and use learning media creatively and on target. **(C3, P2, A2)**

Core reading:
1. Cece, Wijaya, and Tabrani Rusyan. 1991. Basic Teacher Skills in the Teaching and Learning Process. Bandung: Teenage Workshop
2. Harahap, R. & Pohan, S. (2024). *Civics Teacher's Strategy in Class Management in Class X of SMA Negeri 8 Padangsidimpuan*. Journal of Citizenship, 3(01), Feb 2024, pp.185-193.
3. Kaelan & Zubaidi (2007) or Sapriya (2012). Classic references for the foundation of Civics strategies and learning theories that are still relevant.
4. Oemar Hamalik. 2003. Teaching Planning Based on a Systems Approach. Jakarta: PT Bumi Aksara
5. Purnasari, F. O. & Alfiandra. (2024). *Strategies to Improve Learners' Understanding of Learning through Differentiated Learning*. Journal of Citizenship Education, 8(1), June 2024
6. Sastrawijaya, A. Tresna. 1991. Teaching Program Development. Jakarta: Rineka Cipta
7. Saylendra & Nugraha (2023). *Curriculum and Learning of Pancasila and Citizenship Education*. Bandung: Indonesian Science Media.
8. Slameto. 1991. Learning and Factors that Affect It. Jakarta: Rineka Cipta
9. Sudjana. 2005. Learning Strategy. Bandung: Falah Production
10. Sugiyanto. 2010. Innovative Learning Models. Surakarta: FKIP UNS
11. Sukmadinata (2006). *Curriculum Development* - it is important to understand how Civics strategies fit into curriculum development.
12. Syahadat, N. (2024). *Strategies for Implementing Project-Based Learning in Civics*. Arus Journal of Psychology & Education, 3(2), June 2024.
13. Usman, Moh Uzer. 1992. Becoming a Professional Teacher. Bandung: Teenage Workshop
14. Widayati, O. & Patmisari, P. (2024). *Civics Teacher's Strategy in Improving Pancasila Learner Profile (Critical Reasoning)*. Academy of Education Journal, 15(2), July 2024

Module number	Module name
(AKPP 4649)	Evaluation of Civic Education Teaching

Course type	Semester / Rotation	Student Capacity: 44
MKKPP (Learning Process Skills Course) Module	6 / Even	

Teaching method	Prerequisite to attend: -	Language
Lectures and group discussions with case based learning, and project based learning approaches.		Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)	SKS (+Workload in hours)
Attitude assessment 5% Multiple Choice Quiz 3% Creating content about evaluation 3% Annotate bibliography 3% Journal Literature Review 3% Problem Solving 3% Practicum 10% Midterm Exam 35%, 120 minutes Final Semester Examination 35%, 120 minutes	3 (40 hours face-to-face in class + 48 hours structured assignments + 48 hours independent assignments = 136 hours in total) **ECTS (+Workload in hours)** 4.8 (40 hours of classroom face-to-face + 48 hours of structured assignments + 48 hours of independent assignments = 136 hours in total)

Module Coordinator	Semester working
Dr. Hj. Fatimah, M.Hum Dr. Hj. Rabiatul Adawiah, M.Si	hours: 136 hours

Additional teachers involved: -

Syllabus

The Civics Learning Evaluation course aims to equip students with a conceptual and practical understanding of the processes of measurement, assessment, and evaluation in the context of learning Pancasila and Citizenship Education. Students are directed to understand the strategic role of evaluation in improving the quality of learning processes and outcomes, as well as being able to apply the principles of objective, fair, and sustainable evaluation.

In the learning process, students are expected to have the competence to understand the scope of educational evaluation, the purpose and function of assessment in Civics, and the characteristics of assessment in accordance with the characteristics of the subject. Students are also guided to develop the ability to design test instruments, conduct learning evaluations, process assessment data, and formulate follow-up based on evaluation results.

The learning materials in this course include an initial study of the meaning of measurement, assessment, and evaluation of education; the scope and principles of assessment in Civics learning; forms of tests and non-tests; and relevant evaluation techniques. In addition, students will also explore techniques for processing evaluation results using qualitative and quantitative methods and understand the importance of follow-up evaluation results as part of reflection and learning improvement.

Learning goals and qualifications in this module students learn to:

1. Be able to describe the meaning and scope of learning evaluation and show academic order in using evaluative terms appropriately in the context of Civics learning. **(C1, A2)**

2. Be able to explain the concepts of measurement, assessment, and evaluation of education and foster a reflective attitude towards the importance of evaluation in the learning process. **(C2, A2)**

3. Able to explain the purpose and function of assessment in Civics education and show concern for improving the quality of learning through meaningful evaluation. **(C2, A3)**

4. Able to describe the characteristics of assessment in Civics and show an objective and fair attitude in designing assessment instruments. **(C2, A3)**

5. Able to explain the differences and types of tests and evaluation forms in Civics learning. **(C2, A2)**

6. Able to provide examples of Civics learning tests and evaluations that are relevant to the characteristics of students and learning objectives. **(C3, A2, P2)**

7. Able to explain the steps of implementing Civics learning evaluation systematically and thoroughly. **(C2, A2)**

8. Able to clarify the procedures for implementing learning evaluation and show perseverance in applying them in accordance with the principles of educational assessment. **(C2, A3)**

9. Able to analyze the results of Civics learning evaluation qualitatively and quantitatively using the right approach. **(C4, A3)**

10. Able to explain and clarify the procedure for processing evaluation results and show accuracy in reading and interpreting data on student learning outcomes. **(C3, A3)**

11. Able to analyze the follow-up of learning evaluation results as a basis for improving Civics learning strategies. **(C4, A3, P3)**

12. Able to formulate conclusions about the follow-up steps of learning evaluation systematically and can be accounted for. **(C5, A3)**

13. Able to compile a follow-up report on learning evaluation and show responsibility in submitting recommendations for learning improvement. **(C5, A3, P3)**

Core reading:
1. Arikunto, Suharsimi, *Basics of Educational Evaluation*. Bumi Aksara, Bandung, 1990.
2. Aziz, Abdul Wahab, *PMP Learning Evaluation*. LPPMP IKIP Bandung, Bandung, 1998.
3. Ministry of National Education, *Competency-Based Curriculum for Secondary School Citizenship Subjects*. Center for Curriculum Balitbang Diknas, Jakarta, 2001.
4. **Fatimah, F., & Adawiah, R. (2021). Problematics of Student Attitude Assessment in Online Based Learning. *Journal of Citizenship Education*, *12*(01), 59-66.**
5. Harcourt Brace Jovanovich, Inc, New York, Chicago, London, Sidney, 1983.
6. **Hidayati, H., Fatimah, F., & Winarso, H. P. (2021).** *Evaluation of the 2013 Curriculum Authentic Assessment in Civics at SMAN 1 Sungai Pandan, HSU*. ULM Journal of Civic Education
7. Muntazarah, F. & Marlina, M. (2025). *Evaluation and Remedial Learning of Civics*. Eureka Media Aksara. A comprehensive book on evaluation, instruments, remedial teaching, validity, and reliability.
8. Nitko, J. Anthony, *Educational Tests Meansurement An Introduction*.
9. Riyanti, D., Purwantiningsih, A., & Manik, T. S. (2023). *Affective Assessment in Civics Learning at the High School Level: Teacher Perception and Implementation*. Journal of Civic Law, 8(2), Nov 2023
10. Saripuddin, Udin, W., *Concepts and Strategies for Teaching Pancasila Moral Education*. Directorate General of Higher Education, Jakarta, 1989
11. Sartini (2023). *Evaluation of Collaborative Learning Methods in Mandatory Civics Curriculum Subjects*. Journal of Academic Innovation, 1(1), Dec 2023
12. Yanzi, H. (2017). *Fundamentals of Civics Learning Design and Evaluation*. Media Academy. Basic guidelines for evaluation and instrument design for the 2013 curriculum

Module number	Module name		
(AKPK 5652)	Micro Learning		
Course type MKKPP (Learning Process Skills Course) Module		Semester / Rotation 6 / Even	Student Capacity: 44
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.		Prerequisite to attend: -	Language Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Attitude assessment 3% Multiple choice quiz 5% Paper 7% literature review 6% Mini Research Practicum 9% Midterm Exam 30%, 120 minutes Final Semester Examination 40%, 120 minutes			**SKS (+Workload in hours)** 3 (40 hours face-to-face in class + 48 hours structured assignment + 48 hours independent assignment = 136 hours in total) **ECTS (+Workload in hours)** 4.8 (40 hours of classroom face-to-face + 48 hours of structured assignments + 48 hours of independent assignments = 136 hours in total)
Module Coordinator Dr. Hj. Rabiatul Adawiah, M.Si			Semester work hours: 136 hours
Additional teachers involved: -			

Syllabus

Microteaching course aims to equip prospective teacher students with conceptual knowledge and applicable skills regarding learning practices on a limited scale. This course focuses on shaping and developing basic teaching competencies as a provision for facing the real world of classroom teaching, as well as preparing students to enter field teaching practice (PPL) professionally.

Through a practice-based learning process, students are directed to master the basic theories of micro teaching, compile effective and contextualized Learning Implementation Plans (RPP), and apply basic teaching skills, both limited and integrated, such as skills in opening and closing lessons, giving reinforcement, explaining material, asking questions, and managing classes. In addition, students will also develop personality competencies such as responsibility, confidence, and reflectiveness, as well as social competencies such as the ability to work together, communicate effectively, and empathize in the context of learning.

Learning materials include understanding the basics of micro teaching, preparing lesson plans, practicing basic teaching skills in a limited manner (for example, questioning or explaining skills only), then increasing to mastering basic teaching skills in an integrated manner (a combination of several skills in one learning session). At the end of the lecture, students are expected to be able to reflect on their teaching experience and show professional growth as prospective teachers.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the principles of micro teaching and show a positive attitude towards the importance of teaching practice in shaping teacher professionalism. **(C2, A2)**

2. Be able to explain the steps of preparing a lesson plan and show a conscientious and responsible attitude in lesson planning. **(C2, A2)**

3. Able to apply the skills of opening and closing lessons systematically and interestingly in microteaching practice. **(P3, A2)**

4. Able to apply the skills of explaining subject matter with clear, coherent language, and in accordance with the characteristics of students. **(P3, A2)**

5. Able to apply basic and advanced questioning skills to encourage active participation and critical thinking of learners. **(P3, C3, A2)**

6. Able to apply the skills of providing verbal and nonverbal reinforcement appropriately to motivate learners. **(P3, A2)**

7. Able to apply the skill of making variations in the learning process to maintain learners' attention and interest. **(P3, C3)**

8. Able to practice the skills of leading small group discussions and show an open and communicative attitude. **(P3, A3)**

9. Able to practice effective classroom management skills to create a conducive learning atmosphere. **(P3, A2)**

10. Able to analyze learning models that are in accordance with the characteristics of students and Civics material. **(C4, A2)**

11. Able to analyze the principles and techniques of Civics learning evaluation and compile relevant evaluation instruments. **(C4, A3)**

12. Able to analyze and revise question items based on indicators of competency achievement and good question writing rules. **(C4, A2, P2)**

Core reading:

1. Arifin, Z. (2010). *Microteaching*. Jakarta: PT Raja Grafindo Persada.
2. Learning and Learning (Muhammad Thobrani & Arif Mustofa)
3. Damanik, R., Sagala, R. W., & Rezeki, T. I. (2021). Basic Teacher Teaching Skills, Vol.1. Medan: Umsu Press.
4. Professional Teacher (Kunandar) Teaching and Learning Strategy (Syaiful Bahri Djamarah & Aswan Zain)
5. Helmiyati (2013). *Micro Teaching: Practicing Basic Teaching Skills*. Yogyakarta: Aswaja Pressindo.
6. **Pasani, C. F., Sari, A., Juhairiah, J., & Adawiah, R. (2021). Training on making learning videos using microsoft powerpoint for teachers in barito kuala district, south Kalimantan. *Bubungan Tinggi: Journal of Community Service*, *3*(3), 242-248.**
7. Development of Learning Media & Resources (HM. Musfiqon)
8. Basic Teaching Skills Materials by UPPL ULM Banjarmasin
9. Setiawan, I. & Mulyati, S. (2018). Effectiveness of Survey Micro Learning Course for FETT Students. Equilibrium, 15(2), 51-60.
10. Shofiyyah, N. A., Rizki, Y., & Muttaqin, M. A. (2024). *Micro, Macro, and Beyond: Why Microteaching Dominates Innovative Learning*. Journal of Education and Development, 12(2), 120-128.
11. Sipayung, R., Sianipar, O., Tafonao, N., Pardede, L., Pasaribu, F., Samosir, K., & Tafonao, R. (2024). *Effectiveness of Microteaching Course on Basic Teaching Skills and Teaching Readiness*. Arjuna Journal, 2(4), 205-208. Indicates significant teaching readiness of students.

Module number (AKPK 5654)	Module name Practical School Experience	
Course type MKKPP (Learning Process Skills Course) Module	Semester / Rotation 6 / Even	Student Capacity: 44
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.	Prerequisite to attend: -	Language Indonesian (Regular) English (International)
Exam Type (Final Grade Composition)		**SKS (+Workload in hours)** 4 credits (53.33 hours of classroom face-to-face + 64 hours of structured assignments + 64 hours of independent assignments = 181.33 hours) **ECTS (+Workload in hours)** 6.45 ECTS (53.33 hours of classroom face-to-face + 64 hours of structured assignments + 64 hours of independent assignments = 181.33 hours)
Module Coordinator Lecturer Team		Semester work hours: 181,33
Additional teachers involved: -		

Syllabus

The School Experience Practices course aims to equip students with a thorough understanding of the dynamics of the school environment as an initial foundation for teaching practice. Students are introduced to various aspects that influence the educational process in schools, both from the structural, cultural, and pedagogical sides. Through direct experience, students are expected to be able to understand the strategic role of teachers, school governance, and the characteristics of students as an integral part of the education system.

Through this School Experience Practices course, students are expected to have the competence to understand and analyze the dynamics of the educational environment as a whole. Students are able to recognize the organizational structure of the school, understand the roles and functions of teachers and education personnel in creating a conducive learning climate, and understand the characteristics of students based on the principles of educational psychology. In addition, students are required to have skills in designing curriculum, choosing appropriate teaching methods, implementing effective classroom management strategies, and conducting systematic learning evaluations.

The material in this course includes an introduction to the school environment and its education system, organizational structure and school management, the role of teachers and education personnel, the dynamics of social relations in schools, basic education psychology, curriculum and syllabus design, learning methods and strategies, evaluation principles, classroom management, integration of educational technology, inclusive and multicultural approaches, and orientation to action research as a form of reflection on teachers' professional practices.

Learning goals and qualifications in this module students learn to:
1. Be able to explain the meaning, purpose, and scope of School Experience Practices and show a positive attitude towards the importance of direct experience in an educational environment. *(C2, A2)*
2. Able to describe and practice techniques for implementing School Experience Practices, such as classroom observation, learning management, and reflection, and show a responsible attitude in implementing practice. **(C3, A3, P3)**

Core reading:
1. H. Ismail, M. Alang Khairunnizar, Muliatno, Indah Dina Pratiwi. (2024). PT Radja Intercontinental Publishing. Focus on the impact of changes in the 2013 curriculum and the Merdeka Curriculum
2. Laqifa Shiela Amanda et al. (2024). *Implementation of Micro Teaching as a Support for the Success of Field Experience Practice (PPL).* SMA Negeri 1 Tenggarong for the 2023/2024 academic year.
3. Oemar, H. (2021). Teaching and Learning Process (pp. 171-172). PT Bumi Aksara
4. Roma Asi. (2021). *Field Experience Practice Guidebook*. Prima Indonesia University: UNPRI PRESS Book Publish. This guide is designed for students, lecturers, and school partners in the implementation of PPL.
5. Supriyadi, Supriyadi, Rhoma Iskandar, Sri Watini, Rita Aryani, M. Rosidi, Ali Mulyanto, Arie Widiyastuti, Nadia Rista. (2022). *Guidebook for the Internship Program and Field Experience Practices (PPL): Implementation of Independent Curriculum Learning Independent Campus*. 61 pages, ISBN 978-6234234718
6. Zainal, A. (2020). Micro Teaching accompanied by Field Experience Guidelines. PT Raja Grafindo Persada.

Module number	Module name
(AKBK 3639)	Media Literacy

Course type	Semester / Rotation	Student Capacity: 44
Elective Course Module	6/Even	

Teaching method	Prerequisite to attend: -	Language
Lectures and group discussions with case based learning, and project based learning approaches.		Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)	**SKS (+Workload in hours)**
Attitude Assessment 5% SIMARI E-Learning quiz 3% Paper 3% Literacy Review Study 3% Video Making Project 3% Exploring Media Literacy Issues 3% Practicum Report 10% Midterm Exam 35%, 90 minutes Final Semester Exam 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hours)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator	Semester work hours:
Dedy Ari Nugroho, M.Pd	90,67

Additional teachers involved: -

Syllabus

The *Media Literacy* course aims to equip students with conceptual understanding and practical skills in accessing, analyzing, evaluating, and communicating information from various forms of media in a critical and responsible manner. Media literacy is seen as a set of active perspectives that enable students to interpret media messages consciously and reflectively, as well as understand the role of media in shaping people's opinions, culture and behavior.

In the learning process, students are expected to have the competence to understand the nature of media, recognize the history and theory of media literacy, and be able to evaluate the role and impact of media on social and individual life. Students will also be directed to utilize media literacy as a means of building a culture of critical and ethical thinking, as well as developing learning media that support the strengthening of media literacy in the educational environment.

Learning materials in this course include an introduction to the nature and basic meaning of media, the history of media literacy development, and basic theories of media literacy. Students also study media literacy as a vehicle for building culture and critical attitudes, examine the positive impact of media in shaping behavior, and design learning media that integrate the principles of media literacy. Other topics include the functions, benefits, urgency, and challenges of implementing media literacy in the context of today's digital society.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the nature and basic meaning of media and show an open attitude towards the role of media in social life. **(C2, A2)**

2. Be able to describe the history of media literacy development and show appreciation for the dynamics of media development from time to time. **(C2, A2)**

3. Able to describe media literacy theories and show an inquisitive attitude towards scientific approaches in media studies. **(C2, A2)**

4. Able to explain media literacy as a vehicle for building a critical and reflective culture and show concern for social change. **(C2, A3)**

5. Able to describe the positive impact of media literacy in shaping attitudes and behaviors and show responsibility in applying literacy values in daily life. **(C3, A3)**

6. Able to identify and design learning media to implement media literacy and show skills in working together in groups. **(C3, P3, A3)**

7. Able to explain the function of media literacy in the context of education and society and show a proactive attitude towards the wise use of media. **(C2, A3)**

8. Able to identify the importance of media literacy in digital life and show concern for media abuse. **(C2, A3)**

9. Able to analyze the benefits of media literacy in building an informed and responsible society. **(C4, A3)**

10. Able to analyze the urgency and challenges of implementing media literacy in the digital era and show commitment to become smart and critical media users. **(C4, A3)**

Core readings:

1. Adriyani, A. (2014). The level of media literacy based on personal competence in Excellent Elementary Schools in Makassar City (Thesis). Hasanuddin University, Makassar.
2. Agnesia, R. S. (2011). The relationship between the "Education" rubric of Pikiran Rakyat General Daily and students' reading interest (correlational study of UPI Educational Technology students) (Thesis). University of Education Indonesia, Bandung. Accessed January 3, 2017. http://aresearch.upi.edu/skripsiview.php?no_skripsi=2386
3. Akbari, N. (2017). New media literacy among parents of elementary school students (descriptive study among parents of students of SDN Gondrong 03, Cipondoh, Tangerang) (Thesis). Multimedia Nusantara University, Tangerang. Anggraini, C. N. (2016). New media literacy and the spread of hoax information (phenomenological study on Whatsapp users in the spread of hoax information in the January-March 2015 period) (Thesis). Gadjah Mada University, Yogyakarta. Accessed March 26, 2018. http://etd.repository.ugm.ac.id/index.php?act=view&buku_id=95884&mod
4. Apriadi Tamburaka, 2012, Agenda Setting Mass Media, (Jakarta: Rajawali Pers)
5. Arikanto Suharsimi, 2002 Research Procedures A Practical Approach, PT Rineka Cipta, Jakarta
6. Arm Apriadi Tamburaka, 2013 Media Literacy: Smart Mass Media Audience, Rajawali Pers, Jakarta
7. Autry, A. J. and Berge, Z. (2011). Digital natives and digital immigrants: Getting to know each other. Industrial and Commercial Training, 43, 460-466. Accessed October 29, 2017. https://doi.org/10.1108/00197851111171890
8. Elvinaro Ardianto, Lukiati Komala, Siti Karinah, 2007, Mass Communication An Introduction, Simbiosa Rekatama Media Hermawan Herry, 2017, Media Literacy and Awareness and Analysis, Calpulis, Yogyakarta Hoax and the Importance of Media Literacy", http://m.riaupos.co/3237-special-.html, March 5, 2017 https:/id.m.wikipedia.org/wiki/Conservatism#cite_ref-2
9. Iriantara Yosal, 2009, Media Literacy, What, Why, How, Simbiosa Rekatama Media, Bandung Prasetya Irawan, 2004, Logic and Research Procedures, Introduction to Theory and Practical Guide to Social Research for Students and Novice Researchers, STIA - LAN Press, Jakarta
10. **Nugroho, D. A., & Khairurrasyd, K. Strengthening the Value of Nationalism Through the Utilization of Social Media in Pancasila Education from the Perspective of Digital Citizenship. *Journal of Education Citizenship*, *14*(1), 46-55.**
11. Rachmat Kriyantono, 2006, Practical Techniques of Communication Research, Kencana, Jakarta

12. Rahardjo, T., M. A. Birowo, R. Darmastuti, D. K. Sari, M. N. Husein, Sunarto, S. Hastjarjo, T. Febriyanto, Herfriady, F. Junaedi, and S. B. HH. Media Literacy and Local Wisdom: Concepts and Applications. Litera Book: xvii-24.

13. **Ruchliyadi, D. A., Nugroho, D. A., Akbar, A., & Mursidah, M. (2022). Training in the Preparation of Teaching Materials for Pancasila and Citizenship Education Podcasts Based on Anchor Applications. *Empowerment: Journal of Community Service*, *1*(5), 683-693.**

14. Sugeng Winarno, "Understanding Television Media Literacy Based on Personal Competences Framework" in 2014, pp. 67

Module number (AKBK 3640)	Module name Anti-corruption education		
Course type Elective Course Module		Semester / Rotation 6/Even	Student Capacity: 44
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.		Prerequisite to attend: -	Language Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Attitude Assessment 3% Multiple Choice SIMARI E-Learning Quiz 5% Structured Paper 7% Journal Literature Review 6% Mini Research Practicum 9% Midterm Exam 30%, 90 minutes Final Semester Exam 40%, 90 minutes			**SKS (+Workload in hours)** 2 (26.67 hours face-to-face in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hours)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Drs. Heru Puji Winarso, M.Si, M.A.P			Semester work hours: 90,67
Additional teachers involved: -			

Syllabus

The Anti-Corruption Education course aims to equip students with a conceptual and applicative understanding of corruption as well as prevention and eradication strategies in the context of law and national life. Students are directed to understand the basic concepts of corruption, the types of corrupt acts prohibited by legislation, and are able to critically examine forms of corruption that occur in society.

In the learning process, students are expected to have the competence to identify the factors that cause corruption, analyze the massive impact of corruption through field case studies, and understand the strategic role of individuals, especially students, in the anti-corruption movement. In addition, students will learn the principles and values of anti-corruption and examine various national and international strategies in combating corruption, including within the framework of bureaucratic reform.

The learning materials in this course include the definition and history of corruption in Indonesia, anti-corruption values and principles, forms and acts of corruption, as well as the legal framework of legislation governing them. Students will also explore forms of corruption related to gratuities, corruption eradication strategies, and forms of international cooperation in prevention efforts. At the end of the lecture, students are expected to develop critical thinking and personal integrity in fighting corrupt practices in the surrounding environment.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the definition of corruption and the history of the anti-corruption movement in Indonesia and show an attitude of appreciation for efforts to eradicate corruption from time to time. **(C2, A2)**

2. Able to explain the values and principles of anti-corruption and foster an attitude of integrity and honesty in academic and social life. **(C2, A3)**

3. Able to explain the strategic role of students in the anti-corruption movement and show active participation in activities that foster anti-corruption awareness. **(C2, A3, P2)**

4. Able to critically explain the system, objectives, and strategies of bureaucratic reform in Indonesia and show concern for clean and efficient public services. **(C3, A3)**

5. Able to explain the forms of corruption and show a critical attitude towards corrupt practices in the surrounding environment. **(C2, A2)**

6. Able to explain the concepts and strategies to eradicate corruption and show a proactive attitude in voicing an anti-corruption culture. **(C3, A3)**

7. Able to explain the factors that cause corruption crimes analytically and show concern for early prevention of corruptive behavior. **(C3, A2)**

8. Able to analyze corruption acts prohibited by laws and regulations juridically and argumentatively. **(C4, A2)**

9. Able to analyze forms of corruption related to gratuities and show a vigilant attitude towards gratuity practices in real life. **(C4, A3)**

10. Able to analyze international cooperation in efforts to prevent corruption and show an open attitude towards a global approach in combating corruption. **(C4, A2)**

11. Able to analyze the massive impact of corruption on society and the state through case studies and show empathy for victims of corruption. **(C4, A3)**

Core readings:

1. Fernando, Z. J., Yusuf Kurniadi, N. T. P., Tarigan, H., et al. (2023). *Anticorruption Education in Higher Education*. Indonesian Science Media. Published June 2023, 15 chapters covering strategy, curriculum, ecosystem, and the role of students in eradicating corruption.
2. Kamil, S. K. (2024). *Anticorruption Integrity Education*. Teenage Workshop. Discusses Islamic & secular perspectives, integrity values, and democracy with integrity.
3. Anti-corruption education for higher education, Ministry of Education and Culture of the Republic of Indonesia, Directorate General of Higher Education, 2011.
4. Government Regulation of the Republic of Indonesia Number 71 of 2000 concerning Procedures for Implementing Community Participation and Awarding in Preventing and Eradicating Corruption.
5. Law of the Republic of Indonesia Number 20 of 2001 on the Amendment to Law of the Republic of Indonesia Number 31 of 1999 on the Eradication of the Crime of Corruption
6. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System
7. Law of the Republic of Indonesia No. 30 of 2002 on the Corruption Eradication Commission
8. Law of the Republic of Indonesia Number 31 of 1999 on the Eradication of the Crime of Corruption

7th Semester

Module number AKPK 5753	Module name **Civic Education Seminar**	
Type: Education Development Course	Semester/Rotation 7/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% Quiz using ULM E-Learning simari 3% Civics Seminar Podcast Content Creation 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of Civics implementation in Indonesia 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Wahyu, M.S		Semester working hours: 90.67 hours
Additional lecturers involved:		

Syllabus

This course is designed to provide opportunities for students of the Pancasila and Citizenship Education (Civics) Study Program to develop critical, analytical, and academic thinking skills through scientific seminar activities. Students will explore actual issues in the field of Civic Education, such as democracy, human rights, multiculturalism, digital citizenship, and national character education.

Through this activity, students will learn to formulate problems, conduct literature reviews, compile scientific papers, present ideas, and respond argumentatively to the thoughts of others. This course also emphasizes strengthening scientific communication skills, collaborative work, and academic ethics as part of the competencies of prospective professional and reflective civic educators.

Learning competencies and qualifications in this module, students learn to:

1. Explain the procedure and nature of seminars in the study of Pancasila and Citizenship Education.
2. Describe the practice of seminars in the context of Civics.
3. Analyze seminar events in the context of Civics.
4. Summarize students' scientific thinking about Civics seminars.
5. Apply material, strategies in the study of Pancasila and citizenship education.

This course contains **material** related to the scope of:

1. Introduction to Civics seminars
2. The nature of seminars in the context of Civics
3. Characteristics of seminars and their applications
4. Determination of the theme and title of the Civics seminar
5. Aspects of depth and necessity in Civics seminars
6. Group division for the delivery of the Civics seminar theme

7. Submission of the theme and title of the Civics seminar 1
8. Submission of the theme and title of the Civics seminar 2
9. Submission of the theme and title of the Civics seminar 3
10. Submission of the theme and title of the Civics seminar 4
11. Technical and delivery of Civics seminar materials
12. Aspects of the concept and application in Civics seminars
13. Report on the preparation, implementation, and evaluation of the Civics seminar

Learning goals and qualifications in this module students learn to:
1. Be able to explain the introduction of Civics seminars **(C2, A2)**
2. Be able to explain the nature of seminars in the context of Civics **(C2, A2)**
3. Be able to explain the characteristics of seminars and their applications **(C2, A3)**
4. Able to identify the determination of the theme and title of a **Civics** seminar **(C1, A3)**
5. Able to identify aspects of depth and needs in Civics seminars **(C2, A3)**
6. Able to explain the division of groups to convey the theme of the Civics seminar **(C2, A3)**
7. Able to convey the theme and title of the Civics seminar 1 **(A3, P3)**
8. Able to convey the theme and title of the Civics seminar 2 **(A3, P3)**
9. Able to convey the theme and title of the Civics seminar 3 **(A3, P3)**
10. Able to convey the theme and title of the Civics seminar 4 **(A3, P3)**
11. Able to analyze the technical and delivery of **Civics** seminar materials **(C4, A4)**
12. Able to explain the concept and application aspects of Civics seminars **(C2, A3)**
13. Able to explain about the preparation, implementation, and evaluation reports of Civics seminars **(C2, A4, P4)**

Core reading:
1. Arikunto, S. 2007. Research Management. Jakarta: Rineka Cipta.
2. Astiti, K. 2017. Learning Evaluation. Yogyakarta: ANDI (Member of IKAPI).
3. Any, Noor. 2013. Event Management. Bandung: Alfabeta Cangara,
4. Christine & Immy Holloway. 2008. Qualitative Research Methods in Public Relations Communications. Yogyakarta: Span Publisher
5. Hafield. 2013. Communication Planning and Strategy. Jakarta: PT Raja Grafindo
6. Idjehar, Muhammad Budairi, *Human Rights versus Capitalism*, Yogyakarta: INSIST Press, 2003.
7. Ubaidillah Ahmad et al. 2000. *Democracy, Human Rights, and Civil Society*, Jakarta: ICCE UIN
8. **Wahyu. 2014. Social Phenomena from a Sociological Perspective. Yogyakarta: Aswaja Pressindo.**
9. **Sutarto Hadi and Wahyu. 2015. Social Studies Education Based on Local Wisdom. Banjarmasin: Wahana Jaya Abadi**
10. **Wahyu. 2016. Strategies for Handling Conflicts over Land (Movement to Build Sovereign Land in South Kalimantan). Malang: Inteligensia Media**

Module number AKBK 3744	Module name **Agrarian Law**	
Type: Elective Course	Semester/Rotation 7/ Odd	Student capacity: 45
Teaching method Lecture Discussion Project Based Learning Case Based Learning	Course prerequisites: -	Indonesia (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% Quiz using ULM E-Learning simari 3% Content Creation of Agrarian Law Podcast 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary agrarian law issues in Indonesia 3% Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Zainul Akhyar, M.H		Semester work hours: 90.67 hours
Additional lecturers involved:		

Syllabus

The Agrarian Law course discusses the legal foundations that regulate the relationship between humans and land in the agrarian context in Indonesia. The material in this course includes the definition of agrarian in a broad and narrow sense, the principles of national agrarian law, the history of the development of agrarian law in Indonesia, as well as an analysis of the Basic Agrarian Law (UUPA) No. 5 of 1960 and its implementing regulations.

In addition, students will study the forms of land rights, the land registration process, agrarian reform, agrarian conflict resolution, as well as the role of the state, indigenous peoples, and corporations in the management of agrarian resources. This course aims to shape students' critical understanding and legal sensitivity to agrarian justice, ownership conflicts, and the sustainability of natural resources.

Learning competencies and qualifications in this module, students learn to:

1. Explain about human values based on religion, morals, and ethics.
2. Describe the theoretical concepts of the field of Agrarian Law in general and the theoretical concepts of specific parts in the field of knowledge in depth, and be able to formulate procedural problem solving.
3. Explain about logical, critical, systematic, and innovative thinking in the context of developing or implementing Agrarian Law, by paying attention to and applying humanities values in accordance with their field of expertise.

This course contains **materials** related to the scope of:

1. Agrarian History
2. Agrarian Rules
3. Definition of Agrarian law

4. Agrarian law objectives
5. Definition of Agrarian scope
6. Land rights according to Article 16 paragraph (1) of UUPA
7. Rights for development
8. How to register building rights/use rights on freehold land
9. Political structure
10. Social structure in political sociology
11. How to apply for HGB
12. Protection of land registration in Indonesia
13. Basic Agrarian Law
14. Abolition of HGB
15. Land rights according to the UUPA system
16. Right to Cultivate
17. Political law and Agrarian development in Indonesia
18. Factors in the abolition of property rights
19. Basic Agrarian Law
20. Definition of property rights
21. Agrarian law enforcement efforts
22. Abolition of property rights
23. Agrarian resources
24. Imposition of Right of Use on Land
25. Encumbrance of property rights for foreigners

Learning goals and qualifications in this module students learn to:
1. Be able to describe the rules of Agrarian **(C2, A2)**
2. Able to understand the legal objectives of Agrarian learning **(C2, A2)**
3. Be able to understand the scope of Agrarian **(C2, A2)**
4. Able to describe and understand the Right to use development **(C2, A3)**
5. Able to understand who can have HGB **(C2, A2)**
6. Able to describe HGB occurs on land **(C2, A2)**
7. Able to describe the abolition of HGB **(C2, A2)**
8. Able to explain business use rights **(C2, A2)**
9. Able to explain the abolition of business use **(C2, A2)**
10. Able to explain hak milik **(C2, A2)**
11. Able to explain the abolition of Hak Milik **(C2, A2)**
12. Able to explain Article 2 paragraph (1) letter b of PP 41 of 1996 in conjunction with Article 2 paragraph (1) letter a of PMNA/Ka. BPN 7 Year 1996 **(C2, A3)**

Core reading:
1. Harsono, B. (2007). *Indonesian Agrarian Law: History of the Formation of the Basic Agrarian Law, Its Contents and Implementation*. Jakarta: Djambatan.
2. Maria, S. W. (2004). *Agrarian Law: Problems and Updates*. Yogyakarta: Gadjah Mada University Press.
3. Sutedi, A. (2012). *Agrarian Law*. Jakarta: Sinar Grafika.
4. Walhi. (2013). *Land for the People: Agrarian Crisis and People's Resistance*. Jakarta: WALHI National.
5. Republic of Indonesia. (1960). *Law Number 5 of 1960 on the Basic Regulation of Agrarian Principles (UUPA)*. State Gazette of the Republic of Indonesia Year 1960 Number 104.
6. Republic of Indonesia. (2004). *Law Number 41 of 2009 on the Protection of Sustainable Food Agricultural Land*. State Gazette of the Republic of Indonesia Year 2009 Number 149.
7. **Zainul Akhyar. 2024. Building Legal Authority: Theoretical and Implementative Reflections on the Indonesian Rule of Law. Central Java: Amerta Media**
8. **Zainul Akhyar et al. 2022. Analysis of the Development of the Concept of the State of Law in Indonesia from the Proclamation Era to Post-Reform. Journal of Civic Education 12 (2), 123-132.**

Module number (AKBK 3527)	Module name **Philosophy of Law**	
Type: Elective*	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Type of Examination (Final Grade Composition) Literature Review 5% T.2 Group Presentation 3% T.3 Paper 3% T.4 Controversial Decision Analysis 3% T.5 Philosophical Law Reform Design 3% T.6 Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. H. Harpani Matnuh, MH.		Semester working hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objective: The Philosophy of Law course aims to equip students with an in-depth understanding of the philosophical foundations of Indonesian law and legal system. Through this study, students are expected to be able to develop critical and analytical thinking skills in understanding the nature of law, both from a theoretical and practical perspective. This course is also intended to provide a comprehensive insight into the evolution of the Indonesian legal system from independence to the contemporary era, as well as understanding the position of Indonesian law in the context of international law.

Competencies: After completing this course, students are able to describe the basic concepts of legal philosophy, understand the differences between material and formal legal philosophy, and analyze the development of the Indonesian legal system from a historical and contemporary perspective. Students are also able to analyze the relationship between law and social change, evaluate the role of law as an instrument of the state, and provide concrete examples of the application of legal philosophy concepts in Indonesian legal cases. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Philosophy of Law course include: Understanding the history of the object of legal philosophy, the theory of legal philosophy, sources of philosophy, material legal philosophy and formal legal philosophy, law as a means of social change and law as a state reference, law is behind social and legal rules, legal history and Indonesian legal system since independence until now, legal interpretation, Legal discovery, changes and development of the legal system in Indonesia, Layers in law and Components in law, Value of justice and Value of expediency, Courts based on unique legal system laws, Local characteristics of Indonesian law and Principles adopted by international law, Written law or customary law.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of legal philosophy and show a critical attitude in using philosophical-juridical terminology appropriately in academic and practical contexts. **(C1, A2)**

2. Be able to explain the relationship between philosophy, law, and justice and raise awareness of the importance of philosophical thinking in the formation of the legal system. **(C2, A2)**

3. Able to identify and classify the historical development of legal philosophy thought from classical to contemporary times and show an appreciative attitude towards the evolution of philosophical ideas about law. **(C2, A2)**

4. Able to explain and analyze the nature and ontological, epistemological, and axiological foundations of law argumentatively and systematically. **(C4, A3)**

5. Able to compare various schools of legal philosophical thought such as natural law, legal positivism, and legal realism and show an objective attitude in examining differences in philosophical perspectives. **(C2, A2)**

6. Able to analyze the relationship between law, morals, and ethics in a philosophical context and develop a reflective attitude towards ethical dilemmas in legal practice. **(C4, A3)**

7. Able to evaluate the concept of justice according to various legal philosophers and apply it in analyzing contemporary legal cases with a fair and balanced attitude. **(C5, A3)**

8. Able to criticize the role of the state and power in the perspective of legal philosophy and foster critical awareness of the abuse of legal power. **(C5, A3)**

9. Able to analyze the concept of human rights in a philosophical perspective and develop a commitment to the protection and enforcement of human rights. **(C4, A3)**

10. Able to evaluate the relevance of classical and modern legal philosophy thinking in the context of the Indonesian legal system and show a critical and constructive nationalist attitude. **(C5, A4)**

11. Able to synthesize various philosophical perspectives to solve contemporary legal problems such as technology law, environmental law, and global law with an interdisciplinary approach. **(C6, A4)**

12. Able to design a philosophical framework for legal reform and public policy and show an innovative and responsible attitude in providing equitable legal solutions. **(C6, A5)**

Core readings:

1) Ali, Achmad. (2015). *Revealing Legal Theory and Judicialprudence Including Law Interpretation (Legisprudence)*. Jakarta: Kencana Prenada Media Group.
2) Apeldoorn, L.J. van. (2015). *Introduction to the Science of Law*. Jakarta: Pradnya Paramita.
3) Austin, John. (2014). *The Province of Jurisprudence Determined*. Cambridge: Cambridge University Press.
4) Darmodiharjo, Darji & Shidarta. (2014). *Principles of Legal Philosophy: What and How of Indonesian Legal Philosophy*. Jakarta: Gramedia Pustaka Utama.
5) Dworkin, Ronald. (2013). *Taking Rights Seriously*. Cambridge: Harvard University Press.
6) Friedman, Lawrence M. (2017). *The Legal System: A Social Science Perspective*. Bandung: Nusa Media.
7) Fuller, Lon L. (2012). *The Morality of Law*. New Haven: Yale University Press.
8) Habermas, Jürgen. (2017). *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. Cambridge: MIT Press.
9) **Harpani. M**. (2021). *[Rectifying Consumer Protection Law and Establishing of a Consumer Court in Indonesia](...)*. Journal of Consumer Policy (Volume 44, pages 483-495).
10) Hart, H.L.A. (2012). *The Concept of Law*. Oxford: Oxford University Press.
11) Holmes, Oliver Wendell. (2011). *The Common Law*. Boston: Little, Brown and Company.
12) Huijbers, Theo. (2018). *Philosophy of Law in History*. Yogyakarta: Kanisius.
13) Ihsan. A. Fuad. (2010). *Philosophy of Science*. Jakarta; Rineka Cipta
14) Internet Encyclopedia of Philosophy - Legal Philosophy (https://iep.utm.edu/legalph/)
15) Kelsen, Hans. (2013). *General Theory of Law and State*. Bandung: Nusa Media.
16) Mertokusumo, Sudikno. (2014). *Getting to Know the Law: An Introduction*. Yogyakarta: Liberty.
17) Notohamidjojo, O. (2015). *The Meaning of the Rule of Law*. Jakarta: BPK Gunung Mulia.
18) Digital Library of the Supreme Court of Indonesia (https://kepaniteraan.mahkamahagung.go.id/)
19) Garuda Portal - Indonesian law journal articles (http://garuda.ristekdikti.go.id/)
20) Pound, Roscoe. (2011). *Introduction to the Philosophy of Law*. Jakarta: Bhratara.
21) Soekanto, Soerjono. (2016). *Introduction to Legal Research*. Jakarta: UI Press.
22) Stanford Encyclopedia of Philosophy - Philosophy of Law Section (https://plato.stanford.edu/entries/lawphil-theory/)
23) Surajito.2007. Philosophy of Science and development in Indonesia. jakarta; Bumi Aksara
24) Radbruch, Gustav (2015). *Philosophy of Law*. Yogyakarta: Student Library.
25) Rahardjo, Satjipto. (2014). *The Science of Law*. Bandung: Citra Aditya Bakti.
26) Rawls, John. (2016). *The Theory of Justice*. Yogyakarta: Student Library.
27) Rasjidi, Lili & Ira Thania Rasjidi. (2016). *Introduction to the Philosophy of Law*. Bandung: Mandar Maju.
28) Indonesian Journal of Legal Philosophy (various editions)
29) Journal of Law and Development - Faculty of Law, University of Indonesia
30) Journal of Rechtsvinding - National Law Development Agency

31) Journal of the Constitution - Constitutional Court of the Republic of Indonesia
32) Harvard Law Review (selected articles on legal philosophy)
33) The 1945 Constitution of the Republic of Indonesia
34) Pancasila as the State Foundation and the Nation's Way of Life
35) MPR Decree on Pancasila
36) Universal Declaration of Human Rights (UDHR) 1948
37) Various Decisions of the Indonesian Constitutional Court (related to constitutional interpretation)

Module number	Module name	
(AKBK 3742)	**Political Philosophy**	
Type: Elective*	Semester/Rotation 5 / Odd	Student capacity: 42
Teaching method Lectures and group discussions with case-based learning and project-based learning approaches.	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Literature Review 5% T.1 Group Presentation 3% T.2 Individual Paper 3% T.3 Analysis of Recent Political Cases 3% T.4 Ideal Political System Design 3% T.5 Debate Paper 3% T.6 Field Practicum 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignment + 32 hours independent assignment = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Drs. Heru Puji Winarso, M. Si., M. A. P.		Semester work hours: 90.67 hours
Additional lecturers involved: -		

Syllabus

Objective: The Political Philosophy course aims to provide students with an in-depth understanding of the fundamental concepts in political philosophy and their implementation in the modern political system. Through this learning, students are expected to be able to critically analyze various political phenomena that occur in society using a comprehensive philosophical perspective. This course also seeks to develop students' ability to understand the dynamics of the relationship between state, society, and individuals in the context of democratic political life.

Competencies: After completing this course, students are expected to have the competence to identify and analyze various basic concepts of political philosophy and be able to apply them in understanding contemporary political phenomena. Students will develop critical thinking skills in examining the democratic system, the process of political socialization, and the mechanism of political participation in society. In addition, students are expected to be able to evaluate the role of political institutions, power structures, and political culture in shaping the dynamics of national life. This analytical competence will enable students to make a constructive contribution to the discussion and solution of political problems faced by society. In this course, the learning process is carried out with **blended** *learning* Then, *blended learning* is carried out offline in class and/or ULM LMS at *https://simari.ulm.ac.id/* while online using Google Meet or Zoom Meeting.

Materials: presented in the Institute of International Relations course include: Understanding the Definition, General Characteristics and Types of Political Philosophy, Democracy as a Political Philosophy, Function, Political Socialization, Political Recruitment and Political Communication, Political Participation, Political Machinery, Political Institutions, Political Structure, Democracy, Bureaucracy, Political Culture, Political Communication, General Elections. Learning continues with an in-depth analysis of political participation as a form of active community involvement in the democratic process, as well as an understanding of political machines as instruments of mobilizing political support. The material also includes a study of political institutions and power structures that regulate state life, including the role of the bureaucracy as the implementer of public policy. Aspects of political culture that reflect the values, norms and political traditions of society are an important focus in understanding how politics is carried out in local and national contexts. The course concludes with a discussion of the electoral system as a democratic mechanism to elect leaders and representatives of the people, including various models and their implications for political representation and government stability.

Learning goals and qualifications in this module students learn to:

1. Be able to define the meaning and basic concepts of political philosophy and show an orderly attitude in using political terminology appropriately in academic and practical contexts. **(C1, A2)**
2. Be able to explain the relationship between political philosophy and democratic practices and foster awareness of the importance of democratic values in governance. **(C2, A2)**
3. Able to identify and classify the historical development of political philosophy thought from the classical to contemporary era and show an appreciative attitude towards the evolution of political ideas. **(C2, A2)**
4. Able to explain and analyze political functions in society including socialization, recruitment, and political communication systematically and argumentatively. **(C4, A3)**
5. Able to compare various forms and models of political participation and show a responsive attitude towards the importance of citizen involvement in the democratic process. **(C2, A3)**
6. Able to analyze the role and function of political machines in a democratic system and develop a critical attitude towards unethical political mobilization practices. **(C4, A3)**

7. Able to evaluate the structure and dynamics of political institutions in the government system and show commitment to strengthening democratic institutions. **(C5, A3)**
8. Able to criticize the relationship between political structure and distribution of power in society and foster awareness of the importance of checks and balances. **(C5, A3)**
9. Able to analyze the role of bureaucracy in implementing public policies and develop a professional attitude towards quality public services. **(C4, A3)**
10. Able to evaluate the influence of political culture on the stability of a democratic system and show a tolerant attitude towards diversity of political views. **(C5, A4)**
11. Able to analyze the political communication system and its impact on public opinion and develop media literacy skills in the political context. **(C4, A4)**
12. Able to synthesize various aspects of political philosophy to comprehensively understand the complexity of the electoral system and political representation. **(C6, A4)**
13. Able to design innovative solutions to contemporary political problems based on the principles of political philosophy and show a responsible attitude as an active and critical citizen. **(C6, A5)**

Core readings:
1) Research Results: Akhyar, Z., **Elmy, M.**, Winarso, H. P., & Huda, N. (2022). *Analysis of the development of the concept of the rule of law in Indonesia from the proclamation era to the post-reform era*. **Journal of Civic Education**, 12(2), 123-132.
2) Alfian. (2015). *Indonesian Political Thought and Change*. Jakarta: Gramedia Pustaka Utama.
3) Almond, Gabriel A. & Sidney Verba. (2013). *Political Culture: Political Attitudes and Democracy in Five Countries*. Jakarta: Bumi Aksara.
4) Aristotle. (2016). *Politics*. Jakarta: Visimedia.
5) Aspinall, Edward. (2019). *Democracy for Sale: Elections, Clientelism, and the State in Indonesia*. Ithaca: Cornell University Press.
6) Beetham, David. (2015). *Democracy and Human Rights*. Jakarta: Kanisius.
7) Bertelsmann Stiftung - Transformation Index (https://www.bti-project.org/)
8) Budiardjo, Miriam. (2018). *Basics of Political Science*. Jakarta: Gramedia Pustaka Utama.
9) Dahl, Robert A. (2017). *Democracy Matters: Exploring the Theory and Practice of Democracy in Brief*. Jakarta: Yayasan Obor Indonesia.
10) Diamond, Larry. (2018). *The Spirit of Democracy: The Struggle to Build Free Societies Around the World*. Bandung: Mizan.
11) Drs. Muhammad Azhar, MA. Comparative Political Philosophy Between Islam and the West. (1996). Jakarta: PT Raja Grafindo Persada, page 75.
12) Easton, David. (2014). *A Framework for Political Systems*. Jakarta: Bumi Aksara.
13) Freedom House - Annual Freedom in the World Reports (https://freedomhouse.org/)
14) Fukuyama, Francis. (2014). *Political Order and Political Decay*. New York: Farrar, Straus and Giroux.
15) Gaffar, Afan. (2016). *Indonesian Politics: Transition to Democracy*. Yogyakarta: Student Library.
16) Habermas, Jürgen. (2016). *The Public Sphere: A Study of the Categories of Bourgeois Society*. Yogyakarta: Kreasi Wacana.
17) Haryatmoko. (2019). *Political Ethics and Power*. Jakarta: Kompas Media Nusantara.
18) Hatta, Mohammad. (2015). *Memoir*. Jakarta: Tintamas.
19) Held, David. (2013). *Models of Democracy*. Cambridge: Polity Press.
20) Heywood, Andrew. (2019). *Politics: Fourth Edition*. Yogyakarta: Student Library.
21) Huntington, Samuel P. (2015). *The Third Wave of Democratization*. Jakarta: Pustaka Utama Grafiti.
22) International IDEA - Electoral System Design Database (https://www.idea.int/).
23) Lijphart, Arend (2012). *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press.
24) Locke, John. (2014). *Treatise on Government II*. Jakarta: Yayasan Obor Indonesia.
25) Mietzner, Marcus. (2018). *Reinventing Asian Populism: Jokowi's Rise, Democracy, and Political Contestation in Indonesia*. Honolulu: East-West Center.
26) Mill, John Stuart. (2017). *The Question of Freedom*. Jakarta: Yayasan Obor Indonesia.
27) Nasution, A.H. (2014). *Fulfilling the Call of Duty*. Jakarta: Gunung Agung.
28) Norris, Pippa. (2017). *Electoral Engineering: Voting Rules and Political Behavior*. Cambridge: Cambridge University Press.

29) Plato. (2018). *The Republic*. Yogyakarta: Bentang Pustaka.
30) Polity IV Project - Political Regime Characteristics and Transitions (https://www.systemicpeace.org/polityproject.html).
31) Ramage, Douglas E. (2016). *Politics in Indonesia: Democracy, Islam and the Ideology of Tolerance*. London: Routledge.
32) Rawls, John. (2016). *The Theory of Justice*. Yogyakarta: Student Library.
33) Rousseau, Jean-Jacques. (2015). *The Social Contract*. Jakarta: Visimedia.
34) Sjahrir, Sutan. (2016). *Our Struggle*. Jakarta: Pustaka Utama Grafiti.
35) Sukarno. (2017). *Sarinah: My Obligation to Women*. Jakarta: Committee for the Publication of Books by President Sukarno.
36) Tocqueville, Alexis de. (2017). *Democracy in America*. Jakarta: Yayasan Obor Indonesia.
37) Vatikiotis, Michael R.J. (2015). *Indonesian Politics under Suharto*. London: Routledge.
38) V-Dem Institute - Varieties of Democracy (https://www.v-dem.net/).
39) **Winarso. H.P.** (2005). *Sociology of Mass Communication*. Jakarta: Prestasi Pustaka.
40) Constitution of the Republic of Indonesia Year 1945
41) Pancasila as the State Foundation and National Ideology
42) Law Number 2 of 2011 concerning Political Parties
43) Law Number 7 of 2017 concerning General Elections
44) Law Number 2 of 2008 on Political Parties
45) MPR Decree on the Ethics of National Life

Module number (AKBK 3746)	Module name Constitutional Theory and Law	
Course type Elective module	Semester / Rotation 7 / Odd	Student Capacity: 3
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.	Prerequisite to attend: -	Language Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) Attitude Assessment 5% SIMARI E-Learning ULM Online Quiz 3% Structured Paper 3% Theory Annotation 3% Journal Literature Review 3% Constitutional Problem Identification 3% Practicum and Report 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes		**SKS (+Workload in hours)** 2 (26.67 hours face-to-face in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hours)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Dr. Zainul Akhyar, M.H		Semester work hours: 90,67
Additional teachers involved: Muhammad Elmy, M.Pd		

Syllabus

The Constitutional Theory course aims to equip students of the Pancasila and Citizenship Education Study Program with a conceptual and applicative understanding of the nature, functions, procedures, and dynamics of the constitution in the Indonesian constitutional system. Students are directed not only to understand various constitutional theories academically, but also to relate them to constitutional practices that occur in the life of the nation and state.

In the learning process, students are expected to have the competence to master the basic theories of the constitution, understand the principles of constitutionalism, and analyze the relationship between the constitution, power, and citizens' rights. This course also emphasizes on strengthening students' critical and reflective thinking skills in responding to actual issues related to constitutional practice. In addition, students are trained to make direct observations of constitutional practice in Indonesia, both through visits to judicial institutions and through digital activities such as monitoring Constitutional Court hearings or reading legal decisions online.

The learning materials in this course include the definition and characteristics of the constitution, the history of the development of the Indonesian constitution, classical and contemporary constitutional theories, as well as a study of changes and amendments to the 1945 Constitution. Students will also study the principles of the rule of law, the supremacy of the constitution, the role of the Constitutional Court, and the importance of citizen participation in maintaining constitutionalism. Through this course, students are expected to have the competence to understand and apply constitutional values in the context of education and society at large.

Learning goals and qualifications in this module students learn to:

1. Be able to explain the meaning of legal theory and show an orderly attitude in using legal terms in academic and social contexts. **(C1, A2)**

2. Able to identify and explain the purpose of the nation and state and foster awareness of the constitution in the life of the state. **(C2, A2)**

3. Able to explain the history of the Indonesian constitution and show an appreciative attitude towards the development of basic law. **(C2, A2)**

4. Able to describe the position of Grundnorm (basic norm) in the constitutional system and show an understanding of the hierarchy of legal norms. **(C3, A2)**

5. Able to explain the Medina Charter as an early form of constitutionalism and foster historical awareness in the development of legal thought. **(C3, A2)**

6. Able to describe and understand the meaning of the constitution and its function in regulating constitutional life. **(C2, A2)**

7. Able to categorize the relationship between state and constitution in the perspective of legal theory and political system. **(C3, A2)**

8. Able to explain the three main things regulated in the constitution and show concern for the protection of citizens' constitutional rights. **(C2, A3)**

9. Able to distinguish the function of law and the function of the constitution in the state and show a reflective attitude towards the importance of the rule of law. **(C3, A2)**

10. Able to explain the electoral system in Indonesia based on the constitution and foster an open attitude towards the dynamics of democratic politics. **(C2, A3)**

11. Able to analyze the stages of holding elections and relate them to the principles of democracy and electoral justice. **(C4, A2)**

12. Able to connect the concept of the constitution with the basic law and show a thorough understanding of the national legal structure. **(C3, A2)**

Core readings:
1. **Akhyar, Z., & Huda, N. Community Legal Awareness: A Juridical Review Towards Law-Cultured Living Behavior.** *Journal of Civic Education*, *13*(1), 109-120.
2. **Akhyar, Z., Elmy, M., Winarso, H. P., & Huda, N. (2022). Analysis of the Development of the Concept of the State of Law in Indonesia from the Proclamation Era to Post-Reformation.** *Journal of Civic Education*, *12*(2), 123-132.
3. Bagir Manan and Susi Dwi Harijanti, Understanding the Constitution Meaning and Actualization, PT Raja Grafindo Persada, Jakarta, 2014
4. Bagir Manan, The Growth and Development of a State's Constitution, Mandar Maju, Bandung, 1995 Bagir Manan and
5. Bambang Sunggono, Legal Research Methods, Rajawali Pers, Jakarta, 2013 Charles Simabura, Parliament I.
6. Huda Nikmatul. Constitutional Theory and Law. Jakarta: PT. Raja Grafindo Persada
7. Jimly Asshiddiqie. 2010. Indonesian Constitution and Constitutionalism. Jakarta: Sinar Grafika
8. Kuntana Magnar, Some Problems of Indonesian Constitutional Law, PT Alumni, Bandung, 1997
9. Constitutional Court. Constitution in Indonesia. http//www.Mahkamah Konstitusi.com

Module number	Module name
(AKBK 3745)	Wetland Environmental Citizenship

Course type Elective Subject Module	Semester / Rotation 7 / Odd	Student Capacity: 7
Teaching method Lectures and group discussions with case based learning, and project based learning approaches.	Prerequisite to attend: -	Language Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)	SKS (+Workload in hours)
Attitude Assessment 3% Multiple Choice Quiz 5% Structured Paper 7% Journal Literature Review 6% Practicum and Report 9% Midterm Exam 30%, 90 minutes Final Semester Examination 45%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hours)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Sarbaini, M.Pd Reja Fahlevi, M.Pd	Semester working hours: 90,67
Additional teachers involved: -	

Syllabus

The Wetland Environmental Citizenship course aims to equip students with a conceptual and applicative understanding of the relationship between citizenship values, environmental conservation, and management of wetland ecosystems as strategic biological wealth. Students are directed to understand the role of citizens in maintaining environmental sustainability, especially in the social, cultural and legal contexts related to wetland areas.

In the learning process, students are expected to have the competence to master the basic principles of civic education in favor of the environment, understand the urgency of wetland conservation in sustainable development, and develop an attitude of ecological responsibility as part of the realization of active and participatory citizens. This course emphasizes strengthening critical, reflective, and collaborative thinking skills in dealing with environmental issues that have an impact on community life in wetland areas.

The learning materials in this course include the definition and characteristics of wetlands, the strategic value of wetlands in the context of the environment and national resilience, the principles of ecological citizenship, local-based environmental education, environmental citizenship learning models, and environmental regulations and laws that protect wetland areas. Students are also directed to engage in direct observation activities, such as field visits to wetland areas or digital exploration of environmental policies and cases.

Learning goals and qualifications in this module students learn to:

1. Able to explain the lecture mechanism of Wetland Environmental Citizenship and show an active and orderly

attitude in participating in the learning process. **(C1, A2)**

2. Able to understand the basic concepts of ecosystems and natural resources in relation to the preservation of wetland environment. **(C2, A2)**

3. Able to explain the relationship between humans, the environment, and social culture in the context of sustainable development. **(C2, A2)**

4. Able to describe forms of environmental pollution, especially those that occur in wetland areas, and show a caring attitude towards its impact. **(C3, A3)**

5. Able to describe and understand strategies for controlling and handling environmental pollution preventively and curatively. **(C3, A2)**

6. Able to explain the steps to prevent environmental damage and show a responsible attitude towards nature conservation. **(C2, A3)**

7. Able to analyze the nature of environmental preservation in the perspective of active citizenship and ecological insight. **(C4, A2)**

8. Able to analyze the concept of ecological citizenship and relate it to the role of citizens in protecting the environment. **(C4, A2)**

9. Able to analyze and evaluate the concept of *sense of belonging to* the environment as the basis of ecological awareness. **(C4, A3)**

10. Able to analyze and explain the role of environmental law in protecting wetland ecosystems and upholding ecological justice. **(C4, A2)**

Core readings:
1. Budiardjo, Miriam. 2010. Basics of Political Science. Gramedia, Jakarta.
2. Huszar, George B. & Stevenson, Thomas H., 1969. Political Science. Little Field Adam & Co.
3. Isywara, F., 1980. Political Science. Bina Cipta, Jakarta.
4. Kasmawati, A. (2023). *Ecological Citizenship Discourse: A Critical Study of Citizenship Education in Indonesia*.Humaniora, 14(1), 23-30.
5. Wetland environmental citizenship
6. Nugroho, D. A. et al. (2023). *Development of Pancasila Educational Teaching Materials and Archipelagic Citizenship Based on Wetland Environment*.IJSSHR, 6(3)
7. Nurdiansyah, E. & Komalasari, K. (2023). *Shaping Ecological Citizenship through Community Activity-based Environmental Education*.Journal of Environmental Education and Sustainable Development, 24(1), 28-41.
8. Rodee, Carlton Clymer, et. al, 2003. Instroduction Political Science. McGrawHill Institutional, New York.
9. **Sarbaini & Fahlevi (2022). *The level of Ecological Citizenship Competence of Civics Teachers in Banjarmasin Junior High School*.Journal of Moral Society, 7(2), 206-218.**
10. Suroto, D. A. N., Rafiah, R. A. (2021). *Strengthening Ecological Citizenship through the Climate Village Program in Banjarmasin*.Proceedings of the National Seminar on Wetland Environment.

Module number	Module name
(AKBK 3743)	Labor Law

Course type	Semester / Rotation	Student Capacity: 3
Elective Course Module	7 / Odd	

Teaching method	Prerequisite to attend: -	Language
Lectures and group discussions with case based learning, and project based learning approaches.		Indonesian (Regular) English (International)

Exam Type (Final Grade Composition)	SKS (+Workload in hours)
Attitude Assessment 5% SIMARI E-Learning ULM Online Quiz 3% Structured Paper 3% Theory Annotation 3% Journal Literature Review 3% Legal Problem Identification 3% Practicum and Report 10% Midterm Exam 35%, 90 minutes Final Semester Examination 35%, 90 minutes	2 (26.67 hours face-to-face in class + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours) **ECTS (+Workload in hours)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)

Module Coordinator Dr. Zainul Akhyar, M.H	Semester work hours: 90,67

Additional teachers involved: -

Syllabus

The Employment Law course aims to equip students with a conceptual and applicative understanding of the legal system that regulates employment relations between workers and employers in various employment sectors in Indonesia. Students are directed to understand how labor law acts as an instrument of protection, balance of rights and obligations, and improvement of labor welfare within the framework of Pancasila ideology and the principles of the rule of law.

In the learning process, students are expected to have the competence to master the theories and principles of labor law, understand the norms and realities that occur in the field, and analyze various labor issues critically and contextually. This course also develops students' awareness of the complexity of labor dynamics, including the industrial relations system, labor institutions, and legal political challenges in responding to global socio-economic changes.

The learning materials in this course include: definition and scope of labor law; employment and industrial relations; theories and philosophy of labor law; problems of eligibility between work and wages; labor law in the perspective of Pancasila ideology; labor institutions; employment sectors in Indonesia; wage systems in Indonesia and the world; principles and norms of labor law; as well as actual issues related to the reality of labor law and changes in labor policy in Indonesia.

Learning goals and qualifications in this module students learn to:
1. Be able to explain the issues of labor relations and industrial relations in employment, and show a professional attitude in understanding the rights and obligations between workers and employers. **(C2, A2)**

2. Able to explain the basic concepts and scope of Employment Law, and show a law-abiding attitude in analyzing relevant laws and regulations. **(C2, A2)**

3. Able to explain the theory and philosophy of employment law, and develop a reflective attitude towards the values of justice and labor protection. **(C2, A2)**

4. Able to identify problems of appropriateness between work and wages, and show empathy and sensitivity to issues of worker welfare. **(C3, A3)**

5. Able to identify the relationship between labor law and Pancasila ideology, and show an appreciative attitude towards the basic values of the state in labor practices. **(C3, A2)**

6. Able to describe the structure and role of labor institutions in Indonesia, and show the ability to express opinions responsibly in group discussions. **(C3, A2, P2)**

7. Able to describe the labor sectors in Indonesia, and show an open attitude towards the dynamics of the formal and informal sectors in the world of work. **(C2, A3)**

8. Able to describe the wage system in Indonesia and the world, and show the ability to think critically about issues of economic inequality and social justice. **(C3, A3)**

9. Able to analyze the definition and principles of employment law, and foster ethical awareness in the application of employment principles. **(C4, A2)**

10. Able to analyze the norms and realities of labor law in Indonesia, and demonstrate the ability to compare between theory and practice in the field. **(C4, A3)**

11. Able to analyze the dynamics of legal politics in changing labor regulations, and show a critical attitude towards public policies that have an impact on workers. **(C4, A2)**

12. Able to analyze complex problems between labor law and social and economic realities, and show skills in proposing data-based solutions and logical arguments. **(C4, A3, P3)**

Core readings:
1. **Akhyar, Z. (2016). The Function of the State in Collective Labor Agreements. *Journal of Citizenship Education*, *6*(11).**
2. **Akhyar, Z., Suroto, S., & Elmy, M. (2021). Degradation of Legal Norms in Wage Policies towards Workers/Laborers in Indonesia. *Journal of Civic Education*, *11*(2), 85-91.**
3. AndaiYani. 2009. Definition of Personality and According to Experts. http://budakbangka.blogspot.com/> [Accessed in Surakarta on December 14, 2010 at 08.00 WIB])
4. Anne Ahira. 2007. Understanding and Definition of Society. http//www.AnneAhira.com/>[Accessed in Surakarta on December 14, 2010 at 08.00 WIB]).
5. Arifuddin Muda Harahap & Mar'ie Mahfudz Harahap (2023). *Textbook of Labor Law* (Media Sains Indonesia, May 2023, ISBN 978-6231952332).
6. Dr. Muhammad Sadi Is & Dr. Sobandi (2024). *Employment Law in Indonesia* (Prenada Media, Sep 2024, ISBN 978-623-218-446-6).
7. Dr. Syamsul & Dr. Serlika Aprita (2024) *Employment Law* (Perkumpulan Rumah Cemerlang Indonesia, Aug 2024, ISBN 978-623-448-990-3).
8. H. Zaeni Asyhadie (2023). *Labor Law in Theory and Practice in Indonesia* (Prenada Media, March 2023, ISBN 978-602-422-746-3).
9. Koentjaraningrat. 2000. Introduction to the Science of Anthropology. Jakarta: PT RINEKA CIPTA Publisher.
10. Lalu Hadi Adha & Prof. Dr. Zainal Asikin (2023). *Employment Law from Labor Law to Employment Law* (Prenada Media, ISBN 978-623-384-455-0).

8th Semester

Module number (AKPK 5855)	Module name Fieldwork Course	
Type: Education Development Course	Semester/Rotation 8/Even	Student capacity: 42
Teaching method Lectures and group discussions with a project-based learning approach.	Course prerequisites: -	Indonesian (Regular) English (International)
Test Type (Final Grade Composition) Non-test assessment with diagnostic method 5% quizzes using ULM E-Learning simari 3% Content Creation about Field Work Lecture with Anchor Application 3% Critical analytical review of documents 3% Annotated bibliography/literature review 3% Analysis of contemporary issues of Fieldwork Lectures 3% Practicum 10% Midterm Exam 35%, 90 minutes End of Semester Exam 35%, 90 minutes		**SKS (+Workload in hrs)** 2 (26.67 hours face-to-face in class + 32 hours structured assignments + 32 hours independent assignments = 90.67 hours) **ECTS (+workload in hrs)** 3.2 (26.67 hours of classroom face-to-face + 32 hours of structured assignments + 32 hours of independent assignments = 90.67 hours)
Module Coordinator Prof. Dr. H. Wahyu, M.S.		Semester working hours: 90.67 hours
Additional lecturers involved: Reja Fahlevi, M.Pd.		

Syllabus

Field Work Course (KKL) aims to form students' ability to integrate theory with practice in the field, especially in the fields of education and community service. Through direct experience in the community, students are trained to think logically, rationally, and deeply, both independently and collaboratively, and have a partiality for social and educational issues at the grassroots. This course is in line with the Merdeka Belajar Kampus Merdeka (MBKM) policy which encourages the transformation of learning based on contextual, innovative, and social impact experiences.

Students are expected to have the competence to demonstrate the ability to think logically and reflectively in designing and running MPA programs collaboratively; critically analyze educational and service practices in the context of society; and explain forms of service such as teaching assistance, educational infrastructure development, and trauma healing for disaster victims. In addition, students are also able to conclude the relevance of field experience in the MBKM policy framework as a form of liberating and meaningful learning.

The materials studied in this course include: initial introduction to the MPA course; delivery of objectives and expected outputs; preparation of activity proposal plans and structures; division and delivery of group concepts; in-depth understanding of the importance of dedication and educational contributions; the urgency of trauma healing for children affected by disasters; development of educational infrastructure in remote or affected areas; presentation of group concepts; delivery of plan results in the form of proposals; implementation of activities in the field; evaluation of activity results; and preparation of activity reports and evaluative reflections as a form of academic accountability.

Learning goals and qualifications in this module students learn to:

1. Students are able to explain the initial introduction of the MPA course as a basis for understanding the integration of educational theory and practice in the community. (**C2, A2**)

2. Students are able to mention and explain the expected outputs of the MPA course and show a positive attitude towards experiential learning outcomes. (**C1, A2**)

3. Students are able to express the planning form of the MPA course program systematically and show active participation in group planning discussions. (**C3, A3**)

4. Students are able to describe the structure of the MPA activity proposal coherently and show compliance with the rules of scientific writing in the preparation of documents. (**C3, A3**)

5. Students are able to expand and formulate the concept of the MPA group based on the contextual needs of the community and show openness to the contribution of team members' ideas. (**C4, A3**)

6. Students are able to broaden their understanding of the importance of service and education in a social context, and show sensitivity to the reality of education in the field. (**C4, A4**)

7. Students are able to explain the urgency of trauma healing for child victims of disasters by including educational and empathic approaches as a form of social care. (**C2, A4**)

8. Students are able to compare infrastructure development approaches and the urgency of education within the framework of sustainable development in marginalized areas. (**C4, A3**)

9. Students are able to describe the process and dynamics of MPA group concept presentation activities by paying attention to clarity of delivery and communication skills. (**C3, A2, P2**)

10. Students are able to analyze the results of the MPA program planning as outlined in the proposal and compile logical arguments in improving the activity plan. (**C4, A3**)

11. Students are able to clarify the implementation of MPA activities factually and demonstrate the ability to document the process of field activities. (**C3, A3, P2**)

12. Students are able to evaluate MPA activities objectively and convey the results in group discussions and activity reports. (**C5, A3, P3**)

13. Students are able to conclude the results of activities and compile a final report as a form of academic accountability that reflects reflection and meaningful learning. (**C5, A4**)

Core reading:

1. Afifuddin and Beni Ahmad. 2009. Qualitative Research Methodology. Bandung: Pustaka Setia.

2. Arikunto, Suharsimi. 2005. Basics of Educational Evaluation. Jakarta: Bumi Aksara.

3. Hamidi. 2008. Qualitative Research Methods. Malang: UMM Press.

4. Iskandar. 2008. Educational and Social Research Methodology (Quantitative and Qualitative). Jakarta: GP Press.

5. Mahmud. 2011. Education Research Methods. Bandung: CV Pustaka Setia

6. **Wahyu, H. (2020).** *Sociology: Figures, Theories and Various Thoughts*. **Banjarmasin: Tahura Media**

Module number AKPP 4851	Module name **Thesis**	
Type: Compulsory subject	Semester/Rotation 8/Even	Student capacity: 42
Teaching method 1. Discussion 2. Guidance	Course prerequisites: -	Indonesian (Regular) English (International)
Exam Type (Final Grade Composition) 1. Proposal Seminar 30% 2. Result Seminar 30% 3. Final Thesis Examination 40%		**SKS (+Workload in hrs)**: 6 (80 hours face-to-face in class + 96 hours structured assignments + 96 hours independent assignments = **272** hours) **ECTS (+Workload in hrs)**: 9.6 (80 hours of classroom face-to-face + 96 hours of structured assignments + 96 hours of independent assignments = **272** hours)
Module Coordinator Prodi Lecturer Team		Semester work hours: 272 hours
Additional lecturers involved: Study Program Lecturer Team		

Syllabus

Thesis course is the final part of the educational process in the Pancasila and Citizenship Education Study Program. This course is designed to guide students to be able to compile scientific work in the form of a thesis systematically, critically, and responsibly. Students will learn the stages of research starting from problem formulation, theoretical studies, research methods, data analysis techniques, to drawing conclusions and suggestions.

Through this course, students are expected to be able to apply a scientific approach in examining issues of education and citizenship that are relevant to community conditions. Students are also trained to develop a professional, innovative attitude, and use information technology in the research process.

The material in this course includes: introduction to the thesis, determining the theme and title, theoretical studies and framework, research methods and instruments, data analysis and processing techniques, and preparation of research results, conclusions, and suggestions. This thesis also emphasizes students' ability to convey research results communicatively and accountably both orally and in writing.

Learning goals and qualifications in this module students learn to:

1. Develop a background and problem formulation in the study of the scientific discipline of Civics *C2, A2*
2. Analyze research findings with reference to theoretical studies in the field of *Civics C4, A4*
3. Explore and design research methods relevant to the study of *Civics C3, A3, P2*
4. Express and present research results systematically *C5, A3, P3*
5. Make a complete and structured research plan *C6, P4*
6. Review research findings data based on applied results in the final project report *C5, A4, P3*
7. Apply data findings as a basis for decision making in solving Civics problems *C6, A4, P5*
8. Apply information technology in preparing research reports *C3, P3*
9. Practicing adaptability in the research process and academic life *A3, P2*

Core readings:
1. Book: Guidelines for Preparation of Thesis in Civics Study Program
2. Arikunto, S. (2007). Research Management. Jakarta: Rineka Cipta.
3. Astiti, K. (2017). Evaluation of Learning. Yogyakarta: ANDI (Member of IKAPI).
4. Any, Noor. 2013. Event Management. Bandung: Alfabeta Cangara,
5. Hafield. 2013. Communication Planning and Strategy. Jakarta: PT Raja Grafindo
6. Christine & Immy Holloway. 2008. Qualitative Research Methods in Public Relations Communications. Yogyakarta: Span Publisher