

**DESCRIPTION OF COURSE UNIT**  
according to the ECTS User's Guide 2015

Course unit title	Ushul Fiqh
Course unit code	22010111D11
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	3 <sup>rd</sup> year
Semester/trimester when the course unit is delivered	Five Semester
Number of ECTS credits allocated	3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Benny Afwadzy M.Hum
Learning outcomes of the course unit	<p><b>CLO-1:</b>  Able to analyze the understanding of Ushul Fiqh, its scope, the purpose of studying it, its functions, the history of its growth and development, the existing schools of thought within it, and explain their characteristics. Capable of explaining the relationship between Ushul Fiqh and Fiqh and applying them to solve various issues in Islamic law.</p> <p><b>CLO-2:</b>  Able to analyze the relationship between mukallaf (accountable individual) and evidence, and explain Ushuli principles, their foundations, and examples, as well as provide a summary of these principles.</p> <p><b>CLO-3:</b>  Able to elaborate on Ushuli principles that serve as legal sources, whether agreed upon or not, apply them to an issue in Islamic law, and provide examples.</p> <p><b>CLO-4:</b></p>

	Able to elaborate on the concept and theory of istibath (deduction) in Ushul Fiqh into contemporary fiqh issues.
Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> <li>1. Ushul Fiqh: Definition, Object of Study, Purpose, Function, and Sources of Ushul Fiqh</li> <li>2. Taqlid, Ittiba', Talfiq, and Ijtihad in Ushul Fiqh</li> <li>3. Qath'i and Zhanni in Ushul Fiqh</li> <li>4. History of Growth and Development of Ushul Fiqh</li> <li>5. Agreed-upon Sources of Islamic Law: Quran, Sunnah, Ijma', and Qiyyas</li> <li>6. Disagreed-upon Sources of Islamic Law I: Istihsan, Istishab, Maslahah Mursalah</li> <li>7. Disagreed-upon Sources of Islamic Law II: Urf, Saddudzara'i, Madzhab shahabat, Syar'u Man Qablana</li> <li>8. Legal Rulings (Taklifi and Wadh'i), al-hakim, Mahkum fih, and Mahkum alaih</li> <li>9. Al-Amru and Al-Nahyu, Mujmal and Mubayyan</li> <li>10. Al-A'mm and Al-Khas, Muthlaq Muqayyad</li> <li>11. Dzahir and Takwil, Muradif and Musytarak</li> <li>12. Mantuq and Mafhum</li> <li>13. Conflict of Evidence (Ta'arudl al-Adillah) and Preference (Tarjih)</li> <li>14. Consolidation and Reconciliation (Al-Jam'u wa Al-Taufiq) and Abrogation (Naskh)</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Lambiotte, J. G., Dansereau, D. F., O'Donnell, A. M., Young, M. D., Skaggs, L. P., &amp; Hall, R. H. (1988). Effects of cooperative script manipulations on initial learning and transfer. <i>Cognition and Instruction</i>, 5(2), 103-121.</li> <li>2. Zahrah, M. A. (1999). <i>Ushul fiqh</i>. Pustaka Firdaus kerjasama dengan Perhimpunan Pengembangan Pesantren dan Masyarakat (P3M).</li> <li>3. Al-Khudari Biek, Muhammad, 2007. <i>Ushul Fikih</i>, Jakarta: Pustaka Amani.</li> <li>4. Ummat, C. (2000). <i>Ushul Fiqih 1, cet. 2. Bandung: CV Pustaka Setia..</i></li> <li>5. Syafi'i, R. (1999). <i>Ilmu Ushul Fiqh, cet, I. Bandung: Pustaka Setia..</i></li> </ol>

	<ol style="list-style-type: none"> <li>6. El Muttaqin, F., &amp; Khallaf, A. W. (2003). <i>Ilmu Ushul Fikih</i>. Jakarta: <i>Pustaka Amani</i>.</li> <li>7. Dahlan, Rahman. (2014). <i>Ushul Fiqh / Abd. Rahman Dahlan</i> (Cet. 3). Jakarta: Amzah</li> <li>8. Syafi'i, K. (1997). <i>Fiqih Ushul Fiqih</i>. Bandung: <i>Pustaka Setia</i>.</li> <li>9. SA, H. R. (2021). <i>Studi Perbandingan Ushul Fiqh</i>. Prenada Media..</li> <li>10. Rosyada, Dede. (1993). <i>Hukum Islam dan Pranata Sosial</i>. Jakarta: PT Raja Grafindo Persada.</li> <li>11. Harun, Nasrun. (1996). <i>Ushul Fiqih</i>. Jakarta: PT Logos Wacana Ilmu.</li> <li>12. Syafe'i, Imam. (2007). <i>Ilmu Ushul Fiqih</i>. Bandung: <i>Pustaka Setia</i>.</li> </ol>
Planned learning activities and teaching methods	Lecture, Group Discussion, Case study, Collaborative PBL, Cooperative PBL, Project Based PBL, Problem Based PBL, Practice
Language of instruction	Indonesian
Assessment methods and criteria	Assignments, Midterms, Final Examination, Performance Assessment and Presentation.

## DISCUSSION ASSESSMENT GUIDELINES

**Course Name** : \_\_\_\_\_

**Name of Lecturer** : \_\_\_\_\_

**Departement** : **Islamic Religious Education**

### **A. Assessment Rubric**

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	<b>Active Participation</b> (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	<b>Material Understanding</b> (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	<b>Argumentative Ability</b> (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	<b>Listening Skills</b> (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	<b>Teamwork (15%)</b>	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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### B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- $s_i$  score is the score obtained by the student on the  $i$ -th task
- $Substances_i$  is the weight (in fractional form) of the  $i$ -th task
- The sum is done for all indicators, from indicators 1 to 5.

### C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

**D. Assessment Sheet****DISCUSSION ASSESSMENT SHEET****Student Name** : \_\_\_\_\_**NIM** : \_\_\_\_\_**Group Name** : \_\_\_\_\_**Class** : \_\_\_\_\_**Course Content:** \_\_\_\_\_**Lecturer** : \_\_\_\_\_**Assessment Date** : \_\_\_\_\_**Ninth Meeting** : \_\_\_\_\_

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	<b>Active Participation</b> (25%)						
2	<b>Material Understanding</b> (25%)						
3	<b>Argumentative Ability</b> (20%)						
4	<b>Listening Skills</b> (15%)						
5	<b>Teamwork</b> (15%)						
<b>Total Final Score</b>							
<b>Grade to Letter Conversion</b>							
<b>Value Category</b>							

Malang, \_\_\_\_\_

Lecturer

**MATRIX CALCULATION  
FINAL COURSE SCORE  
DEPARTMENT OF ISLAMIC EDUCATION**

**A. Assessment Aspects**

<b>Assessment Aspect</b>					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfo lio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/Cas e Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

**B. Final Course Score Calculation**

Na = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

$$Na = CA \left( \left( \text{Midterm Exam Score} \times \frac{30}{100} \right) + \left( \text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left( \sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left( \sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1<sup>st</sup> score

**C. Guidelines for Score Conversion**

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25