

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

Course unit title	Masa'il Fiqh
Course unit code	22010111D12
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)	Shidqi Ahyani, M,Ag
Learning outcomes of the course unit	<p>CLO-1: Able to analyze theories surrounding the general concept of Masa'il Fiqh, the concepts of qat'iy and dzanniy, Maqasid Syari'ah, as well as Taklid and Talfiq.</p> <p>CLO-2: Able to evaluate various opinions of Islamic jurists regarding contemporary issues, including conventional banks, abortion, online shopping, in vitro fertilization, family planning, BPJS (Indonesian social security), gender reassignment surgery, organ transplantation, marriage during pregnancy, professional almsgiving (zakat profesi), and metaverse pilgrimage, using a multidisciplinary and multidimensional approach.</p>
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. General Concept of Masa'il Fiqh</li> <li>2. Concept of Qat'iyy and Dzanniy</li> <li>3. Maqasid Sharia (Objectives of Islamic Law)</li> <li>4. Taklid and Talfiq</li> </ol>

	<ol style="list-style-type: none"> <li>5. Conventional Bank</li> <li>6. Abortion</li> <li>7. Online Shop</li> <li>8. In Vitro Fertilization</li> <li>9. Family Planning</li> <li>10. BPJS (Indonesian Social Security)</li> <li>11. Transgender (Gender Reassignment Surgery)</li> <li>12. Organ Transplantation</li> <li>13. Marriage During Pregnancy</li> <li>14. Professional Almsgiving (Zakat Profesi)</li> <li>15. Metaverse Pilgrimage</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Isa, A. (2006). <i>Al-Mu'amalat al-Haditsah wa Ahkamuha. Kairo: TP.</i></li> <li>2. Kararah Abbas, Al-din wa al zakat, Mesir</li> <li>3. Al-Subky, T. (1991). <i>al-Asybah wa al-Nazhair. Al-Maktabah Syamilah.</i></li> <li>4. Zuhili, W. M., &amp; Al-Zuhayli, W. (1989). <i>Al-Fiqh al-Islami wa-Adillatuh.</i> Dar Al-Fikr Al-Mouaser.</li> <li>5. Abd. Madjid, Ahmad. (1991). <i>Masai'l Fiqhiyah.</i> Pasuruan: PT. Garoda Buana Indah</li> <li>6. Badri, M., Ikhsanudin, K. M., Nadjib, M., &amp; Muhammad, H. (2002). <i>Panduan pengajaran fiqh perempuan di pesantren.</i> Yayasan Kesejahteraan Fatayat (YKF).</li> <li>7. Mahfudh, Sahal. M.A. (2005). <i>AHKAMUL FUQOHA' : Solusi Problematika Aktual Hukum Islam.</i> Surabaya: LTN NU Jawa Timur da P. Diantama</li> <li>8. Rosidin, R., Gufron, M., &amp; Rohmanan, M. (2020). <i>Bina'al-Fiqh al-Hajj al-Muyassar. AJMIE: Alhikam Journal of Multidisciplinary Islamic Education, 1(1), 01-20.</i></li> <li>9. Qardawi, Yusuf. (1998). <i>Musykilah al-faqr wa kaifa 'alajaha al-Islam.</i> Beirut: Muassasah al-Risalah</li> <li>10. Sabiq, S. (1982). <i>Fiqhus Sunnah 7, terj. Muhammad Tholib.</i></li> <li>11. Shihab, M. Quraisy. (1993). (Pengantar Terj.) <i>As-sunnah an Nabawyyah Baina Ahl al-Figh Wa ahl al-Hadits.</i> Bandung: Mizan</li> <li>12. Mahmud, Syaltut. (1966). <i>Alfatawa, .Cairo: Darul Qalam</i></li> <li>13. Syata, Abi Bakr. . <i>I' anatuth Thalibin.</i> Juz I, 9</li> <li>14. Utomo, Setiawan Budi. (2000). <i>Fikih Kontemporer.</i> Jakarta: Pustaka Saksi</li> </ol>
Planned learning activities and teaching methods	Lecture, Group Discussion, Problem Based PBL
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	Teamwork (15%)	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
---	----------------	--------------------------------	--	--	--	---

### 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

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	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

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

Lecturer

\_\_\_\_\_

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

**A. Assessment Aspects**

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/Cas 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**

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

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

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