



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Consumer Protection Law	7420102093		T=2 P=0 ECTS=3.18	6	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																	
	.....		.....	Vita Mahardhika, S.H., M.H.																																	
<b>Learning model</b>	Case Studies																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																														
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<b>Short Course Description</b>	This course provides basic definitions and understanding of consumer protection, as well as theories related to consumer protection.																																				
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																				
	<ol style="list-style-type: none"> <li>1. Gunawan Widjaja, dan Yani, Ahmad. 2003. Hukum tentang Perlindungan Konsumen . Jakarta: Gramedia Pustaka Utama,.</li> <li>2. Shidarta. 2000. Hukum Perlindungan Konsumen Indonesia . Jakarta: Grasindo,.</li> <li>3. Sudaryatmo. 1999. Hukum dan Advokasi Konsumen . Bandung: Citra Aditya Bakti.</li> <li>4. Syawali, Husni dan Imaniyati, Neni Sri. 2000. Hukum Perlindungan Konsumen . Bandung: Mandar Maju.</li> <li>5. Yusuf Shofie. 2003. Perlindungan Konsumen dan Instrumen-instrumen Hukumnya . Bandung: Aditya Bakti.</li> </ol>																																				
	<b>Supporters:</b>																																				
<b>Supporting lecturer</b>	Eny Sulistyowati, S.H., M.H. Arinto Nugroho, S.H., S.Pd., M.H.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	The urgency of the Consumer Protection Law course, including the meaning, function and basis of Consumer Protection regulations	After taking this course students will be able to: Understand the urgency of Consumer Protection Law. Students can explain the meaning, function and legal basis for consumer protection regulations	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, question and answer, discussion 2 X 50			0%
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2	Characteristics and concepts in the Consumer Protection Law	After taking this course students are able to understand the concept of consumers, business actors, etc. as regulated in Article 1 UUPK and its scope.	<b>Criteria:</b> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, question and answer, Discussion 2 X 50			0%
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3	Characteristics and concepts in the Consumer Protection Law	After taking this course, students will be able to: Understand the rights and obligations of consumers. Understand several regulatory principles that have/can be applied in HPK	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, Discussion 2 X 50			0%
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4	History of Consumer Protection Law	After taking this course, students will be able to recount important events in the history of HPK in other, more advanced countries, and compare them with the situation in Indonesia.	<b>Criteria:</b> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 2 X 50			0%
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5	History of Consumer Protection Law	After taking this course students are able to tell about the consumer protection movement (consumerism) in a global scope	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 2 X 50			0%
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6	HPK in Indonesian positive law	<p>After taking this course students are able to point out several provisions in the field of civil law which can be used as a basis for protecting the rights of 13 consumer rights. After taking this course students are able to point out several provisions in the field of administrative and international law which can be used as a basis for protecting the rights of 13 consumer rights.</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value 4</li> <li>2.Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement</li> <li>3.Value 3</li> <li>4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement</li> <li>5.Value 2</li> <li>6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement</li> <li>7.Value 1</li> <li>8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement</li> </ol>	Cooperative, discussion 4 X 50			0%
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7	HPK in Indonesian positive law	After taking this course students are able to point out several provisions in the field of civil law which can be used as a basis for protecting the rights of 13 consumer rights. After taking this course students are able to point out several provisions in the field of administrative and international law which can be used as a basis for protecting the rights of 13 consumer rights.	<b>Criteria:</b> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 4 X 50		0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50		0%



9	Understand the Code of Ethics	After taking this course, students are able to designate several provisions in certain professional codes of ethics as self-regulation	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, Discussion 2 X 50			0%
10							0%

11	Issues in Consumer Transactions	After taking this course, students are able to explain the rights of 13 consumers who are harmed by advertising practices in various media	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 2 X 50			0%
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12	Issues in Consumer Transactions	After taking this course, students are able to explain the rights of 13 consumers who are disadvantaged as a result of standard agreements	<b>Criteria:</b> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 2 X 50			0%
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13	Issues in Consumer Transactions	After taking this course, students are able to explain the rights of 13 consumers who are disadvantaged as a result of an agreement	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 2 X 50			0%
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14	Dispute Resolution in the field of Consumer Protection	After taking this course students are able to explain several alternative dispute resolutions that consumers can use	<b>Criteria:</b> 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 4 X 50			0%
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15	Dispute Resolution in the field of Consumer Protection	After taking this course students are able to explain several alternative dispute resolutions that consumers can use	<b>Criteria:</b> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, showing good understanding of the concept, correct answers to the questioner, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion 4 X 50			0%
16	UAS	UAS	<b>Criteria:</b> UAS	UAS 2 X 50			0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

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