



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
Labor Law	7420102081		T=2 P=0 ECTS=3.18	4	July 18, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		Vita Mahardhika, S.H., M.H.		
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O
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Short Course Description	Labor Law is a course that discusses labor issues from the aspects of law, principles, theory, practice and legal politics as well as resolving cases involving the planning and placement of workers both at home and abroad, employment relations, industrial relations, welfare and worker protection, occupational health and safety, termination of employment relations and resolution of Industrial Relations disputes. Lectures are carried out with lectures, case study analysis, presentations and discussions						
	<p>References Main :</p> <ol style="list-style-type: none"> 1. Agusmidah. 2010. Hukum ketenagakerjaan Indonesia: Dinamika & Kajian Teori. Jakarta: Ghalia Indonesia. 2. Husni, Lalu. 2006. Pengantar Hukum Ketenagakerjaan Indonesia. Jakarta: Raja Grafindo Persada. 3. Uwiyono, Aloysius et all. 2014. Asas-Asas Hukum Perburuhan. Jakarta: Raja Grafindo Persada. 4. Wijayanti, Asri. 2009. Hukum Ketenagakerjaan Pasca Reformasi. Jakarta: Sinar Grafika. <p>Supporters:</p>						
Supporting lecturer	Emmilia Rusdiana, S.H., M.H. Arinto Nugroho, S.H., S.Pd., M.H.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students are able to understand the politics of employment law	<p>1.Students can: Explain the meaning of employment law</p> <p>2.Shows the scope, nature and essence of Employment Law</p> <p>3.Shows the politics of Labor Law based on history</p>	<p>Criteria: Students get a score between 70 and 100 if they are actively involved in questions and answers and are able to answer correctly</p>	Cooperative, discussion, question and answer 4 X 50			0%
2	Students are able to understand the politics of employment law	<p>1.Students can: Explain the meaning of employment law</p> <p>2.Shows the scope, nature and essence of Employment Law</p> <p>3.Shows the politics of Labor Law based on history</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%

3	Students are able to understand the Right to Work and Workforce placement	<ol style="list-style-type: none"> 1.Students can: Explain the right to work and a decent living 2.Summing up Employment placement policy: 3.Categorize placements within the country and placements abroad 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, 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 answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are 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, assignment 2 X 50			0%
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4	Students are able to understand work relations and industrial relations	<p>1.Students can: Understand the explanation of work relationships, work agreements, specific time work agreements (PKWT) and</p> <p>2.Indefinite Time Work Agreement (PKWTT)</p> <p>3.Categorizes industrial relations, trade unions, employers' associations and government</p> <p>4.Distinguish between Company Regulations, Employment Agreements and Collective Labor Agreements</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%
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5	Students are able to understand work relations and industrial relations	<p>1.Students can: Understand the explanation of work relationships, work agreements, specific time work agreements (PKWT) and</p> <p>2.Indefinite Time Work Agreement (PKWTT)</p> <p>3.Categorizes industrial relations, trade unions, employers' associations and government</p> <p>4.Distinguish between Company Regulations, Employment Agreements and Collective Labor Agreements</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%
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6	Able to understand wage material	<p>1.Students can: Explain the concept of wages and minimum wages</p> <p>2.Concludes the role of the Wages Council</p>	<p>Criteria:</p> <p>1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>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</p> <p>5.Value 2 6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>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</p>	Cooperative, discussion, question and answer 2 X 50			0%
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7	Able to understand wage material	<p>1.Students can: Explain the concept of wages and minimum wages</p> <p>2.Concludes the role of the Wages Council</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 2 X 50			0%
8	UTS	UTS	<p>Criteria:</p> <p>UTS</p>	UTS 2 X 50			0%

9	Understanding the protection of workers with disabilities, children and women	Students can: Understand the explanation about workers with disabilities. Demonstrate forms of legal protection for children and women	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, 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 answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are 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, question and answer 2 X 50			0%
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10	Understanding the protection of workers with disabilities, children and women	Students can: Understand the explanation about workers with disabilities. Demonstrate forms of legal protection for children and women	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, 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 answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are 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, question and answer 2 X 50			0%
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11	Understanding Occupational Health and Safety Protection	<p>1.Students can: Understand the explanation of working time and rest time, occupational health and safety</p> <p>2.Classifying types of labor social security</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%
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12	Understanding Occupational Health and Safety Protection	<p>1.Students can: Understand the explanation of working time and rest time, occupational health and safety</p> <p>2.Classifying types of labor social security</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%
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13	understand Labor Dispute Resolution	<p>1.Students can: Categorize the types of disputes</p> <p>2. Understanding industrial relations dispute resolution</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%
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14	understand Labor Dispute Resolution	<p>1.Students can: Categorize the types of disputes</p> <p>2. Understanding industrial relations dispute resolution</p>	<p>Criteria:</p> <p>1.Value 4</p> <p>2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3</p> <p>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</p> <p>5.Value 2</p> <p>6.The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement</p> <p>7.Value 1</p> <p>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</p>	Cooperative, discussion, question and answer 4 X 50			0%
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15	Understanding the Placement and Protection of Migrant Workers	Students can: Understand the explanation of the rights of migrant workers to placement and protection from pre-placement to post-placement	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, 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 answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are 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, question and answer 2 X 50			0%
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16	UAS	UAS	Criteria: 1.Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, 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 answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are 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	UAS 2 X 50			0%
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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.