



**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																																										
Anti-Monopoly Law and Unfair Competition	7420102034		T=2 P=0 ECTS=3.18	7	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																																														
		P.O																																													
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Ibrahim, Johnny. 2006. Hukum Persaingan Usaha. Malang: Bayu Media 2. Kagramanto, Budi. 2012. Mengenal Hukum Persaingan Usaha . Sidoarjo: Laras 3. Margono, Suyud. 2009. Hukum Anti Monopoli . Jakarta: Sinar Grafika 4. Prodjodikoro, Wirjono. 1989. Asas-Asas Hukum Perjanjian . Bandung: PT. Ernesto <p>Supporters:</p>																																														
Supporting lecturer	Eny Sulistyowati, S.H., M.H. Budi Hermono, S.H., M.H. Arinto Nugroho, S.H., S.Pd., M.H. Dita Perwitasari, S.H., M.Kn.																																														
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	Explain business competition law	Analyzing the basic concepts of economics regarding business competition Elaborating on the business competition paradigm Analyzing the Per Se Illegal and Rule of Reason approaches	Criteria: 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	Explain business competition law	Analyzing the basic concepts of economics regarding business competition Elaborating on the business competition paradigm Analyzing the Per Se Illegal and Rule of Reason approaches	Criteria: 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	Explain the legal basis for business competition in Indonesia	Analyzing business competition political policies Explaining the background to the emergence of Law no. 5/1999 concerning Prohibition of Monopolistic Practices and Unfair Business Competition Analyzing the legal position of business competition in Indonesia and the legal substance of Law no. 5/1999	Criteria: 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 discussions 2 X 50		0%
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4	Describes prohibited agreements and treaties	Analyze prohibited agreements, including oligopoly agreements, price fixing, territorial division, boycotts, cartels, trusts, and oligoprony.	Criteria: 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 and discussion 4 X 50			0%
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5	Describes prohibited agreements and treaties	Analyze prohibited agreements, including oligopoly agreements, price fixing, territorial division, boycotts, cartels, trusts, and oligoprony.	Criteria: 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 and discussion 4 X 50			0%
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6	Describes prohibited activities	Analyzing prohibited activities, including monopoly, monopsony, market control, dumping, manipulation of production costs and collusion	Criteria: 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 4 X 50		0%
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8	UTS	UTS	Criteria: UTS	UTS 2 X 50		0%

9	Explain the dominant position	<p>Analyzing the meaning of a dominant position Elaborating on the determination of a dominant position Analyzing the abuse of a dominant position Elaborating on affiliation relationships with other business actors</p>	<p>Criteria: 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</p>	Cooperative, discussion 2 X 50		0%
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10	Explain the dominant position	<p>Analyzing the meaning of a dominant position Elaborating on the determination of a dominant position Analyzing the abuse of a dominant position Elaborating on affiliation relationships with other business actors</p>	<p>Criteria: 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</p>	Cooperative, discussion 2 X 50		0%
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11	Explains the exceptions in Law no. 5/1999	Describes exceptions and considerations to business competition law rules in Law no. 5/1999	Criteria: 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 4 X 50			0%
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12	Explains the exceptions in Law no. 5/1999	Describes exceptions and considerations to business competition law rules in Law no. 5/1999	Criteria: 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 4 X 50			0%
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13	Understand the comparison of antitrust laws from several countries	At the end of the lecture, students can explain the comparison of anti-monopoly laws from several countries	Criteria: 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 and discussion 2 X 50			0%
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14	Explains the KPPU and business competition law enforcement	Analyzing the role of the KPPU in enforcing business competition law in Indonesia Analyzing the position of the KPPU in the constitutional system Outlining the duties and authority of the KPPU	Criteria: 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 4 X 50		0%
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16	UAS	UAS	Criteria: 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.