



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									
Juvenile Justice Procedure Law	7420102019	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	6	July 18, 2024									
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator									
	Dr. Pudji Astuti, S.H., M.H.		Dr. Pudji Astuti, S.H., M.H.		Vita Mahardhika, S.H., M.H.									
Learning model	Case Studies													
Program Learning Outcomes (PLO)	PLO study program that is charged to the course													
	PLO-15	Able to demonstrate independent, quality and measurable performance by reviewing the implementation of legal science development based on the values that exist in society												
	Program Objectives (PO)													
	PO - 1	Students are able to explain the principles, principles and theories in criminal enforcement law												
	PLO-PO Matrix													
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="4" style="padding: 5px;">PLO-15</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="4" style="padding: 5px;"></td> </tr> </table>				P.O	PLO-15				PO-1			
P.O	PLO-15													
PO-1														
Short Course Description	This course contains various matters related to Juvenile Criminal Law, namely criminal law that applies to children in Indonesia and its principles, such as the principles of legality, temporis delicti, retroactivity and so on as well as the procedural process. Apart from that, it also describes criminal acts, sanctions, abolition of crimes, reductions and aggravations of crimes and the process of imposing them. The history of the Juvenile Justice Procedure Law is given before explaining the process of resolving criminal acts committed by a child.													
	References	<p>Main :</p> <ol style="list-style-type: none"> 1. Arif Gosita. 2004. Masalah Perlindungan Anak. Bhuana Ilmu Populer, Jakarta. 2. Anastasia Powell And Suellen Murray. 2008. Children and Domestic Violence : Constructing A Policy Problem in Australia and New Zealand. SAGE Publications, Melbourne. 3. Moch Faisal Salam. 2005. Hukum Acara Peradilan Anak Di Indonesia. Mandar Madju, Bandung. 4. Heather Douglas and Tamara Walsh. 2010. Mothers Domestic Violence and Child Protection. University of Queensland, St Lucia, Queensland, Australia <p>Supporters:</p>												
Supporting lecturer	Dr. Pudji Astuti, S.H., M.H. Emmilia Rusdiana, S.H., M.H. Gelar Ali Ahmad, S.H., 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	Get to know the scope of Juvenile Criminal Law through examples	Know the scope of HK and juvenile justice proceedings. The positive thing is that you can also look for examples of cases that can be resolved through Hk Acr. Juvenile Justice	<p>Criteria: Full marks if you successfully download 5 cases. Full marks if the down load results are correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and assignments 2 X 50		<p>Material: scope of Children's Criminal Law Reader: Arif Gosita. 2004. <i>Child Protection Issues.</i> Bhuana Popular Science, Jakarta.</p>	5%
2	Understand the application system of the Juvenile Criminal Procedure Law	Retrievable Describe the juvenile justice system	<p>Criteria: Full marks if you can answer all questions Full marks if the answer is correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and discussions 2 X 50		<p>Material: system of application of the Criminal Procedure Law for Children. Reference: Anastasia Powell and Suellen Murray. 2008. <i>Children and Domestic Violence : Constructing A Policy Problem in Australia and New Zealand.</i> SAGE Publications, Melbourne.</p>	5%
3	Able to determine when a child can be punished	Can solve the problem of punishing children who commit criminal acts	<p>Criteria: Full marks if the discussion went smoothly Full marks if the discussion participants were active Full marks if the answer was correct</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Lectures, questions and answers, and discussions 6 X 50		<p>Material: determining when a child can be punished. Reference: Anastasia Powell and Suellen Murray. 2008. <i>Children and Domestic Violence : Constructing A Policy Problem in Australia and New Zealand.</i> SAGE Publications, Melbourne.</p>	5%
4	Able to determine when a child can be punished	Can solve the problem of punishing children who commit criminal acts	<p>Criteria: Full marks if the discussion went smoothly Full marks if the discussion participants were active Full marks if the answer was correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, and discussions 6 X 50		<p>Material: determining when a child can be punished Reader: Moch Faisal Salam. 2005. <i>Juvenile Justice Procedure Law in Indonesia.</i> Mandar Madju, Bandung.</p>	5%

5	Able to determine when a child can be punished	Can solve the problem of punishing children who commit criminal acts	<p>Criteria: Full marks if the discussion went smoothly Full marks if the discussion participants were active Full marks if the answer was correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, and discussions 6 X 50		<p>Material: determining when a child can be punished Reader: Arif Gosita. 2004. <i>Child Protection Issues.</i> Bhuana Popular Science, Jakarta.</p>	5%
6	Able to describe the juvenile justice process	Able to describe the differences in procedural processes in juvenile justice & general court	<p>Criteria: Full marks if all questions are answered Full marks if the answers are correct</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Lectures and questions and answers 4 X 50		<p>Material: describing the juvenile justice process Reader: Moch Faisal Salam. 2005. <i>Juvenile Justice Procedure Law in Indonesia.</i> Mandar Madju, Bandung.</p>	5%
7	Able to describe the juvenile justice process	Able to describe the differences in procedural processes in juvenile justice & general court	<p>Criteria: Full marks if all questions are answered Full marks if the answers are correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and questions and answers 4 X 50		<p>Material: describing the juvenile justice process Reader: Arif Gosita. 2004. <i>Child Protection Issues.</i> Bhuana Popular Science, Jakarta.</p>	5%
8	Answering UTS questions	Able to achieve a minimum grade of C	<p>Criteria: Full marks if all questions are answered if the answer is correct</p> <p>Form of Assessment : Test</p>	Written test 2 X 50		<p>Material: uts Reader: Moch Faisal Salam. 2005. <i>Juvenile Justice Procedure Law in Indonesia.</i> Mandar Madju, Bandung.</p>	15%
9	Understand the differences in the juvenile justice process according to the Criminal Procedure Code and the Juvenile Justice Procedure Act	Able to analyze the weaknesses of the juvenile justice process, so that they can find solutions	<p>Criteria: Full marks if the discussion went smoothly Full marks if the discussion participants were active Full marks if the answer was correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and discussions 4 X 50		<p>Material: differences in the juvenile justice process according to the Criminal Procedure Code and the Juvenile Justice Procedure Act. Reader: Heather Douglas and Tamara Walsh. 2010. <i>Mothers Domestic Violence and Child Protection.</i> University of Queensland, St Lucia, Queensland, Australia</p>	5%

10	Understand the differences in the juvenile justice process according to the Criminal Procedure Code and the Juvenile Justice Procedure Act	Able to analyze the weaknesses of the juvenile justice process, so that they can find solutions	<p>Criteria: Full marks if the discussion went smoothly Full marks if the discussion participants were active Full marks if the answer was correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and discussions 4 X 50		<p>Material: differences in the juvenile justice process according to the Criminal Procedure Code and the Juvenile Justice Procedure Act. Reference: <i>Moch Faisal Salam. 2005. Juvenile Justice Procedure Law in Indonesia. Mandar Madju, Bandung.</i></p>	5%
11	Understand the principles of restorative justice	Able to solve the problem of criminal acts committed by children without causing negative consequences	<p>Criteria: Full marks if all questions are answered Full marks if the answers are correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and questions and answers 4 X 50		<p>Material: principles of restorative justice Reader: <i>Anastasia Powell and Suellen Murray. 2008. Children and Domestic Violence : Constructing A Policy Problem in Australia and New Zealand. SAGE Publications, Melbourne.</i></p>	5%
12	Understand the principles of restorative justice	Able to solve the problem of criminal acts committed by children without causing negative consequences	<p>Criteria: Full marks if all questions are answered Full marks if the answers are correct</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and questions and answers 4 X 50		<p>Material: principles of restorative justice Reader: <i>Arif Gosita. 2004. Child Protection Issues. Bhuana Popular Science, Jakarta.</i></p>	5%
13	Understand the process of implementing restorative justice	Able to describe the settlement process through restorative justice procedures	<p>Criteria: Full marks if the summary is composed. The contents of the summary are in accordance with the lecture material</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and assignments 6 X 50		<p>Material: process of implementing restorative justice Reader: <i>Arif Gosita. 2004. Child Protection Issues. Bhuana Popular Science, Jakarta.</i></p>	5%

14	Understand the process of implementing restorative justice	Able to describe the settlement process through restorative justice procedures	<p>Criteria: Full marks if the summary is composed. The contents of the summary are in accordance with the lecture material</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and assignments 6 X 50		<p>Material: process of implementing restorative justice Readers: <i>Heather Douglas and Tamara Walsh. 2010. Mothers Domestic Violence and Child Protection. University of Queensland, St Lucia, Queensland, Australia</i></p>	5%
15	Understand the process of implementing restorative justice	Able to describe the settlement process through restorative justice procedures	<p>Criteria: Full marks if the summary is composed. The contents of the summary are in accordance with the lecture material</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and assignments 6 X 50		<p>Material: process of implementing restorative justice Reference: <i>Anastasia Powell and Suellen Murray. 2008. Children and Domestic Violence : Constructing A Policy Problem in Australia and New Zealand. SAGE Publications, Melbourne.</i></p>	5%
16	Answer all UAS questions	Able to achieve a minimum grade of C	<p>Criteria: Full marks if all questions are answered Full marks if the answers are correct</p> <p>Form of Assessment : Test</p>	Written test 2 X 50		<p>Material: UAS Reader: <i>Anastasia Powell and Suellen Murray. 2008. Children and Domestic Violence : Constructing A Policy Problem in Australia and New Zealand. SAGE Publications, Melbourne.</i></p>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.92%
2.	Project Results Assessment / Product Assessment	2.92%
3.	Portfolio Assessment	1.25%
4.	Test	32.92%
		100%

Notes

- 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.
- 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.