			Document Code	
(UNESA logo)	**Universitas Negeri Surabaya** **Faculty of Social and Legal Sciences** **Master of Law Study Program**			

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Human Rights and Disability Law		7410803005	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=6.72**		1	January 1, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**				**Study Program Coordinator**	
		....		Prof. Dr. Siti Nur Azizah				Dr. Pudji Astuti, S.H., M.H.	

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-11	Able to be responsible for decisions and work results in resolving legal problems and evaluating them
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-11

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course is a study of law and human rights and disability, the relationship between law and disability human rights which examines in depth the historical development and ideas of human rights, human rights principles, human rights in the view of various ideologies, transitional justice and the four windows of truth, development of legal paradigms for people with disabilities. disability, Legal framework and legal protection for people with disabilities, comparing legal protection for people with disabilities in various countries.

References	**Main :**

1. Jimly Asshidiqie, 2006,Pengantar Ilmu Hukum Tata Negara, Jakarta : Konstitusi Press
2. Osgar S.Matompo, Mulyadi, Andi Nurul Isnawidiawinarti Achmad. (2018). Hukum Dan Hak Asasi Manusia, Malang: Intrans Publising.
3. Binsar Gultom, (2012). Pelanggaran Ham dalam Hukum Keadaan Darurat di Indonesia, mengapa pengadilan HAM Ad Hoc Frans Maramis, 2012, Hukum Pidana Umum dan Tertulis di Indonesia, Jakarta, Rajawali Pers
4. Amnesti International, "A History of Human Rights", tersediadi https://www.amnesty.org.nz/sites/default/files/History%20of%20human%20rights_0.pdf4. Halahan, D. P. (2006). Exceptional Learners. An introduction to special education 10th ed. Boston: Pearson Allyn and Bacon
5. American Psychiatric Association. (2013).Diagnostic and Statistic Manual of Mental Disorders (DSM) 5th ed. London: American Psychiatric Publishing
6. Monib, M., & Bahrawi, I. (2011). Islam & hak asasi manusia dalam pandangan Nurcholish Madjid. Gramedia Pustaka Utama.
7. Universitas Islam Indonesia (Yogyakarta). Pusat Studi Hak Asasi Manusia (PUSHAM), Smith, R. K., Asplund, K. D., & Marzuki, S. (2008). Hukum hak asasi manusia. Pusat Studi Hak Asasi Manusia, Universitas Islam Indonesia (PUSHAM UII).
8. SA, A. Widiada Gunakaya, and MH SH. Hukum Hak Asasi Manusia. Penerbit Andi, 2019.
9. Marzuki, S., & Riyadi, E. (2008). Hukum Hak Asasi Manusia. Yogyakarta: Pusat Studi Hak Asasi Manusia Universitas Islam Indonesia.
10. Ledia Hanifa, (2016), Dari Disabilitas Pembangunan Menuju Pembangunan Disabilitas, Jakarta: Beebooks Publishing
11. Kerangka Hukum Disabilitas di Indonesia : MENUJU INDONESIA RAMAH DISABILITAS (2015), Jakarta: Pusat Studi Hukum dan Kebijakan Indonesia

	Supporters:

Supporting lecturer	Prof. Dr. Hj. Siti Nur Azizah, S.H., M.Hum. Syahid Akhmad Faisol, 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	Explaining the Development of the Historical Idea of Human Rights	1. Understanding Human Rights 2. Ideas about the Concept of Human Rights 3. History and Development of Human Rights 4. The Stick of Contemporary Human Rights History	**Criteria:** Presenting Arguments	3x50 Group Discussion Lectures		**Material:** EVOLUTION OF THOUGHT AND HISTORY OF HUMAN RIGHTS DEVELOPMENT **Library:** *Indonesian Islamic University (Yogyakarta). Center for Human Rights Studies (PUSHAM), Smith, RK, Asplund, KD, & Marzuki, S. (2008). Human rights law. Center for Human Rights Studies, Indonesian Islamic University (PUSHAM UII).* **Material:** A Brief History of the Development of Human Rights **References:** *SA, A. Widiada Gunakaya, and MH SH. Human Rights Law. Andi Publishers, 2019.*	5%
2	Explaining the Development of the Historical Idea of Human Rights	1. Understanding Human Rights 2. Ideas about the Concept of Human Rights 3. History and Development of Human Rights 4. The Stick of Contemporary Human Rights History	**Criteria:** Presenting Arguments	3x50 Group Discussion Lectures		**Material:** EVOLUTION OF THOUGHT AND HISTORY OF HUMAN RIGHTS DEVELOPMENT **Library:** *Indonesian Islamic University (Yogyakarta). Center for Human Rights Studies (PUSHAM), Smith, RK, Asplund, KD, & Marzuki, S. (2008). Human rights law. Center for Human Rights Studies, Indonesian Islamic University (PUSHAM UII).* **Material:** A Brief History of the Development of Human Rights **References:** *SA, A. Widiada Gunakaya, and MH SH. Human Rights Law. Andi Publishers, 2019.*	5%
3	ANALYZING HUMAN RIGHTS PRINCIPLES IN INTERNATIONAL HUMAN RIGHTS LAW	1. Explain the principles of Human Rights 2. explain the nature of Human Rights instruments	**Criteria:** Delivering Arguments **Form of Assessment** : Test	3x 50 Class Discussion Lectures		**Material:** Principles of Human Rights **Library:** *Indonesian Islamic University (Yogyakarta). Center for Human Rights Studies (PUSHAM), Smith, RK, Asplund, KD, & Marzuki, S. (2008). Human rights law. Center for Human Rights Studies, Indonesian Islamic University (PUSHAM UII).* **Material:** PRINCIPLES AND GENERAL PRINCIPLES OF HUMAN RIGHTS LAW **Reference:** *Marzuki, S., & Riyadi, E. (2008). Human Rights Law. Yogyakarta: Center for Human Rights Studies, Indonesian Islamic University.*	8%
4	ANALYZING HUMAN RIGHTS PRINCIPLES IN INTERNATIONAL HUMAN RIGHTS LAW	1. Explain the principles of Human Rights 2. explain the nature of Human Rights instruments	**Criteria:** Delivering Arguments **Form of Assessment** : Test	3x 50 Class Discussion Lectures		**Material:** Principles of Human Rights **Library:** *Indonesian Islamic University (Yogyakarta). Center for Human Rights Studies (PUSHAM), Smith, RK, Asplund, KD, & Marzuki, S. (2008). Human rights law. Center for Human Rights Studies, Indonesian Islamic University (PUSHAM UII).* **Material:** PRINCIPLES AND GENERAL PRINCIPLES OF HUMAN RIGHTS LAW **Reference:** *Marzuki, S., & Riyadi, E. (2008). Human Rights Law. Yogyakarta: Center for Human Rights Studies, Indonesian Islamic University.*	8%
5	Discussing human rights in various state ideological views	Discuss human rights according to communist socialist ideology *Discuss human rights according to liberal capitalist countries Discuss human rights according to Islamic ideology Discuss human rights according to Pancasila	**Criteria:** 1. Good 2. currently 3. not enough **Form of Assessment** : Participatory Activities	3x50		**Material:** Convention **Bibliography:** *Amnesty International, "A History of Human Rights", available at https://www.amnesty.org.nz/....* *Halahan, DP (2006). Exceptional Learners. An introduction to special education 10th ed. Boston: Pearson Allyn and Bacon* **Material:** Convention **Literature:** *Osgar S. Matompo, Mulyadi, Andi Nurul Isnawidiawinarti Achmad. (2018). Law and Human Rights, Malang: Intrans Publishing.*	8%

No	Topic	Learning Outcomes	Criteria & Form of Assessment	Method/Time		Material & References	Weight
6	Discussing human rights in various state ideological views	Discuss human rights according to communist socialist ideology *Discuss human rights according to liberal capitalist countries Discuss human rights according to Islamic ideology Discuss human rights according to Pancasila	**Criteria:** 1.Good 2.currently 3.not enough **Form of Assessment** : Participatory Activities	3x50		**Material:** Convention **Bibliography:** *Amnesty International, "A History of Human Rights", available at https://www.amnesty.org.nz/.... Halahan, DP (2006). Exceptional Learners. An introduction to special education 10th ed. Boston: Pearson Allyn and Bacon* **Material:** Convention **Literature:** *Osgar S. Matompo, Mulyadi, Andi Nurul Isnawidiawinarti Achmad. (2018). Law and Human Rights, Malang: Intrans Publishing.*	8%
7	Explaining Transitional Justice and the Four Windows of Truth	1.Able to explain the right to truth 2.Able to explain the right to justice 3.Able to explain the right to Reparations 4.able to explain the right to guarantee non-recurrence/institutional reform	**Criteria:** 1.Good 2.currently 3.not enough **Form of Assessment** : Participatory Activities	Group Discussion Class Pulpit		**Material:** Convention **Literature:** *Osgar S. Matompo, Mulyadi, Andi Nurul Isnawidiawinarti Achmad. (2018). Law and Human Rights, Malang: Intrans Publishing.* **Material: Library** Convention : *Jimly Asshidiqie, 2006, Introduction to Constitutional Law, Jakarta : Constitution Press*	7%
8	UTS	Able to analyze Material 1-7	**Criteria:** 1.Good 2.currently 3.not enough **Form of Assessment** : Participatory Activities, Tests	Writing test		**Material:** Human Rights Principles **Library:** *Indonesian Islamic University (Yogyakarta). Center for Human Rights Studies (PUSHAM), Smith, RK, Asplund, KD, & Marzuki, S. (2008). Human rights law. Center for Human Rights Studies, Indonesian Islamic University (PUSHAM UII).* **Material:** Western and Islamic Human Rights Paradigms **References:** *Monib, M., & Bahrawi, I. (2011). Islam & human rights in the views of Nurcholish Madjid. Gramedia Pustaka Utama.*	10%
9	Explaining Human Rights and Disabilities	1.Good 2.currently 3.not enough	**Criteria:** 1.Development of Human Rights and Disabilities 2.Disability in various perspectives 3.Paradigm change in terminology and approach to fulfilling rights **Form of Assessment** : Participatory Activities	Group Discussion Class Pulpit 3x50		**Material:** Development of Human Rights and Disabilities **Literature:** *Legal Framework for Disabilities in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies* **Material:** Basic Foundations for Fulfilling the Rights of Persons with Disabilities **Reference:** *Ledia Hanifa, (2016), From Developmental Disabilities to Development of Disabilities, Jakarta: Beebooks Publishing*	7%
10	Explaining Human Rights and Disabilities	1.Good 2.currently 3.not enough	**Criteria:** 1.Development of Human Rights and Disabilities 2.Disability in various perspectives 3.Paradigm change in terminology and approach to fulfilling rights **Form of Assessment** : Participatory Activities	Group Discussion Class Pulpit 3x50		**Material:** Development of Human Rights and Disabilities **Literature:** *Legal Framework for Disabilities in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies* **Material:** Basic Foundations for Fulfilling the Rights of Persons with Disabilities **Reference:** *Ledia Hanifa, (2016), From Developmental Disabilities to Development of Disabilities, Jakarta: Beebooks Publishing*	7%
11	Explaining the Legal Framework Regarding Persons with Disabilities in Indonesia	1.explains Disability and Human Rights post-Reformation 2.Explaining the Protection of Persons with Disabilities in the 1945 NRI Law and Indonesian Legislation 3.Explaining the Protection of Persons with Disabilities from a CRPD Perspective	**Criteria:** 1.Good 2.currently 3.not enough **Form of Assessment** : Test	Class Discussion presents arguments		**Material:** Regulations related to disability **Reference:** *Legal Framework for Disabilities in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies*	7%

12	Explaining the Legal Framework Regarding Persons with Disabilities in Indonesia	1. explains Disability and Human Rights post-Reformation 2. Explaining the Protection of Persons with Disabilities in the 1945 NRI Law and Indonesian Legislation 3. Explaining the Protection of Persons with Disabilities from a CRPD Perspective	**Criteria:** 1. Good 2. currently 3. not enough **Form of Assessment** : Test	Class Discussion presents arguments		**Material:** Regulations related to disability **Reference:** *Legal Framework for Disabilities in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies*	7%
13	Comparing comparisons of legal protection for people with disabilities in various countries	1. Explain the framework and policies and disability law in Malaysia 2. Explain the framework and policies and disability law in Singapore 3. Explain the framework and policies and disability law in Australia 4. Describes the framework and policies and disability law in the United Kingdom 5. Describes the framework and policies and disability law in the United States 6. Analyze and compare disability law in Indonesia with Malaysia, Singapore, Australia, the United Kingdom and the United States	**Criteria:** 1. Good 2. currently 3. not enough	Group discussion conveys 3x50 arguments		**Material:** Disability law in various countries **Reference:** *Ledia Hanifa, (2016), From Disability Development to Disability Development, Jakarta: Beebooks Publishing* **Material:** disability legal regulations in various countries **References:** *Disability Legal Framework in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies*	7%
14	Comparing comparisons of legal protection for people with disabilities in various countries	1. Explain the framework and policies and disability law in Malaysia 2. Explain the framework and policies and disability law in Singapore 3. Explain the framework and policies and disability law in Australia 4. Describes the framework and policies and disability law in the United Kingdom 5. Describes the framework and policies and disability law in the United States 6. Analyze and compare disability law in Indonesia with Malaysia, Singapore, Australia, the United Kingdom and the United States	**Criteria:** 1. Good 2. currently 3. not enough	Group discussion conveys 3x50 arguments		**Material:** Disability law in various countries **Reference:** *Ledia Hanifa, (2016), From Disability Development to Disability Development, Jakarta: Beebooks Publishing* **Material:** disability legal regulations in various countries **References:** *Disability Legal Framework in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies*	7%

| 15 | Comparing comparisons of legal protection for people with disabilities in various countries | 1. Explain the framework and policies and disability law in Malaysia 2. Explain the framework and policies and disability law in Singapore 3. Explain the framework and policies and disability law in Australia 4. Describes the framework and policies and disability law in the United Kingdom 5. Describes the framework and policies and disability law in the United States 6. Analyze and compare disability law in Indonesia with Malaysia, Singapore, Australia, the United Kingdom and the United States | **Criteria:** 1. Good 2. currently 3. not enough | Group discussion conveys 3x50 arguments | | **Material:** Disability law in various countries **Reference:** *Ledia Hanifa, (2016), From Disability Development to Disability Development, Jakarta: Beebooks Publishing*

 Material: disability legal regulations in various countries **References:** *Disability Legal Framework in Indonesia: TOWARDS A DISABILITY-FRIENDLY INDONESIA (2015), Jakarta: Center for Indonesian Law and Policy Studies* | 7% |
| 16 | UAS | Able to write good scientific articles and publish them in reputable journals | **Criteria:** 1. Good 2. currently 3. not enough **Form of Assessment** : Test | Publication of Scientific Articles 3x50 | | | 23% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42%
2.	Test	58%
		100%

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.