



Universitas Negeri Surabaya Faculty of Social and Legal Sciences, Pancasila and Citizenship Education Undergraduate Study Program

SEMESTER LEARNING PLAN

Courses			CODE		Course Family		Cred	lit We	ight	SEMESTER	Compilation Date
Human rights	s		8720502037		Compulsory Study		T=2	P=0	ECTS=3.18	5	July 4, 2023
AUTHORIZA [*]	TION		SP Developer		- Frogram зиијесіѕ		Clus	ter Co	oordinator	Study Program	Coordinator
			Dr Wahyudi, M.Si (H S.Pd, M.A	Han), Siti	Maizul Habibah,	Dr. Rr I	Nanik	Setyo	wati, M.Si	Maya Mustika S.Sos.	
Learning model	Project Based	Learnin	g								
Program	PLO study pro	ogram t	hat is charged to t	the cour	rse						
Learning Outcomes (PLO)	PLO-5		g social sensitivity an es, views, religions ar								e diversity of
	PLO-9	Able to	o identify, develop so ction in national and s	lutions, c state life.	organize and partic	ipate in ı	esolvi	ng citi	zenship prob	ems through criti	cal thinking
	PLO-11		o master the basic an s Pancasila values, m			itizenship	o, polit	ics, la	w, social, hun	nanities, state an	d nation as
	Program Obje	ctives	(PO)								
	PO - 1		ICT-assisted learning ms related to human		ces and learning	media to	expl	ore da	ata/informatio	n in order to ide	ntify and solve
	PO - 2	Maste	ring knowledge and u	ınderstar	nding of human righ	nts.					
	PO - 3	Make	decisions analyzing v	arious is	sues related to hur	man righ	ts.				
	PO - 4	Make state.	decisions guided by	the theo	retical concept of I	human r	ights t	o res	olve relevant	problems in soci	ety, nation and
	PO - 5	Have a	a responsible attitude	towards	critical thinking on	various	issue	s relat	ed to human	rights	
	PLO-PO Matri	x		_							

P.O	PLO-5	PLO-9	PLO-11
PO-1			
PO-2			
PO-3			
PO-4			
PO-5			

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

P.O									Wee	k						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																

Short Course Description

Understanding and studying material about the nature of human rights, understanding, history of development and implementation of human rights in the world and Indonesia. The learning and teaching process in class uses a variety of methods, including lectures, film and documentary screenings, individual assignments, field observation assignments, group discussions, presentations, etc. Students are challenged to participate actively in class. To support this participation, students must read the reading materials that have been provided.

References

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1. Setyowati, Rr Nanik dan Siti Maizul Habibah. 2016. HAM. Surabaya: Unipress.

Supporters:

- [1] Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta:Pusat Penerbitan Universitas Terbuka
- [2] Asplund, Knut dkk. 2008. Hukum Hak Asasi Manusia. Yogyakarta: PUSHAM UII
- [3] Christie, Kenneth and Denny Roy. 2001. The Politics of Human Right in East Asia. London. Pluto Press
- [4] R Bina HAM. 2004. Kurikulum HAM Perguruan Tinggi Monopolitik dan Integratif. Jakarta:Departemen Kehakiman dan HAM
- [5] Effendi, Masyhur. 1994. Hak Asasi Manusia dalam Hukum Nasional dan Internasional, Cetakan I. Jakarta:Ghalia Indonesia.
- [6] Falk, Richard. 2009. Achieving Human Right. New York. Routledge
- [7] Muladi. 2009. Hak Asasi Manusia; Hakekat, Konsep dan implikasinya dalam Prespektif Hukum dan Masyarakat Indonesia; PT RefikaAditama.
- 8. [8] Perry, Michael. 2007. Toward a Theory of Human Right. New York: Cambridge University Press
- [9] Unicef. 2004. Aku Anak Dunia; Hak-hak Anak bagi Anak. Jakarta: Yayasan Aulia Unicef. 2004. Medan Declaration to Combat Trafficking of Children for Sexual Purposes in Southeast Asia. Medan-Indonesia: PT. Citra Grafika
- 10. [10] Unesco. Unicef Pemerintah RI. 2003. Menciptakan Masyarakat Peduli Pendidikan Anak. Citra Grafika Pratama
- 11.[11] United Nation. 2006. The Core International Human Rights Treaties. New York: Office of UN's High Commissioner for Human Right.

Supporting Dr. Hj. Raden Roro Nanik Setyowati, M.Si.

lecturer	Dr. Wahyudi, S.F	Pd., M.Si. (Han).					
Week-	Final abilities of each learning stage (Sub-PO)		luation	Learn Studen [Est	p Learning, ning methods, it Assignments, timated time]	Learning materials [References]	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the background of basic human freedoms well	1.Students are able to analyze individual freedom well 2.Students are able to describe collective freedom well 3.Students are able to explain human rights inherent in human nature well	Criteria: If the answer is correct and complete then point number 1 gets 15 points. Because this is part of the UTS Form of Assessment: Participatory Activities	Lectures, discussions and questions and answers 2 X 50		Material: Basic Human Freedoms References: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: Basic Human Freedoms References: [4] R Building Human Rights. 2004. Monopolitical and Integrative Higher Education Human Rights Curriculum. Jakarta: Department of Justice and Human Rights Material: Basic Human Freedoms Reference: [5] Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia. Material: Basic Human Freedoms Bibliography: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.	5%

2	Students are able to explain the concept of understanding and terms of human rights as well as the basic principles of human rights well	1. Students are able to explain the meaning of human rights correctly 2. Students can analyze human rights terms used by various nations and countries correctly 3. Students are able to describe the basic principles of human rights clearly	Criteria: If the answer is correct and complete then you get 15 points (given during UTS) Form of Assessment: Portfolio Assessment	Lectures, discussions and questions and answers 2 X 50	Material: Definition a terms of human righ and basic principles o human righ Reference: Affandi, Idra and Karim Suryadi. 20 Human Rigi Jakarta: Op University Publishing Center Material: Definition a terms of human righ and basic principles o human righ Reference: R Bina HAM 2004. Monopolitic and Integra Higher Education Human Rigi Curriculum. Jakarta: Departmen. Justice and Human Rigi Curriculum. Jakarta: Departmen. Justice and Human Rigi Reference: Effendi, Masyhur. 1994. Human Rights in R	ts f ts. [1] us cost cost cost cost cost cost cost cos

3	Students are able to identify the	1.Students are able to explain	Criteria: 1.Score	Group presentations,	H	laterial: uman Rights	5%
	concepts of human rights and	a person's	2.4	discussions		nd itizonobin	
	citizenship well.	citizenship	3.The presentation	and questions		itizenship	
		status clearly	was carried out	and answers 4 X 50		eferences:	
		Students are	coherently with	4 A 50		.] Affandi, Irus and	
		able to identify	appropriate				
		a person's	intonation and			arim Suryadi. 005. Human	
		citizenship	emphasis,			ights.	
		human rights	showed a good			akarta: Open	
		well	understanding of			niversity	
		Students are	the concept,			ublishing	
		able to	assisted by ppt			enter	
		properly	media according		pa		
		analyze	to media criteria,		М	laterial:	
		citizens'	answered the		H	uman Rights	
		attachment to	questioner		ar	nd Citizens	
		all provisions	correctly, was			eferences:	
		made by the	able to formulate] R Building	
		state	suggestions for			uman Rights.	
			improvement			004.	
			4.3			Ionopolitical	
			5.The presentation			nd Integrative ligher	
			was carried out			ducation	
			coherently with			uucalion uman Rights	
			appropriate			urriculum.	
			intonation and			akarta:	
			emphasis, but			epartment of	
			lacked some			ustice and	
			conceptual		H	uman Rights	
			understanding,		rs		
			assisted by ppt			laterial:	
			media according			uman Rights	
			to media criteria,			nd Citizens	
			answers from the			eferences:	
			questioner were			5] Effendi,	
			generally correct,			lasyhur.	
			able to formulate			994. Human ights in	
			suggestions for			ational and	
			improvement			nternational	
			6.2			aw, Print I.	
			7.The presentation			akarta: Ghalia	
			was carried out,			ndonesia.	
			was not coherent				
			and/or showed a		м	laterial:	
			lack of			uman Rights	
			understanding of		ar	nd Citizens	
			several concepts,		Bi	ibliography:	
			was assisted by			etyowati, Rr	
			ppt media but did			anik and Siti	
			not meet the			laizul	
			media criteria, the			abibah. 2016.	
			answers from the			uman Rights.	
			questioner were			urabaya: nipress.	
			generally			nipress.	
			incorrect, able to formulate				
			suggestions for				
			improvement				
			8.1				
			9.The presentation was carried out,				
			but was not				
			coherent and/or				
			showed a lack of				
			understanding of				
			many concepts,				
			was not assisted				
			by ppt media, the				
			answers from the				
			questioner were				
			incorrect, unable				
			to formulate				
			suggestions for				
			improvement				
			improvement				
			Form of Assessment				
			:				
			Participatory Activities, Portfolio Assessment				
4	Students are able	1.Students are	Criteria:	Lectures,	NA.	laterial:	5%
-	to explain the		1.Class	discussions		arious	J70
	concept of various	able to explain the various	Presentation	and questions		uman Rights	
	human rights;	the various types of human		and answers		eferences:	
		rights well	2.Score	4 X 50] Affandi,	
		rights well 2.Students are	3.Rubric		Id	lrus and	
		able to provide	4.4		Ka	arim Suryadi.	
	I	concrete	5.The presentation			005. Human	
	ļ .					ights.	

everyday life coherently with regarding the appropriate implementation intonation and of various emphasis, human rights showed a good in society understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 **11**.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement 12. For the written test, if you answer clearly you will

get 15 points (part of the UTS)

Form of Assessment
Participatory Activities, Portfolio Assessment Jakarta: Open University Publishing Center

Material:
Various
Human Rights
Reference: [4]
R Bina HAM.
2004.
Monopolitical
and Integrative
Higher
Education
Human Rights
Curriculum.
Jakarta:
Department of
Justice and
Human Rights

Material: Various Human Rights Reference: [7] Muladi. 2009. Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society; PT RefikaAditama.

Material: Various Human Rights Reader: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.

5	Ability to describe	1 Students can	Criteria:	Film and	Material:	5%
	humán rights from	analyze human	If the answer is correct you will get	documentary	Human right	3
	a religious, cultural and political	rights from a	correct you will get 15 points	screenings,	from a	
	perspective	religious	TO hours	discussions	religious,	
	F F	perspective	Form of Assessment	and questions		
		clearly	:	and answers	political	
		2 Students can	Participatory Activities	2 X 50	perspective. References:	
		compare			[1] Affandi,	
		human rights			Idrus and	
		and cultural			Karim Surya	di.
		relativity			2005. Huma	
		correctly			Rights.	
		Students can			Jakarta: Ope	n
		compare			University	
		human rights			Publishing	
		in international			Center	
		politics clearly				
					Material:	
					Human right	5
					from a religious,	
					cultural and	
					political	
					perspective	
					Reference:	41
					R Bina HAM	
					2004.	
					Monopolitica	
					and Integrati	
					Higher	
					Education	
					Human Righ	ts
					Curriculum.	
					Jakarta:	of
					Department Justice and	OT
					Justice and Human Righ	ts
					Tiuman Right	
					Material:	
					Human right	
					from a	´
					religious,	
					cultural and	
					political	
					perspective.	
					Reference:	
					Muladi. 2009	. [
					Human Righ	
					The essence	
					concepts and	1
					implications	
					from the perspective (of
					Indonesian la	914/
					and society;	CAA
					PT	
					RefikaAditan	na.
					. Come talear	
					Material:	
					Human right	s
					from a	
					religious,	
					cultural and	
					political	
					perspective.	
					References	
					[8] Perry, Michael. 200	7
					Micnael. 200 Toward a	··
					Theory of	
					Human Righ	ts.
					New York:	
					Cambridge	
					University	
					Press	
					Material:	
					Human right	s
					from a	
					religious,	
					cultural and	
					political	
					perspective.	
					Reader:	
					Setyowati, R	
					Nanik and S	U
					Maizul	16
					Habibah. 20.	
					Human Righ	is.
					Surabaya: Unipress.	
					Oriipress.	
			1	1	<u> </u>	

Ability to identify human rights 6 1.Students are Criteria: Discussion, Material: 5% PjBL, and **Human Rights** 1.Class able to explain enforcement Discovery. Enforcement Presentation the concept of Student strategies for Rubric law Assignment: socializing 2.Score enforcement human rights Students work 3.Rubric and human in society, the on project rights clearly assignment 1 role of human 2.Students are 5. The presentation in the form of rights was carried out able to explain enforcement observation coherently with the factors that results which institutions and influence law appropriate will be NGOs. intonation and enforcement presented at References: emphasis, well the 7 [1] Affandi, 3.Students are showed a good 2 X 50 Idrus and understanding of Karim Suryadi. able to explain meeting 2005. Human the role of the concept, Rights. institutions and assisted by ppt Jakarta: Open NGOs clearly media according University to media criteria, 4.Students are Publishing able to provide answered the Center questioner examples of correctly, was good Material: able to formulate implementation **Human Rights** suggestions for of law Enforcement enforcement improvement strategies for and human 6.3 socializing 7.The presentation rights in human rights was carried out Indonesia in society, the coherently with role of human appropriate rights intonation and enforcement emphasis, but institutions and lacked some NGOs conceptual Reference: [4] R Bina HAM. understanding, 2004. assisted by ppt Monopolitical media according and Integrative to media criteria, Higher answers from the **Education** questioner were **Human Rights** generally correct, Curriculum. able to formulate Jakarta: suggestions for Department of improvement Justice and Human Rights 9.The presentation was carried out, Material: was not coherent Human Rights and/or showed a Enforcement lack of strategies for understanding of socializing human rights several concepts. in society, the was assisted by role of human ppt media but did rights not meet the enforcement media criteria, the institutions and answers from the NGOs. questioner were Reference: [7] generally Muladi. 2009. incorrect, able to Human Rights; formulate The essence. suggestions for concepts and improvement *implications* 10.1 from the 11.The perspective of presentation was Indonesian law carried out, but and society; was not coherent RefikaAditama. and/or showed a lack of Material: understanding of Human rights many concepts, enforcement, was not assisted strategies for by ppt media, the socializing answers from the human rights questioner were in society and incorrect, unable the role of to formulate human rights suggestions for enforcement improvement institutions and NGOs. Form of Assessment Reader: Setyowati, Rr Participatory Activities Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress

7	Ability to identify	1.Students are	Criteria:	Field	Material:	5%
	humán rights enforcement	able to explain	1.Class	research,	Human Rights	
	emorcement	the concept of	Presentation	discussions and questions	Enforcement strategies for	
		law enforcement	Rubric 2.Score	and answers	socializing	
		and human	3.Rubric	2 X 50	human rights	
		rights clearly	4.4		in society, the role of human	
		2.Students are able to explain	5.The presentation was carried out		rights	
		the factors that	coherently with		enforcement institutions and	
		influence law	appropriate		NGOs.	
		enforcement	intonation and		References:	
		well 3.Students are	emphasis, showed a good		[1] Affandi, Idrus and	
		able to explain	understanding of		Karim Suryadi.	
		the role of	the concept,		2005. Human	
		institutions and NGOs clearly	assisted by ppt media according		Rights. Jakarta: Open	
		4.Students are	to media criteria,		University .	
		able to provide	answered the		Publishing Center	
		examples of good	questioner correctly, was			
		implementation	able to formulate		Material:	
		of law	suggestions for		Human Rights Enforcement	
		enforcement and human	improvement 6.3		strategies for	
		rights in	7.The presentation		socializing	
		Indonesia	was carried out		human rights in society, the	
1			coherently with appropriate		role of human	
			intonation and		rights enforcement	
			emphasis, but		institutions and	
			lacked some		NGOs. Reference: [4]	
			conceptual understanding,		Reference: [4] R Bina HAM.	
			assisted by ppt		2004.	
			media according to media criteria,		Monopolitical and Integrative	
			answers from the		Higher	
			questioner were		Education Human Rights	
			generally correct,		Curriculum.	
			able to formulate suggestions for		Jakarta:	
			improvement		Department of Justice and	
			8.2		Human Rights	
			9.The presentation was carried out.		BA-4i-I-	
			was not coherent		Material: Human Rights	
			and/or showed a		Enforcement	
			lack of understanding of		strategies for socializing	
			several concepts,		human rights	
			was assisted by		in society, the role of human	
			ppt media but did not meet the		rights	
			media criteria, the		enforcement	
			answers from the		institutions and NGOs.	
			questioner were generally		Reference: [7]	
1			incorrect, able to		Muladi. 2009. Human Rights;	
			formulate		The essence,	
1			suggestions for improvement		concepts and	
1			10.1		implications from the	
			11.The		perspective of	
1			presentation was carried out, but		Indonesian law and society;	
			was not coherent		PT	
			and/or showed a		RefikaAditama.	
			lack of understanding of		Material:	
1			many concepts,		Human rights	
1			was not assisted		enforcement, strategies for	
			by ppt media, the answers from the		socializing	
			questioner were		human rights	
			incorrect, unable		in society and the role of	
1			to formulate suggestions for		human rights	
1			improvement		enforcement institutions and	
			·		NGOs.	
			Form of Assessment		Reader:	
			Portfolio Assessment		Setyowati, Rr Nanik and Siti	
					Maizul	
					Habibah. 2016. Human Rights.	
					Surabaya:	
					Unipress.	

8	UTS	UTS	Criteria: 1.If the answer is correct, complete, systematic and clear 20. If the answer is correct, complete and not systematic 15, if the answer is incomplete and systematic 10, if the answer is not correct 5. There are 5 questions with a maximum score of 100 2.In writing	UTS 2 X 50	Material: All material from meetings 1-7 Readers: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.	10%
			: Test			

	Т		I	1	1		
9	Students are able to explain human rights instruments well	1.Able to mention international and national instruments that have been properly ratified 2.Able to compare international covenants on civil and political rights with international covenants on economic, social, and cultural rights correctly 3.Able to describe the national human rights instrument, namely Law no. 39/1999 and Law no 26/2000	Criteria: 1.Class Presentation Rubric 2.Score 3.Rubric 4.4 5.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 6.3 7.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11.The presentation was carried out, but was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement 10.1 11.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lectures, discussions and questions and answers 2 X 50		Material: International and national instruments on human rights References: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: International and national instruments on human rights Reference: [5] Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia. Material: International and national instruments on human rights References: [8] Perry, Michael. 2007. Toward a Theory of Human Rights. New York: Cambridge University Press Material: International and national and rights Reference: [11] United Nation. 2006. The Core International Human Rights Treaties. New York: Office of the UN's High Commissioner for Human Rights. Material: International and national instruments on human rights Reference: [11] United Nation. 2006. The Core International Human Rights Treaties. New York: Office of the UN's High Commissioner for Human Rights. Material: International and national instruments on human Rights Treaties. New York: Office of the UN's High Commissioner for Human Rights. Material: International and national instruments on human Rights Treaties. New York: Office of the UN's High Commissioner for Human Rights. Material: International and national instruments on human rights Selyowati, Rr Nanik and Siti Maibilah. 2016. Human Rights. Surabaya: Unipress.	5%

10 Students are able to explain human rights instruments and material instruments. The mention international and material instruments the human base been railfied 2. Able to compare the international coverant on opposition rights with the international coverant on economic by a
Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights.

					,	
11	Students are able to explain the history of the development of human rights in periods of human rights in the world well	1.Able to describe the history of human rights clearly 2.Able to explain the periods of human rights development: Medina Charter, Magna Carta, Petition of Right, Bill of Rights, American Declaration of Independence, French Declaration des droit de I'homme et du citoyen, Universal Declaration of Human Rights, European Convention, Covenant International appropriately	Criteria: If the answer is correct then the points are 20 (Part of the UAS) Form of Assessment: Participatory Activities, Portfolio Assessment	Lectures, discussions and questions and answers 4 x 50	Material: History of Human Rights Development Periods of Human Rights Reference: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: History of Human Rights Development Periods of Human Rights Reference: [4] R Bina HAM. 2004. Monopolitical and Integrative Higher Education Human Rights Curriculum. Jakarta: Department of Justice and Human Rights Curriculum. Gerence: [5] Effendi, Masyhur. 1994. Human Rights Reference: [5] Effendi, Masyhur. 1994. Human Rights Reference: [5] Effendi, Masyhur. 1994. Human Rights Reference: [6] History of Human Rights Reference: [5] Effendi, Masyhur. 1994. Human Rights Reference: [5] Effendi, Masyhur. 1994. Human Rights Development Periods of Human Rights Reference: [5] Effendi, Masyhur. 1994. Human Rights Reference: [6] Effendi, Reference: [6]	10%
					Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.	

12 Students are able to identify various explain human Students can explain human Criteria: Discussion, PBL, and	
human rights issues in indonesia issues in indonesia rights in the period of the Republic of Indonesia clearly 2. Students can explain human rights in the Old Order clearly 3. Students can analyze human rights in the New Order period well 4. Students can explain human rights in the reform era well 5. Able to explain human rights in post-reformation well	Material: History and enforcement of human rights in Indonesia References: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: History and enforcement of human rights in Indonesia Reference: [5] Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia. Material: History and enforcement of human rights in Indonesia. Material: History and enforcement of human Rights; The essence, concepts and implications from the perspective of Indonesian law and society; PT RefikaAditama. Material: History and enforcement of human rights in Indonesian law and society; PT RefikaAditama. Material: History and enforcement of human rights in Indonesia

	T a		1	1	T	
13	Students are able to analyze human rights issues in Indonesia well	1.Students can analyze cases of human rights violations in the family well 2.Students can analyze cases of human rights violations in society clearly 3.Able to properly analyze cases of violations committed by the state against citizens	Criteria: If the answer is correct you will get 20 points (part of the UAS) Form of Assessment: Portfolio Assessment	Discussion, PBL, Discovery 2 X 50	Material: Various human rights issues in Indonesia References: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: Various human rights issues in Indonesia Reference: [3] Christie, Kenneth and Denny Roy. 2001. The Politics of Human Rights in East Asia. London. Pluto Press Material: Various human rights issues in Indonesia Reference: [5] Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia. Material: Various human rights issues in Indonesia. Reference: [7] Muladi. 2009. Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society; PT RefikaAditama. Material: Various human rights issues in Indonesia Reader: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.	5%

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to i	identify the role of function of proventions well 2.Ab proventions well 2.Ab proventions well 3.Ab anafur import Coordinates again (Classia) again (Classia	ble to explain e concept of prruption early ble to operly nalyze the nction and plementation if the convention on e Rights of e Child ble to nalyze the nction and plementation if all forms of scrimination gainst women EEDAW) prectly ble to nalyze the nction and nplementation if the convention on e elimination or all forms of scrimination gainst women become the convention on orture well	4 X 50	Material: Role and function of Conventions Literature: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: Role and function of Conventions References: [9] Unicef. 2004. I am a child of the world; Children's Rights for Children. Jakarta: Aulia Unicef Foundation. 2004. Medan Declaration to Combat Trafficking of Children for Sexual Purposes in Southeast Asia. Medan-Indonesia: PT. Graphic Image Material: Role and function of Conventions Library: [10] Unesco. Unicef, Government of the Republic of Indonesia. 2003. Creating a Community that Cares about Children's Education. Pratama Graphic Image Material: Role and function of Conventions Library: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.	5%

15	Students are able to identify the role and function of Conventions well	1.Able to explain the concept of corruption clearly 2.Able to properly analyze the function and implementation of the Convention on the Rights of the Child 3.Able to analyze the function and implementation of the Convention on the elimination of all forms of discrimination against women (CEDAW) correctly 4.Able to analyze the function and implementation of the Convention on Torture well		Lectures, discussions and questions and answers 4 X 50	Material: Role and function of Conventions Literature: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center Material: Role and function of Conventions References: [9] Unicef. 2004. I am a child of the world; Children's Rights for Children. Jakarta: Aulia Unicef Foundation. 2004. Medan Declaration to Combat Trafficking of Children for Sexual Purposes in Southeast Asia. Medan-Indonesia: PT. Graphic Image Material: Role and function of Conventions Library: [10] Unesco. Unicef, Government of the Republic of Indonesia. 2003. Creating a Community that Cares about Children's Education. Pratama Graphic Image Material: Role	
					Children's Education. Pratama Graphic Image	
16	UAS	UAS	Criteria: 1.Written test 2.If the answer is correct, complete, systematic and clear 20. If the answer is correct, complete and not systematic 15, if the answer is incomplete and systematic 10, if the answer is not correct 5. There are 5 questions with a maximum score of 100 Form of Assessment: Test		Material: All material from meetings 1-15 Readers: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	30%
3.	Test	20%
		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.
- 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.
- 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.