



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Human rights	8720502037	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	July 4, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr Wahyudi, M.Si (Han), Siti Maizul Habibah, S.Pd, M.A		Dr. Rr Nanik Setyowati, M.Si	Maya Mustika Kartika Sari, S.Sos., M.IP.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO) **PLO study program that is charged to the course**

PLO-5	Having social sensitivity and concern for society and the environment, as well as tolerance, respecting the diversity of cultures, views, religions and beliefs, as well as other people's original opinions or findings
PLO-9	Able to identify, develop solutions, organize and participate in resolving citizenship problems through critical thinking and action in national and state life.
PLO-11	Able to master the basic and theoretical concepts of citizenship, politics, law, social, humanities, state and nation as well as Pancasila values, morals and culture.

Program Objectives (PO)

PO - 1	Utilize ICT-assisted learning resources and learning media to explore data/information in order to identify and solve problems related to human rights.
PO - 2	Mastering knowledge and understanding of human rights.
PO - 3	Make decisions analyzing various issues related to human rights.
PO - 4	Make decisions guided by the theoretical concept of human rights to resolve relevant problems in society, nation and state.
PO - 5	Have a responsible attitude towards critical thinking on various issues related to human rights

PLO-PO Matrix

	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	Week															
		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 **Main :**

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

Supporters:

1. [1] Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta:Pusat Penerbitan Universitas Terbuka
2. [2] Asplund, Knut dkk. 2008. Hukum Hak Asasi Manusia.Yogyakarta:PUSHAM UII
3. [3] Christie, Kenneth and Denny Roy. 2001. The Politics of Human Right in East Asia. London. Pluto Press
4. [4] R Bina HAM. 2004. Kurikulum HAM Perguruan Tinggi Monopolitik dan Integratif. Jakarta:Departemen Kehakiman dan HAM
5. [5] Effendi, Masyhur. 1994. Hak Asasi Manusia dalam Hukum Nasional dan Internasional, Cetakan I. Jakarta:Ghalia Indonesia.
6. [6] Falk, Richard. 2009. Achieving Human Right. New York. Routledge
7. [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. [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 lecturer

Dr. Hj. Raden Roro Nanik Setyowati, M.Si.
Dr. Wahyudi, S.Pd., M.Si. (Han).

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 background of basic human freedoms well	<ol style="list-style-type: none"> 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 	<p>Criteria: If the answer is correct and complete then point number 1 gets 15 points. Because this is part of the UTS</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Basic Human Freedoms References: [1] Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center</p> <hr/> <p>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</p> <hr/> <p>Material: Basic Human Freedoms Reference: [5] Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia.</p> <hr/> <p>Material: Basic Human Freedoms Bibliography: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.</p>	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	<ol style="list-style-type: none"> 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 	<p>Criteria: If the answer is correct and complete then you get 15 points (given during UTS)</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Definition and terms of human rights and basic principles of human rights. Reference: [1] <i>Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center</i></p> <hr/> <p>Material: Definition and terms of human rights and basic principles of human rights. Reference: [4] <i>R Bina HAM. 2004. Monopolitical and Integrative Higher Education Human Rights Curriculum. Jakarta: Department of Justice and Human Rights</i></p> <hr/> <p>Material: Definition and terms of human rights and the basic principles of human rights. Reference: [5] <i>Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia.</i></p> <hr/> <p>Material: Basic Principles of Human Rights Reader: <i>Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.</i></p>	5%
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3	Students are able to identify the concepts of human rights and citizenship well.	<ol style="list-style-type: none"> 1. Students are able to explain a person's citizenship status clearly 2. Students are able to identify a person's citizenship human rights well 3. Students are able to properly analyze citizens' attachment to all provisions made by the state 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 2.4 3. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 4.3 5. 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 6.2 7. 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 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 <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Group presentations, discussions and questions and answers 4 X 50		<p>Material: Human Rights and Citizenship References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Human Rights and Citizens References: [4] R Building Human Rights. 2004. <i>Monopolitical and Integrative Higher Education Human Rights Curriculum</i>. Jakarta: Department of Justice and Human Rights</p> <hr/> <p>Material: Human Rights and Citizens References: [5] Effendi, Masyhur. 1994. <i>Human Rights in National and International Law, Print I</i>. Jakarta: Ghalia Indonesia.</p> <hr/> <p>Material: Human Rights and Citizens Bibliography: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
4	Students are able to explain the concept of various human rights;	<ol style="list-style-type: none"> 1. Students are able to explain the various types of human rights well 2. Students are able to provide concrete examples in 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Class Presentation Rubric 2. Score 3. Rubric 4.4 5. The presentation was carried out 	Lectures, discussions and questions and answers 4 X 50		<p>Material: Various Human Rights References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>.</p>	5%

		<p>everyday life regarding the implementation of various human rights in society</p>	<p>coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement</p> <p>6.3</p> <p>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</p> <p>8.2</p> <p>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</p> <p>10.1</p> <p>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</p> <p>12.For the written test, if you answer clearly you will get 15 points (part of the UTS)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Various Human Rights Reference: [4] <i>R Bina HAM. 2004. Monopolitical and Integrative Higher Education Human Rights Curriculum. Jakarta: Department of Justice and Human Rights</i></p> <hr/> <p>Material: Various Human Rights Reference: [7] <i>Muladi. 2009. Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society; PT RefikaAditama.</i></p> <hr/> <p>Material: Various Human Rights Reader: <i>Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.</i></p>	
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5	Ability to describe human rights from a religious, cultural and political perspective	<p>1.- Students can analyze human rights from a religious perspective clearly</p> <p>2.- Students can compare human rights and cultural relativity correctly</p> <p>3.Students can compare human rights in international politics clearly</p>	<p>Criteria: If the answer is correct you will get 15 points</p> <p>Form of Assessment : Participatory Activities</p>	Film and documentary screenings, discussions and questions and answers 2 X 50		<p>Material: Human rights from a religious, cultural and political perspective. References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Human rights from a religious, cultural and political perspective Reference: [4] R Bina HAM. 2004. <i>Monopolitical and Integrative Higher Education Human Rights Curriculum</i>. Jakarta: Department of Justice and Human Rights</p> <hr/> <p>Material: Human rights from a religious, cultural and political perspective. Reference: [7] Muladi. 2009. <i>Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society</i>; PT RefikaAditama.</p> <hr/> <p>Material: Human rights from a religious, cultural and political perspective. References: [8] Perry, Michael. 2007. <i>Toward a Theory of Human Rights</i>. New York: Cambridge University Press</p> <hr/> <p>Material: Human rights from a religious, cultural and political perspective. Reader: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
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6	Ability to identify human rights enforcement	<p>1. Students are able to explain the concept of law enforcement and human rights clearly</p> <p>2. Students are able to explain the factors that influence law enforcement well</p> <p>3. Students are able to explain the role of institutions and NGOs clearly</p> <p>4. Students are able to provide examples of good implementation of law enforcement and human rights in Indonesia</p>	<p>Criteria:</p> <p>1. Class Presentation Rubric</p> <p>2. Score</p> <p>3. Rubric</p> <p>4.4</p> <p>5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement</p> <p>6.3</p> <p>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</p> <p>8.2</p> <p>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</p> <p>10.1</p> <p>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</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, PjBL, and Discovery. Student Assignment: Students work on project assignment 1 in the form of observation results which will be presented at the 7 2 X 50 meeting		<p>Material: Human Rights Enforcement strategies for socializing human rights in society, the role of human rights enforcement institutions and NGOs.</p> <p>References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Human Rights Enforcement strategies for socializing human rights in society, the role of human rights enforcement institutions and NGOs.</p> <p>Reference: [4] R Bina HAM. 2004. <i>Monopolitical and Integrative Higher Education Human Rights Curriculum</i>. Jakarta: Department of Justice and Human Rights</p> <hr/> <p>Material: Human Rights Enforcement strategies for socializing human rights in society, the role of human rights enforcement institutions and NGOs.</p> <p>Reference: [7] Muladi. 2009. <i>Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society</i>; PT RefikaAditama.</p> <hr/> <p>Material: Human rights enforcement, strategies for socializing human rights in society and the role of human rights enforcement institutions and NGOs.</p> <p>Reader: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
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7	Ability to identify human rights enforcement	<p>1. Students are able to explain the concept of law enforcement and human rights clearly</p> <p>2. Students are able to explain the factors that influence law enforcement well</p> <p>3. Students are able to explain the role of institutions and NGOs clearly</p> <p>4. Students are able to provide examples of good implementation of law enforcement and human rights in Indonesia</p>	<p>Criteria:</p> <p>1. Class Presentation Rubric</p> <p>2. Score</p> <p>3. Rubric</p> <p>4.4</p> <p>5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement</p> <p>6.3</p> <p>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</p> <p>8.2</p> <p>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</p> <p>10.1</p> <p>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</p> <p>Form of Assessment : Portfolio Assessment</p>	Field research, discussions and questions and answers 2 X 50		<p>Material: Human Rights Enforcement strategies for socializing human rights in society, the role of human rights enforcement institutions and NGOs.</p> <p>References: [1] <i>Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center</i></p> <hr/> <p>Material: Human Rights Enforcement strategies for socializing human rights in society, the role of human rights enforcement institutions and NGOs.</p> <p>Reference: [4] <i>R Bina HAM. 2004. Monopolitical and Integrative Higher Education Human Rights Curriculum. Jakarta: Department of Justice and Human Rights</i></p> <hr/> <p>Material: Human Rights Enforcement strategies for socializing human rights in society, the role of human rights enforcement institutions and NGOs.</p> <p>Reference: [7] <i>Muladi. 2009. Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society; PT RefikaAditama.</i></p> <hr/> <p>Material: Human rights enforcement, strategies for socializing human rights in society and the role of human rights enforcement institutions and NGOs.</p> <p>Reader: <i>Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.</i></p>	5%
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8	UTS	UTS	<p>Criteria:</p> <p>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</p> <p>2.In writing</p> <p>Form of Assessment : Test</p>	UTS 2 X 50		<p>Material: All material from meetings 1-7</p> <p>Readers: <i>Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.</i></p>	10%
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9	Students are able to explain human rights instruments well	<p>1. Able to mention international and national instruments that have been properly ratified</p> <p>2. Able to compare international covenants on civil and political rights with international covenants on economic, social, and cultural rights correctly</p> <p>3. Able to describe the national human rights instrument, namely Law no. 39/1999 and Law no 26/2000</p>	<p>Criteria:</p> <p>1. Class Presentation Rubric</p> <p>2. Score</p> <p>3. Rubric</p> <p>4.4</p> <p>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</p> <p>6.3</p> <p>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</p> <p>8.2</p> <p>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</p> <p>10.1</p> <p>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</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: International and national instruments on human rights</p> <p>References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>Reference: [5] Effendi, Masyhur. 1994. <i>Human Rights in National and International Law, Print I</i>. Jakarta: Ghalia Indonesia.</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>References: [8] Perry, Michael. 2007. <i>Toward a Theory of Human Rights</i>. New York: Cambridge University Press</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>Reference: [11] United Nation. 2006. <i>The Core International Human Rights Treaties</i>. New York: Office of the UN's High Commissioner for Human Rights.</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>Bibliography: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
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10	Students are able to explain human rights instruments well	<p>1. Able to mention international and national instruments that have been properly ratified</p> <p>2. Able to compare the international covenant on civil and political rights with the international covenant on economic, social, and cultural rights well</p> <p>3. Able to describe the national human rights instrument, namely Law no. 39/1999 and Law no 26/2000</p>	<p>Criteria: If the answer is correct then the points are 20 (Part of the UAS)</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 4 X 50		<p>Material: International and national instruments on human rights</p> <p>References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>Reference: [5] Effendi, Masyhur. 1994. <i>Human Rights in National and International Law, Print I</i>. Jakarta: Ghalia Indonesia.</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>References: [8] Perry, Michael. 2007. <i>Toward a Theory of Human Rights</i>. New York: Cambridge University Press</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>Reference: [11] United Nation. 2006. <i>The Core International Human Rights Treaties</i>. New York: Office of the UN's High Commissioner for Human Rights.</p> <hr/> <p>Material: International and national instruments on human rights</p> <p>Bibliography: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
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11	Students are able to explain the history of the development of human rights in periods of human rights in the world well	<p>1. Able to describe the history of human rights clearly</p> <p>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 l'homme et du citoyen, Universal Declaration of Human Rights, European Convention, Covenant International appropriately</p>	<p>Criteria: If the answer is correct then the points are 20 (Part of the UAS)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, discussions and questions and answers 4 X 50		<p>Material: History of Human Rights Development Periods of Human Rights Reference: [1] <i>Affandi, Idrus and Karim Suryadi. 2005. Human Rights. Jakarta: Open University Publishing Center</i></p> <hr/> <p>Material: History of Human Rights Development Periods of Human Rights Reference: [4] <i>R Bina HAM. 2004. Monopolitical and Integrative Higher Education Human Rights Curriculum. Jakarta: Department of Justice and Human Rights</i></p> <hr/> <p>Material: History of Human Rights Development Periods of Human Rights Reference: [5] <i>Effendi, Masyhur. 1994. Human Rights in National and International Law, Print I. Jakarta: Ghalia Indonesia.</i></p> <hr/> <p>Material: History of Human Rights Development Periods of Human Rights Reader: <i>Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. Human Rights. Surabaya: Unipress.</i></p>	10%
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12	Students are able to identify various human rights issues in Indonesia	<ol style="list-style-type: none"> 1. Students can explain human rights in the period of the 1945-1949 Constitution 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 	<p>Criteria: Scoring guide for esa</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion, PBL, and case method. Student Assignment: Students work on project assignment 2 which will be submitted at the 16 2 X 50 meeting		<p>Material: History and enforcement of human rights in Indonesia References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <p>-----</p> <p>Material: History and enforcement of human rights in Indonesia Reference: [5] Effendi, Masyhur. 1994. <i>Human Rights in National and International Law, Print I</i>. Jakarta: Ghalia Indonesia.</p> <p>-----</p> <p>Material: History and enforcement of human rights in Indonesia Reference: [7] Muladi. 2009. <i>Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society</i>; PT RefikaAditama.</p> <p>-----</p> <p>Material: History and enforcement of human rights in Indonesia Reader: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	10%
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13	Students are able to analyze human rights issues in Indonesia well	<p>1. Students can analyze cases of human rights violations in the family well</p> <p>2. Students can analyze cases of human rights violations in society clearly</p> <p>3. Able to properly analyze cases of violations committed by the state against citizens</p>	<p>Criteria: If the answer is correct you will get 20 points (part of the UAS)</p> <p>Form of Assessment : Portfolio Assessment</p>	Discussion, PBL, Discovery 2 X 50		<p>Material: Various human rights issues in Indonesia</p> <p>References: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Various human rights issues in Indonesia</p> <p>Reference: [3] Christie, Kenneth and Denny Roy. 2001. <i>The Politics of Human Rights in East Asia</i>. London. Pluto Press</p> <hr/> <p>Material: Various human rights issues in Indonesia</p> <p>Reference: [5] Effendi, Masyhur. 1994. <i>Human Rights in National and International Law, Print I</i>. Jakarta: Ghalia Indonesia.</p> <hr/> <p>Material: Various human rights issues in Indonesia</p> <p>Reference: [7] Muladi. 2009. <i>Human Rights; The essence, concepts and implications from the perspective of Indonesian law and society</i>; PT RefikaAditama.</p> <hr/> <p>Material: Various human rights issues in Indonesia</p> <p>Reader: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
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14	Students are able to identify the role and function of Conventions well	<ol style="list-style-type: none"> 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 	<p>Criteria: If the answer is correct, you will get 15 points (this is part of the UAS)</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, PjBL, and Discovery 4 X 50		<p>Material: Role and function of Conventions Literature: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Role and function of Conventions References: [9] Unicef. 2004. <i>I am a child of the world; Children's Rights for Children</i>. Jakarta: Aulia Unicef Foundation. 2004. <i>Medan Declaration to Combat Trafficking of Children for Sexual Purposes in Southeast Asia</i>. Medan-Indonesia: PT. Graphic Image</p> <hr/> <p>Material: Role and function of Conventions Library: [10] Unesco. Unicef, Government of the Republic of Indonesia. 2003. <i>Creating a Community that Cares about Children's Education</i>. Pratama Graphic Image</p> <hr/> <p>Material: Role and function of Conventions Library: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
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15	Students are able to identify the role and function of Conventions well	<ol style="list-style-type: none"> 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 	<p>Criteria: If the answer is correct, you will get 15 points (this is part of the UAS)</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 4 X 50		<p>Material: Role and function of Conventions Literature: [1] Affandi, Idrus and Karim Suryadi. 2005. <i>Human Rights</i>. Jakarta: Open University Publishing Center</p> <hr/> <p>Material: Role and function of Conventions References: [9] Unicef. 2004. <i>I am a child of the world; Children's Rights for Children</i>. Jakarta: Aulia Unicef Foundation. 2004. <i>Medan Declaration to Combat Trafficking of Children for Sexual Purposes in Southeast Asia</i>. Medan-Indonesia: PT. Graphic Image</p> <hr/> <p>Material: Role and function of Conventions Library: [10] Unesco. Unicef, <i>Government of the Republic of Indonesia</i>. 2003. <i>Creating a Community that Cares about Children's Education</i>. Pratama Graphic Image</p> <hr/> <p>Material: Role and function of Conventions Library: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	5%
16	UAS	UAS	<p>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</p> <p>Form of Assessment : Test</p>			<p>Material: All material from meetings 1-15 Readers: Setyowati, Rr Nanik and Siti Maizul Habibah. 2016. <i>Human Rights</i>. Surabaya: Unipress.</p>	10%

Evaluation Percentage Recap: Project Based Learning

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