



**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
Agrarian Reform	7420102280	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Tamsil, S.H., M.H.; Astrid Amidiaputri Hasyati, SH., M.Kn.	Vita Mahardhika, S.H., M.H.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
PLO-7	Able to collaborate in mapping and making decisions accurately, scientifically, independently, with integrity and responsibility in the field of sports law in particular and legal cases in general;																																																																	
PLO-10	Able to understand the basics of legal science																																																																	
PLO-21	Internalize academic values, norms and ethics with a spirit of independence, struggle and entrepreneurship																																																																	
Program Objectives (PO)																																																																		
PO - 1	After studying this course, students are able to understand the concept and philosophy of Agrarian Reform, analyze Agrarian Reform policies, evaluate Agrarian Reform Policies in Indonesia																																																																	
PLO-PO Matrix																																																																		
	<table border="1" style="margin: auto;"> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-10</th> <th>PLO-21</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-7	PLO-10	PLO-21	PO-1																																																									
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PO-1																																																																		
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																		
PO-1																																																																		

Short Course Description	courses study the concept and philosophy of Agrarian Reform, analyze Agrarian Reform policies, evaluate Agrarian Reform Policies in Indonesia
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References	Main :
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1. Ahmad Sodiki, Politik Hukum Agraria, Konpress, Jakarta, 2012.
2. Adrian Sutedi, Politik dan Kebijakan Hukum Pertanahan, Cipta Jaya, Jakarta, 2006.
3. AP. Parlindungan, Aneka Hukum Agraria, Alumni, Bandung, 1983.
4., Komentor atas Undang-Undang Pokok Agraria, Mandar Maju, Bandung, 1991.
5. Arie S. Hutagalung, Tebaran Pemikiran Seputar Masalah Hukum Tanah, Lembaga Pemberdayaan Hukum Indonesia, Jakarta, 2005.
6.dan Markus Gunawan, Kewenangan Pemerintah di Bidang Pertanahan, Rajawali Press, 2008.
7. Boedi Harsono, Hukum Agraria Indonesia, Sejarah Pembentukan UUPA Isi dan Pelaksanaannya, Jilid 1 Hukum Tanah Nasional, Djambatan, Jakarta, 2005.
8., Hukum Agraria Indonesia, Sejarah Pembentukan Undang-Undang Pokok Agraria Isi dan Pelaksanaannya, Jilid 1 Hukum Tanah Nasional, Djambatan, Jakarta, 1999.
9. Firman Muntaqo, Harmonisasi Hukum Investasi di Bidang Perkebunan, Usulan Penelitian Disertasi, Universitas Diponegoro, Semarang, 2006.
10. Geoff Forrester (ed.), Indonesia Pasca Soeharto, Tajidu Press, Yogyakarta, 2002.
11. Herman Haeruman, Suatu Pemikiran dalam Reformasi Sistem Agraria, Membentuk Sisrem Pertahanan Positif Yang Lebih Efektif Untuk Kesejahteraan Masyarakat, Opening Remarks International Conference on Land Policy Reform, Jakarta, Bappenas RI, 26 Juli 2000.
12. Ida Nurlinda, Prinsip-Prinsip Pembaruan Agraria: Perspektif Hukum, Rajawali Press, Jakarta, 2009.
13. Iman Soetikojo, Hukum Politik dan Agraria, Departemen Pendidikan Kebudayaan Universitas Terbuka. 1988.
14., Politik Agraria UUPA, Universitas Gadjah Mada Press. 1985.
15., Proses Terjadinya UUPA, Universitas Gadjah Mada Press. 1987.
16., Politik Agraria Nasional, Gajah Mada University Press, Yogyakarta, 1994.
17., Proses Terjadinya UUPA, Peran serta Seksi Agraria Universitas Gadjah Mada, Gajah Mada University Press, Yogyakarta, 1987.

Supporters:

Supporting lecturer

Tamsil, S.H., M.H.
Astrid Amidiaputri Hasyiyati, SH., M.Kn.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	Students are able to explain and understand the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	<p>Criteria:</p> <p>1.OK, if you can answer all the questions correctly</p> <p>2.enough, if you are able to answer most of the questions correctly</p> <p>3.less, if you are able to answer a small part of the questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	face to face discussion assignment 2 X 50		<p>Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, conflict and agrarian struggle</p> <p>References:</p> <p>..... <i>Comments on the Basic Agrarian Law, Mandar Maju, Bandung, 1991.</i></p>	5%
2	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	Students are able to explain and understand the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	<p>Criteria:</p> <p>1.OK, if you can answer all the questions correctly</p> <p>2.enough, if you are able to answer most of the questions correctly</p> <p>3.less if you are able to answer a small part of the questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	face to face assignment discussion 2 X 50		<p>Material: Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle.</p> <p>Reference: <i>Arie S. Hutagalung, Spread of Thoughts Regarding Land Law Issues, Indonesian Legal Empowerment Institute, Jakarta, 2005.</i></p>	5%

3	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	Students are able to explain and understand the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.enough, if you are able to answer most of the questions correctly 3.less, if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	face to face assignment discussion 2 X 50		<p>Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, agrarian conflict and struggle.</p> <p>Literature:, <i>Indonesian Agrarian Law, History of Formation Basic Agrarian Law Content and Implementation, Volume 1 National Land Law, Djangkat, Jakarta, 1999.</i></p>	5%
4	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	Students are able to explain and understand the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	face to face assignment discussion 2 X 50		<p>Material: Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, agrarian conflict and struggle.</p> <p>Reader: <i>Ida Nurlinda, Principles of Agrarian Reform: Legal Perspective, Rajawali Press, Jakarta, 2009.</i></p>	5%
5	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	Students are able to explain and understand the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	face to face assignment discussion 2 X 50		<p>Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, agrarian conflict and struggle.</p> <p>Literature:, <i>Indonesian Agrarian Law, History of Formation Basic Agrarian Law Content and Implementation, Volume 1 National Land Law, Djangkat, Jakarta, 1999.</i></p>	5%

6	Able to identify policies and implementation of agrarian reform	Students are able to identify policies and implementation of agrarian reform	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	face to face assignment discussion 2 X 50		<p>Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, agrarian conflict and struggle.</p> <p>Reference: <i>Herman Haeruman, A Thought on Agrarian System Reform, Forming a More Effective Positive Defense System for Community Welfare, Opening Remarks International Conference on Land Policy Reform , Jakarta, Bappenas RI, 26 July 2000.</i></p>	5%
7	Able to identify policies and implementation of agrarian reform	Students are able to identify policies and implementation of agrarian reform	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	face to face assignment discussion 2 X 50		<p>Material: Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle.</p> <p>References: <i>Iman Soetikajo, Political and Agrarian Law, Department of Cultural Education, Open University. 1988.</i></p>	5%
8	UTS	<ol style="list-style-type: none"> 1.Good 2.Enough 3.Not enough 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Test</p>	UTS 2 X 50		<p>Material: UTS Library:</p>	15%

9	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	Criteria: 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly Form of Assessment : Participatory Activities	Project Based Learning		Material: Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, agrarian conflict and struggle. Literature: <i>Agrarian Politics UUPA, Gadjah Mada University Press. 1985.</i>	5%
10	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	Criteria: 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning		Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, agrarian conflict and struggle. Reference: <i>Herman Haeruman, A Thought on Agrarian System Reform, Forming a More Effective Positive Defense System for Community Welfare, Opening Remarks International Conference on Land Policy Reform , Jakarta, Bappenas RI, 26 July 2000.</i>	5%
11	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	Criteria: 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly Form of Assessment : Participatory Activities	Project Based Learning		Material: Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, agrarian conflict and struggle. Reader: <i>Ida Nurlinda, Principles of Agrarian Reform: Legal Perspective, Rajawali Press, Jakarta, 2009.</i>	5%

12	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Project Based Learning		<p>Material: Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle. Reference: <i>Arie S. Hutagalung, Spread of Thoughts Regarding Land Law Issues, Indonesian Legal Empowerment Institute, Jakarta, 2005.</i></p>	5%
13	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Project Based Learning		<p>Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, conflict and agrarian struggle References: <i>Process of UUPA , Gadjah Mada University Press. 1987.</i></p>	5%
14	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Project Based Learning		<p>Material: Able to explain the concept, philosophy and policy of agrarian reform, structural inequality, conflict and agrarian struggle References: <i>Process of UUPA , Gadjah Mada University Press. 1987.</i></p>	5%
15	Able to explain the concepts, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle	1.Good 2.Enough 3.Not enough	<p>Criteria:</p> <ol style="list-style-type: none"> 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly <p>Form of Assessment : Participatory Activities</p>	Project Based Learning		<p>Material: Able to explain the concept, philosophy and policies of agrarian reform, structural inequality, conflict and agrarian struggle. Reference: <i>Boedi Harsono, Indonesian Agrarian Law, History of the Formation of UUPA Content and Implementation, Volume 1 National Land Law, Djangkat, Jakarta, 2005.</i></p>	5%

16	UAS	1.Good 2.Enough 3.Not enough	Criteria: 1.OK, if you can answer all the questions correctly 2.It is enough if you are able to answer most of the questions correctly 3.less if you are able to answer a small part of the questions correctly Form of Assessment : Test	UAS		Material: USS Library:	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Test	30%
		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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.