



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of Laws Study Program

Document Code

SEMESTER LEARNING PLAN

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|---|--|--|-----------------------------------|-----|-----------|----------------------------------|-------------------------|------|--------|----|----|----|----|----|------|----|--|--|--|--|--|------|--|---|---|---|---|---|------|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State Science | 7420102125 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 1 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dr. Hananto Widodo, S.H., M.H | | Dr. Hananto Widodo, S.H., M.H | | | Vita Mahardhika, S.H., M.H. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-20 | Act as a citizen who is proud and loves the country by obeying the law and being disciplined in social and state life; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Master and understand theories related to state science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Make strategic decisions related to State Science to resolve cases related to State Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Have a responsible attitude in applying appropriate legal material, namely State Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-20</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | | | P.O | PLO-20 | | | | | | PO-1 | | | | | | | PO-2 | | | | | | | PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | PLO-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> <tr> <td>PO-2</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> <tr> <td>PO-3</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 | | | | | | | | | | | | | | | | | PO-2 | | | | | | | | | | | | | | | | | PO-3 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Able to understand and explain the meaning of state science, the origins of the state, the form of the state, the structure of the state and democracy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Ni'matul Huda, Ilmu Negara, 2012 2. Soehino, Ilmu Negara, 2007 3. Morrisan, Hukum Tata Negara, 2005 4. Bernard L Tanya, Ilmu Negara, 2005 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <ol style="list-style-type: none"> 1. Robert A. Dahl, On Democracy, 2015. 2. Yudi Latif, Negara Paripurna, 2015. 3. C. F. Strong, Konstitusi-Konstitusi Politik Modern: Studi Perbandingan Tentang Sejarah Dan Bentuk, 2018. | | | | | | |
|----------------------------|---|---|---|--|-------------------|--|-----------------------|
| Supporting lecturer | Dr. Sulaksono, S.H., M.H. Dr. Bachrul Amiq, S.H., M.H. Dr. Hananto Widodo, S.H., M.H. Irfan Ronaboyd, S.H., M.H. Intan Lovisonnya, SH.,MH. | | | | | | |
| 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 | Explain the meaning of state science and the relationship between state science and political science and constitutional law | Explain the meaning of state. Explain the relationship between state science and political science. Explain the relationship between state science and constitutional law | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures and questions and answers 2 X 50 | | Material: a. Explain the meaning of state b. Explain the relationship between state science and political science c. Explaining the relationship between state science and constitutional law Reference: <i>Ni'matul Huda, State Science, 2012</i> Material: a. Explain the meaning of state b. Explain the relationship between state science and political science c. Explaining the relationship between state science and constitutional law Reference: <i>Ni'matul Huda, State Science, 2012</i> | 10% |

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| 2 | Explain the meaning of state science and the relationship between state science and political science and constitutional law | Explain the meaning of state. Explain the relationship between state science and political science. Explain the relationship between state science and constitutional law | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures and questions and answers 2 X 50 | | Material: a. Explain the meaning of state b. Explain the relationship between state science and political science c. Explaining the relationship between state science and constitutional law. Reference: <i>Bernard L Tanya, State Science, 2005</i> Material: Explaining the relationship between state science and constitutional law Reference: <i>Morrisan, Constitutional Law, 2005</i> | 0% |
| 3 | Be able to explain the elements of the state | Explaining declarative theory Explaining constitutive theory | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Explaining declarative theory Explaining constitutive theory Reference: <i>Ni'matul Huda, State Science, 2012</i> Material: Explaining declarative theory Explaining constitutive theory Reference: <i>Soehino, State Science, 2007</i> | 10% |

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| 4 | Be able to explain the elements of the state | Explaining declarative theory Explaining constitutive theory | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Explaining declarative theory Explaining constitutive theory Reference: <i>Bernard L Tanya, State Science, 2005</i> Material: Explaining declarative theory Explaining constitutive theory Reference: <i>Yudi Latif, Negara Plenary, 2015.</i> | 0% |
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| 5 | Discuss the theory of the origin of the state | Discuss the covenant of society according to Thomas Hobbes Discuss the covenant of society according to John Locke Discuss the covenant of society according to JJ Rousseau | Criteria: 1. Good 2. Currently 3. Active Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Discussing the community agreement according to Thomas Hobbes Discussing the community agreement according to John Locke Discussing the community agreement according to JJ Rousseau Library: <i>Bernard L Tanya, State Science, 2005</i> <hr/> Material: Discussing the community agreement according to Thomas Hobbes Discussing the community agreement according to John Locke Discussing the community agreement according to JJ Rousseau Library: <i>Soehino, Ilmu Negara, 2007</i> <hr/> Material: Discussing the community agreement according to Thomas Hobbes, Discussing the community agreement according to John Locke, Discussing the community agreement according to JJ Rousseau Library: <i>Ni'matul Huda, State Science, 2012</i> | 10% |
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| 6 | Discuss the theory of the origin of the state | Discuss the covenant of society according to Thomas Hobbes Discuss the covenant of society according to John Locke Discuss the covenant of society according to JJ Rousseau | Criteria: 1. Good 2. Currently 3. Active Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Discussing the community agreement according to Thomas Hobbes Discussing the community agreement according to John Locke Discussing the community agreement according to JJ Rousseau Library: <i>Soehino, Ilmu Negara, 2007</i> <hr/> Material: Discussing the community agreement according to Thomas Hobbes Discussing the community agreement according to John Locke Discussing the community agreement according to JJ Rousseau Reference: <i>Yudi Latif, Negara Plenary, 2015.</i> | 0% |
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| 7 | Discuss the theory of the origin of the state | Discuss the covenant of society according to Thomas Hobbes Discuss the covenant of society according to John Locke Discuss the covenant of society according to JJ Rousseau | Criteria: 1. Good 2. Currently 3. Active Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Discussing the community agreement according to Thomas Hobbes Discussing the community agreement according to John Locke Discussing the community agreement according to JJ Rousseau Library: <i>Soehino, Ilmu Negara, 2007</i> Material: Discussing the community agreement according to Thomas Hobbes Discussing the community agreement according to John Locke Discussing the community agreement according to JJ Rousseau Reference: <i>Yudi Latif, Negara Plenary, 2015.</i> | 0% |
| 8 | Able to do UTS questions | Doing UTS questions | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Test | Take Home Exam 2 X 50 | | Material: Mid-Semester Exam Reference: <i>Soehino, State Science, 2007</i> | 15% |
| 9 | Able to understand and explain the form of the country and the structure of the country | Explaining the form of the country Explaining the structure of the country | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures, Discussions, Questions and Answers 2 X 50 | | Material: Explaining the form of the state Explaining the structure of the state Reference: <i>Ni'matul Huda, State Science, 2012</i> Material: Explaining the form of the state Explaining the structure of the state Reference: <i>Soehino, State Science, 2007</i> | 10% |

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| 10 | Able to understand and explain the form of the country and the structure of the country | Explaining the form of the country Explaining the structure of the country | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures, Discussions, Questions and Answers 2 X 50 | | Material: Explaining the form of the state Explaining the structure of the state Reference: <i>Ni'matul Huda, State Science, 2012</i> Material: Explaining the form of the state Explaining the structure of the state Reference: <i>Soehino, State Science, 2007</i> | 0% |
| 11 | Able to understand and explain the appropriate state structure in Indonesia | Discuss the appropriate state structure in Indonesia | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Able to understand and explain the appropriate state structure in Indonesia. Reference: <i>Yudi Latif, Plenary Country, 2015.</i> Material: Able to understand and explain the appropriate state structure in Indonesia. Reference: <i>CF Strong, Modern Political Constitutions: Comparative Study of History and Form, 2018.</i> | 10% |
| 12 | Able to understand and explain currents in state science | Explaining the flow of state according to Ancient Greek philosophers Explaining the flow of state according to Thomas Aquinas Explaining the flow of state according to Hegel Explaining the flow of state according to Karl Marx | Criteria: 1. Good 2. Currently 3. Not enough Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Able to understand and explain currents in state science Reference: <i>Soehino, State Science, 2007</i> Material: Able to understand and explain currents in state science Reference: <i>Bernard L Tanya, State Science, 2005</i> | 5% |

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| 13 | Able to understand and explain currents in state science | Explaining the flow of state according to Ancient Greek philosophers Explaining the flow of state according to Thomas Aquinas Explaining the flow of state according to Hegel Explaining the flow of state according to Karl Marx | Criteria: 1.Good 2.Currently 3.Not enough Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Able to understand and explain currents in state science Reference: <i>Soehino, State Science, 2007</i> Material: Able to understand and explain currents in state science Reference: <i>Bernard L Tanya, State Science, 2005</i> | 5% |
| 14 | Able to understand and explain currents in state science | Explaining the flow of state according to Ancient Greek philosophers Explaining the flow of state according to Thomas Aquinas Explaining the flow of state according to Hegel Explaining the flow of state according to Karl Marx | Criteria: 1.Good 2.Currently 3.Not enough Form of Assessment : Participatory Activities | Lectures and Discussions 2 X 50 | | Material: Able to understand and explain currents in state science Reference: <i>Soehino, State Science, 2007</i> Material: Able to understand and explain currents in state science Reference: <i>Bernard L Tanya, State Science, 2005</i> | 5% |
| 15 | Able to understand and explain democratic theory | Explain the theory of democracy adopted by western countries. Explain the theory of democracy adopted by developing countries | Criteria: 1.Good 2.Currently 3.Not enough Form of Assessment : Participatory Activities | Lectures and Questions and Answers 2 X 50 | | Material: Able to understand and explain democratic theory Reference: <i>Ni'matul Huda, State Science, 2012</i> Material: Able to understand and explain democratic theory. Reference: <i>Robert A. Dahl, On Democracy, 2015.</i> | 10% |
| 16 | Able to do UAS questions | Answering UAS questions | Criteria: 1.Good 2.Currently 3.Not enough Form of Assessment : Test | UAS scheduled 2 X 50 | | Material: Final Semester Exam Reader: <i>Ni'matul Huda, State Science, 2012</i> | 10% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 75% |

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| 2. | Test | 25% |
| | | 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.