



Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Business Education Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Human Resource Management	8721103093		T=3	P=0	ECTS=4.77	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Septyan Budy Cahya, S.Pd., M.Pd	Novi Marlana, S.Pd., M.Si	Dr. Tri Sudarwanto, S.Pd., MSM.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned															
	PLO-6	Able to apply the values, norms and professional ethics of Business educators															
	PLO-12	Able to make appropriate decisions to solve problems in the educational and scientific fields in Business and Marketing based on information and data analysis by utilizing technology and information															
	Program Objectives (PO)																
	PO - 1	Able to study the theory and substance of HR management appropriately															
	PO - 2	Able to study HR management activities in an organization clearly															
	PO - 3	Able to have a responsible, creative and innovative attitude in discussing human resource management activities and events both individually and in group activities and discussions in class															
	PLO-PO Matrix																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-6</th> <th>PLO-12</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-3	PLO-6	PLO-12	PO-1	✓			PO-2		✓		PO-3		
P.O	PLO-3	PLO-6	PLO-12														
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> <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 style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</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			✓				✓					✓			✓	
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PO-3			✓				✓					✓			✓																																																																						

Short Course Description	This course contains a discussion of the concepts and activities carried out in the field of Human Resources Management as well as their implementation in the world of Business and Marketing education, especially as preparation for entering the world of work, namely as a Marketing Business teacher in vocational schools, and also as preparation for entrepreneurship. The lecture content discusses understanding the concept of HRM, challenges of HR management, HRM activities starting from job analysis, HR planning to HR audits. Learning is carried out through presentations, discussions and reflections through case study or problem based learning models
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References	Main :
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1. 1. Greenberg, Jerald and Baron, Robert A. 2003. Behavior In Organizations. New Jersey: Prentice-Hall, Inc.
2. 2. Mick Marchington, Adrian Wilkinson, Rory Donnelly, Anastasia Kynighou. 2020. Human Resource Management at Work: The Definitive Guide. Seventh Edition. Kogan Page
3. 3. Paritosh Mishra, Balvinder Shukla, R Sujatha. 2021. Human Resource Management and the Implementation of Change. Routledge
4. 4. Shaun Tyson. 2012. Essentials of Human Resource Management. Routledge
5. 5. Werner, J. M. 2021. Human Resource Development: Talent Development. Cengage Learning.

Supporters:

1. 1. Mathis, Robert L., and Jackson, John H. 2000. Personnel/Human Resource Management. St Paul: West Publishing Company
2. 2. Nankervis, Alan R., Compton, Robert L., Mc Carthy, Terence E. 1996. Strategic Human Resource Management. Melbourne: International Thomas Publishing Company.
3. 3. Soetjpto, Budi W., et al. 2002. Paradigma Baru MSDM. Jakarta: Amara Books
4. 4. Noe, Raymond A. 2017. Pelatihan dan pengembangan karyawan- Edisi ketujuh. Amerika Serikat : McGraw-Hill.
5. 5. Pucik, Vladimir. dkk. 2017. Tantangan Global: Manajemen Sumber Daya Manusia Internasional - Edisi Ketiga. Chicago: Chicago Business Press.
6. 6. Das, P. K., Chhetri, M., & Tamang, M. R. 2021. Compensation Management. Ashok Yakkaldevi.
7. 7. Greer, C. R. 2021. Strategic human resource management. Pearson Custom Publishing.
8. 8. Rees, G., & Smith, P. (Eds.). 2021. Strategic human resource management: An international perspective. Sage.

Supporting lecturer

Novi Marlana, S.Pd., M.Si.
 Septyan Budy Cahya, S.Pd., M.Pd.

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		1.1. Examining the evolution of HRM 2.2. Review HRM activities 3.3. Summarize the meaning of HRM 4.4. Analyze the importance of HRM	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Lecture: 1. Lecture 2. Discussion 3. PBL 4. Assignment-1: Analyze the importance of HRM (3x50')	Elearning: 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-1: Analyze the importance of HRM (3x50')		10%
2		1. Analyze HR challenges based on the internal environment 2. Analyze HR challenges based on the external environment	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Tests	Lecture: 1. Lecture 2. Discussion 3. Case study 4. Assignment-2: Analyze current and future HR challenges (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-2: Analyze current and future HR challenges (3x50')		10%
3		1. Explain the meaning of job analysis 2. Explain the benefits of job analysis 3. Details the steps in job analysis 4. Describe job analysis techniques 5. Analyze the results of job analysis		Lecture: 1. Lecture 2. Discussion 3. PBL 4. Assignment-3: Carry out job analysis results (3x50')	Elearning: 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-3: Carry out job analysis results (3x50')		10%

4	Able to review HR planning	<ol style="list-style-type: none"> 1.Explain the meaning of HR planning 2.Explain the benefits of HR planning 3.Identifying the HR planning process 4.Formulate HR needs forecasting 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. PBL 4. Assignment-4: Conduct analysis related to forecasting HR needs (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-4: Conduct analysis related to forecasting HR needs 		10%
5	Able to analyze the HR recruitment and selection process	<ol style="list-style-type: none"> 1.Describe the objectives of HR recruitment 2.Identify the principles of HR recruitment 3.Describes the HR recruitment process 4.Categorize HR recruitment sources 5.Explain the benefits of HR selection 6.Identify the steps in the HR selection process 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. PBL 4. Task-5: Conduct analysis related to HR recruitment and selection activities (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-5: Conduct analysis related to HR recruitment and selection activities (3x50') 		0%
6		<ol style="list-style-type: none"> 1.Explain the meaning of HR orientation 2.Explain the benefits of HR orientation 3.Describes the material or topics of the HR orientation program 4.Describes decisions regarding HR placement 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Case study 4. Task-6: Conduct analysis related to HR orientation and placement activities (3x50') 	<p>E-Learning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, case study 2. Method: Lecture, discussion 3. Media: Google classroom and Whatsapp group. 6. Task-6: Conduct analysis related to HR orientation and placement activities (3x50') 		10%
7		<ol style="list-style-type: none"> 1.Explain the meaning and importance of HR training and development 2.Explain the benefits of HR training and development 3.Explains HR training and development methods 4.Analyze issues related to HR training and development 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. PBL 4. Task-7: Conduct analysis related to HR orientation and placement activities (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-7: Conduct analysis related to HR orientation and placement activities (3x50') 		0%
8							0%

9	Able to explain HR performance assessment	<ol style="list-style-type: none"> 1.Explains HR performance assessment 2.Explain the benefits of HR performance assessment 3.Identify HR performance assessment steps 4.Detailing HR performance assessment methods 5.5 Describe the evaluation of HR performance assessments 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Case study 4. Task-8: Conduct a discussion on the implementation of HR performance assessment (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task-8: Conduct discussions on the implementation of HR performance assessment (3x50') 		0%
10	Able to study HR career planning and development	<ol style="list-style-type: none"> 1.Explain the concept of HR career planning and development 2.Describes the benefits of HR career planning and development 3.Identify the HR career planning and development process 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. PBL 4. Assignment-9: Analyze HR career planning and development (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-9: Analyze HR career planning and development (3x50') 		10%
11	Able to review HR compensation	<ol style="list-style-type: none"> 1.Explain the meaning of compensation 2.Classify the types of compensation 3.Describes the principles of compensation 4.Analyze compensation methods and systems 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. PBL 4. Assignment-10: Analyze compensation calculations (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-10: Analyze compensation calculations (3x50') 		10%
12	Able to study K3 (occupational safety and health)	<ol style="list-style-type: none"> 1.Explain the meaning of K3 2.Classifying forms of K3 in companies 3.Describes K3 responsibilities in the company 4.Analyze K3 practices in the company 5.Describe K3 training in the company 	<p>Criteria: Assessment rubric</p>	<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Case study 4. Assignment-11: Analyze accident and health problems in the workplace (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-11: Analyze accident and health problems in the workplace (3x50') 		10%

13	Able to study employee/internal relations	<ol style="list-style-type: none"> 1.Explain the concept of job satisfaction 2.Classify the factors that influence job satisfaction 3.Explain the process for handling employee complaints 4.Explain the differences between employee discipline and discipline 5.Analyze the disciplinary action process 6.Explain the meaning of termination of employment 7.Explain the reasons for termination of employment 8.Analyze employee rights on layoff 		<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Case study 4. Assignment-12: Conduct an analysis related to the rights of laid-off employees (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task-12: Conduct an analysis related to the rights of laid-off employees (3x50') 		10%
14	Able to study industrial relations	<ol style="list-style-type: none"> 1.Examining the concept of industrial relations, employers' organizations and workers' organizations 2.Describes activities related to work unions, preparation of company regulations (PP) and work agreements (PK) 3.Describe methods of communication with workers/laborers 4.Analyze ways to handle labor strikes 	Criteria: Assessment rubric	<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. case study 4. Assignment-13: Conduct discussions in preparing PP and PK (3x50') 	<p>E-Learning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-13: Conduct discussions in preparing PP and PK (3x50') 		10%
15	Able to review HR audits	<ol style="list-style-type: none"> 1.Explain the meaning of HR audit 2.Explain the benefits of HR audits 3.Describes the HR audit process 4.Prepare HR audit reports 	Criteria: Assessment rubric	<p>Lecture:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. PBL 4. Task-14: Prepare HR audit activity reports (3x50') 	<p>Elearning:</p> <ol style="list-style-type: none"> 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-14: Conduct analysis related to HR orientation and placement activities (3x50') 		10%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Test	5%
		20%

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.