



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Bachelor of State Administration Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>										
Bureaucracy	6320102019		T=2	P=0	ECTS=3.18	3	July 18, 2024										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>											
	.....		.....			Eva Hany Fanida, S.AP., M.AP.											
<b>Learning model</b>	Case Studies																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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
<b>Short Course Description</b>	The Bureaucracy course, in general, helps students understand bureaucracy with a variety of learning strategies, both through lectures and case discussions. In this course, students will receive lecture material that includes: conceptualization of bureaucracy, theoretical perspectives that develop in the study of bureaucracy. In particular, students are invited to understand one of the schools of bureaucracy that is most widely adhered to, namely Weber's ideal principles of bureaucracy. Furthermore, students are facilitated to understand the history, development and dichotomous debate between politics and bureaucracy in Indonesia and its implications for the practice of bureaucratic pathology in Indonesia by discussing several cases. In the final part, students learn to understand and discuss the concept of a bureaucratic environment which includes the reciprocity between the development of bureaucracy and politics, bureaucracy and democracy, bureaucracy and the development of the market economy and globalization, bureaucracy and regional autonomy, bureaucratic reform, the development of new paradigms (new governance and new public management).																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Dwiyanto, Agus.2012. Reformasi Birokrasi Publik di Indonesia. Gadjamada University Yogyakarta</li> <li>2. Efendi, Taufiq.2013. Reformasi Birokrasi dan Iklim Investasi.Konstitusi Press Jakarta</li> <li>3. Istianto, Bambang, 2013. Demokratisasi birokrasi, rajawali Press Jakarta</li> <li>4. Nugroho, Riant, 2013. Change Management Untuk Birokrasi. Elexmedia Komputindo Suarabaya</li> <li>5. Setiyono, Budi. 2012. Birokrasi dalam Perspektif Politik dan Administrasi. Nuansa Jakarta</li> <li>6. Thoha, Miftah, 2012. Birokrasi Pemerintah dan Kekuasaan di Indonesia. Matapena Institue &amp; Thafa Media Jakarta</li> <li>7. . B. Guy, et.al.2013. Representative Bureaucracy in Action, Edward Elgar Publishing London,UK</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Galih Wahyu Pradana, S.A.P., M.Si. Deby Febriyan Eprilianto, S.Sos., MPA.																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)										

1	Students understand the basic concepts and theories of bureaucracy. Students are able to explain the character of bureaucracy	<ol style="list-style-type: none"> <li>1. Have the ability to understand the concept of bureaucracy (understanding, theory, flow of bureaucratic approaches)</li> <li>2. Be able to describe the history of bureaucratic development</li> <li>3. Explain the characteristics of bureaucracy</li> </ol>	<b>Criteria:</b> Assess understanding of the flow and basic theories of bureaucracy	Pulpit lectures and discussions 2 X 50			0%
2	Students are able to understand the model and function of bureaucracy. Students are able to explain the role and position of bureaucracy in the State	a) Understand the functions and models of bureaucracy b) Be able to explain the position, role and function of bureaucracy in the country	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Essay Questions:</li> <li>2. Question No. 1 has a value weight of 15. Question No. 2 has a value weight of 25. Portfolio Performance:</li> <li>3. depth of understanding of the material and mastery of argumentation in explaining the focus of the study</li> </ol>	Pulpit lecture and literature review 2 X 50			0%
3	Students are able to explain the levels of bureaucracy. Students are able to explain the relationship between political influence on bureaucracy	<ol style="list-style-type: none"> <li>1. Understand the concept of bureaucratic levels in government</li> <li>2. Explain the concept of the relationship and influence of political bureaucracy and service bureaucracy</li> </ol>	<b>Criteria:</b> Assess understanding of the concept of bureaucracy at the government level	Pulpit lectures and discussions 2 X 50			0%
4	Students are able to explain the relationship and influence of politics on bureaucracy in Indonesia	Analyzing the relationship between bureaucratic levels/characters on aspects of politics, service and policy making	<b>Criteria:</b> Value weight: 10 - 20: ability to explain the level and characteristics of bureaucracy. Value weight 30 - 50: ability to explain the relationship between levels/characteristics of bureaucracy to complex political, social and policy-making aspects	pulpit lecture and case study analysis 2 X 50			0%
5	Students are able to explain the concept and principles of Weber's rational bureaucracy. Students are able to provide an assessment (weaknesses and criticism) of Weber's concept of bureaucracy	<ol style="list-style-type: none"> <li>1. Understand Weber's concepts and principles of bureaucracy</li> <li>2. Provides an analysis of the weaknesses and strengths of the Weber bureaucracy</li> </ol>	<b>Criteria:</b> Ability to explain rationally and theoretically the strengths and weaknesses of Max Weber's bureaucracy	<ol style="list-style-type: none"> <li>1) Max Weber's concept and principles of ideal bureaucracy</li> <li>2) The concept of legal authority as the basis of Rational bureaucracy</li> <li>3) Some weaknesses and criticism of Weber's theory</li> </ol> 2 X 50			0%
6	Students are able to understand the concept of pathology, maladministration in bureaucracy. Students are able to identify the classification of bureaucratic pathology	a) Understand the concept of bureaucratic pathology b) Identify types, characteristics and groups of bureaucratic pathology	<b>Criteria:</b> Assess understanding of the concepts of pathology and maladministration in government	pulpit lectures and discussions 2 X 50			0%

7	Students are able to explain the causes, impacts and solutions of pathological practices in the state government bureaucracy	<ol style="list-style-type: none"> <li>1.Explain the meaning, causes, impacts and solutions of pathological bureaucratic practices in government</li> <li>2.Analyzing the causes of bureaucratic pathology</li> <li>3.Describe solutions to pathological bureaucratic practices in government</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Identify bureaucratic pathological practices around you (value weight 15)</li> <li>2.Explain your analysis regarding this pathology (value weight: 25)</li> <li>3.Give a solution from the pathology practice (weighted value 20)</li> </ol>	case studies of various cases of bureaucratic pathology 2 X 50			0%
8	understand the basic concepts of bureaucracy, be able to analyze the weaknesses and strengths of Max Weber's bureaucracy, understand the concepts of administrative problems and bureaucratic pathology, be able to identify and describe cases of bureaucratic pathology	<ol style="list-style-type: none"> <li>1.Students have a complete understanding of the basic concepts of bureaucracy</li> <li>2.Students are able to analyze the weaknesses and strengths of Max Weber's bureaucracy</li> <li>3.Students have an understanding of the concepts of administrative problems and bureaucratic pathology</li> <li>4.Students have the ability to identify and describe solutions to cases of bureaucratic pathology</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Ability to briefly explain the basic concepts of bureaucracy (weight: 15) Ability to describe the role and function of bureaucracy in state organizations (weight: 20) Ability to explain the relationship between bureaucratic levels and political, social aspects and public policy formulation (weight: 25) Explain the following (weight : 35) a. Understanding Bureaucratic Pathology</li> <li>2.b. Classification of Bureaucratic Pathology</li> <li>3.c. The practice of bureaucratic pathology</li> </ol>	2 X 50			0%
9	Students are able to explain the relationship between bureaucracy and its environment. Students are able to power and leadership in bureaucracy	<ol style="list-style-type: none"> <li>1.Explain environmental dynamics in bureaucracy</li> <li>2.Explain the relationship between power and bureaucracy and leadership and bureaucracy</li> </ol>	<b>Criteria:</b> Assess understanding of environmental dynamics in bureaucracy.	Pulpit lecture Questions and Answers Discussion 2 X 50			0%
10	Students are able to explain the history of the development of Indonesian bureaucracy. They are able to explain the differences in character, models and practices of bureaucracy in Indonesia from time to time	<ol style="list-style-type: none"> <li>1.Explain the history of the development of bureaucratic practices in Indonesia</li> <li>2.Analyze the differences in characteristics and practices of bureaucratic models during the old order, new order and reform era</li> </ol>	<b>Criteria:</b> Assess understanding of the history, development and differences in character, models and practices of bureaucracy in Indonesia during the Orla, New Order and Reform eras	Pulpit lecture Questions and Answers Discussion 2 X 50			0%

11	Students are able to explain the history of the development of Indonesian bureaucracy. They are able to explain the differences in character, models and practices of bureaucracy in Indonesia from time to time	1.Explain the history of the development of bureaucratic practices in Indonesia 2.Analyze the differences in characteristics and practices of bureaucratic models during the old order, new order and reform era	<b>Criteria:</b> Assess understanding of the history, development and differences in character, models and practices of bureaucracy in Indonesia during the Orla, New Order and Reform eras	Pulpit lecture Questions and Answers Discussion 2 X 50			0%
12	Students are able to understand the concept of bureaucratic reform. Students are able to explain why it is important to carry out bureaucratic reform	1.understand the concept of bureaucratic reform 2.Explain the reasons for the need for bureaucratic reform	<b>Criteria:</b> Assess understanding of the concept and practice of corruption in government	Lecture Questions and Answers Discussion 2 X 50			0%
13	Students are able to understand the concepts and principles of good governance. Students are able to explain the concept of good governance as a new approach in bureaucracy. Students are able to analyze the application of good governance in bureaucracy.	1.Explain the concept of good governance and relate it to bureaucracy 2.Analyzing the application of good governance principles in bureaucracy	<b>Criteria:</b> Assess understanding of the principles of good governance	Lecture pulpit Question and Answer 2 X 50			0%
14	Students are able to understand the concepts and principles of good governance. Students are able to explain the concept of good governance as a new approach in bureaucracy. Students are able to analyze the application of good governance in bureaucracy.	1.Explain the concept of good governance and relate it to bureaucracy 2.Analyzing the application of good governance principles in bureaucracy	<b>Criteria:</b> Assess understanding of the principles of good governance	Lecture pulpit Question and Answer 2 X 50			0%
15	Students are able to understand the strategic position of bureaucracy in the era of regional autonomy. Students are able to explain the division of authority between the central and regional bureaucracies	1.Explains various changes in power and authority in regional bureaucracy 2.Explain the pattern of division of bureaucratic authority between the central government and regional governments	<b>Criteria:</b> Assess understanding of the new direction of bureaucracy in the region	Pulpit lecture Questions and Answers 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.