



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Public Sector Human Resources Management	6320103055	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	January 30, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dra. Meirinawati, M.AP., Indah Prabawati, S.Sos., M.Si.; Eva Hany Fanida, S.AP., M.AP		Dra. Meirinawati, M.AP			Eva Hany Fanida, S.AP., M.AP.	

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																								
	PLO-5	Able to formulate alternative solutions to administrative problems in public sector organizations.																																																																																																							
	PLO-12	Collaborate and have concern for society and the environment.																																																																																																							
	PLO-15	Able to utilize information technology in managing organizations.																																																																																																							
	Program Objectives (PO)																																																																																																								
	PO - 1	Able to master theoretical concepts of public sector management to realize the values of good governance																																																																																																							
	PO - 2	Able to utilize information technology in organizational management																																																																																																							
	PO - 3	Able to formulate alternative solutions to administrative problems in public sector organizations																																																																																																							
	PO - 4	Collaborate and have concern for society and the environment																																																																																																							
	PLO-PO Matrix																																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-12</th> <th>PLO-15</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	P.O	PLO-5	PLO-12	PLO-15	PO-1				PO-2			✓	PO-3	✓			PO-4		✓																																																																																				
	P.O	PLO-5	PLO-12	PLO-15																																																																																																					
	PO-1																																																																																																								
	PO-2			✓																																																																																																					
	PO-3	✓																																																																																																							
PO-4		✓																																																																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <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> <tr> <td>PO-4</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> </tbody> </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																	PO-4																			
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																																																																																																									

Short Course Description	This course discusses the relationship between public sector organizations and HR, HRM functions, employee planning, recruitment, selection, appointment, placement, development, compensation, discipline, rights and obligations and dismissal of employees.
--------------------------	--

References	Main :
------------	--------

1. Flynn, Norman. 2012. Public Sektor Management. SAGE Publications (Asia Pasific).
2. Dessler, Gary. 2009. Manajemen Sumber Daya Manusia (Jilid 2). Indeks
3. Hardiyansyah. 2012. Sistem Administrasi & Manajemen Sumber Daya Manusia Sektor Publik. Gava Media
3. Harsono. 2011. Sistem Administrasi Kepegawaian. FokusMedia
4. Subekhi, Akhmad. 2012. Pengantar Sumber Daya Manusia. Prestasi Pustaka Publisher
5. Rivai, Veithzal dan Ella Jauvani Sagala. 2010. Manajemen Sumber Daya Manusia untuk Perusahaan: Dari Teori ke Praktik. Jakarta: Rajawali Pers.
6. Sedarmayanti. 2010. Manajemen Sumber Daya Manusia: Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil. Bandung: PT Refika Aditama.
7. Moekijat. 2010. Administrasi Kepegawaian Negara Indonesia. Bandung: CV Mandar Maju.

Supporters:

Supporting lecturer
 Dra. Meirinawati, M.AP.
 Indah Prabawati, S.Sos., M.Si.
 Eva Hany Fanida, S.AP., M.AP.

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	Understand the meaning, objectives and functions of HRM	1.- Explain the meaning of HRM 2.- Explain the importance of HR in organizations 3.- Explain the function of HRM in the organization 4.- Explain the importance of HRM	Criteria: 1. Assess students' understanding of the relationship between public sector organizations and HR 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: 1. Definition and scope of state finance. 2. Economic development and state financial policy. References: Flynn, Norman. 2012. Public Sektor Management. SAGE Publications (Asia Pasific). Dessler, Gary. 2009. Human Resource Management (Volume 2). Index	5%
2	Understand the scope of HRM	1.- Explain the development of HRM 2.- Explain the HRM approach 3.- Explain the HRM paradigm.	Criteria: 1. Assess understanding of the scope of HRM 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: scope of HRM Reader: Hardiyansyah. 2012. Public Sektor Human Resources Administration & Management System. Gava Media	5%
3	Understanding Total Quality Management (TQM)	1.- Explain the history of the birth of TQM 2.- Explain the objectives of TQM 3.- Explain the relationship between quality and TQM 4.- Explain the key elements of TQM 5.- Explain TQM tools/tools	Criteria: 1. Assess understanding of TQM concepts 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: Total Quality Management (TQM) Reader: Harsono. 2011. Personnel Administration System. FokusMedia	5%

4	Understand the urgency of developing competency-based human resources.	<ol style="list-style-type: none"> 1.- Explain the urgency of competency-based HR. 2.- Explain the factors that influence competency-based HR. 3.- Explain the method for preparing competency-based human resources. 4.- Explain the stages of competency-based HR. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of competency-based HR development. 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Pulpit lecture - Question and answer - Discussion 3 X 50		<p>Material: urgency of competency-based human resource development. Reader: Harsono. 2011. <i>Personnel Administration System. FokusMedia</i></p>	7%
5	Understand the HR planning process.	<ol style="list-style-type: none"> 1.- Explain the definition of HR planning 2.- Explain HR objectives and planning 3.- Explain the factors that influence HR planning. 4.- Explain HR planning methods. 5.- Explain the stages of HR planning. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of HR planning 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Pulpit lecture - Question and answer - Discussion 3 X 50		<p>Material: HR planning process. Reader: Harsono. 2011. <i>Personnel Administration System. FokusMedia</i></p>	5%
6	Students are able to apply the HR appointment and placement process.	<ol style="list-style-type: none"> 1.- Identify the basis for preparing formations 2.- Identify the formation process 3.- Identify HR procurement activities 4.- Identify factors that influence HR orientation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of the HR appointment and placement process. 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Lecture on the pulpit - Question and answer - Discussion - Performance 3 X 50		<p>Material: HR appointment and placement process. Bibliography: Subekhi, Akhmad. 2012. <i>Introduction to Human Resources. Publisher's Library Achievement</i></p>	5%
7	Students are able to understand HR development	<ol style="list-style-type: none"> 1.- Identify HR development goals 2.- Identify HR training techniques 3.- Identify HR development techniques 4.- Identify training for civil servants 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of HR development 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Portfolio Assessment</p>	- Pulpit lecture - Question and answer - 1 X 1 discussion		<p>Material: HR development Reader: Subekhi, Akhmad. 2012. <i>Introduction to Human Resources. Publisher's Library Achievement</i></p>	8%
8	Students are able to understand meeting material 1-7	Explain meeting material 1-7	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Question weight: 2. number 1 = 20 3. number 2 = 40 4. number 3 = 40 <p>Form of Assessment : Test</p>	Written test 3 X 50		<p>Material: meeting material 1-7 Reader: Subekhi, Akhmad. 2012. <i>Introduction to Human Resources. Publisher's Library Achievement</i></p>	10%

9	Students are able to identify HR rights and obligations	<ol style="list-style-type: none"> 1.- Explain the meaning of employee transfer, promotion and demotion 2.- Identify maxcam various mutations 3.- Explain employee discipline 4.- Identify types of employee discipline 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of HR rights and obligations 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Pulpit lecture - Question and answer. - Discussion 3 X 50		<p>Material: HR rights and obligations Reader: Rivai, Veithzal and Ella Jauvani Sagala. 2010. <i>Human Resource Management for Companies: From Theory to Practice.</i> Jakarta: RajawaliPers.</p>	5%
10	Students are able to identify HR rights and obligations	<ol style="list-style-type: none"> 1.- Explain the meaning of employee transfer, promotion and demotion 2.- Identify various mutations 3.- Explain employee discipline 4.- Identify types of employee discipline 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of HR rights and obligations 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Pulpit lecture - Question and answer. - Discussion 3 X 50		<p>Material: HR rights and obligations Reader: Rivai, Veithzal and Ella Jauvani Sagala. 2010. <i>Human Resource Management for Companies: From Theory to Practice.</i> Jakarta: RajawaliPers.</p>	5%
11	Students are able to carry out HR assessments	<ol style="list-style-type: none"> 1.- Explain HR assessment 2.- Explain how to assess HR 3.- Identifying HR assessment indicators 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of HR assessment 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Pulpit lecture - Question and answer. - Discussion 3 X 50		<p>Material: HR assessment Readers: Rivai, Veithzal and Ella Jauvani Sagala. 2010. <i>Human Resource Management for Companies: From Theory to Practice.</i> Jakarta: RajawaliPers.</p>	5%
12	Students are able to understand HR development	<ol style="list-style-type: none"> 1.- Identifying the HR development system 2.- Identify types of career systems 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of HR development 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Practice / Performance</p>	- Pulpit lecture - Question and answer - Discussion 3 X 50		<p>Material: HR development Readers: Rivai, Veithzal and Ella Jauvani Sagala. 2010. <i>Human Resource Management for Companies: From Theory to Practice.</i> Jakarta: RajawaliPers.</p>	7%
13	Students are able to understand employee compensation	<ol style="list-style-type: none"> 1.- Explain the meaning of compensation 2.- Explain the purpose of providing compensation 3.- Identifying types of compensation Students are able to understand employee compensation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assess understanding of employee compensation 2. Criteria: Holistic Rubric Form: Non-Test <p>Form of Assessment : Participatory Activities</p>	- Pulpit lecture - Question and answer - Discussion 3 X 50		<p>Material: employee compensation Reference: Sedarmayanti. 2010. <i>Human Resource Management: Bureaucratic Reform and Civil Servant Management.</i> Bandung: PT RefikaAditama.</p>	5%

14	Students are able to understand employee dismissal	1.- Explain the meaning of employee dismissal 2.- Identifying reasons for employee dismissal	Criteria: 1. Assess HR's understanding of termination 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: employee dismissal Reader: <i>Sedarmayanti. 2010. Human Resource Management: Bureaucratic Reform and Civil Servant Management. Bandung: PT RefikaAditama.</i>	5%
15	Students are able to identify problems in HRM	Identifying HRM problems in the public and private sectors from recruitment to employee dismissal	Criteria: 1. Assess understanding of issues in HRM 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Portfolio Assessment	- Pulpit lecture - Question and answer - Discussion 3 X 50		Material: problems in HRM Library: <i>Moekijat. 2010. Indonesian State Civil Service Administration. Bandung: CV Mandar Maju.</i>	8%
16	Students are able to do the UAS well.	Students are able to do the UAS well.	Criteria: Answers are explained appropriately. Form of Assessment : Test	writing test		Material: 1. Definition and scope of state finance. 2. Economic development and state financial policy. References: <i>Flynn, Norman. 2012. Public Sector Management. SAGE Publications (Asia Pacific).</i> 2. <i>Dessler, Gary. 2009. Human Resource Management (Volume 2). Index</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	57%
2.	Portfolio Assessment	16%
3.	Practice / Performance	7%
4.	Test	20%
		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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.