



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

Document Code

SEMESTER LEARNING PLAN

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|--|--|----------------------|-----------------------------------|--|-------------------|--|------------------------------|---------------|---|----|----|----|----|----|--------------------|----|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent Service Management | 6320102054 | | T=2 | P=0 | ECTS=3.18 | 6 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | Eva Hany Fanida, S.AP., M.AP. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course explains the limitations, scope, characteristics and development of the public service management paradigm. Students are also equipped with basic knowledge about public and private goods, public service principles and service standards, public service institutions and how to manage resources and organizational culture so as to improve the quality of public services and customer satisfaction through handling complaints, as well as service reform and innovation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3.33%; text-align: center;">1</td> <td style="width: 3.33%; text-align: center;">2</td> <td style="width: 3.33%; text-align: center;">3</td> <td style="width: 3.33%; text-align: center;">4</td> <td style="width: 3.33%; text-align: center;">5</td> <td style="width: 3.33%; text-align: center;">6</td> <td style="width: 3.33%; text-align: center;">7</td> <td style="width: 3.33%; text-align: center;">8</td> <td style="width: 3.33%; text-align: center;">9</td> <td style="width: 3.33%; text-align: center;">10</td> <td style="width: 3.33%; text-align: center;">11</td> <td style="width: 3.33%; text-align: center;">12</td> <td style="width: 3.33%; text-align: center;">13</td> <td style="width: 3.33%; text-align: center;">14</td> <td style="width: 3.33%; text-align: center;">15</td> <td style="width: 3.33%; text-align: center;">16</td> </tr> </table> | | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | |
| References | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Main :</td> <td colspan="6"> <ol style="list-style-type: none"> 1. Denhardt, Janet V. and Denhardt, Robert B. 2011. The New Public Service: Service, not Steering . New York: M.E. Sharpe. 2. Denhardt, Janet V. and Denhardt, Robert B. 2013. Pelayanan Publik Baru dari Manajemen Steering ke Serving. (Terjemahan dari judul asli: The New Public Service) . New York: M.E.Sharpe. 3. Hardiyansyah. 2011. Kualitas Pelayanan Publik . Gava Media. 4. Hesti dkk, Puspitosari & Khalikussabir. 2011. Filosofi Pelayanan Publik . Setara Press dan Jaringan Nasional Masya. 5. Osborne, Stephen P. 2010. The New Public Governance . New York: Routledge. </td> </tr> <tr> <td>Supporters:</td> <td colspan="6"></td> </tr> </table> | | | | | | | Main : | <ol style="list-style-type: none"> 1. Denhardt, Janet V. and Denhardt, Robert B. 2011. The New Public Service: Service, not Steering . New York: M.E. Sharpe. 2. Denhardt, Janet V. and Denhardt, Robert B. 2013. Pelayanan Publik Baru dari Manajemen Steering ke Serving. (Terjemahan dari judul asli: The New Public Service) . New York: M.E.Sharpe. 3. Hardiyansyah. 2011. Kualitas Pelayanan Publik . Gava Media. 4. Hesti dkk, Puspitosari & Khalikussabir. 2011. Filosofi Pelayanan Publik . Setara Press dan Jaringan Nasional Masya. 5. Osborne, Stephen P. 2010. The New Public Governance . New York: Routledge. | | | | | | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | |
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| Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dra. Meirinawati, M.AP. Dian Arlupi Utami, S.Sos., M.AP. Trenda Aktiva Oktariyanda, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Students are able to understand public service as a science | - Explaining the ontology of public services - Explaining the epistemology of public services - Explaining the axiology of public services | Criteria: Assess understanding of the meaning, material, scope and objectives of public services | - Pulpit lecture - Question and answer. - Discussion 2 X 50 | | | 0% |
| 2 | Students are able to understand the development of the public service paradigm | - Identify the concept of public service - Identify public service theory | Criteria: Assess understanding of the development of the public service paradigm | - Pulpit lecture - Question and answer. - Discussion 2 X 50 | | | 0% |
| 3 | Students are able to differentiate between public goods and private goods | - Explain the meaning of public goods - Explain the meaning of private goods | Criteria: Assess understanding of the difference between public goods and private goods | - Pulpit lecture - Question and answer. - Discussion 2 X 50 | | | 0% |
| 4 | Students are able to identify the principles and standards of public services | - Identifying public service principles - Identifying public service standards - Identifying public service principles | Criteria: Assess understanding of identifying principles and standards of public services | - Pulpit lecture - Question and answer. - Discussion 2 X 50 | | | 0% |
| 5 | Students are able to identify public service institutions | - Identifying public service institutions in Indonesia - Identifying the tasks of public institutions | Criteria: Assess understanding of identifying public service institutions | - Pulpit lecture - Discussion - Questions and answers 2 X 50 | | | 0% |
| 6 | Students are able to understand HR management and public service culture | - Identify managing human resources - Explain the meaning of public service culture - Identify the function of public service culture - Identify types of organizational culture based on attention to people and performance - Identify government policies in developing service culture | Criteria: Assess understanding of HR management and public service culture | - Scientific pulpit - Discussion - Questions and answers 2 X 50 | | | 0% |
| 7 | Students are able to understand HR management and public service culture | - Identify managing human resources - Explain the meaning of public service culture - Identify the function of public service culture - Identify types of organizational culture based on attention to people and performance - Identify government policies in developing service culture | Criteria: Assess understanding of HR management and public service culture | - Scientific pulpit - Discussion - Ask j 2 X 50 | | | 0% |

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| 8 | Students are able to understand and explain the material that has been given previously | Explaining the material that was given previously (meetings 1-7) | Criteria: 1.Weight of Question No. 1 = 20 2.Weight of Question No. 2 = 30 3.Weight of Question No. 3 = 20 4.Weight of Question No. 4 = 30 | Test 2 X 50 | | | 0% |
| 9 | Students are able to manage service costs | - Explain the meaning of service costs - Identify the function of service costs - Identify the use of funds for services | Criteria: Assess understanding of managing service costs | - Scientific pulpit - Discussion - Questions and answers 2 X 50 | | | 0% |
| 10 | Students are able to identify the quality of public services | - Identify concept A3 - Identify concept A6 - Identify factors that influence service quality - Explain improving service capabilities | Criteria: 1.Weight: 2.81 - 100 Papers prepared according to the standards for writing scientific papers and in-depth analysis 3.71 - 80 Papers are prepared according to standards for writing scientific papers and in-depth analysis of activities 4.50 - 70 Papers are not prepared according to the standard format for writing scientific papers and the analysis is not strong | - Lecture on the pulpit - Discussion - Questions and answers - Work performance 2 X 50 | | | 0% |
| 11 | Students are able to identify the quality of public services | - Identify concept A3 - Identify concept A6 - Identify factors that influence service quality - Explain improving service capabilities | Criteria: 1.Weight: 2.81 - 100 Papers prepared according to the standards for writing scientific papers and in-depth analysis 3.71 - 80 Papers are prepared according to standards for writing scientific papers and in-depth analysis of activities 4.50 - 70 Papers are not prepared according to the standard format for writing scientific papers and the analysis is not strong | - Lecture on the pulpit - Discussion - Questions and answers - Work performance 2 X 50 | | | 0% |

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| 12 | Students are able to manage the integrity of public services | - Explain the meaning of public service integrity - Explain the importance of public service integrity | Criteria: Assess understanding of managing the integrity of public services | - Scientific pulpit - Discussion - Questions and answers 2 X 50 | | | 0% |
| 13 | Students are able to understand customer satisfaction | - Identifying internal customer expectations - Identifying external customer expectations - Identifying performance linked expectations and satisfaction | Criteria: Assess understanding of customer satisfaction | - Scientific pulpit - Discussion - Questions and answers 2 X 50 | | | 0% |
| 14 | Students are able to identify complaint handling | - Identifying positive images in the eyes of customers - Explaining efforts to understand first before being understood - Identifying customer character | Criteria: Assess understanding of identifying complaint handling | - Scientific pulpit - Discussion - Questions and answers 2 X 50 | | | 0% |
| 15 | Students are able to understand innovation and reform in public services | - Identifying service strategies - Calculating community satisfaction index - Calculating community satisfaction surveys | Criteria: Assess understanding of innovation and reform in public services | - Scientific pulpit - Discussion - Questions and answers 2 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.