



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																																																																																			
Organizational behavior	6320103098	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	January 30, 2024																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Dra. Meirinawati, M.AP.; Trena Aktiva Oktariyanda, S.AP., M.AP.; Deby Febriyan Eprilianto, S. Sos., MPA.; Ahmad Nizar Hilmi, S.AP., MPA.; Melda Fadiyah Hidayat, S.AP., M.P.A.; Revienda Anita Fitri, S.I.P., M.P.A.; Neny Ayu Nourmanita, S.Sos., M.P.A.; Adam Jamal, S.I.P., M.P.A		Dra. Meirinawati, M.AP			Eva Hany Fanida, S.AP., M.AP.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	PLO-12	Collaborate and have concern for society and the environment.																																																																																								
	PLO-13	Able to communicate verbally and in writing in organizations and society.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Working together and having concern for society and the environment through the application of organizational behavior science																																																																																								
	PO - 2	Able to master the theoretical concepts of public policy and administration in the science of organizational behavior and its implementation																																																																																								
	PO - 3	Able to communicate verbally and in writing in organizations and society whose application is based on the science of organizational behavior																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;">P.O</td> <td style="width: 15%;">PLO-12</td> <td style="width: 15%;">PLO-13</td> <td colspan="8"></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td colspan="8"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td colspan="8"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td colspan="8"></td> </tr> </table>							P.O	PLO-12	PLO-13									PO-1												PO-2												PO-3																																														
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
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Short Course Description	Able to work together and communicate and care for the community by applying the science of organizational behavior to be able to formulate alternative problem solutions in public sector organizations																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> 1. 1. Herlambang, Susatyo. 2014. Perilaku Organisasi. Yogyakarta: Gosyen Publishing 2. 2. Subkhi dan Jauhar. 2016. Pengantar Teori dan Perilaku Organisasi. Jakarta: PT. Prestasi Pustakaraya 3. 3. Wardiah. 2016. Teori Perilaku dan Budaya Organisasi. Bandung: CV. Pustaka Setia 4. 4. Meirinawati dan Utami. 2016. Perilaku Organisasi. Surabaya: Unesa University Press 																																																																																									

		Supporters:					
		1. 1. Indrawijaya, Adam. 2014. Teori, Perilaku, dan Budaya Organisasi. Bandung: PT. Refika Aditama 2. 2. Wibowo. 2013. Perilaku dalam Organisasi. Jakarta: Rajawali Press					
Supporting lecturer		Dra. Meirinawati, M.AP. Trenda Aktiva Oktariyanda, S.AP., M.AP. Neny Ayu Nourmanita, S.Sos., M.P.A. Deby Febriyan Eprilianto, S.Sos., MPA. Melda Fadiah Hidayat, M.P.A. Ahmad Nizar Hilmi, S.AP., MPA. M. Noer Falaq Al Amin, SIP., M.KP. Adam Jamal, S.I.P., M.P.A. Revienda Anita Fitri, S.I.P., M.P.A.					
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	Able to explain the meaning, scope and objectives of organizational behavior responsibly and independently	Students are able to explain the meaning of Organizational Behavior	Criteria: 1. assess students' mastery of knowledge about Organizational Behavior 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 2 X 50		Material: 1. Definition of organizational behavior References: Material: 2. Scope of organizational behavior References: Material: 3. Objectives of organizational behavior Reference:	4%
2	Students are able to analyze the historical development and paradigm of organizational behavior	Accuracy in analyzing historical developments and paradigms of organizational behavior	Criteria: 1. Assess historical background knowledge of organizational behavior 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 2 X 50		Material: 1. Historical development and paradigm of organizational behavior References: Material: 2. Max Weber Library: Material: 3. Henry Fayol Bibliography: Material: 4. FW Taylor Library: Material: 5. human relations movement Reference: Material: 6. period of depression References: Material: 7. trade union movement Reference: Material: 8. Hawthorne's discoveries Library:	4%

3	identify and differentiate the basis of organizational behavior	Accuracy in identifying and distinguishing the basis of organizational behavior	Criteria: 1. Assess basic mastery of organizational behavior 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer - Discussion 2 X 50		Material: 1. Basic organizational behavior References: ----- Material: 2. Biographical characteristics of bibliography: ----- Material: 3. Library Capabilities: ----- Material: 4. Library Personality:	4%
4	Able to identify and differentiate social perceptions and perception processes in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Accuracy in identifying and distinguishing social perception and perception processes in organizational behavior	Criteria: 1. Assess knowledge of perception processes and social perception 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Discussion - Questions and answers 2 X 50		Material: 1. Perception process Literature: ----- Material: 2. Social perception in organizational behavior References: ----- Material: 3. Understanding social perception References:	4%
5	analyze values and attitudes in organizational behavior logically, critically, systematically and innovatively in various case studies of organizational behavior in the public sector	1.- Explain the meaning of values and attitudes 2.- Identify value types 3.- Identify the source of the attitude 4.- Identify attitude types 5.- Explains attitude and consistency	Criteria: 1. Assess knowledge, values and attitudes 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	Offline 2 X 50		Material: 1. Definition of values and attitudes 2. Types of values 3. Sources of attitudes 4. Types of attitudes 5. Attitudes and consistency References:	4%
6	analyze theories of motivation and job satisfaction in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	1.- Explain the meaning of motivation 2.- Identify motivational characteristics 3.- Identify motivation theories	Criteria: 1. Assess knowledge of motivation theory 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Project Results Assessment / Product Assessment	- Pulpit lecture - Discussion - Questions and answers 2 X 50		Material: 1. Definition of motivation Reference: ----- Material: 2. Motivation theory References: ----- Material: 3. Motivational characteristics Literature: ----- Material: 4. Job satisfaction Reference: ----- Material: 5. Factors driving job satisfaction References: ----- Material: 6. The effect of job satisfaction on employee performance Library: ----- Material: 7. How to express dissatisfaction Reference:	10%

7	analyze theories of motivation and job satisfaction in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Accuracy in analyzing theories of motivation and job satisfaction in organizational behavior	Criteria: 1. Assess knowledge of motivation theory 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Project Results Assessment / Product Assessment	- Pulpit lecture - Discussion - Questions and answers 2 X 50		Material: 1. Definition of motivation Reference: Material: 2. Motivation theory References: Material: 3. Motivational characteristics Literature: Material: 4. Job satisfaction Reference: Material: 5. Factors driving job satisfaction References: Material: 6. The effect of job satisfaction on employee performance Library: Material: 7. How to express dissatisfaction Reference:	10%
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. Assessing students' mastery of knowledge about Organizational Behavior 2. Consists of 4 description questions with criteria 3. Weight of question no. 1 30 4. Weight of question no. 2 20 5. Weight of question no. 3 30 6. Weight of question no. 4 20 Form of Assessment : Test	Test 2 X 50		Material: Able to answer various questions on material 1-7 References: 1. <i>Herlambang, Susatyo. 2014. Organizational Behavior. Yogyakarta: Gosityen Publishing</i>	10%
9	Able to identify and analyze group dynamics in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Accuracy in identifying and analyzing group dynamics in organizational behavior	Criteria: 1. assess students' mastery of knowledge about group dynamics 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Project Results Assessment / Product Assessment	- Lecture pulpit - Discussion - Questions and answers 2 X 50		Material: 1. Definition of Library group: Material: 2. Stages of development of the Library group: Material: 3. Theory of group formation References: Material: 4. Stages/phases of forming a Library group:	10%

10	Able to identify and analyze group dynamics in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Accuracy in identifying and analyzing group dynamics in organizational behavior	Criteria: 1. assess students' mastery of knowledge about group dynamics 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Project Results Assessment / Product Assessment	- Lecture pulpit - Discussion - Questions and answers 2 X 50		Material: 1. Definition of Library group: Material: 2. Stages of development of the Library group: Material: 3. Theory of group formation References: Material: 4. Stages/phases of forming a Library group:	8%
11	Able to analyze communication in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Students are able to analyze communication in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Criteria: 1. Assessing students' mastery of knowledge in communication within organizations 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Project Results Assessment / Product Assessment	- Pulpit Lecture - Discussion - Questions and Answers 2 X 50		Material: 1. Function of communication in organizational behavior References: Material: 2. Library communication stage : Material: 3. Direction of communication Literature: Material: 4. Barriers to communication Literature: Material: 5. Keys to effective communication References:	8%
12	Able to analyze aspects of leadership and conflict management in organizational behavior logically, critically, systematically and innovatively in various case studies of organizational behavior in the public sector	Accuracy in analyzing aspects of leadership and conflict management in organizational behavior	Criteria: 1. Assess mastery of knowledge about leadership 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Project Results Assessment / Product Assessment	- Pulpit lecture - Discussion - Questions and answers 2 X 50		Material: 1. Leadership theory Literature: Material: 2. Types of leadership Library: Material: 3. Library leadership style : Material: 4. Leadership psychology References: Material: 5. Library Conflict: Material: 6. Views on conflict in organizations References: Material: 7. Types of conflict Literature:	4%

13	Able to analyze stress management in organizational behavior logically, critically and systematically in various case studies of organizational behavior in the public sector	Determination in analyzing stress management in organizational behavior	Criteria: 1. Assess mastery of knowledge about conflict management 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Discussion - Questions 2 X 50	Material: 1. Understanding stress management Literature: Material: 2. Signs of stress Reference: Material: 3. Effects of stress Literature: Material: 4. Stress management Reference:	3%
14	Able to develop organizational culture logically, critically and systematically based on case studies of organizational behavior in the public sector	Accuracy in developing organizational culture in the public sector	Criteria: 1. Assess mastery of stress management knowledge 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Discussion - Questions and answers 2 X 50	Material: Organizational culture References: Material: Characteristics of organizational culture Reference: Material: Functions of organizational culture References: Material: Levels in organizational culture References:	3%
15	Able to find, analyze and compile various organizational development innovations logically, critically, systematically and innovatively based on various case studies of organizational behavior in the public sector	Accuracy in finding, analyzing and compiling various organizational development innovations	Criteria: 1. Assess mastery of knowledge about organizational culture 2. Criteria: Holistic Rubric Form: Non-Test Form of Assessment : Participatory Activities	- Pulpit lecture - Discussion - Questions and answers 2 X 50	Material: 1. Meaning and objectives of organizational development innovation Reference: Material: 2. Organizational development techniques References: Material: 3. Organizational development process Library:	4%
16		Students are able to work on material questions 1-15	Criteria: Test Form of Assessment : Test	2 X 50	Material: Able to answer various material questions 1-15 References: 1. Herlambang, Susatyo. 2014. <i>Organizational Behavior</i> . Yogyakarta: Gasyen Publishing	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	20%
		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.