



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
HR Planning	6320102095	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	7	January 30, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-11 Contribute to improving the quality of life in society and the state.

PLO-14 Able to make decisions in solving problems based on the results of information and data analysis.

Program Objectives (PO)

PO - 1 Mastering HR planning in improving the quality of life in society and the state

PO - 2 Able to utilize information technology in organizational management

PO - 3 Able to formulate alternative solutions to administrative problems in public sector organizations

PLO-PO Matrix

P.O	PLO-11	PLO-14
PO-1		
PO-2		
PO-3		

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
PO-1																
PO-2																
PO-3																

Short Course Description This course discusses the personnel planning process through forecasting employee needs, estimating employee supply needs, and determining employee needs programs

References **Main :**

1. Flynn, Norman. 2012. Public Sector Management . SAGE Publica Lions (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
4. Harsono. 2011. Sistem Administrasi Kepegawaian . Fokus Media
5. Nawawi, Hadari. 2010. Perencanaan SDM Untuk Organisasi Profit Yang Kompetitif . Gajah Mada University Press
6. Mangkunegara, Anwar Prabu. 2012. Manajemen Sumber Daya Manusia

Supporters:

	<ol style="list-style-type: none"> 1. Riniwati, Harsuko. 2016. Human Resource Management: Main Activities and HR Development. UB Press. 2. Mathis, Robert L. 2017. Human Resource Management. Clove Learning. 3. DeCenzo, David A. 2015. Fundamentals of Human Resource Management . John Wiley & Sons Inc. 						
Supporting lecturer	Dra. Meirinawati, M.AP. Dr. Firre An Suprpto, S.AP., M.Pd. Dr. Suci Megawati, S.IP., M.Si. Galih Wahyu Pradana, S.A.P., M.Si. Melda Fadiyah Hidayat, 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	Students are able to explain employee planning as a science	<ol style="list-style-type: none"> 1.Explain the meaning of Employee Planning 2.Identify the scope of employee planning 3.explain the objectives of employee planning 	Criteria: Students are active in asking questions and are able to argue about employee planning Form of Assessment : Participatory Activities	The pulpit lecture answered 2 X 50	Lecture pulpit question and answer 2 x 50	Material: employee planning as a science References: <i>Nawawi, Hadari. 2010. HR Planning for Competitive Profit Organizations. Gajah Mada University Press</i>	4%
2	Students are able to explain employee planning orientation and the elements of employee planning	<ol style="list-style-type: none"> 1.Explain employee planning orientation 2.Identify the elements of employee planning 	Criteria: Students are able to explain employee planning orientation and the elements of employee planning Form of Assessment : Participatory Activities	Pulpit lecture Questions and answers 2 X 50		Material: employee planning orientation Reference: <i>Mangukunegara, Anwar Prabu. 2012. Human Resource Management</i>	4%
3	Students are able to explain the needs, goals and interests of employee planning.	<ol style="list-style-type: none"> 1.Explain employee planning needs 2.Explain the objectives of employee planning 3.Explain the importance of employee planning 	Criteria: Students are able to explain the needs, goals and interests of employee planning Form of Assessment : Participatory Activities	Pulpit lecture Questions and Answers 2 X 50		Material: goals and interests of employee planning References: <i>Nawawi, Hadari. 2010. HR Planning for Competitive Profit Organizations. Gajah Mada University Press</i>	4%
4	Students are able to explain the employee planning system	<ol style="list-style-type: none"> 1.Explain the preparation of the personnel budget 2.Explain the preparation of staffing programs 	Criteria: Students are able to explain the employee planning system Form of Assessment : Participatory Activities	Pulpit lecture Questions and Answers 2 X 50		Material: employee planning system Reader: <i>Hardiyansyah. 2012. Public Sector Human Resources Administration & Management System. Gava Media</i>	4%

5	Students are able to explain planning as a personnel function	<ol style="list-style-type: none"> 1.Explain the relationship between employee planning and job analysis. Explain the relationship between employee planning and assessing job implementation 2.Explain the relationship between employee planning and employee withdrawal 3.Explain the relationship between employee planning and selection - Explain the relationship between employee planning and compensation 4.Explain employee planning with career planning 5.Explain employee planning with education and training 	<p>Criteria: Students' understanding of planning as a personnel function</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit Lecture Questions and Answers 2 X 50		<p>Material: planning as a staffing function</p> <p>References: <i>Nawawi, Hadari. 2010. HR Planning for Competitive Profit Organizations. Gajah Mada University Press</i></p>	4%
6	Students are able to explain planning as a personnel function	<ol style="list-style-type: none"> 1.Explain the relationship between employee planning and job analysis. Explain the relationship between employee planning and assessing job implementation 2.Explain the relationship between employee planning and employee withdrawal 3.Explain the relationship between employee planning and selection - Explain the relationship between employee planning and compensation 4.Explain employee planning with career planning 5.Explain employee planning with education and training 	<p>Criteria: Students' understanding of planning as a personnel function</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Pulpit Lecture Questions and Answers 2 X 50		<p>Material: planning as a staffing function</p> <p>Reader: <i>Harsono. 2011. Personnel Administration System. Media Focus</i></p>	10%

7	Students are able to explain job analysis	<ol style="list-style-type: none"> 1.Explain the meaning of job analysis 2.Explain the importance of job analysis 3.Identify job analysis information gathering techniques 	<p>Criteria: Students' understanding and ability to argue about job analysis</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Pulpit Lecture Questions and Answers 2 X 50		<p>Material: job analysis References: <i>Riniwati, Harsuko. 2016. Human Resource Management: Main Activities and HR Development. UB Press.</i></p>	10%
8	MIDTERM EXAM	<ol style="list-style-type: none"> 1.Employee Planning as a Science 2.Employee Planning Orientation 3.Employee Planning Needs, Goals, and Interests 	<p>Criteria: 1.Assessment Sheet 1. Consists of 4 essay questions. 2.Weight of question no. 1 = 10 3.Weight of question no. 2 = 20 4.Weight of question no. 3 = 30 5.Weight of question no. 4 = 40</p> <p>Form of Assessment : Test</p>	Written Test 2 X 50		<p>Material: Able to answer various questions on material 1-7 References: <i>Dessler, Gary. 2009. Human Resource Management (Volume 2). Index</i></p>	10%
9	Students are able to create job descriptions and job specifications	<ol style="list-style-type: none"> 1.Identify the components of a job description 2.Identify the components of job specifications 3.Explain work performance standards 	<p>Criteria: Students' understanding and ability to argue about job descriptions and job specifications</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Pulpit Lecture Questions and Answers 2 X 50		<p>Material: job description and job specifications Reader: <i>Mangkunegara, Anwar Prabu. 2012. Human Resource Management</i></p>	10%
10	Students are able to create job descriptions and job specifications	<ol style="list-style-type: none"> 1.Identify the components of a job description 2.Identify the components of job specifications 3.Explain work performance standards 	<p>Criteria: Students' understanding and ability to argue about job descriptions and job specifications</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Pulpit Lecture Questions and Answers 2 X 50		<p>Material: job description and job specifications Reader: <i>Riniwati, Harsuko. 2016. Human Resource Management: Main Activities and HR Development. UB Press.</i></p>	8%
11	Students are able to forecast future employee needs	Identify techniques for forecasting employee needs	<p>Criteria: Students' ability to understand and argue about forecasting employee needs.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Pulpit lecture Questions and Answers 2 X 50		<p>Material: forecasting future employee needs Reference: <i>Mathis, Robert L. 2017. Human Resource Management. Clove Learning.</i></p>	8%
12	Students are able to forecast future employee needs	Identify techniques for forecasting employee needs	<p>Criteria: Students' ability to understand and argue about forecasting employee needs.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Pulpit lecture Questions and Answers 2 X 50		<p>Material: forecasting future employee needs Reference: <i>Dessler, Gary. 2009. Human Resource Management (Volume 2). Index</i></p>	4%

13	Students are able to understand projections of future employee supplies	1.Explain the meaning of projection 2.Identify the basis for employee inventory projections	Criteria: Students' understanding and ability to argue regarding projections of future employee supplies Form of Assessment : Participatory Activities	Pulpit Lecture Questions and Answers 2 X 50		Material: projection of future employee supply Reference: <i>Mathis, Robert L. 2017. Human Resource Management. Clove Learning.</i>	3%
14	Students are able to compare forecasting employee needs with employee supply projections	1.Explain the purpose of comparing forecasting employee needs with employee supply projections 2.Determine the net needs of employees	Criteria: Students are able to argue about forecasting employee needs and employee supply projections Form of Assessment : Participatory Activities	Pulpit Lecture Questions and Answers 2 X 50		Material: Comparison between forecasting employee needs and employee supply projections References: <i>Nawawi, Hadari. 2010. HR Planning for Competitive Profit Organizations. Gajah Mada University Press</i>	3%
15	Students are able to understand policies to meet employee needs and assess the effectiveness of employee planning	1.Identify plans for staff shortages 2.Identify plans for excess staff 3.Make an assessment of the effectiveness of employee plans made	Criteria: Students understand and are able to argue about policy themes to meet employee needs and assess the effectiveness of employee planning Form of Assessment : Participatory Activities	Pulpit Lecture Questions and Answers 2 X 50		Material: policies to meet employee needs and assess the effectiveness of employee planning. Reference: <i>DeCenzo, David A. 2015. Fundamentals of Human Resource Management. John Wiley & Sons Inc.</i>	4%
16	Students are able to answer various questions consisting of material 1-15	1.Make forecasts of employee needs based on arithmetic averages 2.Make forecasts of employee needs based on moving averages 3.Make forecasts of employee needs through arithmetic averages	Criteria: 1.The assessment contained in Assessment Sheet 3 is carried out during the Final Semester Examination (UAS) 2.The question consists of 2 questions 3.Weight of question number 1 = 40 4.Weight of question number 2 = 60 Form of Assessment : Test	Written Test 2 X 50		Material: Able to answer various material questions 1-15 References: <i>Mangukunegara, Anwar Prabu. 2012. Human Resource Management</i>	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

- 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.

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.