



**Universitas Negeri Surabaya
Vocational Faculty,
D4 Mechanical Engineering Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction to the World of Work	2130201046		T=2	P=0	ECTS=3.18	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Arya Mahendra Sakti, S.T., M.T.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course		
	Program Objectives (PO)		
	PO - 1	Students are able to understand professional ethics and professional attitudes for a worker in the manufacturing sector, the ethics that must be considered when working as a worker in the manufacturing sector, and formal legal aspects related to the activities of a professional in the manufacturing sector.	
	PLO-PO Matrix		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>	P.O
P.O			
PO-1			

PO Matrix at the end of each learning stage (Sub-PO)																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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Short Course Description	This course teaches the meaning of ethics and codes of ethics, and examines how to respond and express opinions regarding various existing social phenomena. How to have good professional ethics and responsibility in all aspects of life, especially in the field of information technology.
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References	Main :	
		1. 1. Reynold, George W. 2003. Ethics in Information Technology. Canada: Thomson Learning, Inc. 2. Quinn, Michael J. 2008. Ethics for the Information Age, 3rd Edition. Boston: Addison-Wesley. 3. Martin Mike W. 1997. Ethics in Engineering. New York: McGraw-Hill. Spinllo, Richard A. 2002. Case Studies in Information Technology Ethics. 2nd Edition. New Jersey: Prentice-Hall
	Supporters:	

	1. Spencer, Spencer (1993) - Competence at work (Introduction).
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Supporting lecturer	Dr. Warju, S.Pd., S.T., M.T. Firman Yasa Utama, S.Pd., M.T. Lena Citra Manggalasari,, M.A.
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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 understand the basic concepts of ethics.	<ul style="list-style-type: none"> - Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way. 	<p>Criteria: Student participation during question and answer time</p> <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50</p>		<p>Material: Basic Concepts of Ethics Literature: 1. Reynold, George W. 2003. <i>Ethics in Information Technology</i>. Canada: Thomson Learning, Inc. 2. Quinn, Michael J. 2008. <i>Ethics for the Information Age</i>, 3rd Edition. Boston: Addison-Wesley. 3. Martin Mike W. 1997. <i>Ethics in Engineering</i>. New York: McGraw-Hill. Spinillo, Richard A. 2002. <i>Case Studies in Information Technology Ethics</i>. 2nd Edition. New Jersey: Prentice Hall</p>	20%
2	Students are able to understand the basic concepts of ethics.	<ul style="list-style-type: none"> - Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way. 	<p>Criteria: Student participation during question and answer time</p>	<p>Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50</p>			0%

3	Students are able to understand the basic concepts of ethics.	<ul style="list-style-type: none"> - Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way. 	Criteria: Student participation during question and answer time	Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50			0%
4	Students are able to understand the basic concepts of ethics.	<ul style="list-style-type: none"> - Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way. 	Criteria: Student participation during question and answer time	Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50			0%
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12	Students are able to understand the basic concepts of ethics.	<ul style="list-style-type: none"> - Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way. 	Criteria: Student participation during question and answer time	Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50			0%
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14	Students are able to understand the basic concepts of ethics.	<ul style="list-style-type: none"> - Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way. 	Criteria: Student participation during question and answer time	Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50			0%

15	Students are able to understand the basic concepts of ethics.	- Explain the meaning of ethics and code of ethics, as well as the importance of acting in accordance with the code of ethics. - Explain business ethics and the importance of business ethics in organizations. - Explain CSR (Corporate Social Responsibility) or the social responsibility of the company. Explain the causes of the increased risk of using Information Technology in an unethical way.	Criteria: Student participation during question and answer time	Approach: Scientific Model: Cooperative Method: Discussion, Presentation 2 X 50			0%
16			Form of Assessment : Practice/Performance, Test	Offline		Material: Industrial Work Culture (2021) References:	0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
		20%

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

