



Universitas Negeri Surabaya
Faculty of Economics and Business
Islamic Economics Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
HUMAN RESOURCE MANAGEMENT	6020203090	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	July 27, 2021
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Dr. Khusnul Fikriyah, S.E., M.SEI.	Dr. A'rasy Fahrullah,, S.Sos., M.Si.			Dr. Ahmad Ajib Ridwan, S.Pd., M.SEI.		

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	PLO-6	Able to master the basic concepts of research methodology and data analysis techniques in the fields of Islamic Economics, Islamic Business and Islamic Finance.																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to master the theory of Human Resource Management as a whole																																																																																																				
	PO - 2	Able to complete his duties and obligations responsibly and ethically																																																																																																				
	PO - 3	Able to apply theories about Human Resource Management by utilizing science and technology																																																																																																				
	PO - 4	Able to master the theoretical concepts of human resource management in depth as an effort to solve procedural and scientific problems.																																																																																																				
	PLO-PO Matrix																																																																																																					
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Short Course Description	This course explores human resources from an Islamic perspective, emphasizing how to align HR practices with Islamic economic principles. Students will delve into various aspects of human resource management (HRM), including planning, recruitment, performance appraisal, and ethical considerations based on Islamic jurisprudence. The course is designed to help students understand the strategic role of human resources ('Insani Resources') in driving organizational success while adhering to Islamic values. Learning Materials: 1. Strategic Role of Human Resources: Understanding the foundational importance of human resources in business strategy. 2. Islamic Management Practices: Exploration of management practices under Islamic law. 3. Shariah Compliance in HR Practices: Application of Shariah principles in the recruitment, selection, and management of personnel. 4. Ethical HRM: Incorporating the ethical teachings inspired by the nature of the prophets in everyday HR practices. Connection to Course Learning Outcomes (CLOs): Decision-making in HR issues will be based on Islamic economic principles, enhancing students' ability to analyze and interpret data ethically. Students will manage group projects, demonstrating responsibility in overseeing and evaluating HR tasks within a Sharia-compliant framework. Mastery over both general Islamic economic concepts and specific HR management practices, preparing students to tackle both academic and procedural HR challenges. Practical application of Islamic economic knowledge in solving HR problems, from recruitment to performance management. This course connects theoretical HR principles with practical, real-world applications in Islamic contexts. Through discussions, case studies, and interactive projects, students will engage deeply with the material. By the end of this course, students will have a comprehensive understanding of how to manage human resources in a manner that is compliant with Islamic principles, ready to apply this knowledge in various business environments.
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References	Main :
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- Maulida, S., & Rusydiana, A. S. (2023). Islamic Human Resource Management: Thematic Map and Research Cluster. Management and Sustainability, 2(1).
- Islam, M. M., & Hossain, M. M. (2018). Human resource management: Mixing Islamic principles with conventional practices. Australasian Journal of Islamic Finance and Business, 4(1), 1-10. Misno, Abdurrahman dan Farid, Muhammad Fahri. 2019. Manajemen Sumber Daya Insani. Jakarta: Universitas Terbuka Press.
- Muhammad Habib. 2018. Islamic teachings on human resource management. LAP LAMBERT Academic Publishing
- Abbasi, Abdus Satar and Raj, Razaq. 2021. Principles of Islamic Economic Ethics for Contemporary Workplace. IGI Global USA

Supporters:

- Dessler, Gary. 2016. Manajemen Sumber Daya Manusia Edisi 14. Jakarta: Salemba Empat
- Djalaluddin Ancok, 2003. Outbound Management Training: Aplikasi Ilmu Perilaku dalam Pengembangan Sumber Daya Manusia. Yogyakarta: UII Press
- Grening-Pophal, Lin. 2000. Human Resources Book. Manajemen Sumber Daya Manusia untuk Bisnis. Jakarta: Prenada

Supporting lecturer
 Prof. Dr. Anang Kistyanto, S.Sos., M.Si.
 Ramdani, S.H.I., M.E.
 Dr. A'rasy Fahrullah, S.Sos., M.Si.
 Nurwinsyah Rohmaningtyas, S.H.I., M.S.E.I.
 Dr. Moh Farih Fahmi, S.Pd., M.Pd.

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	Understanding the Strategic Role of Human Resources and Challenges in Human Resource Development	<ol style="list-style-type: none"> ● Able to define the Strategic Role of Human Resources ● Able to explain the Urgency and Need for Human Resources ● Able to explain the challenges faced in SDI development ● Able to formulate the MSDI Concept 	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures in class with Problem Based Learning based on Student Centered Learning.</p> <p>Lecturer provides an explanation of the Strategic Role of Human Resources and Challenges in Human Resource Development 3 X 50</p>		<p>Material: 1. The Strategic Role of SDI 2. The Urgency of SDI Development 3. The Concept of SDI Library: Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</p> <p>Material: 1. The Strategic Role of SDI 2. The Urgency of SDI Development 3. The Concept of SDI Library: Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</p> <p>Material: 1. The Strategic Role of SDI 2. The Urgency of SDI Development 3. The Concept of SDI Library: Dessler, Gary. 2016. Human Resource Management Edition 14. Jakarta: Salemba Empat</p>	4%

2	Able to describe work design and SDI planning	<ol style="list-style-type: none"> 1. ● Able to identify Job Design Elements 2. ● Able to explain job analysis 3. ● Able to Describe SDI Requests 4. ● Able to explain the relationship between SDI Demand, SDI Supply and SDI Development Opportunities 	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with Problem Based Learning based on Student Centered Learning. The lecturer provides an explanation of Work Design and SDI 3 X 50 Planning		<p>Material: 1. Job design elements 2. Job analysis 3. SDI demand 4. SDI supply Reader: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Job design elements 2. Job analysis 3. SDI demand 4. SDI supply Library: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i></p> <p>Materials: 1. Job design elements 2. Job analysis 3. SDI demand 4. SDI supply References: <i>Dessler, Gary. 2016. Human Resource Management Edition 14. Jakarta: Salemba Empat</i></p>	4%
3	Understanding the SDI Recruitment and Selection Process	<ol style="list-style-type: none"> 1. ● Able to explain obstacles in recruitment 2. ● Able to explain recruitment channels 3. ● Able to describe recruitment evaluation 4. ● Able to identify the basics of selection 5. ● Be able to explain the relationship between selection and other personnel functions 6. ● Able to explain the challenges in selection 	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with Problem Based Learning based on Student Centered Learning. The lecturer provides an explanation regarding the SDI 3 X 50 Recruitment and Selection Process		<p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection Reader: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection Reader: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i></p>	5%

					<p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection</p> <p>Reference: Dessler, Gary. 2016. <i>Human Resource Management Edition 14</i>. Jakarta: Salemba Empat</p> <p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection</p> <p>References: Greising-Pophal, Lin. 2000. <i>Human Resources Book. Human Resources Management for Business</i>. Jakarta: Prenada</p>	
4	Understanding the SDI Recruitment and Selection Process	<ol style="list-style-type: none"> 1. ● Able to explain obstacles in recruitment 2. ● Able to explain recruitment channels 3. ● Able to describe recruitment evaluation 4. ● Able to identify the basics of selection 5. ● Be able to explain the relationship between selection and other personnel functions 6. ● Able to explain the challenges in selection 	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures in class with case based learning based on Student Centered Learning. The lecturer provides an explanation regarding the SDI 3 X 50 Recruitment and Selection Process	<p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection</p> <p>Reader: Jusmaliani. 2011. <i>Human Resource Management</i>. Jakarta: Bumi Literacy.</p> <p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection</p> <p>Reader:</p>	3%

					<p>Wahjono, Sentot Imam. 2017. <i>Human Resources Management</i>. Jakarta: Salemba Empat.</p> <p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection</p> <p>Reference: Dessler, Gary. 2016. <i>Human Resource Management Edition 14</i>. Jakarta: Salemba Empat</p> <p>Material: 1. Obstacles to recruitment 2. Recruitment channels 3. Recruitment evaluation 4. Basis for selection 5. Relationship between selection and other personnel functions 6. Challenges in selection</p> <p>References: Grensing-Pophal, Lin. 2000. <i>Human Resources Book. Human Resources Management for Business</i>. Jakarta: Prenada</p>	
5	Able to explain the training and development process	<ol style="list-style-type: none"> 1. ● Able to explain the urgency of orientation activities 2. ● Able to explain the purpose of training and development 3. ● Able to explain training and development methods 4. ● Able to explain training and development program evaluation 	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with case based learning based on Student Centered Learning. The lecturer provides an explanation about SDI 3 X 50 Training and Development	<p>Material: 1. Orientation Program 2. SDI Training and Development 3. Evaluation of Training and Development</p> <p>Literature: Jusmaliani. 2011. <i>Human Resource Management</i>. Jakarta: Bumi Literacy.</p> <p>Material: 1. Orientation Program 2. SDI Training and Development 3. Evaluation of Training and Development</p> <p>Literature: Wahjono, Sentot Imam. 2017. <i>Human Resources Management</i>. Jakarta:</p>	5%

Salemba Empat.

Material: 1. Orientation Program 2. SDI Training and Development 3. Evaluation of Training and Development

Literature: Misno, Abdurrahman and Farid, Muhammad Fahri. 2019. *Human Resource Management*. Jakarta: Open University Press.
Supporters:

Material: 1. Orientation Program 2. SDI Training and Development 3. Evaluation of Training and Development

Literature: Dessler, Gary. 2016. *Human Resource Management Edition 14*. Jakarta: Salemba Empat

Material: 1. Orientation Program 2. SDI Training and Development 3. Evaluation of Training and Development

Literature: Djameluddin Ancok, 2003. *Outbound Management Training: Application of Behavioral Science in Human Resource Development*. Yogyakarta: UII Press

Material: 1. Orientation Program 2. SDI Training and Development 3. Evaluation of Training and Development

Literature: Grensing-Pophal, Lin. 2000. *Human Resources Book. Human Resources Management for Business*. Jakarta: Prenada

6	Able to Practice the Performance Appraisal and Compensation Process	<p>1. ● Able to explain performance management</p> <p>2. ● Able to describe employee performance appraisal methods ●</p> <p>Able to explain and practice effective employee performance appraisal</p>	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures in class with case based learning based on Student Centered Learning. The lecturer provides an explanation of the 3 X 50 Performance Assessment Process		<p>Material: 1. Performance Management 2. Performance Appraisal 3. Effective Performance Appraisal Methods</p> <p>References: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i></p> <hr/> <p>Material: 1. Performance Management 2. Performance Appraisal 3. Effective Performance Appraisal Methods</p> <p>References: <i>Dessler, Gary. 2016. Human Resource Management Edition 14. Jakarta: Salemba Empat</i></p> <hr/> <p>Material: 1. Performance Management 2. Performance Appraisal 3. Effective Performance Appraisal Methods</p> <p>Reference: <i>Djamaluddin Ancok, 2003. Outbound Management Training: Application of Behavioral Science in Human Resource Development. Yogyakarta: UII Press</i></p> <hr/> <p>Material: 1. Performance Management 2. Performance Appraisal 3. Effective Performance Appraisal Methods</p> <p>References: <i>Grensing-Pophal, Lin. 2000. Human Resources Book. Human Resources Management for Business. Jakarta: Prenada</i></p>	7%
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7	Able to understand career management in organizations/companies	<p>1. ● Able to explain the importance of career management</p> <p>2. ● Able to explain career management and its benefits for companies and employees/SDI</p> <p>3. ● Able to describe career development.</p>	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with case based learning based on Student Centered Learning. The lecturer provides an explanation about career management in 3 X 50 organizations/companies		<p>Material: 1. Career Management 2. Retention Management 3. Employee Career Development Library: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Career Management 2. Retention Management 3. Employee Career Development References: <i>Gresing-Pophal, Lin. 2000. Human Resources Book. Human Resources Management for Business. Jakarta: Prenada</i></p>	5%
8	Midterm exam		<p>Form of Assessment : Test</p>	3 X 50 midterm exam			15%
9	Understand the forms of compensation given to employees	Able to differentiate the forms of compensation provided by the company to employees (salary, incentives, health benefits, rewards and punishments, and retirement benefits) Able to explain the philosophy of remuneration Able to explain remuneration based on job evaluations Able to explain the types of incentives and the basis for providing incentives	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures in class with Problem Based Learning based on Student Centered Learning. The lecturer provides an explanation of the forms of compensation given to employees	WAG (discussion) Google Classroom (material) Google Meet (lecture) Google Form (test) [1 x 3 x 50 minutes] Task 9: Observe MSMEs in groups and observe the form of compensation given to employees and their problems for employees, then present it in class.	<p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits Reader: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits Reader: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i></p> <p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits Reader: <i>Misno, Abdurrahman and Farid, Muhammad Fahri. 2019. Human Resource</i></p>	3%

					<p><i>Management. Jakarta: Open University Press. Supporters:</i></p> <p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits Bibliography: <i>Dessler, Gary. 2016. Human Resource Management Edition 14. Jakarta: Salemba Empat</i></p> <p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits Reference: <i>Djamaluddin Ancok, 2003. Outbound Management Training: Application of Behavioral Science in Human Resource Development. Yogyakarta: UII Press</i></p> <p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits References: <i>Grensing-Pophal, Lin. 2000. Human Resources Book. Human Resources Management for Business. Jakarta: Prenada</i></p>	
10	Understand the forms of compensation given to employees	Able to differentiate the forms of compensation provided by the company to employees (salary, incentives, health benefits, rewards and punishments, and retirement benefits) Able to explain the philosophy of remuneration Able to explain remuneration based on job evaluations Able to explain the types of incentives and the basis for providing incentives	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with Problem Based Learning based on Student Centered Learning. The lecturer provides an explanation of the forms of compensation given to employees	<p>Material: 1. Types of compensation 2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits Reader: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Types of compensation 2. Salary 3. Incentives 4.</p>	6%

Health Benefits 5.
Rewards and Punishments 6.
Retirement benefits
Reader:
Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.

Material: 1. Types of compensation
2. Salary 3. Incentives 4. Health Benefits 5. Rewards and Punishments 6. Retirement benefits

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References:

						<p><i>Grening-Pophal, Lin. 2000. Human Resources Book. Human Resources Management for Business. Jakarta: Prenada</i></p>	
11	Able to explain how companies manage employee retention, engagement and careers	Able to explain employee turnover (voluntary turnover and forced turnover) and the factors that influence turnover Able to explain a Comprehensive Approach to Retaining Employees Able to explain the stages of withdrawal from work Able to explain how to increase employee engagement	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with Problem Based Learning based on Student Centered Learning. The lecturer provides an explanation of how companies manage employee retention, engagement and careers		<p>Material: 1. Employee turnover 2. Retaining employees 3. Withdrawal from work 4. Increasing employee involvement Reader: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Employee turnover 2. Retaining employees 3. Withdrawal from work 4. Increasing employee involvement Reader: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i></p> <p>Material: 1. Employee turnover 2. Retaining employees 3. Withdrawal from work 4. Increasing employee involvement References: <i>Misno, Abdurrahman and Farid, Muhammad Fahri. 2019. Human Resource Management. Jakarta: Open University Press. Supporters:</i></p> <p>Material: 1. Employee turnover 2. Retaining employees 3. Withdrawal from work 4. Increasing employee involvement References: <i>Dessler, Gary. 2016. Human Resource Management Edition 14. Jakarta: Salemba Empat</i></p> <p>Material: 1. Employee turnover 2. Retaining employees 3. Withdrawal from work 4.</p>	6%

					<p>Increasing employee involvement Reference: <i>Djamaluddin Ancok, 2003. Outbound Management Training: Application of Behavioral Science in Human Resource Development. Yogyakarta: UII Press</i></p> <p>Material: 1. Employee turnover 2. Retaining employees 3. Withdrawal from work 4. Increasing employee involvement References: <i>Grensing-Pophal, Lin. 2000. Human Resources Book. Human Resources Management for Business. Jakarta: Prenada</i></p>	
12	Explaining and Practicing Ethics, Employee Relations, Fair Treatment in the Workplace, and conflict management	Able to explain the basics of ethics and fair treatment in the workplace Able to explain ethics in business Able to identify employee rights and employer obligations Able to explain conflict management	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures in class with Case Based Learning based on Student Centered Learning. Lecturers provide explanations about Ethics, Employee Relations, and Fair Treatment in the Workplace, and conflict management	<p>Material: 1. Basics of ethics 2. Business ethics 3. Rights and obligations of employees 4. Rights and obligations of employers 5. Conflict management Reader: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i></p> <p>Material: 1. Basics of ethics 2. Business ethics 3. Rights and obligations of employees 4. Rights and obligations of employers 5. Conflict management References: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i></p> <p>Material: 1. Basics of ethics 2. Business ethics 3. Employee rights and obligations 4. Employer rights and obligations 5. Conflict management References: <i>Misno, Abdurrahman</i></p>	5%

and Farid, Muhammad Fahri. 2019. *Human Resource Management*. Jakarta: Open University Press.
Supporters:

Material: 1. Basics of ethics 2. Business ethics 3. Employee rights and obligations 4. Employer rights and obligations 5. Conflict management

References: Dessler, Gary. 2016. *Human Resource Management Edition 14*. Jakarta: Salemba Empat

Material: 1. Basics of ethics 2. Business ethics 3. Employee rights and obligations 4. Employer rights and obligations 5. Conflict management

Reference: Djamaluddin Ancok, 2003. *Outbound Management Training: Application of Behavioral Science in Human Resource Development*. Yogyakarta: UII Press

Material: 1. Basics of ethics 2. Business ethics 3. Rights and obligations of employees 4. Rights and obligations of employers 5. Conflict management

References: Grensing-Pophal, Lin. 2000. *Human Resources Book. Human Resources Management for Business*. Jakarta: Prenada

13	Able to explain the Islamic Work Ethic	Able to explain the importance of work ethic in Islam Able to describe a work ethic that is in accordance with the Al-Quran Able to explain the implementation of the characteristics of the apostle (akhlakul karimah) in work	Criteria: Holistic rubric Form of Assessment : Participatory Activities	Lectures in class with Case Based Learning based on Student Centered Learning. The lecturer provides an explanation of the Islamic Work Ethic	Material: 1. Work Ethic 2. Karimah's Akhlakul Library: <i>Jusmaliani. 2011. Human Resource Management. Jakarta: Bumi Literacy.</i> Material: 1. Work Ethic 2. Karimah's Akhlakul Library: <i>Wahjono, Sentot Imam. 2017. Human Resources Management. Jakarta: Salemba Empat.</i> Material: 1. Work Ethic 2. Karimah's Akhlakul Library: <i>Misno, Abdurrahman and Farid, Muhammad Fahri. 2019. Human Resource Management. Jakarta: Open University Press. Supporters:</i> Material: 1. Work Ethic 2. Karimah's Akhlakul Bibliography: <i>Dessler, Gary. 2016. Human Resource Management Edition 14. Jakarta: Salemba Empat</i> Material: 1. Work Ethic 2. Akhlakul Karimah Reference: <i>Djamaluddin Ancok, 2003. Outbound Management Training: Application of Behavioral Science in Human Resource Development. Yogyakarta: UII Press</i> Material: 1. Work Ethic 2. Karimah's Akhlakul Bibliography: <i>Grensing-Pophal, Lin. 2000. Human Resources Book. Human Resources Management for Business. Jakarta: Prenada</i>	5%
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14	Able to explain the importance of motivation in organizations	<ol style="list-style-type: none"> 1. ● Able to explain the concept of motivation 2. ● Able to explain motivation theories 3. ● Able to identify types of motivation 4. ● Able to explain motivation tools 5. ● Able to explain motivation in accordance with Islam 	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures in class with Case Based Learning based on Student Centered Learning. The lecturer provides an explanation about the importance of motivation in organizations		<p>Material: 1. Motivation Reader: Jusmaliani. 2011. <i>Human Resource Management</i>. Jakarta: Bumi Literacy.</p> <hr/> <p>Material: 1. Motivation Reader: Wahjono, Sentot Imam. 2017. <i>Human Resources Management</i>. Jakarta: Salemba Empat.</p> <hr/> <p>Material: 1. Motivation Reader: Misno, Abdurrahman and Farid, Muhammad Fahri. 2019. <i>Human Resource Management</i>. Jakarta: Open University Press. Supporters:</p> <hr/> <p>Material: 1. Motivation Reader: Dessler, Gary. 2016. <i>Human Resource Management Edition 14</i>. Jakarta: Salemba Empat</p> <hr/> <p>Material: 1. Motivation Literature: Djamaluddin Ancok, 2003. <i>Outbound Management Training: Application of Behavioral Science in Human Resource Development</i>. Yogyakarta: UII Press</p> <hr/> <p>Material: 1. Motivation Reader: Grensing-Pophal, Lin. 2000. <i>Human Resources Book. Human Resources Management for Business</i>. Jakarta: Prenada</p>	7%
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15	Able to explain SDI information systems	Able to examine the urgency of SDI SIM. Able to explain the function of SDI SIM. Able to explain the benefits of implementing SDI SIM	<p>Criteria: Holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Class lectures with lecturer courses based on Student Centered Learning. The lecturer provides an explanation of the HR Management Information System	WAG (discussion) Google Classroom (material) Google Meet (lecture) Google Form (test) [1 x 3 x 50 minutes]	<p>Material: 1. SDI Information System Library: Jusmaliani. 2011. <i>Human Resource Management</i>. Jakarta: Bumi Literacy.</p> <p>Material: 1. SDI Information System Library: Wahjono, Sentot Imam. 2017. <i>Human Resources Management</i>. Jakarta: Salemba Empat.</p> <p>Material: 1. SDI Information System Library: Misno, Abdurrahman and Farid, Muhammad Fahri. 2019. <i>Human Resource Management</i>. Jakarta: Open University Press. Supporters:</p> <p>Material: 1. SDI Information Systems Reader: Dessler, Gary. 2016. <i>Human Resource Management Edition 14</i>. Jakarta: Salemba Empat</p> <p>Material: 1. SDI Information Systems Library: Djamaluddin Ancok, 2003. <i>Outbound Management Training: Application of Behavioral Science in Human Resource Development</i>. Yogyakarta: UII Press</p> <p>Material: 1. SDI Information Systems Library: Gresing-Pophal, Lin. 2000. <i>Human Resources Book. Human Resources Management for Business</i>. Jakarta: Prenada</p>	5%
16	final exams		<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Test</p>				15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.