



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 |
|-----------------------------------|--|-----------------------------------|--------------------------------------|-------------------------------|------------------|
| Bureaucracy and Public Governance | 6320103618 | Compulsory Study Program Subjects | T=3 P=0 ECTS=4.77 | 3 | July 14, 2023 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | |
| | Deby Febriyan Eprilianto, S.Sos., MPA. | | Muhammad Farid Ma'ruf, S.Sos., M.AP. | Eva Hany Fanida, S.AP., M.AP. | |

Learning model Project Based Learning

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

| | |
|---------------|---|
| PLO-8 | Mastering theoretical concepts of administration and public policy. |
| 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 | Able to demonstrate the attitude of bureaucratic officials who are responsible and neutral. |
| PO - 2 | Able to master the concept of bureaucratic organization in the context of public governance |
| PO - 3 | Able to analyze interactions between bureaucracy and various public governance actors in formulating policies and public services. |
| PO - 4 | Able to apply logical, critical, systematic and innovative bureaucratic thinking in developing public governance with a humanist approach to science and technology. |

PLO-PO Matrix

| | | | | |
|--|------|-------|--------|--------|
| | P.O | PLO-8 | PLO-12 | PLO-13 |
| | PO-1 | | | |
| | PO-2 | | | |
| | PO-3 | | | |
| | PO-4 | | | |

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 | | | | | | | | | | | | | | | | |
| | PO-4 | | | | | | | | | | | | | | | | |

Short Course Description This course helps students to understand and be able to explain the theory of bureaucracy and the role of bureaucracy in administering government, the paradigm shift from government to governance and the principles of good governance contextually.

References **Main :**

1. Dwiyanto, Agus.2012. Reformasi Birokrasi Publik di Indonesia. Gadjamada University Yogyakarta
2. Efendi, Taufiq.2013. Reformasi Birokrasi dan Iklim Investasi.Konstitusi Press Jakarta
3. Istianto, Bambang, 2013. Demokratisasi birokrasi, rajawali Press Jakarta
4. Nugroho, Riant, 2013. Change Management Untuk Birokrasi. Elexmedia Komputindo Suarabaya
5. Setiyono, Budi. 2012. Birokrasi dalam Perspektif Politik dan Administrasi. Nuansa Jakarta
6. Thoha, Miftah, 2012. Birokrasi Pemerintah dan Kekuasaan di Indonesia. Matapena Institute & Thafa Media Jakarta
7. Guy, et.al.2013. Representative Bureaucracy in Action, Edward Elgar Publishing London,UK
8. Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi tentang Road Map Reformasi Birokrasi Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Tahun 2020-2024
9. Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi tentang Pembangunan dan Evaluasi Zona Integritas Menuju Wilayah Bebas dari Korupsi dan Wilayah Birokrasi Bersih dan Melayani di Instansi Pemerintah

Supporters:

1. Amin Rais, 1986, Demokrasi dan Proses politik, LP3ES, Jakarta
2. Ramlan Surbakti, 1991, Karakteristik dan Penampilan Birokrasi Perkotaan, Prisma
3. Budi Setiono, 2005, Birokrasi Pemerintahan Orde Baru : Perspektif Kultural dan Struktural, Jakarta, PT Rajawali Press.
4. David Osborne & Peter Plastrik, 2000, Memangkas Birokrasi (alih bahasa; Abdul Rasyid, Ramlan, Jakarta
5. Peraturan Presiden Nomor 81 Tahun 2010 tentang Grand Design Reformasi Birokrasi 2010 – 2025

Supporting lecturer

Muhammad Farid Ma'ruf, S.Sos., M.AP.
Trenda Aktiva Oktariyanda, S.AP., M.AP.
Galih Wahyu Pradana, S.A.P., M.Si.
Deby Febriyan Eprilianto, S.Sos., MPA.
M. Noer Falaq Al Amin, SIP., M.KP.

| 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 understand the basic concepts and theories of bureaucracy. Students are able to explain the character of bureaucracy | <ol style="list-style-type: none"> 1. Have the ability to understand the concept of bureaucracy (understanding, theory, flow of bureaucratic approaches) 2. Be able to describe the history of bureaucratic development 3. Explain the characteristics of bureaucracy | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' clarity in explaining the concept of bureaucracy 2. Accuracy in describing the history of bureaucratic development 3. Accuracy in explaining bureaucratic characteristics <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Pulpit lectures discussions and questions and answers 3 X 50 | Pulpit lectures, discussions and questions and answers 3 X 50 | <p>Material: The Role of Bureaucracy in the State. References: Dwiyanto, Agus. 2012. Public Bureaucratic Reform in Indonesia. Gadjamada University Yogyakarta</p> | 4% |
| 2 | Students are able to understand the model and function of bureaucracy. Students are able to explain the role and position of bureaucracy in the State | a) Understand the functions and models of bureaucracy b) Be able to explain the position, role and function of bureaucracy in the country | <p>Criteria:</p> <p>depth of understanding of the material and mastery of argumentation in explaining the focus of the study</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p> | Pulpit lecture and literature review 3 X 50 | | <p>Material: The Role of Bureaucracy in the State Reference: Dwiyanto, Agus.2012. Public Bureaucratic Reform in Indonesia. Gadjamada University Yogyakarta</p> | 4% |
| 3 | Students are able to explain the levels of bureaucracy. Students are able to explain the relationship between political influence on bureaucracy | <ol style="list-style-type: none"> 1. Understand the concept of bureaucratic levels in government 2. Explain the concept of the relationship and influence of political bureaucracy and service bureaucracy | <p>Criteria:</p> <p>Assess understanding of the concept of bureaucracy at the government level</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Pulpit lectures and discussions 3 X 50 | | <p>Material: Meaning and Role of Public Value Reference: Efendi, Taufiq.2013. Bureaucratic Reform and the Investment Climate. Jakarta Press Constitution</p> | 4% |

| | | | | | | | |
|---|---|--|--|--|--|--|-----|
| 4 | Students are able to explain the relationship and influence of politics on bureaucracy in Indonesia | Analyzing the relationship between bureaucratic levels/characters on aspects of politics, service and policy making | <p>Criteria: able to analyze the relationship between bureaucracy regarding aspects of politics, services and policy making</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p> | pulpit lecture and case study analysis 2 X 50 | | <p>Material: Governance Paradigm Reference: <i>Nugroho, Riant, 2013. Change Management for Bureaucracy. Elexmedia Komputindo Suarabaya</i></p> | 4% |
| 5 | Students are able to explain the concept and principles of rational bureaucracy according to Weber's style. Students are able to provide an assessment (weaknesses and criticism) of Weber's concept of bureaucracy | <ol style="list-style-type: none"> 1.Understand Weber's concepts and principles of bureaucracy 2.Provides an analysis of the weaknesses and strengths of the Weber bureaucracy | <p>Criteria: Ability to explain rationally and theoretically the strengths and weaknesses of Max Weber's bureaucracy</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p> | Concepts and principles of Max Weber's ideal bureaucracy, the concept of legal authority as the basis of rational bureaucracy, and several weaknesses and criticism of Weber's theory 3 | | <p>Material: Governance Paradigm Bibliography: <i>Istianto, Bambang, 2013. Democratization of bureaucracy, Rajawali Press Jakarta</i></p> | 4% |
| 6 | Students are able to understand the concept of pathology, maladministration in bureaucracy. Students are able to identify the classification of bureaucratic pathology | a) Understand the concept of bureaucratic pathology b) Identify types, characteristics and groups of bureaucratic pathology | <p>Criteria: Assess understanding of the concepts of pathology and maladministration in government</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | pulpit lecture and discussion 3 X 50 | | <p>Material: Perspective of Bureaucratic Pathology References: <i>Setyono, Budi. 2012. Bureaucracy in Political and Administrative Perspective. Jakarta nuances</i></p> | 10% |
| 7 | Students are able to explain the causes, impacts and solutions of pathological practices in the state government bureaucracy | <ol style="list-style-type: none"> 1.Explain the meaning, causes, impacts and solutions of pathological bureaucratic practices in government 2.Analyzing the causes of bureaucratic pathology 3.Describe solutions to pathological bureaucratic practices in government | <p>Criteria: <ol style="list-style-type: none"> 1.Identify bureaucratic pathological practices around you (value weight 15) 2.Explain your analysis regarding this pathology (value weight: 25) 3.Give a solution from the pathology practice (weighted value 20) </p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | case studies of various cases of bureaucratic pathology 2 X 50 | | <p>Material: Actors and Relationship Patterns in Governance Reference: <i>Thoha, Miftah, 2012. Government Bureaucracy and Power in Indonesia. Matapena Institute & Thafa Media Jakarta</i></p> | 10% |

| | | | | | | | |
|----|---|--|---|--|--|--|-----|
| 8 | understand the basic concepts of bureaucracy, be able to analyze the weaknesses and strengths of Max Weber's bureaucracy, understand the concepts of administrative problems and bureaucratic pathology, be able to identify and describe cases of bureaucratic pathology | <ol style="list-style-type: none"> 1. Students have a complete understanding of the basic concepts of bureaucracy 2. Students are able to analyze the weaknesses and strengths of Max Weber's bureaucracy 3. Students have an understanding of the concepts of administrative problems and bureaucratic pathology 4. Students have the ability to identify and describe solutions to cases of bureaucratic pathology | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Ability to briefly explain the basic concepts of bureaucracy (weight: 15) Ability to describe the role and function of bureaucracy in state organizations (weight: 20) Ability to explain the relationship between bureaucratic levels and political, social aspects and public policy formulation (weight: 25) <p>Explain the following (weight : 35)</p> <ol style="list-style-type: none"> a. Understanding Bureaucratic Pathology b. Classification of Bureaucratic Pathology c. The practice of bureaucratic pathology <p>Form of Assessment : Test</p> | 3 X 50 | | <p>Material: Material 1-8</p> <p>References: <i>Thoha, Miftah, 2012. Government Bureaucracy and Power in Indonesia. Matapena Institute & Thafa Media Jakarta</i></p> | 10% |
| 9 | Students are able to explain the relationship between bureaucracy and its environment. Students are able to power and leadership in bureaucracy | <ol style="list-style-type: none"> 1. Explain environmental dynamics in bureaucracy 2. Explain the relationship between power and bureaucracy and leadership and bureaucracy | <p>Criteria: Assess understanding of environmental dynamics in bureaucracy.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p> | Pulpit lecture Questions and Answers Discussion 3 X 50 | | <p>Material: Partnership Governance</p> <p>Reference: <i>Guy, et.al.2013. Representative Bureaucracy in Action, Edward Elgar Publishing London, UK</i></p> | 10% |
| 10 | Students are able to explain the history of the development of Indonesian bureaucracy. They are able to explain the differences in character, model and practice of bureaucracy in Indonesia from time to time | <ol style="list-style-type: none"> 1. Explain the history of the development of bureaucratic practices in Indonesia 2. Analyze the differences in characteristics and practices of bureaucratic models during the old order, new order and reform era | <p>Criteria: Assess understanding of the history, development and differences in character, models and practices of bureaucracy in Indonesia during the Orla, New Order and Reform eras</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Pulpit lecture Questions and Answers Discussion 3 X 50 | | <p>Material: Transparency and Accountability</p> <p>Literature: <i>Ramlan Surbakti, 1991, Characteristics and Appearance of Urban Bureaucracy, Prisma</i></p> | 8% |
| 11 | Students are able to describe and identify various types of bureaucratic pathology | <ol style="list-style-type: none"> 1. Explain the history of the development of bureaucratic practices in Indonesia 2. Analyze the differences in characteristics and practices of bureaucratic models during the old order, new order and reform era | <p>Criteria: Assess understanding of the history, development and differences in character, models and practices of bureaucracy in Indonesia during the Orla, New Order and Reform eras</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Pulpit lecture Questions and Answers Discussion 3 X 50 | | <p>Material: Quasi Government</p> <p>Reference: <i>Budi Setiono, 2005, New Order Government Bureaucracy: Cultural and Structural Perspectives, Jakarta, PT Rajawali Press.</i></p> | 8% |

| | | | | | | | |
|----|---|---|---|--|--|---|----|
| 12 | Students are able to understand the concept of bureaucratic reform. Students are able to explain why it is important to carry out bureaucratic reform | <ol style="list-style-type: none"> 1. understand the concept of bureaucratic reform 2. Explain the reasons for the need for bureaucratic reform | <p>Criteria: Assess understanding of the concept and practice of corruption in government</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Lecture Questions and Answers Discussion 2 X 50 | | <p>Material: Bureaucratic Reform Reference: Efendi, Taufiq, 2013. <i>Bureaucratic Reform and the Investment Climate</i>. Jakarta Press <i>Constitution</i></p> <hr/> <p>Material: Public Trust and Ethic Bureaucracy Reference: David Osborne & Peter Plastrik, 2000, <i>Cutting Bureaucracy (translated)</i>; Abdul Rasyid, Ramlan, Jakarta</p> | 4% |
| 13 | Students are able to understand the concepts and principles of good governance. Students are able to explain the concept of good governance as a new approach in bureaucracy. Students are able to analyze the application of good governance in bureaucracy. | <ol style="list-style-type: none"> 1. Explain the concept of good governance and relate it to bureaucracy 2. Analyzing the application of good governance principles in bureaucracy | <p>Criteria: Assess understanding of the principles of good governance</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Lecture pulpit Question and Answer 3 X 50 | | <p>Material: Good governance Reference: <i>Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform regarding the Road Map for Bureaucratic Reform of the Ministry for Empowerment of State Apparatus and Bureaucratic Reform for 2020-2024</i></p> <hr/> <p>Material: Public Issues Reference: Budi Setiono, 2005, <i>New Order Government Bureaucracy: Cultural and Structural Perspectives</i>, Jakarta, PT Rajawali Press.</p> | 3% |

| | | | | | | | |
|----|---|--|---|---|---|---|-----|
| 14 | Students are able to understand the concept of integrity zones in efforts to implement governance | 1.Explain the concept of integrity zones 2.Analyzing the urgency of integrity zones in bureaucracy | Criteria: Assess understanding of integrity zones Form of Assessment : Participatory Activities | Lecture pulpit Question and Answer 3 X 50 | | Material: integrity zone Reference: <i>Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform regarding Development and Evaluation of Integrity Zones Towards Areas Free from Corruption and Clean and Serving Bureaucratic Areas in Government Agencies</i> Material: Public Issues Literature: <i>Ramlan Surbakti, 1991, Characteristics and Appearance of Urban Bureaucracy, Prisma</i> | 3% |
| 15 | Students are able to understand areas of change in the practice of integrity zones in bureaucracy | 1.Explains various changes in power and authority in regional bureaucracy 2.Explain the pattern of division of bureaucratic authority between the central government and regional governments | Criteria: Assess understanding of areas of change within the integrity zone Form of Assessment : Project Results Assessment / Product Assessment | Pulpit lecture Questions and Answers 3 X 50 | | Material: Areas of change in integrity zones Reference: <i>Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform regarding Development and Evaluation of Integrity Zones Towards Areas Free from Corruption and Clean and Serving Bureaucratic Areas in Government Agencies</i> Material: Global Governance Perspective Reference: <i>Amin Rais, 1986, Democracy and the Political Process, LP3ES, Jakarta</i> | 4% |
| 16 | UAS | Answers are explained appropriately | Criteria: Answers are explained appropriately Form of Assessment : Project Results Assessment / Product Assessment, Test | 3 X 50 offline test | - | Material: Material 9-15 References: <i>Setiyono, Budi. 2012. Bureaucracy in Political and Administrative Perspective. Jakarta nuances</i> | 10% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 9.66% |
| 2. | Project Results Assessment / Product Assessment | 66.66% |
| 3. | Portfolio Assessment | 5.33% |
| 4. | Test | 18.33% |
| | | 99.98% |

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.