



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Bachelor of Public Administration Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																												
Public Sector HRM	6320103065		T=3 P=0 ECTS=4.77	3	July 18, 2024																																												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																												
	.....		.....		Eva Hany Fanida, S.AP., M.AP.																																												
<b>Learning model</b>	Case Studies																																																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																																										
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>	P.O																																																
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> <td style="width: 20px; height: 20px;">8</td> <td style="width: 20px; height: 20px;">9</td> <td style="width: 20px; height: 20px;">10</td> <td style="width: 20px; height: 20px;">11</td> <td style="width: 20px; height: 20px;">12</td> <td style="width: 20px; height: 20px;">13</td> <td style="width: 20px; height: 20px;">14</td> <td style="width: 20px; height: 20px;">15</td> <td style="width: 20px; height: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>Short Course Description</b>	<p>This course provides students with a basic understanding of the role of human resource management in a public organization in order to achieve competitive advantage. Starting from explaining HRM in terms of ontology, epistemology and axiology, the evolution of HRM from the birth of the scientific management movement to the birth of the human relations movement, corporate culture, HR as key elements. Integration of sources of excellence which include organization, capabilities, culture and HR. HR planning includes staff formation, employee orientation, HR development, HR development (PNS), compensation, promotion, transfer, motivation and ultimately the dismissal of employees (PNS). The next stage provides learning experiences for students to apply basic HRM concepts which are outlined in writing papers and presenting them using Power-Point media. This course uses an expository and explanatory approach.</p>																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Moving Toward a New Model of Career Development, Academy of Management executive, Vol 11, No.1, 1997</li> <li>2. Hasibuan, H. Malayu (2002), Manajemen Sumber Daya Manusia, Edisi Revisi Kedua, Penerbit BPFE-UGM, Yogyakarta,</li> <li>3. Irianto, Yusuf, Tema-Tema Pokok Manajemen Sumber Daya Alam, Penerbit Insan Cendekiawan, Surabaya, Tahun 2001,</li> <li>4. Noe, Hollenbeck, 2008, Gerhart. Human Resource Management, 6 th edition. Mc Graw Hill,</li> <li>5. Dessler, Gary, 2005, Human Resource Management, 10th edition, Prentice-Hall International Inc.,</li> <li>6. Bernardin. John, 2003, Human Resource Management, 3rd ed, Mc Graw Hill,</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	Dra. Meirinawati, M.AP. Indah Prabawati, S.Sos., M.Si. Eva Hany Fanida, S.AP., M.AP.																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																										

1	Understand the meaning, function and objectives of Public Sector HRM	<ul style="list-style-type: none"> <li>- Explain the meaning, function and objectives of Public Sector HRM.</li> <li>- Explain the characteristics of public organizations.</li> <li>- Explain the importance of HR in organizations.</li> <li>- Explain the relationship between public organizations.</li> </ul>		Pulpit lecture Questions and answers Discussion 3 X 50			0%
2	Understanding HRM Development, Approaches, Paradigms.	<ul style="list-style-type: none"> <li>- Explain the HR approach according to Keith Davis.</li> <li>- Explain the HR approach according to Dave Ulrich.</li> <li>- Explain the HR approach according to Storey.</li> </ul>		Pulpit lecture. Questions and answers. Discussion. 3 X 50			0%
3	- Understand the TQM concept	<ul style="list-style-type: none"> <li>- Explain the concept of quality.</li> <li>- Explain the key elements of TQM.</li> <li>- Explain the relationship between TQM and HRM.</li> </ul>		Pulpit lecture Discussion on 3 X 50 Simulation			0%
4	Understanding competency-based HR development.	<ul style="list-style-type: none"> <li>- Explain the definition of competency.</li> <li>- Identify 18 generic competencies required by all types of organizations.</li> <li>- Explain HR competency measurement techniques.</li> </ul>		Pulpit lecture Questions and Answers Discussion 3 X 50			0%
5	Understand the process of preparing HR planning.	<ul style="list-style-type: none"> <li>- Explain the urgency of HR planning.</li> <li>- Explain the factors that influence HR planning.</li> <li>- Explain HR planning methods.</li> <li>- Explain the stages of HR planning.</li> </ul>		Pulpit lecture Questions and Answers Discussion 3 X 50			0%
6	Students are able to apply the HR appointment and placement process	<ul style="list-style-type: none"> <li>- Identifying the basis for preparing formations</li> <li>- Identifying the process of preparing formations</li> <li>- Identifying HR procurement activities</li> <li>- Identifying factors that influence HR orientation</li> </ul>		Pulpit lecture Discussion Assignment 3 X 50			0%
7	Students are able to identify HR rights and obligations	<ul style="list-style-type: none"> <li>- Explain the meaning of rights and obligations</li> <li>- Identify HR rights</li> <li>- Identify HR obligations</li> </ul>		Pulpit lecture Discussion on Assignment 3 X 50			0%
8	Sub-summative exam (USS) or mid-term exam (UTS)	Explain the importance of HRM for the existence of an organization.		Written test 3 X 50			0%

9	Students are able to understand HR development.	Identifying HR development objectives - Identifying HR training techniques - Identifying HR development techniques - Identifying training for civil servants		Pulpit lecture Questions and answers Discussion 3 X 50			0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**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.**