



**Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Public Administration Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
Bureaucratic Position Competency Standards	6330102064		T=0	P=2	ECTS=3.18	3	July 17, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
	Agus Prastyawan		gading gamaputra			Dr. Weni Rosdiana, S.Sos., M.AP.																																																			
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																								
	PLO-5	Have devotion to God Almighty and be able to show a religious attitude																																																							
	Program Objectives (PO)																																																								
	PO - 1	Contribute to improving the quality of life in society, nation and state and the progress of civilization based on Pancasila																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>		P.O	PLO-5	PO-1																																																			
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PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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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PO-1																																																									
Short Course Description	This course discusses the concept of job competency standards and carries out a simulation of preparing job competency standards in the context of completing technical tasks in the field of human resources																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> Permenpan 38 Tahun 2017 Tentang Standar Kompetensi Jabatan ASN PERATURAN KEPALA BADAN KEPEGAWAIAN NEGARA NOMOR 13 TAHUN 2011 TENTANG PEDOMAN PENYUSUNAN STANDAR KOMPETENSI JABATAN Peraturan Badan Kepegawaian Negara Nomor 7 Tahun 2013 tentang Pedoman Perumusan Standar Kompetensi Manajerial PNS Peraturan Badan Kepegawaian Negara Nomor 8 Tahun 2013 tentang Pedoman Perumusan Standar Kompetensi Teknis PNS 																																																								
	Supporters:																																																								
	<ol style="list-style-type: none"> SpencerLM, & Signe Spencer, 1993, Competence at Work, Model for Superior performance, John Wiley & Sons, New York Sudarmanto, 2009, Kinerja dan pengembangan kompetensi SDM, Pustaka pelajar, Yogyakarta Boyatzis, Richard, 1982, The Competent Manager, A Model for Effective Performance, John Wiley & Sons, New York PerkaBKN No 7 Tahun 2013 PerkaBKN No 8 Tahun 2013 Peraturan Badan Kepegawaian Negara Nomor 6 Tahun 2021 tentang Kamus Kompetensi Teknis Bidang Kepegawaian 																																																								
Supporting lecturer	Dr. Agus Prastyawan, S.Sos., M.Si. Gading Gamaputra, S.AP., MPA.																																																								

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	1. Students are able to understand the meaning and significance of SKJB 2. Students are able to understand the relationship between SKJB and ASN	1.1. Explain the meaning and significance of SKJB 2.2. explain the relationship between SKJB and ASN, and the legal basis	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 2 X 50		Material: Definition of SKJB, Importance of SKJB, Relationship between SKJB and ASN, Legal Basis Reference : <i>Permenpan 38 of 2017 Concerning Competency Standards for ASN Positions</i>	5%
2	1. Students are able to understand the meaning and significance of SKJB 2. Students are able to understand the relationship between SKJB and ASN	1.1. Explain the meaning and significance of SKJB 2.2. explain the relationship between SKJB and ASN, and the legal basis	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 2 X 50		Material: Definition of SKJB, Importance of SKJB, Relationship between SKJB and ASN, Legal Basis Reference : <i>Permenpan 38 of 2017 Concerning Competency Standards for ASN Positions</i>	5%
3	Students are able to understand the purpose and use of SKJB Students are able to understand employee competency mechanisms	1. Explain the purpose and use of SKJB 2.- Explain the competency mechanism	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer discussion 2 X 50		Material: - Explaining the purpose and use of SKJB - Explaining the competency mechanism Reference: <i>State Civil Service Agency Regulation Number 7 of 2013 concerning Guidelines for Formulating Managerial Competency Standards for Civil Servants</i> Material: - Explaining the purpose and use of SKJB - Explaining the competency mechanism Reference: <i>State Civil Service Agency Regulation Number 8 of 2013 concerning Guidelines for Formulating Civil Servant Technical Competency Standards</i>	5%

4	Students are able to understand the purpose and use of SKJB Students are able to understand employee competency mechanisms	1.Explain the purpose and use of SKJB 2.- Explain the competency mechanism	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer discussion 2 X 50		Material: - Explaining the purpose and use of SKJB - Explaining the competency mechanism Reference: <i>State Civil Service Agency Regulation Number 7 of 2013 concerning Guidelines for Formulating Managerial Competency Standards for Civil Servants</i> <hr/> Material: - Explaining the purpose and use of SKJB - Explaining the competency mechanism Reference: <i>State Civil Service Agency Regulation Number 8 of 2013 concerning Guidelines for Formulating Civil Servant Technical Competency Standards</i>	5%
5	Students are able to develop competencies	1.- explained the SKJB preparation team 2.- Explain the team that makes up managerial competency 3.- Explain the team that makes up sociocultural competency 4.- Explain the technical competency development team	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer discussion 2 X 50		Material: Managerial, Sociocultural and technical SKJB drafting team rules Reference: <i>Permenpan 38 of 2017 concerning ASN Position Competency Standards</i> <hr/> Material: Managerial, Sociocultural and technical SKJB drafting team rules Reference: REGULATION OF THE HEAD OF THE STATE PERSONNEL AGENCY NUMBER 13 OF 2011 CONCERNING GUIDELINES FOR PREPARING JOB COMPETENCY STANDARDS	5%

6	Students are able to develop competencies	<ol style="list-style-type: none"> 1.- explained the SKJB preparation team 2.- Explain the team that makes up managerial competency 3.- Explain the team that makes up sociocultural competency 4.- Explain the technical competency development team 	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer discussion 2 X 50		Material: Managerial, Sociocultural and technical SKJB drafting team rules Reference: <i>Permenpan 38 of 2017 concerning ASN Position Competency Standards</i> <hr/> Material: Managerial, Sociocultural and technical SKJB drafting team rules Reference: REGULATION OF THE HEAD OF THE STATE PERSONNEL AGENCY NUMBER 13 OF 201 1 CONCERNING GUIDELINES FOR PREPARING JOB COMPETENCY STANDARDS	5%
7	Students are able to develop competencies	<ol style="list-style-type: none"> 1.- explained the SKJB preparation team 2.- Explain the team that makes up managerial competency 3.- Explain the team that makes up sociocultural competency 4.- Explain the technical competency development team 	Form of Assessment : Participatory Activities	- Pulpit lecture - Question and answer discussion 2 X 50		Material: Managerial, Sociocultural and technical SKJB drafting team rules Reference: <i>Permenpan 38 of 2017 concerning ASN Position Competency Standards</i> <hr/> Material: Managerial, Sociocultural and technical SKJB drafting team rules Reference: REGULATION OF THE HEAD OF THE STATE PERSONNEL AGENCY NUMBER 13 OF 201 1 CONCERNING GUIDELINES FOR PREPARING JOB COMPETENCY STANDARDS	5%

8	Students are able to understand meeting material 1-7	learning outcomes for meetings 1-7		Written Exam 2 X 50		<p>Material: all material that has been provided Reference: Permenpan 38 of 2017 concerning ASN Position Competency Standards</p> <hr/> <p>Material: all material that has been provided Reference: State Civil Service Agency Regulation Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</p> <hr/> <p>Material: all material that has been provided Reference: State Civil Service Agency Regulation Number 8 of 2013 concerning Guidelines for Formulating Civil Servant Technical Competency Standards</p>	15%
9	Students are able to develop managerial competency standards	practice of developing managerial competency standards		- simulation - discussion of 2 X 50 performance		<p>Material: Managerial competency materials and rubrics Reference: State Civil Service Agency Regulation Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</p> <hr/> <p>Material: Managerial competency materials and rubrics Reference: Minister of Administrative Regulation 38 of 2017 concerning ASN Position Competency Standards</p>	15%

10	Students are able to develop managerial competency standards	practice of developing managerial competency standards		- simulation - discussion of 2 X 50 performance		<p>Material: Managerial competency materials and rubrics</p> <p>Reference: <i>State Civil Service Agency Regulation Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</i></p> <hr/> <p>Material: Managerial competency materials and rubrics</p> <p>Reference: Minister of <i>Administrative Regulation 38 of 2017 concerning ASN Position Competency Standards</i></p>	10%
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11	Students are able to create sociocultural competence	Creating socio-cultural competence	Form of Assessment : Participatory Activities	- Pulpit lecture - questions and answers Discussion 2 X 50		Material: Sensitive to understand and accept diversity, Actively developing attitudes of mutual respect, emphasizing equality and unity, Promoting, developing attitudes of tolerance and unity, Utilizing differences constructively and creatively to increase organizational effectiveness, Government representatives to build social psychological relationships Reference: <i>Civil Service Agency Regulations State Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</i> <hr/> Material: Sensitive to understand and accept diversity, Actively developing attitudes of mutual respect, emphasizing equality and unity, Promoting, developing attitudes of tolerance and unity, Utilizing differences constructively and creatively to increase organizational effectiveness, Government representatives to build social psychological relationships Reference: <i>Permenpan 38 Years 2017 Concerning ASN Position Competency Standards</i>	15%
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12	Students are able to create sociocultural competence	Creating socio-cultural competence	Form of Assessment : Participatory Activities	- Pulpit lecture - questions and answers Discussion 2 X 50		Material: Sensitive to understand and accept diversity, Actively developing attitudes of mutual respect, emphasizing equality and unity, Promoting, developing attitudes of tolerance and unity, Utilizing differences constructively and creatively to increase organizational effectiveness, Government representatives to build social psychological relationships Reference: <i>Civil Service Agency Regulations State Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</i> <hr/> Material: Sensitive to understand and accept diversity, Actively developing attitudes of mutual respect, emphasizing equality and unity, Promoting, developing attitudes of tolerance and unity, Utilizing differences constructively and creatively to increase organizational effectiveness, Government representatives to build social psychological relationships Reference: <i>Permenpan 38 Years 2017 Concerning ASN Position Competency Standards</i>	10%
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13	Students are able to create sociocultural competence	Creating socio-cultural competence	Form of Assessment : Participatory Activities	- Pulpit lecture - questions and answers Discussion 2 X 50		<p>Material: Sensitive to understand and accept diversity, Actively developing attitudes of mutual respect, emphasizing equality and unity, Promoting, developing attitudes of tolerance and unity, Utilizing differences constructively and creatively to increase organizational effectiveness, Government representatives to build social psychological relationships</p> <p>Reference: <i>Civil Service Agency Regulations State Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</i></p> <hr/> <p>Material: Sensitive to understand and accept diversity, Actively developing attitudes of mutual respect, emphasizing equality and unity, Promoting, developing attitudes of tolerance and unity, Utilizing differences constructively and creatively to increase organizational effectiveness, Government representatives to build social psychological relationships</p> <p>Reference: <i>Permenpan 38 Years 2017 Concerning ASN Position Competency Standards</i></p>	10%
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14	Students are able to develop technical competency standards	practice of preparing technical competency standards		- simulation - discussion - performance 2 X 50		Material: Technical competency material and rubric Reference: <i>State Civil Service Agency Regulation Number 8 of 2013 concerning Guidelines for Formulating Civil Servant Technical Competency Standards</i>	15%
15	Students are able to develop technical competency standards	practice of preparing technical competency standards		- simulation - discussion - performance 2 X 50		Material: Technical competency material and rubric Reference: <i>State Civil Service Agency Regulation Number 8 of 2013 concerning Guidelines for Formulating Civil Servant Technical Competency Standards</i>	15%
16	<p>1. Able to understand the concept of competency standards for bureaucratic positions and carry out competency calculation simulations in the context of completing technical tasks in the field of personnel</p> <p>2. have the enthusiasm, attitude, behavior capable of carrying out the role as a professional and credible public administrator in personnel management</p> <p>3. Examining the implications of developing or implementing science, technology that pays attention to and applies humanities values according to their expertise based on scientific rules, procedures and ethics to produce solutions or ideas</p>		Form of Assessment : Test	it says 2 x 50		Material: all material that has been provided Reference: <i>Permenpan 38 of 2017 concerning ASN Position Competency Standards</i> <hr/> Material: all material that has been provided Reference: <i>State Civil Service Agency Regulation Number 7 of 2013 concerning Guidelines for Formulating Civil Servant Managerial Competency Standards</i> <hr/> Material: all material that has been provided Reference: <i>State Civil Service Agency Regulation Number 8 of 2013 concerning Guidelines for Formulating Civil Servant Technical Competency Standards</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.