



**Universitas Negeri Surabaya  
Faculty of Vocational Studies  
D4 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>
State Administration Ethics	6330103038		T=1	P=0	ECTS=1.59	4	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Dr. Weni Rosdiana, S.Sos., M.AP.	
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	This course contains a study of the basic concepts of ethics, the importance of ethics, ethical principles, approaches to administrative ethics, ethics of national and state life, civil servant codes of ethics, as well as problems related to the application of civil servant ethics.						
	References						
<b>References</b>	<b>Main :</b>						
	1. Gilman, C.S dan Lewis C.W. 1996. Public Service Ethics. A Global Dialogue University of Connecticut USA 2. Kumorotomo, W. 2001. Etika Administrasi Negara. Jakarta. Raja Grafindo Persada 3. Sadhana, K. dan Anwar, F. 2004. Etika Birokrasi. Malang; UNM 4. Thompson, D.F. 2000. Etika Politik Pejabat Negara. Jakarta; Yayasan Obor Indonesia 5. Siagian, S.P. 1994. Patologi Birokrasi; Analisis, Identifikasi dan Terapinya. Jakarta; Ghalia Indonesia						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Prasetyo Isbandono, S.Sos., M.Si. Dr. Agus Prastyawan, S.Sos., M.Si. Dr. Weni Rosdiana, S.Sos., M.AP.						
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 can explain basic ethical concepts	<ol style="list-style-type: none"> <li>1. Students are able to: Explore various understandings of ethics critically and responsibly.</li> <li>2. Describe orally and in writing the differences in terms between norms, values, morals and ethics creatively and reflectively.</li> <li>3. Work in groups or independently with discipline, mutual respect and cooperation.</li> <li>4. Explain the scope of ethics</li> <li>5. Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Assessment Guidelines:</li> <li>2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> <li>Midterm/UTS/USS Examination (20% weight)</li> <li>Final Semester/UAS/USS Examination (30% weight)</li> </ol>	Lecture Discussion Questions and Answers 3 X 50		0%
2	Students can explain basic ethical concepts	<ol style="list-style-type: none"> <li>1. Students are able to: Explore various understandings of ethics critically and responsibly.</li> <li>2. Describe orally and in writing the differences in terms between norms, values, morals and ethics creatively and reflectively.</li> <li>3. Work in groups or independently with discipline, mutual respect and cooperation.</li> <li>4. Explain the scope of ethics</li> <li>5. Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Assessment Guidelines:</li> <li>2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> <li>Midterm/UTS/USS Examination (20% weight)</li> <li>Final Semester/UAS/USS Examination (30% weight)</li> </ol>	Lecture Discussion Questions and Answers 3 X 50		0%

3	Understand the importance of ethics	<ol style="list-style-type: none"> <li>1. Students are able to: Explore the importance of ethics critically and responsibly.</li> <li>2. Explore the realities of life influenced by ethics creatively and reflectively.</li> <li>3. Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Assessment Guidelines:</li> <li>2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Midterm/UTS/USS Examination (20% weight) Final Semester/UAS/USS Examination (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%
4	Students can explain the basis of ethics	<ol style="list-style-type: none"> <li>1. Identify ethical principles critically and responsibly.</li> <li>2. Explore ethical principles creatively and reflectively</li> <li>3. Explore various types of ethics creatively and reflectively.</li> <li>4. Identifying the division of creative and reflective ethics.</li> <li>5. Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Assessment Guidelines:</li> <li>2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Midterm/UTS/USS Examination (20% weight) Final Semester/UAS/USS Examination (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%
5	Students can explain the basis of ethics	<ol style="list-style-type: none"> <li>1. Identify ethical principles critically and responsibly.</li> <li>2. Explore ethical principles creatively and reflectively</li> <li>3. Explore various types of ethics creatively and reflectively.</li> <li>4. Identifying the division of creative and reflective ethics.</li> <li>5. Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Assessment Guidelines:</li> <li>2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Midterm/UTS/USS Examination (20% weight) Final Semester/UAS/USS Examination (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%

6	Students can understand the ethics of state administration	<ol style="list-style-type: none"> <li>1.Exploring the meaning of state administration ethics critically and responsibly.</li> <li>2.Identifying abuse of authority behavior in public organizations creatively and reflectively.</li> <li>3.Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight)   Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Mid-term/UTS/USS exam (20% weight) Final Semester/UAS/US (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%
7	Students can understand the ethics of state administration	<ol style="list-style-type: none"> <li>1.Exploring the meaning of state administration ethics critically and responsibly.</li> <li>2.Identifying abuse of authority behavior in public organizations creatively and reflectively.</li> <li>3.Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight)   Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Mid-term/UTS/USS exam (20% weight) Final Semester/UAS/US (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%
8	Midterm exam			2 X 30			0%
9	Students can explain schools of administrative ethics	<ol style="list-style-type: none"> <li>1.Exploring schools of administrative ethics</li> <li>2.Critically analyze its application creatively and reflectively</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Midterm/UTS/USS Examination (20% weight) Final Semester/UAS/USS Examination (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%
10	Students are able to explain ethics in national and state life	<ol style="list-style-type: none"> <li>1.Exploring ethics in national and state life critically and responsibly.</li> <li>2.Critically analyze its application creatively and reflectively.</li> <li>3.Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)</li> </ol> Mid-Semester/UTS/USS Examination (20% weight) Final Semester/UAS/US Examination (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%

11	Students are able to explain ethics in national and state life	<ol style="list-style-type: none"> <li>1.Exploring ethics in national and state life critically and responsibly.</li> <li>2.Critically analyze its application creatively and reflectively.</li> <li>3.Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions) Mid-Semester/UTS/USS Examination (20% weight) Final Semester/UAS/US Examination (30% weight)</li> </ol>	Lecture Discussion Questions and Answers 3 X 50			0%
12	Students know and understand the civil servant code of ethics	<ol style="list-style-type: none"> <li>1.Exploring the civil servant code of ethics critically and responsibly.</li> <li>2.Analyze the application of the civil servant code of ethics creatively and reflectively.</li> <li>3.Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions) Mid-Semester/UTS/USS Examination (20% weight) Final Semester/UAS/US Examination (30% weight)</li> </ol>	Lecture Discussion Questions and Answers 3 X 50			0%
13	Students know and understand the civil servant code of ethics	<ol style="list-style-type: none"> <li>1.Exploring the civil servant code of ethics critically and responsibly.</li> <li>2.Analyze the application of the civil servant code of ethics creatively and reflectively.</li> <li>3.Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Assessment Guidelines:</li> <li>2.Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions) Mid-Semester/UTS/USS Examination (20% weight) Final Semester/UAS/US Examination (30% weight)</li> </ol>	Lecture Discussion Questions and Answers 3 X 50			0%
14	Bureaucratic Pathology	<ol style="list-style-type: none"> <li>1. Identifying bureaucratic pathology critically and responsibly.</li> <li>2. Work in groups or independently with discipline, mutual respect and cooperation.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Assessment Guidelines:</li> <li>2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions) Mid-Semester/UTS/USS Examination (20% weight) Final Semester/UAS/US Examination (30% weight)</li> </ol>	Lecture Discussion Questions and Answers 3 X 50			0%

15	Bureaucratic Pathology	1. Identifying bureaucratic pathology critically and responsibly. 2. Work in groups or independently with discipline, mutual respect and cooperation.	<b>Criteria:</b> 1. Assessment Guidelines: 2. Individual/Group Assignments (30% weight) Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions) Mid-Semester/UTS/USS Examination (20% weight) Final Semester/UAS/US Examination (30% weight)	Lecture Discussion Questions and Answers 3 X 50			0%
16	FINAL EXAMS			2 X 35			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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** 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.
- 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.