

		Universitas Negeri Surabaya Faculty of Social Sciences and Law Study Program										Document Code																																																																		
SEMESTER LEARNING PLAN																																																																														
Courses		CODE		Course Family		Credit Weight			SEMESTER		Compilation Date																																																																			
Organizational Theory and Applications		6310103001		Compulsory Study Program Subjects		T=2 P=0 ECTS=3.18			1		March 1, 2024																																																																			
AUTHORIZATION		SP Developer				Course Cluster Coordinator			Study Program Coordinator																																																																					
		TIM MBKM				TIM MBKM			Dr. Tjitjik Rahaju, M.Si.																																																																					
Learning model		Case Studies																																																																												
Program Learning Outcomes (PLO)		PLO study program that is charged to the course																																																																												
		Program Objectives (PO)																																																																												
		PO - 1		Able to build arguments using conceptual and theoretical approaches within the scope of theoretical concepts and organizational applications																																																																										
		PO - 2		Able to carry out analysis in the application of organizing concepts in organizational application cases																																																																										
		PLO-PO Matrix																																																																												
				<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> </table>										P.O	PO-1	PO-2																																																														
		P.O																																																																												
PO-1																																																																														
PO-2																																																																														
PO Matrix at the end of each learning stage (Sub-PO)																																																																														
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> <tr> <td>PO-2</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																	PO-2																
P.O	Week																																																																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																														
PO-1																																																																														
PO-2																																																																														
Short Course Description		This course explains to students the concept of organizational theory, organizing and organizational applications within the government, NGOs, BUMN/BUMD, and social organizations.																																																																												
References		Main :																																																																												
		1. Ajzen, I. (1991). The Theory of Planned Behavior, Organizational Behavior and Human Decision Processes 2. Arnold, Hugh J., dan Daniel C. Feldman, 1986, Organizational Behaviour, New York, McGraw-Hill Book Company 3. Dixon, Nancy, 1994, The Organizational Learning Cycle, McGraw-Hill, New York 4. Duncan, Jack W., 1985, Organisasi-Organisasi Modern, Alih Bahasa:Suryatim, Jakarta, Universitas Indonesia Press																																																																												
		Supporters:																																																																												
		1. Gibson, James, John M. Ivancevich dan James H. Donnelly (2), 2000, Organization Behavior, Structure, Processes, 10th Edition, New York, McGraw-Hill																																																																												
Supporting lecturer																																																																														
Week-	Final abilities of each learning	Evaluation				Help Learning, Learning methods, Student Assignments, [Estimated time]				Learning materials [References]		Assessment Weight (%)																																																																		

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding Social Science Paradigms	1.Accurate explanation of the definition and scope of the Social Science Paradigm 2.Mastery of material by students regarding the basics of the Social Science Paradigm	Criteria: 1.Students are able to formulate arguments regarding theoretical concepts and social science paradigms 2.Student activity in discussion and question and answer sessions when delivering material on theoretical concepts and social science paradigms Form of Assessment : Participatory Activities		Presentation and Discussion 150 minutes	Material: Social Science Paradigms and Organizational Concepts Bibliography: <i>Ajzen, I. (1991). The Theory of Planned Behavior, Organizational Behavior and Human Decision Processes</i>	5%
2	Understanding the History of Organizational Theory Thought	1.The accuracy of the explanation of the History of Organizational Theory Thought 2.Mastery of material by students regarding the History of Organizational Theory Thought	Criteria: 1.Students are able to compose arguments about the history of organizational theory thinking 2.Student activity in interactive discussion and question and answer sessions Form of Assessment : Participatory Activities		Presentation and discussion 150 minutes	Material: History of Organizational Theory Thought References: <i>Ajzen, I. (1991). The Theory of Planned Behavior, Organizational Behavior and Human Decision Processes</i>	5%
3	Understanding the History of Organizational Theory Thought	1.The accuracy of the explanation of the History of Organizational Theory Thought 2.Mastery of material by students regarding the History of Organizational Theory Thought	Criteria: 1.Students are able to compose arguments about the history of organizational theory thinking 2.Student activity in delivering material on the History of Organizational Theory Thought Form of Assessment : Participatory Activities		Presentation and discussion 150 minutes	Material: History of Organizational Theory Thought References: <i>Ajzen, I. (1991). The Theory of Planned Behavior, Organizational Behavior and Human Decision Processes</i>	5%
4	Implementing Organizational Institutionalization	Students are able to apply organizational theory to organizational institutions	Criteria: Students are able to analyze organizational theory and its application in organizational institutions Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment		Presentation, Discussion and Simulation 150 minutes	Material: Organizational Institutionalization Bibliography: <i>Arnold, Hugh J., and Daniel C. Feldman, 1986, Organizational Behavior, New York, McGraw-Hill Book Company</i>	5%

5	Implementing Organizational Institutionalization	Students are able to apply organizational theory to organizational institutions	Criteria: Students are able to apply organizational theory to organizational institutions Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment		Presentation, Discussion and Simulation 150 minutes	Material: Organizational Institutionalization Bibliography: <i>Duncan, Jack W., 1985, Modern Organizations, Translation: Suryatim, Jakarta, Universitas Indonesia Press</i>	5%
6	Understanding Approaches to Preparing Organizational Structures	1.Accuracy of the explanation of the Approach in Preparing Organizational Structure 2.Mastery of material by students regarding Approaches to Preparing Organizational Structures 3.Student Activity	Criteria: 1.Students are able to compose arguments about the preparation of organizational structures 2.Student activity in interactive discussion sessions during the delivery of material on preparing organizational structures Form of Assessment : Participatory Activities		Presentation and discussion 150 minutes	Material: Preparation of Organizational Structures Bibliography: <i>Gibson, James, John M. Ivancevich and James H. Donnelly (2), 2000, Organization Behavior, Structure, Processes, 10th Edition, New York, McGraw-Hill</i>	5%
7	Implementing Organization and Organizational Structure	Applying theory by developing organizational structure models	Criteria: Students are able to master theory in preparing organizational structure models Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance		Presentation, discussion, application and assessment 150 minutes	Material: Organization and Organizational Structure Bibliography: <i>Gibson, James, John M. Ivancevich and James H. Donnelly (2), 2000, Organization Behavior, Structure, Processes, 10th Edition, New York, McGraw-Hill</i>	5%

8	Students are able to work on questions originating from material sources from meetings 1 to 7	Suitability of answers	Criteria: Suitability of answers Form of Assessment : Test	Test 2 x 50 minutes	Material: Social Science Paradigm Bibliography: Ajzen, I. (1991). <i>The Theory of Planned Behavior, Organizational Behavior and Human Decision Processes</i> Material: Preparation of Organizational Structures Bibliography: Gibson, James, John M. Ivancevich and James H. Donnelly (2), 2000, <i>Organization Behavior, Structure, Processes, 10th Edition, New York, McGraw-Hill</i> Material: Organizational Institutionalization Bibliography: Duncan, Jack W., 1985, <i>Modern Organizations, Translation: Suryatim, Jakarta, Universitas Indonesia Press</i>	15%
9	Understanding and Applying to Cases in Organizational Applications	1. Accurate explanation of government organizations, NGOs, BUMN/BUMD, social media and their problems 2. Mastery of material by students regarding government organizations, NGOs, BUMN/BUMD, social media and their problems 3. Student Activity	Criteria: Students are able to master organizational concepts within the scope of government organizations, NGOs, BUMN/BUMD, social media and their problems Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, discussion, application, analysis and assessment 150 minutes	Material: Application of Organizational Concepts within the scope of Government Organizations, NGOs, BUMN/BUMD, Social Media Library: Duncan, Jack W., 1985, <i>Modern Organizations, Translation: Suryatim, Jakarta, Universitas Indonesia Press</i>	5%
10	Apply and analyze cases in Organizational Applications	1. Accurate explanation of government organizations and their problems 2. Mastery of material by students regarding government organizations and their problems 3. Student Activity	Criteria: Students are able to analyze the application of organizational concepts within the scope of government organizations Form of Assessment : Participatory Activities	Presentation, discussion, application, analysis and assessment 150 minutes	Material: Application of Organizational Theory within the scope of Government Organizations Reference: Duncan, Jack W., 1985, <i>Modern Organizations, Translation: Suryatim, Jakarta, University of Indonesia Press</i>	5%

11	Apply and analyze cases in Organizational Applications	1.Accurate explanation of NGOs and their problems 2.Mastery of material by students about NGOs and their problems 3.Student Activity	Criteria: Students are able to analyze the application of organizational concepts within the scope of NGOs Form of Assessment : Participatory Activities		Presentation, discussion, application, analysis and assessment 150 minutes	Material: Application of Organizational Theory within the scope of NGOs Reference: <i>Duncan, Jack W., 1985, Modern Organizations, Translation: Suryatim, Jakarta, University of Indonesia Press</i>	5%
12	Apply and analyze cases in Organizational Applications	1.Accurate explanation of BUMN/BUMD and their problems 2.Mastery of material by students regarding BUMN/BUMD and their problems 3.Student Activity	Criteria: Students are able to analyze the application of organizational concepts within the scope of BUMN/BUMD Form of Assessment : Participatory Activities		Presentation, discussion, application, analysis and assessment 150 minutes	Material: Application of Organizational Theory within the scope of BUMN/BUMD Library: <i>Duncan, Jack W., 1985, Modern Organizations, Translation: Suryatim, Jakarta, University of Indonesia Press</i>	5%
13	Apply and analyze cases in Organizational Applications	1.Accurate explanation of social media and its problems 2.Mastery of material by students regarding social media and its problems 3.Student activity	Criteria: Students are able to analyze the application of organizational concepts within the scope of social media organizations Form of Assessment : Participatory Activities		Presentation, discussion, application, analysis and assessment 150 minutes	Material: Application of Organizational Theory in the scope of Social Media Organizations Reference: <i>Duncan, Jack W., 1985, Modern Organizations, Translation: Suryatim, Jakarta, University of Indonesia Press</i>	5%
14	Analyzing Contemporary Organizational Formation	1.The accuracy of the explanation of the Formation of Contemporary Organizations 2.Mastery of material by students regarding the Formation of Contemporary Organizations 3.The sharpness of student analysis 4.Student activity	Criteria: 1.Students are able to formulate arguments regarding the formation of contemporary organizations 2.Students are able to analyze the formation of contemporary organizations Form of Assessment : Participatory Activities		Presentation, discussion, application, analysis and assessment 150 minutes	Material: Contemporary Organizational Formation Bibliography: <i>Arnold, Hugh J., and Daniel C. Feldman, 1986, Organizational Behavior, New York, McGraw-Hill Book Company</i>	5%
15	Analyzing Contemporary Organizational Formation	1.The accuracy of the explanation of the Formation of Contemporary Organizations 2.Mastery of material by students regarding the Formation of Contemporary Organizations 3.The sharpness of student analysis 4.Student activity	Criteria: 1.Students are able to formulate arguments regarding the formation of contemporary organizations 2.Students are able to analyze the formation of contemporary organizations Form of Assessment : Participatory Activities		Presentation, discussion, application, analysis and assessment 150 minutes	Material: Contemporary Organizational Formation Bibliography: <i>Arnold, Hugh J., and Daniel C. Feldman, 1986, Organizational Behavior, New York, McGraw-Hill Book Company</i>	5%

16	Students are able to work on questions from meeting material 1 to 15	1.Accuracy in working on questions 2.Students' analytical skills regarding questions	Criteria: Suitability of answers Form of Assessment : Test		Test 2x50 minutes	Material: Contemporary Organizational Formation Bibliography: <i>Arnold, Hugh J., and Daniel C. Feldman, 1986, Organizational Behavior, New York, McGraw-Hill Book Company</i>	15%
----	--	---	--	--	----------------------	---	-----

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	59.17%
2.	Project Results Assessment / Product Assessment	9.17%
3.	Practice / Performance	1.67%
4.	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.