

21. HUMAN RESOURCES MANAGEMENT

	Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya Program Studi S1 Manajemen Bachelor Degree of Management Study Program					Documen Code
SEMESTER LESSON PLAN						
COURSE	CODE	CLUSTER	WEIGHT (credits)		SEMESTER	Compilation Date
Manajemen Sumber Daya Manusia Human Resource Management	MKB130517	Management	T=3	P=0	3	
AUTHORIZATION	Developer		Coordinator		Head of the Study Program	
			Achmad Sholihin,SE.,MM Tutik Winarsih.,SE.,MM.,CHCM		Ira Ningrum Resmawa,SE.,MM.,CMA	
Program Learning Outcome (PLO)	PLO charged in this course					
CPL1 PLO1	Lulusan mampu menguasai teori bidang manajemen secara menyeluruh. Graduates are able to master the theory of management as a whole.					
CPL2 PLO2	Lulusan mampu mengimplementasikan teori bidang manajemen dalam mengelola organisasi secara efektif. Graduates are able to implement management theory in managing organizations effectively.					
CPL3 PLO3	Lulusan mampu berkomunikasi secara efektif. Graduates are able to communicate effectively.					
CPL4 PLO4	Lulusan mampu beradaptasi terhadap konteks permasalahan bisnis yang dihadapi dengan baik. Graduates are able to adapt to dealing with business problems.					
	Course Learning Outcome (CLO)					
CPMK1 CLO1	C2. Mahasiswa mampu menjelaskan teori dan substansi manajemen SDM dengan tepat C2. Students can explain the theory and substance of HR management appropriately.					
CPMK2	C4. Mahasiswa mampu menelaah aktivitas-aktivitas manajemen SDM dalam suatu organisasi dengan jelas.					

CLO2	C4. Students can examine HR management activities in an organization clearly.											
CPMK3 CLO3	A5. Mahasiswa mampu menunjukkan karakter cerdas, mandiri, jujur, peduli dan tangguh di dalam kegiatan pembelajaran manajemen SDM. A5. Students can show smart, independent, honest, caring and tough characters in HR management learning activities.											
CPMK4 CLO4	P5. Mahasiswa mampu mengoperasikan teknologi informasi dalam bidang manajemen SDM dengan tepat. P5. Students can operate information technology in the field of HR management appropriately.											
Expected ability of each learning stage (Sub-CLO)												
Sub-CLO1	Can understand the concept and evolution of HRM											
Sub-CLO1	Can examine various HRM challenges											
Sub-CLO3	Can understand job analysis											
Sub-CLO4	Can understand the concept of planning and predict HR needs											
Sub-CLO5	Can understand recruitment concepts and describe the selection process											
Sub-CLO6	Be able to understand program orientation and placement decisions											
Sub-CLO7	Can understand the concepts and techniques of performance appraisal											
Sub-CLO8	Can understand the needs, types, methods and evaluation of HR development											
Sub-CLO9	Can understand the meaning, benefits, implementation of career planning and development											
Sub-CLO10	Can understand the concept of payroll and identify compensation components											
Sub-CLO11	Can describe activities and resolution of internal employee conflicts											
Sub-CLO12	Can understand the K3 program											
Sub-CLO13	Can understand the concepts and activities carried out in an HR audit											
Correlation of CLO to Sub-CLO												
	Sub-CLO1	Sub-CLO1	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6	Sub-CLO7	Sub-CLO8	Sub-CLO9	Sub-CLO10	Sub-CLO11	Sub-CLO12
CLO1	√	√		√		√	√	√				
CLO2		√	√	√	√			√	√	√		

	CLO3							√				√	√
	CLO4							√				√	√
Brief description of the course	Human Resource Management (HRM) course discusses the management function of Human Resources within the organization from the process of planning, organizing, actualizing, and controlling HR within the organization. This course examines the HR process from the HR process which includes job analysis, selection, recruitment, placement, training and development, to the after-work process. The learning method used is by using a discussion approach to make students more active in the learning process. HRM discusses the HR process that is holistically implemented by an organization because HRM is an inseparable stage. The learning output is that students can make HR procurement stages from the needs analysis process to retirement.												
Learning Materials	<ol style="list-style-type: none"> 1. HRM concept and evolution 2. HRM Challenges 3. Job analysis 4. Planning concepts and forecasting HR needs 5. Recruitment concept and describes the selection process 6. Program orientation and placement decisions 7. Performance appraisal concepts and techniques 8. Needs, types, methods, and evaluation of HR development 9. Meaning, benefits, implementation of career planning and development 10. Payroll concept and identify compensation components 11. Employee activities and internal conflict resolution 12. K3 program 13. Concepts and activities carried out in HR audits 												
References	Primary:												
	<ol style="list-style-type: none"> 1. Noe, Raymond A. 2017. Employee training and development- Seventh edition. United States of America: McGraw-Hill. 2. Pucik, Vladimir et.al. 2017. The Global Challenge: International Human Resource Management- Third Edition. Chicago: Chicago Business Press. 3. Robbins, Stephen P. & Timothy A. Judge. 2018. Essentials of Organizational Behavior Global Edition-Fourteenth Edition. England: Pearson Education Limited. 4. Robbins, Stephen P. & Timothy A. Judge. 2016. Organizational Behavior 17th edition. England: Pearson Education Limited. 5. Mathis, Robert L., & Jackson, John H. 2000. Personnel/Human Resource Management. St. Paul: West Publishing Company. 												
	Supplement:												
Lecturers	Achmad Sholihin,SE.,MM Tutik Winarsih.,SE.,MM.,CHCM												

	Rifki Suwaji, SMn., MM., CPS., CPHCEP Arif Hidayat, SE., MM Mersiana Varia Juita, SE., MM
Requirements course	have taken the course introduction to business and introduction to management.

Week	Expected ability of each learning stage (Sub-CLO)	Assessment		Learning Form, Learning Methods, Student Assignment, [Estimated time]		Learning materials [References]	rating weight
		Indicators	Criteria & Technic	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Can understand the concept and evolution of HRM	<ol style="list-style-type: none"> 1. Capable of Defining HRM 2. Able to explain the evolution and activities of HRM 3. Able to describe current and future HRM 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Summarize the scope and development of HRM</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 1: Compile a summary in the form of a paper on the scope of HRM. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	1,2	5
2	Can examine various HRM challenges	<ol style="list-style-type: none"> 1. Able to explain internal challenges and external challenges 2. Able to explain the challenges of global competition 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 2: Formulating external challenges within the scope of HRM.</p>	1,2	5

					<p>[PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>		
3	Can understand job analysis	<ol style="list-style-type: none"> 1. Able to define job analysis 2. Able to explain the aspects of the position analyzed 3. Explain job analysis techniques 4. Explain the results of the job analysis 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Prepare job analysis results in the form of job descriptions and job specifications</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 3: Prepare a job analysis.</p> <p>[PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	1,2	10
4	Can understand the concept of planning and predict HR needs	<ol style="list-style-type: none"> 1. Able to define HR planning 2. Able to explain forecasting techniques and models 3. Able to explain the forecast needs for forecasting availability 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Summarize the forecasting model course material</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 4: Prepare a summary in the form of an HR planning paper.</p> <p>[PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	1,2	10

5	Can understand recruitment concepts and describe the selection process	<ol style="list-style-type: none"> 1. Able to define recruitment 2. Able to explain, source and recruitment process 3. Be able to define selection 4. Be able to explain selection constraints 5. Able to explain the stages of selection 6. Able to record the names of applicants on the HRIS 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Summarize the recruitment and selection process materials</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 5: Arrange the stages of recruitment and selection, Prepare job descriptions.</p> <p>[PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	1,2	10
6	Be able to understand orientation program and placement decisions	<ol style="list-style-type: none"> 1. Able to define orientation 2. Able to explain orientation program material 3. Be able to explain placement decisions 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 6: Prepare orientation program materials; Prepare an orientation program needs analysis.</p> <p>[PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	1,2,3	5

7	Can understand the concepts and techniques of performance appraisal	1. Be able to define performance appraisals, technical elements and approaches	Criteria: Holistic Rubric Non-test form: Summarize the performance appraisal material	-	Google Classroom (discussion) Google Meet (lecture) Task 7: Develop performance appraisal techniques and approaches. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]	1,2,3	5
8	Midterm Exam						
9	Can understand the needs, types, methods, and evaluation of HR development	1. Able to define HR development 2. Able to identify HR needs 3. Able to explain types and methods as well as evaluation of HR development, HR development issues	Criteria: Holistic Rubric Non-test form: Summarize HR development methods	-	Google Classroom (discussion) Google Meet (lecture) Task 8: Identifying HR development needs; Developing human resource development evaluation methods. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]	3,4,5	10

10	Can understand the meaning, benefits, implementation of career planning and development	<ol style="list-style-type: none"> 1. Able to define career planning 2. Able to explain the implementation of career planning 3. Able to explain career development 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Describe the importance of career development from both the company and the employee's perspective</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 9: Develop individual employee career development plans.</p> <p>[PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]</p>	3,4,5	10
11-12	Can understand the concept of payroll and identify compensation components	<ol style="list-style-type: none"> 1. Able to define compensation 2. Able to identify financial and non-financial compensation components 3. Be able to explain compensation management issues 4. Able to operate technology to determine compensation 	<p>Criteria: Holistic Rubric</p> <p>Non-test form: Prepare financial and non-financial compensation</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p> <p>Task 10: Identify the components of the compensation.</p> <p>[PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]</p>	3,4,5	5
13	Can describe activities and resolution of internal employee conflicts	<ol style="list-style-type: none"> 1. Able to define internal relationships of Employment 2. Able to explain industrial relations activities, work unions, work 	<p>Criteria: Holistic Rubric</p> <p>Non-test form:</p>	-	<p>Google Classroom (discussion) Google Meet (lecture)</p>	3,4,5	10

		agreements, collective labor agreements	Summarize industrial relations activities		Task 11: Develop employee conflict resolution methods from case studies. [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]		
14	Able to understand the Occupational safety and health program	<ol style="list-style-type: none"> 1. Able to explain the meaning of Occupational safety and health program 2. Able to describe the causes of work accidents 3. Able to explain efforts to prevent work accidents 	Criteria: Holistic Rubric Non-test form: Summarize the material Occupational safety and health program in the company	-	Google Classroom (discussion) Google Meet (lecture) Project Based Learning Tugas 12: Identify occupational safety and health factors in the company from case studies. [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]	3,4,5	5
15	Can understand the concepts and activities carried out in an HR audit	<ol style="list-style-type: none"> 1. Able to define HRM audit 2. Able to explain the scope of the HRM audit 	Criteria: Holistic Rubric	-	Google Classroom (discussion) Google Meet (lecture)	3,4,5	10

		<p>3. Able to explain job descriptions of HRM audit team</p> <p>4. Able to explain the HRM audit approach</p> <p>5. Able to explain HRM audit report</p>	<p>Non-test form: Summarize the approach and scope of the HR audit</p>	<p>Project Based Learning</p> <p>Task 13: Prepare a summary of the HR audit report.</p> <p>[PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>		
16	Final Semester Examination					

Catatan:

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan, dan keterampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/ pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, keterampilan umum, keterampilan khusus, dan pengetahuan.
3. CP Mata Kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif dan kualitatif.
7. Teknik penilaian: tes dan non-tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian kepada Masyarakat, dan/atau bentuk pembelajaran lain yang setara.
9. Metode pembelajaran: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.

11. Bobot penilaian adalah prosentase penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tersebut dan totalnya 100%.
12. PB=Proses Belajar, PT=Penugasan Terstruktur, KM=Kegiatan Mandiri.

Note:

1. Indicators of ability assessment 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.
2. Learning Outcomes of PRODI (CPL-PRODI) are abilities possessed by each PRODI graduate including the internalization of attitudes, assignments of knowledge, and skills according to the level of the study program obtained through the learning process.
3. CPL charged to courses are some of the learning outcomes of the study program graduates (CPL-PRODI) which are used for the formation / development of a course consisting of attitude aspects, general skills, special skills, and knowledge.
4. Course CP (CPMK) is an ability that is described specifically from the CPL charged on a course, and is specific to the study material or learning material for that course.
5. Subject Sub-CP (Sub-CPMK) is the ability that is specifically described in the learning material of the course.
6. Assessment Criteria are benchmarks that are used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be quantitative and qualitative.
7. Assessment techniques: test and non-test.
8. Forms of learning: Lectures, Responses, Tutorials, Seminars 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 the study material which can be presented in the form of several main topics and sub-topics.
11. Assessment weight is the percentage of the assessment of each sub-CPMK achievement which is proportional to the difficulty level of achieving that sub-CPMK and the total is 100%.
12. PB = Learning Process, PT = Structured Assignment, KM = Independent Activities.