UNESA Universitas Negeri Surabaya	**Universitas Negeri Surabaya** **Fakultas Ekonomika dan Bisnis** **Faculty of Economics and Business**	**Kode Dokumen** **Document Code**

RENCANA PEMBELAJARAN SEMESTER
Semester Lesson Plan

MATA KULIAH (MK) **COURSE**	**KODE** **CODE**	**Rumpun MK** **CLUSTER**	**BOBOT (sks)** **WEIGHT (credits)**		**SEMESTER**	**Tgl Penyusunan** **Compilation Date**
Perilaku Organisasi **Organizational Behaviour**			**T=3**	**P=0**	4	25 Desember 2020

OTORISASI **AUTHORIZATION**	**Pengembang RPS** **Developer**	**Koordinator RMK** **Coordinator**	**Ketua PRODI** **Head of the Study Program**

Capaian Pembelajaran (CP) **Program Learning Outcome (PLO)**	**CPL-PRODI yang dibebankan pada MK** **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.
	CPL7 PLO7	Lulusan mampu mengembangkan ide usaha dalam lingkungan bisnis global secara kreatif Graduates are able to develop creative business ideas in a global business environment.
	CPL8 PLO8	Lulusan mampu mengelola organisasi secara etis Graduates are able to manage organizations ethically.
	Capaian Pembelajaran Mata Kuliah (CPMK) **Course Learning Outcome (CLO)**	
	CPMK1 CLO1	C2. Mahasiswa mampu menjelaskan perilaku organisasi dengan tepat. C2. Students are able to explain organizational behavior appropriately.
	CPMK2 CLO2	P5. Mahasiswa mampu mengoperasikan teknologi informasi dalam bidang perilaku organisasi dengan benar. P5. Students are able to operate information technology in the field of organizational behavior properly.

	CPMK3 CLO3	A5. Mahasiswa mampu menunjukkan karakter cerdas, mandiri, jujur, peduli dan tangguh di dalam kegiatan pembelajaran perilaku organisasi. A5. Students are able to show smart, independent, honest, caring, and resilient characters in learning organizational behavior.
	CPMK4 CLO4	C4. Mahasiswa mampu mendiferensiasikan perilaku manusia (individu maupun kelompok) dalam organisasi dengan jelas. C4. Students are able to clearly differentiate human behavior (individual or group) in the organization.
	CPMK5 CLO5	A4. Mahasiswa mampu mengaitkan teori dengan praktik perilaku organisasi. A4. Students are able to relate theory to organizational behavior practice for organizational effectiveness properly.
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) **Expected ability of each learning stage (Sub-CLO)**	
	Sub-CPMK1 Sub-CLO1	Memahami dan merumuskan hakekat dan perkembangan perilaku organisasi (OB) Understanding and formulating the nature and development of organizational behavior (OB)
	Sub-CPMK2 Sub-CLO2	Mengkaji berbagai karakteristik yang melekat pada individu dan determinan lainnya yang menentukan perilaku individu Examine various characteristics inherent in individuals and other determinants that determine individual behavior
	Sub-CPMK3 Sub-CLO3	Memahami teori-teori motivasi dan mengaplikasikan dalam kehidupan berorganisasi Understand motivation theories and apply them in organizational life
	Sub-CPMK4 Sub-CLO4	Memahami dinamika kelompok dan implikasinya terhadap perilaku individu dan kinerja organisasi Understand group dynamics and their implications for individual behavior and organizational performance
	Sub-CPMK5 Sub-CLO5	Memahami peran komunikasi bagi efektifitas pencapaian tujuan organisasi Understand the role of communication for the effectiveness of achieving organizational goals
	Sub-CPMK6 Sub-CLO6	Dapat memahami teori-teori kepemimpinan dan berbagai isu kontemporer dalam kepemimpinan Able to understand leadership theories and contemporary issues in leadership
	Sub-CPMK7 Sub-CLO7	Memahami power dan hubungannya dengan otoritas dan pengaruh, serta implikasinya terhadap perilaku politik Understanding power and its relationship to authority and influence, and its implications for political behavior
	Sub-CPMK8 Sub-CLO8	Mengidentifikasi konflik dan menentukan strategi negosiasi yang efektif Identify conflicts and determine effective negotiation strategies
	Sub-CPMK9 Sub-CLO9	Dapat memahami akibat, indikator dan sumber stress, serta strategi mengatasi stress dalam organisasi Can understand the consequences, indicators and sources of stress, as well as strategies to deal with stress in the organization
	Sub-CPMK10 Sub-CLO10	Dapat memahami bagaimana mendesain struktur organisasi yang tepat Can understand how to design the right organizational structure
	Sub-CPMK11 Sub-CLO11	Dapat memahami bagaimana membangun dan memelihara budaya organisasi Can understand how to build and maintain organizational culture

	Sub-CPMK12 Sub-CLO12	Memahami akrakteristik OD dan bagaimana mengelola perubahan Understand the characteristics of OD and how to manage change

Korelasi CPMK terhadap Sub-CPMK
Correlation of CLO to Sub-CLO

	Sub-CPMK1 Sub-CLO1	Sub-CPMK1 Sub-CLO1	Sub-CPMK3 Sub-CLO3	Sub-CPMK4 Sub-CLO4	Sub-CPMK5 Sub-CLO5	Sub-CPMK6 Sub-CLO6	Sub-CPMK7 Sub-CLO7	Sub-CPMK8 Sub-CLO8	Sub-CPMK9 Sub-CLO9	Sub-CPMK10 Sub-CLO10	Sub-CPMK11 Sub-CLO11	Sub-CPMK12 Sub-CLO12
CPMK1 CLO1	√	√	√	√	√	√	√	√	√	√	√	√
CPMK2 CLO2	√	√	√	√	√	√	√	√	√	√	√	√
CPMK3 CLO3	√	√	√	√	√	√	√	√	√	√	√	√
CPMK4 CLO4	√	√	√	√	√	√	√	√	√	√	√	√
CPMK5 CLO5	√	√	√	√	√	√	√	√	√	√	√	√

Deskripsi Singkat MK **Brief description of the course**	Matakuliah ini berisi tentang perilaku didalam organisasi yang terdiri dari perilaku individu, kelompok, organisasiserta struktur organisasi. Proses organisasi memiliki dinamika dan perubahanorganisasi. Metode pembelajaran yang digunakan adalah analisis studi kasus, presentasi, diskusi, tugas proyek, dan refleksi. This course contains behavior within the organization which consists of individual, group, organizational behavior and organizational structure. Organizational processes have organizational dynamics and changes. The learning method used is case study analysis, presentation, discussion, project assignment, and reflection.
Bahan Kajian: Materi Pembelajaran **Learning Materials**	1. The nature and development of organizational behavior 2. Individual characteristics 3. Motivation theories 4. Group dynamics 5. Organizational communication 6. Leadership theories 7. Power and political behavior 8. Organizational conflict

	9. Work stress 10. Organizational structure design 11. Organizational culture 12. Organizational development
Pustaka **References**	**Utama:** **Primary:**
	1. McShane, S. L., & Von Glinow, M. A. 2018. Organizational Behavior: Emerging Knowledge and Practice for The Real World (8th ed.). New York: The McGraw-Hill Companies, Inc Robbin, Stephen R. 2014. Organizational Behavior.Tenth edition. Prentice Hall (ROB). 2. Schermerhorn, John R., Hunt, James G., dan Osborn, Richard N. 2010. Organizational Behavior.Eleventh Edition. John Wiley & Sons, Ins. (SHER) 3. Colquit, Jason A, Jeffrey A.LePine, and Michael J.Wesson. 2011. Organiztional 4. Coulter, Stephen P. Robbins and Mary. 2012. Management, Eleventh Edition, Alih Bahasa: Bob Sabran. Jakarta: Erlangga. 5. Moorhead. Griffin. 2013. Perilaku Organisasi: Manajemen Sumber Daya Manusia dan Organisasi. Edisi 9. Jakarta: Salemba Empat.
	Pendukung: **Supplement:**
Dosen Pengampu **Lecturers**	
Matakuliah syarat **Requirements course**	Mahasiswa yang telah menempuh mata kuliah pengantar bisnis dan pengantar manajemen Students have taken an Introduction to Business and an Introduction to Management.

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Memahami dan merumuskan hakekat dan perkembangan perilaku organisasi (OB) Understanding and formulating the nature and development of organizational behavior (OB)	1. Dapat mendefinisikan OB 2. Dapat mendeskripsikan apa yang dilakukan manajer 3. Dapat mengidentifikasi tantangan dan peluang bagi manajer dengan konsep OB 4. Dapat menjelaskan perkembangan ilmu OB 1. Can define OB 2. Can describe what managers do 3. Can identify challenges and opportunities for managers with the concept of OB 4. Can explain the development of OB science	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint pengembangan perilaku organisasi Technique: Organizational Behavior Development PowerPoint		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 1:** Membuat dan mempresentasikan hakikat dan perkembangan OB **Task 1**:	1,2	5

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
					Create and present the nature and development of OB **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		
2-3	Mengkaji berbagai karakteristik yang melekat pada individu dan determinan lainnya yang menentukan perilaku individu Examine various characteristics inherent in individuals and other determinants that determine individual behavior	1. Dapat menjelaskan & mengidentifikasi karakter-karakter biografis, tipe kemampuan, dan teori pembelajaran 2. Dapat menjelaskan sumber sistem nilai, hubungan sikap & perilaku, dan determain kepuasan kerja 3. Dapat menjelaskan determinan kepribadian dan emosi, serta memahami bagaimana membaca emosi 4. Dapat menjelaskan determinan persepsi dan bagaimana persepsi mempengaruhi pengambilan keputusan, serta kriteria pengambilan keputusan yang etis	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint karakteristik individu, sikap, dan perilaku Technique:		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 2:**	1,2	5

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		1. Can explain & identify biographical characters, types of abilities, and learning theories 2. Can explain the source of the value system, the relationship of attitude & behavior, and the determinants of job satisfaction 3. Can explain the determinants of personality and emotions, and understand how to read emotions 4. Can explain the determinants of perception and how perceptions affect decision-making, as well as the criteria for ethical decision-making	Powerpoint of individual characteristics, attitudes and behavior		Membuat dan mempresentasikan karakteristik individu dan perilaku **Task 2**: Create and present individual characteristics and behaviors **[PB: 2x(3x50")]** **[PT+KM: (2+2)x(3x60")]**		
4-5	Memahami teori-teori motivasi dan mengaplikasikan dalam kehidupan berorganisasi	1. Dapat mendefinisikan motivasi dan menjelaskan proses motivasi 2. Dapat menjelaskan hirarki kebutuhan Maslow, membedakan Teori X dan teori Y, dan Teori Motivasi Higiene	Kriteria: Komprehensif Criteria: Comprehensive		Discussion, project based method Google Meet: Diskusi dan Studi Kasus	1,2	15

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Understand motivation theories and apply them in organizational life	3. Dapat menjelaskan teori-teori kontemporer motivasi 4. Dapat mengaplikasikan konsep motivasi dalam beberapa kasus 5. Dapat mendeskripsikan berbagai isu terkini tentang motivasi 1. Can define motivation and explain the motivation process 2. Can explain Maslow's hierarchy of needs, distinguish Theory X and Theory Y, and Hygiene Motivation Theory 3. Can explain contemporary theories of motivation 4. Can apply the concept of motivation in several cases 5. Can describe various current issues about motivation	Teknik: Powerpoint teori motivasi, motivasi kontemporer, studi kasus Technique: Motivation theory powerpoint, contemporary motivation, case studies		Discussion, project based method Google Meet: Presentations and Discussions **Tugas 3:** Mengkaji studi kasus yang bersumber dari artikel penelitian dan kasus yang bersumber dari media lain (elektronek dan non elektronek) **Task 3:** Reviewing case studies sourced from research articles and cases from		

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
					other media (electronic and non-electronic) **[PB: 2x(3x50")]** **[PT+KM: (2+2)x(3x60")]**		
6	Memahami dinamika kelompok dan implikasinya terhadap perilaku individu dan kinerja organisasi Understand group dynamics and their implications for individual behavior and organizational performance	1. Dapat membedakan kelompok formal vs informal 2. Dapat membandingkan dua model perkembangan kelompok 3. Dapat menganalisis interaksi kelompok 4. Dapat menjelaskan implikasi kondisi eksternal terhadap perilaku individu 5. Mengetahui sumberdaya anggota kelompok 6. Dapat menjelaskan struktur, proses, tugas2 dan pengambilan keputusan kelompok 7. Dapat membedakan tim kerja vs kelompok	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint dinamika kelompok, macam-macam kelompok, proses mengelola tim		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 4:**	1,2	5

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		8. Dapat memahami bagaimana mengelola tim kerja 1. Can distinguish formal vs. informal groups 2. Can compare two groups of developmental models 3. Can analyze group interactions 4. Can explain the implications of external conditions on individual behavior 5. Knowing the resources of group members 6. Can explain the structure, process, tasks and group decision making 7. Can distinguish work teams vs groups 8. Can understand how to manage a work team	Technique: Powerpoint group dynamics, types of groups, the process of managing a team		Membuat dan mempresentasikan materi tentang dinamika kelompok dan imlikasi pada kinerja organisasi **Task 4:** Create and present material on group dynamics and their implications for organizational performance **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7	Memahami peran komunikasi bagi efektifitas pencapaian tujuan organisasi Understand the role of communication for the effectiveness of achieving organizational goals	1. Dapat menjelaskan fungsi komunikasi 2. Dapat mendiskripsikan proses komunikasi 3. Dapat membedakan jenis komunikasi 4. Dapat mengidentifikasi hambatan-hambatan komunikas 5. Dapat mencari strategi bagi komunikasi yang efektif 1. Can explain the function of communication 2. Can describe the communication process 3. Can distinguish types of communication 4. Can identify communication barriers 5. Can find strategies for effective communication	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint teknik komunikasi, jenis komunikasi, dan strategi komunikasi efektif Technique: Powerpoint of communication techniques, types of		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 5:** Membuat dan mempresentasikan materi komunikasi yang efektif **Task 5:** Create and present effective	1,2	5

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			communication, and effective communication strategies		communication materials **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		
8	**Evaluasi Tengah Semester / Ujian Tengah Semester** **Midterm Exam**						
9	Dapat memahami teori-teori kepemimpinan dan berbagai isu kontemporer dalam kepemimpinan Able to understand leadership theories and contemporary issues in leadership	1. Dapat membedakan kepemimpinan vs manajemen 2. Dapat menjelaskan teori-teori kepemimpinan 3. Dapat mengidentifikasi 4 dimensi trust 4. Dapat menjelaskan 4 komponen EQ, dan peranannya terhadap efektivitas kepemimpinan 5. Dapat menjelaskan peran mentor	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint teori kepemimpinan, membangun jiwa kepemimpinan,		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 6:**	1,2	10

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		6. Dapat mengidentifikasi berbagai tantangan dalam membangun kepemimpinan 7. Dapat menjelaskan bagaimana mencari dan menciptakan pemimpin yang efektif 1. Can differentiate leadership vs management 2. Can explain leadership theories 3. Can identify 4 dimensions of trust 4. Can explain the 4 components of EQ, and their role in leadership effectiveness 5. Can explain the role of mentor 6. Can identify various challenges in building leadership 7. Can explain how to find and create effective leaders	peran dan tantangan pemimpin Technique: Leadership theory powerpoint, building leadership spirit, leader roles and challenges		Membuat dan mempresentasikan kepemimpinan **Task 6:** Create and present leadership **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		
10	Memahami power dan hubungannya dengan otoritas dan pengaruh,	1. Dapat mengidentifikasi power, serta hubungannya dengan otoritas dan pengaruh	Kriteria: Komprehensif		Discussion, project based method	1,2	10

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	serta implikasinya terhadap perilaku politik Understanding power and its relationship to authority and influence, and its implications for political behavior	2. Dapat mengidentifikasi jenis-jenis power 3. Dapat mendiskusikan berbagai pendekatan kontigensi tentang power 4. Dapat menjelaskan pandangan makro tentang power 5. Dapat menghubungkan implikasi politik terhadap power 6. Dapat menjelaskan strategi politik terhadap akuisisi power dalam organisasi modern 1. Can identify power, and its relationship to authority and influence 2. Can identify the types of power 3. Can discuss various contingency approaches to power 4. Can explain the macro view of power 5. Can relate political implications to power 6. Can explain the political strategy of power acquisition in modern organizations	Criteria: Comprehensive Teknik: Pentingnya power, power dan pilitik, politik dalam organisasi Technique: The importance of power, power and politics, politics in organizations		Google Meet: Presentasi dan Diskus Discussion, project based method Google Meet: Presentations and Discussions i **Tugas 7:** Membuat dan mempresentasikan tentang power dan perilaku politik **Task 7:** Create and present political power and behavior **[PB: 1x(3x50")]**		

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
					[PT+KM: (1+1)x(3x60")]		
11	Mengidentifikasi konflik dan menentukan strategi negosiasi yang efektif Identify conflicts and determine effective negotiation strategies	1. Dapat mendefinisikan konflik dan negosiasi 2. Dapat membedakan berbagai pandangan tentang konflik 3. Dapat membedakan fungsi, hubungan, dan proses konflik 4. Dapat menentukan strategi penanganan konflik 5. Dapat menentukan strategi bernegosiasi yang efektif 6. Dapat mendiskripsikan proses negosiasi 1. Can define conflict and negotiation 2. Can distinguish different views on conflict 3. Can distinguish functions, relationships, and conflict processes	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint macam-macam konflik, konflik positif dan negatif, proses negosiasi Technique:		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 8:** Membuat dan mempresentasikan konflik dan negosiasi	1,2	10

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		4. Can determine conflict resolution strategies 5. Can determine an effective negotiation strategy 6. Can describe the negotiation process	Powerpoint various types of conflict, positive and negative conflict, negotiation process		Task 8: Create and present conflicts and negotiations **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		
12	Dapat memahami akibat, indikator dan sumber stress, serta strategi mengatasi stress dalam organisasi Can understand the consequences, indicators and sources of stress, as well as strategies to deal	1. Dapat mendefinisikan stress 2. Dapat mengidentifikasi akibat dan tanda-tanda stress 3. Dapat menjelaskan sumber-sumber stress 4. Dapat menentukan strategi mengurangi stress dalam organisasi 1. Can define stress 2. Can identify the effects and signs of stress 3. Can explain the sources of stress	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint teori stres, macam-macam stres, akibat stres dan		Discussion, project based method Google Meet: Review artikel dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions	1,2	15

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	with stress in the organization	4. Can determine strategies to reduce stress in the organization	strategi mengurangi stres Technique: Powerpoint theory of stress, types of stress, the effects of stress and strategies to reduce stress		**Tugas 9:** Mereview artikel tentang stres dan diskusi artikel hasil review **Task 9:** Reviewing articles about stress and discussing the results of the review articles **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		
13	Dapat memahami bagaimana mendesain struktur organisasi yang tepat	1. Dapat mengidentifikasi enam elemen kunci struktur organisasi	Kriteria: Komprehensif Criteria:		Discussion, project based method	1,2	10

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Can understand how to design the right organizational structure	2. Dapat menerangkan ciri-ciri struktur simple, birokrasi, matrik, tim dan virtual organization 3. Dapat membandingkan model struktur mekanistik dan organistic 4. Dapat menjelaskan implikasi desain organisasi terhadap perilaku karyawan 1. Can identify six key elements of organizational structure 2. Can explain the characteristics of simple structure, bureaucracy, matrix, team and virtual organization 3. Can compare mechanistic and organic structural models 4. Can explain the implications of organizational design on employee behavior	Comprehensive Teknik: Powerpoint struktur organisasi, macam-macam struktur organisasi, imlikasi desain terhadap perilaku karyawan Technique: Powerpoint organizational structure, various organizational structures, design implications on		Google Meet dan Google Classroom: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 10:** Membuat dan mempresentasikan materi tentang desain struktur organisasi **Task 10:** Create and present materials on		

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			employee behavior		organizational structure design **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		
14	Dapat memahami bagaimana membangun dan memelihara budaya organisasi Can understand how to build and maintain organizational culture	1. Dapat mendefinisikan budaya organisasi dan karakteristiknya, serta membandingkan budaya organisasi yang lemah vs kuat; budaya organisasi vs budaya nasional 2. Dapat menjelaskan determinan budaya organisasi 3. Mendiskripsikan budaya pelanggan responsitif, dan budaya etis 4. Dapat mengidentifikasi karakteristik budaya spiritual	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint teori budaya organisasi, determinan budaya organisasi,		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 11:**	1,2	10

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		1. Can define organizational culture and its characteristics, and compare weak vs strong organizational cultures; organizational culture vs national culture 2. Can explain the determinants of organizational culture 3. Describe a responsive customer culture, and an ethical culture 4. Can identify the characteristics of spiritual culture	budaya etis dan implikasinya Technique: Powerpoint of organizational culture theory, determinants of organizational culture, ethical culture and its implications		Membuat dan mempresentasikan tentang budaya organisasi pada perusahaan nasional dan multinasional **Task 11:** Create and present organizational culture to national and multinational companies **[PB: 1x(3x50")]** **[PT+KM: (1+1)x(3x60")]**		

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
15	Memahami karakteristik OD dan mengelola perubahan Understand the characteristics of OD and manage change	1. Dapat menganalisis perubahan lingkungan mempengaruhi organisasi 2. Dapat menjelaskan bagaimana mengelola perubahan 3. Dapat mengidentifikasi resistensi perubahan 4. Dapat menerangkan teknik – teknik dalam OD 5. Dapat mengidentifikasi trend perubahan kontemporer 1. Can analyze environmental changes affecting the organization 2. Can explain how to manage change 3. Can identify resistance to change 4. Can explain the techniques in OD 5. Can identify contemporary changing trends	Kriteria: Komprehensif Criteria: Comprehensive Teknik: Powerpoint perubahan organisasi, resistensi perubahan, trend perubahan dan peran OD Technique: Powerpoint of organizational change, resistance to		Discussion, project based method Google Meet: Presentasi dan Diskusi Discussion, project based method Google Meet: Presentations and Discussions **Tugas 12:** Membuat dan mempresentasikan perubahan organisasi **Task 12:** Create and present organizational change **[PB: 1x(3x50")]**	1,2	10

Mg Ke- Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			change, trend of change and the role of OD		[PT+KM: (1+1)x(3x60")]		
16	Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination						

Catatan:

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, pengugasan 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 aspel 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.

Notes:

1. Learning Outcomes of Study Programs (CPL-PRODI) are abilities possessed by each graduate of the Study Program which are the internalization of attitudes, assignment of knowledge, and skills according to the level of study programs obtained through the learning process.
2. The CPL that is charged to the course is a number of learning outcomes for graduates of the study program (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitudes, general skills, special skills, and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. Subject Sub-CP (Sub-CPMK) is the ability that is described specifically for the learning material of the course.
5. Indicators of the assessment of 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 measures or benchmarks for learning achievement in assessment based on predetermined indicators. The assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be both quantitative and qualitative.
7. Assessment techniques: 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 that can be presented in the form of several main points and sub-topics.
11. The weight of the assessment is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK and the total is 100%.
12. PB=Learning Process, PT=Structured Assignments, KM=Independent Activities.