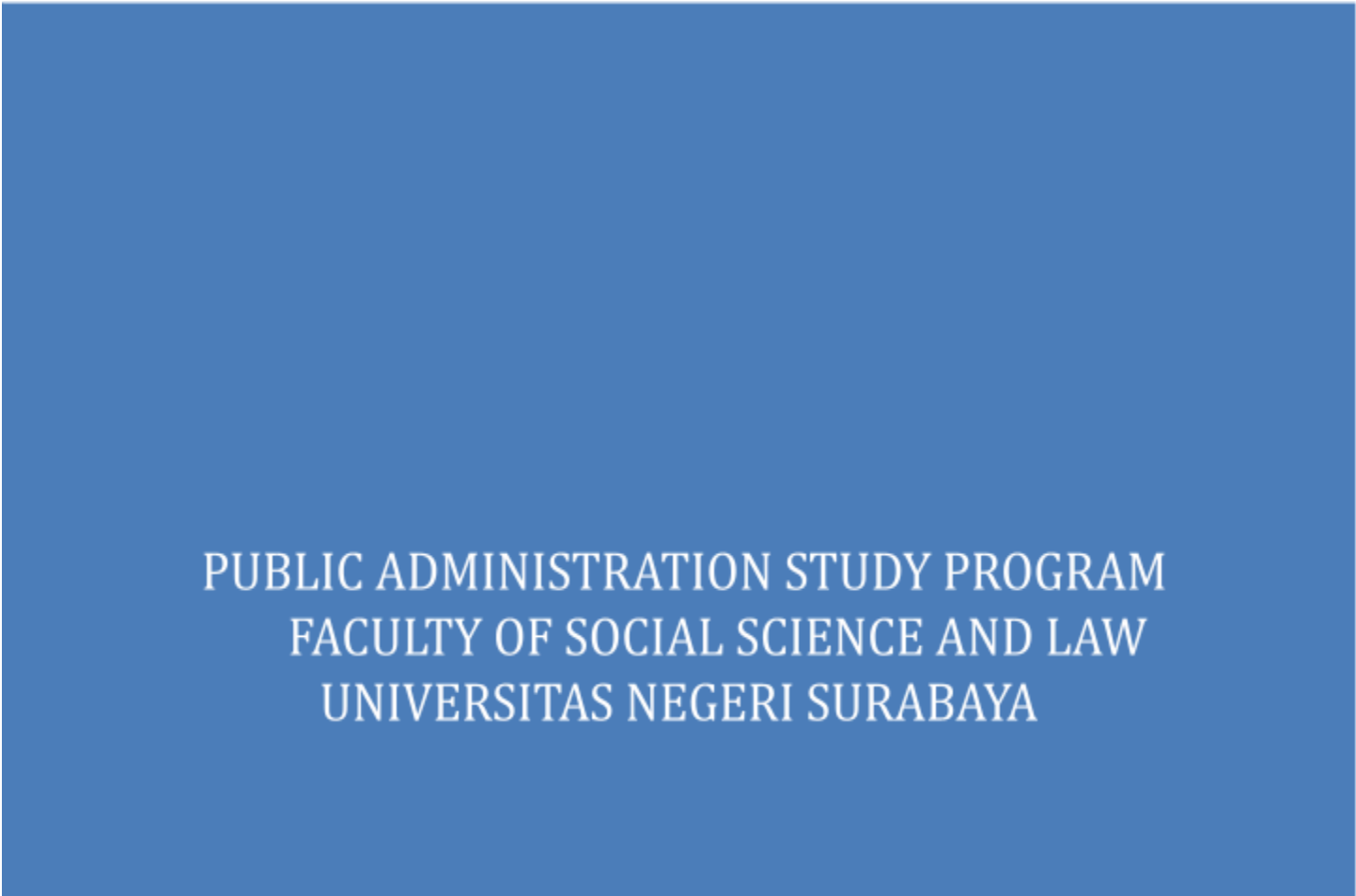




WORKLOAD ASSESSMENT HUMAN RESOURCES MANAGEMENT IN PUBLIC SECTOR



**PUBLIC ADMINISTRATION STUDY PROGRAM
FACULTY OF SOCIAL SCIENCE AND LAW
UNIVERSITAS NEGERI SURABAYA**

WORKLOAD ASSESMENT
HUMAN RESOURCES MANAGEMENT IN PUBLIC
SECTOR

Academic Year 2017/2018

Coordinator:
Dra. Meirinawati, M.AP.

Team:

Indah Prabawati, S.Sos., M.Si.
Eva Hany Fanida, S.AP., M.AP.

PUBLIC ADMINISTRATION STUDY PROGRAM
FACULTY OF SOCIAL SCIENCE AND LAW
UNIVERSITAS NEGERI SURABAYA

Planning for Public Sector HRM Learning Tools						
Module/Course Title		Student Workload	Credits	Semester	Frequency	Duration
4062123023		(3CU X 1,59 ECTS) X 28,51= 135,99 Workhours	3 CU 4.77 ECTS	3 TH SEMESTER	ONCE YEAR	1 SEMESTER
1	Types of courses Lectures Structured, Assignments, Independent Study		Contact hours (3CU X 1,59 ECTS) X {(50:170')} X 28,51 Workhours= 39, 99	Independent Study (3CU X 1,59 ECTS) X {(60:170')} X 28,51 Workhours= 47,99	Structured Study (3CU X 1,59 ECTS) X {(60:170')} X 28,51 Workhours= 47,99	Class size MAX 50 STUDENT
2	Prerequisites for participation (if applicable) None (prerequisite)					
3	Program Learning outcomes					
	PLO 2 <i>Collaborate and have compassion for society and environment</i>					
	PLO 4 <i>Learn the theoretical concepts of public sector management to realize the values of good governance</i>					
	PLO 8 <i>Able to utilize information technology in managing the organization</i>					
	PLO 9 <i>Able to formulate alternative solutions to administrative problems in public sector organizations</i>					
	CLO 1. Able to be cooperative and responsible in managing human resources in public sector organizations 2. Using the knife of analysis of human resource management theories in public sector organizations 3. Optimizing the role of technology in efforts to improve the performance of human resources in public sector organizations					

	4. Have the ability to make strategic decisions related to the management of human resources in public sector organizations
4	Subject aims/Content (learning objectives for the course/subject material) 1. Annual Program 2. Semester Program 3. Syllabus 4. Learning Implementation Plan 5. Teaching Materials 6. Assessment Instruments for Process and Learning Outcomes
5	Teaching methods <i>Problem Base Learning, Small Group Discussion</i>
6	Assessment methods <i>Portofolio, paper test</i>
7	This module/course is used in the following study programme/s as well -
8	Responsibility for module/course COMPULSORY/elective*/
9	Other information (References) 1. Flynn, Norman. 2012. <i>Public Sector Management</i>. SAGE Publications (Asia Pasific). 2. Dessler, Gary. 2009. <i>Manajemen Sumber Daya Manusia (Jilid 2)</i>. Indeks 3. Hardiyansyah. 2012. <i>Sistem Administrasi & Manajemen Sumber Daya Manusia Sektor Publik</i>. Gava Media 4. Harsono. 2011. <i>Sistem Administrasi Kepegawaian</i>. Fokus Media 5. Subekhi,Akhmad. 2012. <i>Pengantar Sumber Daya Manusia</i>. Prestasi Pustaka Publisher 6. Rivai, Veithzal dan Ella Jauvani Sagala. 2010. <i>Manajemen Sumber Daya Manusia untuk Perusahaan: Dari Teori ke Praktik</i>. Jakarta: Rajawali Pers. 7. Sedarmayanti. 2010. <i>Manajemen Sumber Daya Manusia: Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil</i>. Bandung: PT Refika Aditama. 8. Moekijat. 2010. <i>Administrasi Kepegawaian Negara Indonesia</i>. Bandung: CV Mandar Maju.

A. Lesson Plan and Course Assessment

 UNESA Universitas Negeri Surabaya		Universitas Negeri Surabaya Faculty of Social Sciences and Law Undergraduate of Public Administration Sciences				Document Code
Lesson Plan						
COURSE	Code	Cluster	Credits	Semester	Compilation Date	
Human Resources Management in Public Sector	4062113018	Management Principles, Organization Theory, Organization Behavior, Office Administration	3	3	2021	
AUTHORIZATION	Lesson Plan Developer		Coordinator		Head of Study Program	
	1. Dra. Meirinawati, M.AP. 2. Indah Prabawati, S.Sos., M.Si. 3. Eva Hany Fanida, S.AP., M.AP.		Dra. Meirinawati, M.AP.		Dr. Tjitjik Rahaju, M.Si.	
Program Learning Outcome (PLO)	PLO					
	PLO2	Collaborate and have compassion for society and environment				
	PLO4	Learn the theoretical concepts of public sector management to realize the values of good governance				
	PLO8	Able to utilize information technology in managing the organization				
	PLO9	Able to formulate alternative solutions to administrative problems in public sector organizations				
	Course Learning Outcome (CLO)					
	CLO2	Able to be cooperative and responsible in managing human resources in public sector organizations				
	CLO4	Using the knife of analysis of human resource management theories in public sector organizations				
	CLO8	Optimizing the role of technology in efforts to improve the performance of human resources in public sector organizations				
	CLO9	Have the ability to make strategic decisions related to the management of human resources in public sector organizations				

Course Description	This course discusses the relationship between public sector organizations and human resources, HR functions, employee planning, recruitment, selection, appointment, placement, development, compensation, discipline, rights and obligations and dismissal employees.	
Learning Materials/ Topics	1. Public Sector HRM: Definition, Functions and Objectives 2. Development, Approach, HRM Paradigm 3. Total Quality Management (TQM) 4. Competency-Based HR 5. HR Planning 6. Preparation of HR Formation 7. Rights and Responsibilities of HR 8. HR Development 9. HR Assessment 10. Career Development and Pathways 11. Compensation and Dismissal 12. Contemporary HR Issues 13. Comparison of HRM in the Public and Private Sector	
References	Primary	1. Flynn, Norman. 2012. <i>Public Sector Management</i>. SAGE Publications (Asia Pacific). 2. Dessler, Gary. 2009. <i>Manajemen Sumber Daya Manusia (Jilid 2)</i>. Indeks 3. Hardiyansyah. 2012. <i>Sistem Administrasi & Manajemen Sumber Daya Manusia Sektor Publik</i>. Gava Media 4. Harsono. 2011. <i>Sistem Administrasi Kepegawaian</i>. Fokus Media 5. Subekhi, Akhmad. 2012. <i>Pengantar Sumber Daya Manusia</i>. Prestasi Pustaka Publisher 6. Rivai, Veithzal dan Ella Jauvani Sagala. 2010. <i>Manajemen Sumber Daya Manusia untuk Perusahaan: Dari Teori ke Praktik</i>. Jakarta: Rajawali Pers. 7. Sedarmayanti. 2010. <i>Manajemen Sumber Daya Manusia: Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil</i>. Bandung: PT Refika Aditama. 8. Moekijat. 2010. <i>Administrasi Kepegawaian Negara Indonesia</i>. Bandung: CV Mandar Maju.
	Supplementary	
Lecturer(s)	1. Dra. Meirinawati, M.AP. 2. Indah Prabawati, S.Sos., M.Si. 3. Eva Hany Fanida, S.AP., M.AP.	
Prerequisite	Management Principles	

We ek	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scorin g
		Indicators	Criteria/Form/ Type	Offline	Onl ine		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the Definition, Functions and Objectives of Public Sector HRM	1. Explaining the Definition, Functions and Objectives of Public Sector HRM. 2. Describe the characteristics of public organizations. 3. Explain the importance of HR in the organization. 4. Explain the relationship of public organizations.	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method : Discovery Learning Group Discussion - Student Assignments: Discussing HRM concepts in public sector organizations TM :1mg x (3sks x 50")	-	1,2,3,5	
2	Understanding HRM Developments, Approaches, Paradigms	1. Explaining the HR approach according to Keith Davis 2. Explaining the HR approach according to Dave Ulrich 3. Explaining the HR approach according to Storey	Kriteria : Rubrik Holistik Bentuk : Non Test	Bentuk Pembelajaran: Kuliah Tatap Muka - Metode : Discovery Learning - Penugasan Mahasiswa : Tracing and identifying HR approaches according to Keith Davis, Dave Ulrich, and Storey TM :1mg x (3sks x 50")		1,2,3,5, 6,7	

3	Able to understand the concept of Total Quality Management (TQM)	1. Students are able to explain the concept of quality 2. Describe the key elements of TQM 3. Explain the relationship between TQM and HRM	Kriteria : Rubrik Holistik Bentuk : Non Test	Bentuk Pembelajaran: Face-to-face Lecture- Metode : Discovery Learning - Penugasan Mahasiswa : Discuss the concept of quality, key elements of TQM, the relationship of TQM with HRM TM :1mg x (3sks x 50")		1,2,4,6	
4	Understanding competency-based HR development	1. Explain the definition of competence. 2. Identify 18 generic competencies required by all types of organizations. 3. Explaining HR competency measurement techniques	Kriteria : Rubrik Holistik Bentuk : Non Test	Bentuk Pembelajaran: Face-to-face Lecture- Metode : Discovery Learning, Contextual Learning - Penugasan Mahasiswa : Discuss competencies, 18 generic competencies required by all types of organizations, HR competency measurement techniques TM :1mg x (3sks x 50")		1,2,3,5,6,7,8	

5	Understand the process of preparing HR planning	1. Explain the urgency of HR planning. 2. Explain the factors that influence HR planning. 3. Explain the method of HR planning. 4. Explain the stages of HR planning	Kriteria : Rubrik Holistik Bentuk : Non Test	Bentuk Pembelajaran: Face-to-face Metode : Discovery Learning, Contextual Learning - Penugasan Mahasiswa : Discuss the urgency, influencing factors, methods and stages of competency-based HR planning TM :1mg x (3sks x 50")		1,2,3,4,5,6	
6	Students are able to apply the HR recruitment and placement process	1. Identify the basis for the formation of the formation 2. Identify the formation process 3. Identify HR procurement activities 4. Identify factors that influence HR orientation	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Metode : Discovery Learning, Contextual Learning - Student Assignments: Discuss the basics of formulating formations, the process of preparing formations, HR procurement activities and factors that affect HR orientation TM :1mg x (3sks x 50")		1,4,7,8	
7	Mahasiswa mampu mengidentifikasi hak dan kewajiban SDM	1. Menjelaskan pengertian hak dan kewajiban 2. Mengidentifikasi hak-hak SDM 3. Mengidentifikasi kewajiban SDM	Kriteria : Rubrik Holistik Bentuk :	Learning Form: Face-to-face Metode : Discovery		1,4,7,8	

			Non Test	Learning, Contextual Learning - Student Assignments: Discuss the basics of formation, formation process, HR procurement activities and factors that influence HR orientation TM :1mg x (3sks x 50")			
8	Evaluasi Tengah Semester / Ujian Tengan Semester						
9	Students are able to understand HR development	1. Identify HR development goals 2. Identify HR training techniques 3. Identify HR development techniques 4. Identifying training for civil servants	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method: Discovery Learning, Contextual Learning - Student Assignments: Discuss the objectives of HR development, training techniques and HR development as well as civil servant training TM :1mg x (3sks x 50")		1,4,7,8	

10	Students are able to conduct HR assessments	1. Identify the objectives and benefits of HR assessment 2. Identify HR assessment techniques	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method: Discovery Learning, Contextual Learning - Student Assignments: discuss, compile and demonstrate an archive storage system TM :1mg x (3sks x 50")		1,2,3,7,8	
11	Students are able to understand HR development	1. Identify the HR development system 2. Identify the type of career system	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method: Discovery Learning, Contextual Learning - Student Assignments: Discuss the objectives of HR development TM :1mg x (3sks x 50")		1,4,7,8	
12-13	Students are able to understand employee compensation	1. Explaining the Definition of Compensation 2. Explain the purpose of compensation 3. Identify the types of compensation	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method: Discovery Learning, Contextual Learning - Student Assignments: discuss employee compensation TM :1mg x (3sks		1,3,4,7,8	

				x 50")			
14	Students are able to understand employee termination	1. Explain the meaning of dismissal of employees 2. Identifying the reasons for dismissal of employees	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method : Discovery Learning, Contextual Learning - Student Assignment : discussing employee dismissa ITM :1mg x (3sks x 50")		3,4,7,8	
15	Students are able to identify contemporary issues of HRM	1. Identify contemporary HRM issues 2. Identifying HRM problems in the public and private sectors from recruitment to termination of employees	Kriteria : Rubrik Holistik Bentuk : Non Test	Learning Form: Face-to-face Lecture - Method: Discovery Learning, Contextual Learning - Student Assignments: discuss contemporary issues and HRM issues TM :1mg x (3sks x 50")		1,2,3,6	
16	Evaluasi Akhir Semester / Ujian Akhir Semester						

A. Course Evaluation and Development

1. Assessment of PLO-CLO

No	NIM	Nama Mahasiswa	PRAKTIKU M (0%)	TUGAS (30%)	USS (30%)	UAS (40%)
1	14040674021	ALFIDIONI APRILIA ARYANTI		80	95	75
2	17040674001	AYU APRILIANA PUSPITA STYARENI		85	95	85
3	17040674002	SHIFANI FITRI SAULI		75	95	80
4	17040674003	BELINDA GRACIA DEWI		88	75	68
5	17040674004	NADYA RINDAYU FARISTA FANNY		85	85	60
6	17040674005	LAILATUS SUHROH		85	90	64
7	17040674006	NADA THALIA		83	95	50
8	17040674007	RIMA PRATIWI		83	75	60
9	17040674008	MIFTAKHUL NURUL JANNAH		88	85	60
10	17040674009	ERZA RIZKI HIDAYANA PUTRI		85	95	60
11	17040674010	TRISNA ANGGUN CAHYANINGTYAS		85	95	55
12	17040674011	LINDA WAHYUNI		80	95	65
13	17040674012	ALHANDI BUDITAMA		85	65	75
14	17040674013	VIVI ROUDLOTUS SYARIFAH		88	85	50
15	17040674028	ANNISAH RISTIANANDA		80	95	78
16	17040674029	I MADE PRASTIKA ANGGA		85	65	68
17	17040674030	ACHMAD DONNY		88	65	65
18	17040674031	ALIFIAH TRI SETYA CAHYANDARI		83	81	60
19	17040674032	YAZID DWI KURNIAWAN		83	90	65
20	17040674033	MUHAMMAD KHOIRUL ICHWAN		88	60	60
21	17040674034	KISMIATI RATRI RAMADANI		88	80	60
22	17040674035	NUR ZALLIZA GAUS		85	85	72
23	17040674036	ROSALIA FATMA DEWI		88	70	60
24	17040674037	AYU ALDANIA		83	85	60
25	17040674038	AYU WANDAN SARI		83	95	60
26	17040674039	NOVI EKRI NURWAHYUNI		80	95	77
27	17040674040	ERFANDY BUDI QOWIYYUM		80	60	60
28	17040674041	JHON DEARSON PARAPAT		83	90	94
29	17040674042	WILDAN ZAKI		83	75	60
30	17040674044	MERAH MEGA PERTIWI		80	90	60
31	17040674045	RIDHO IMAM RIVALDI		85	60	60
32	17040674046	DICKY YUDA ERDY PERMANA		85	75	60
33	17040674047	OLIVIA AGUSTIN NAILATUL WARDAH		88	95	72
34	17040674048	ALICYA CINDY PRADANA		83	90	74
35	17040674049	KHARINA NUGRAHAYU LESTARI		0	0	0
36	17040674050	ANGGA FITRIATMUJI		85	95	74
37	17040674051	FARHAN NAUFAL FALAKH ALHAMDA		88	70	60
38	17040674076	DWIEKA SEPTIANI ADIWINOTO		85	95	89

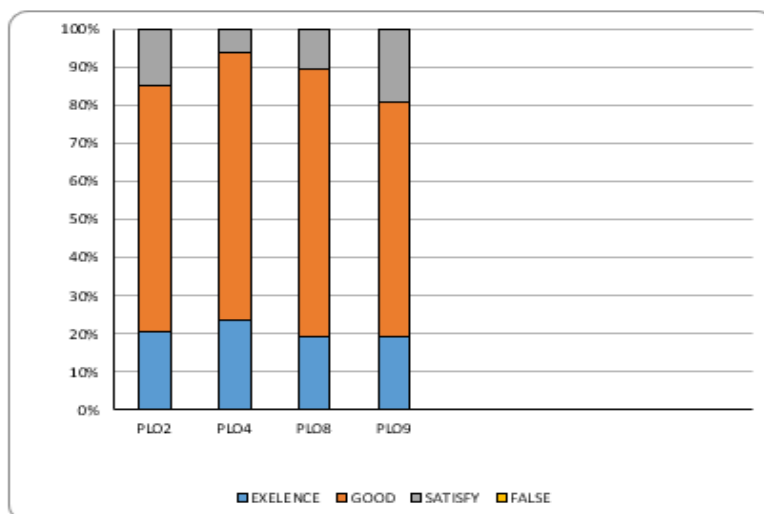
39	17040674077	RENI PURNAMA YULIANITA		85	90	86
40	17040674078	MUHAMMAD RIZAL FIRDAUS		83	85	74
41	17040674079	REDIKA WIDYA PRABANINGRUM		83	60	74
42	17040674080	RIOSKA RESTOE IRSYADILLAH		80	70	60
43	17040674081	DYAH EKA PRATIWI		88	95	60
44	17040674082	AHMAD RIZAL ZAKKY GHUFRON		80	50	70
45	17040674083	FILANDITA ANANDA KUSUMAPRATAMA		85	90	64
46	17040674084	MAHFUNDOH ISNAINI		80	70	86
47	17040674085	MOCH. YUSUF SYAIFUDIN		83	80	60
48	17040674086	RANI WAHYUNINGSIH		83	80	60
49	17040674087	TRY FERISIANSYAH		88	60	60
50	14040674020	PARAGRA DUNCAN TARUMA NEGARA FUJI SENTAUSA		0	0	0
51	14040674036	MOHAMMAD RISQI HAJI EGA FIRNANDA		60	75	60
52	17040674015	HELA MARITA DEVILA		85	95	85
53	17040674016	MELLIA SEYSELIS		83	95	91
54	17040674017	BINTARI LARAS ANGGRAINI		83	95	83
55	17040674018	FITRI DWI LARASWATI		85	90	70
56	17040674019	ANGGI NAVYANTITO		80	70	65
57	17040674020	SARIMATUS FADILAH		85	95	72
58	17040674021	SABRINA AMANDA OKTAVIRANTI		85	85	62
59	17040674023	DEWI RAHMAWATI		88	95	94
60	17040674024	MEKI WASTITI		83	95	89
61	17040674025	BELLA PRISTIKA		83	80	85
62	17040674026	ADILA NUR AZIZAH		80	85	84
63	17040674052	MOCHAMMAD RIZKY EKANDANA		85	95	75
64	17040674053	DIVA FEBIANTI		88	95	79
65	17040674054	DEVISKA YASYFI ALICIA		88	85	45
66	17040674056	RIZLA SARADIA AGUSTINA		85	90	70
67	17040674057	NAVY SAGITA PERTIWI		85	90	94
68	17040674058	MEYGA HIDAYAH WIRANTI MULYA		83	80	75
69	17040674059	SYARIFAH NIKMAH		88	75	62
70	17040674060	RIYAN KUMALASARI		85	95	97
71	17040674061	VIA MEGA ARISTA		85	80	65
72	17040674062	FIKKY ARDIANSYAH		85	65	62
73	17040674063	SEVIRA VIPRIYANTI		88	85	87
74	17040674064	SULIS SETYOWATI		88	85	85
75	17040674065	TIYA FARADELLA		88	83	75
76	17040674066	WIDIARTININGTYAS		85	80	76
77	17040674067	PRAMITA RAHAYU PUTRI TRISNAWATI		85	83	77
78	17040674069	ACHMAD NUR TAUFIK		80	95	63
79	17040674070	YENI WULANSARI		85	90	83
80	17040674071	BILLA FANISA		83	80	45

81	17040674072	ROCHMATUL ULUM		85	95	60
82	17040674073	ZAHRA ANNAFI		85	95	73
83	17040674074	DEFI INTAN SARI		88	95	70
84	17040674075	ANTON WAHYU PUTRA		83	80	65
85	17040674088	AIMI LISIA FEBRIANI		80	95	80
86	17040674089	PARLINDUNGAN ARIEF NASUTION		85	75	63
87	17040674090	AULIA PUTRI NOVIANTY		83	95	70
88	17040674091	NISA FEBRIANA		85	80	65
89	17040674092	MOH. NASHRUL UMMAH		83	85	70
90	17040674093	GERRY ABIMANYU PUTRA		85	65	53
91	17040674094	MIHMIDATI SAYYIDATUL UMMAH		85	95	92
92	17040674095	FEBY MEILINA SUCAHYO		88	95	81
93	17040674096	NOFITA BOBSUNI		85	85	87
94	17040674097	ANDRE SAPUTRA BUDIONO		80	60	60
95	17040674098	ILMI JYHAN AZZARRAH		85	85	74
96	17040674099	NOVELIA SANADI		0	0	0

PLO ASSESSMENT

Lecture : Human Resources Management in Public Sector
 Code : 4062113018
 Department : Public Administration
 Total of Student : 93

	PLO2	PLO4	PLO8	PLO9				
EXELENCE	20%	24%	19%	19%				
GOOD	65%	70%	70%	61%				
SATISFY	15%	6%	11%	19%				
FALSE	0%	0%	0%	0%				
	100%	100%	100%	100%				



Assessment Rubric

1. Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

Rubric for Paper-based Test

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Excellent Work
	1-30	31-65	66-85	85-100
Relevance of answer to the Question	The essay did not answer the question.	Answer is incomplete. Excessive discussion of unrelated issues and/or significant errors in content.	Answer is brief with insufficient detail. Unrelated issues were introduced and/or minor errors in content.	Answer is complete; sufficient detail provided to support assertions; answer focuses only on issues related to the question; factually correct.
Thoroughness of Answer	None of the relevant details were included.	Serious gaps in the basic details needed.	Most of the basic details are included but some are missing.	Deals fully with the entire question.
Organization and logic of answer	Weak organization; sentences rambling; ideas are repeated.	Minor problems of organization or logic; Needs work on creating transitions between ideas.	Clear and logical presentation; good development of an argument; Transitions are	

			made clearly and smoothly.	
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)	Major problems with mechanics of language; Awkward Sentence construction; Poor or absent transitions; Frequently difficult to understand.	Frequent problems with mechanics of language; Occasional awkward sentences and poor transitions; reduce readability.	Clear, readable, prose. Good use of transitions; no problems with spelling, punctuation, or grammar.	

Rubric for Performance-based Test

This measurement to identify the quality of social interaction competencies

Definition : Social interaction is the ability to work effectively with individuals and groups.

Rationale : Teamwork and social skills are vital to success in school, work, and the community.

Outcome : Students will work effectively with individuals and groups.

Student Behavior One : Student will display personal behavior and interpersonal skills.

Student Behavior Two : Student will accept and deliver criticism well.

Student Behavior Three : Student will read others' body language.

Student Behavior Four : Student will use conflict management techniques.

Student Behavior Five : Student will take on task-maintenance roles.

Student Behavior Six : Student will use humor appropriately.

Level	Exemplary Behavior	Accomplished Behavior	Developing Behavior	Beginning Behavior
Score	(16-20)	(11-15)	(6-10)	(1-5)
<i>1-20</i>	Almost always displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.	Usually displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.	Sometimes displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.	Rarely displays self-control, friendliness, cooperation, helpfulness, and respect.
	(16-20)	(11-15)	(6-10)	(1-5)
<i>1-20</i>	Accepts and delivers criticism with compassion and confidence.	Delivers criticism with confidence, but doesn't always accept it well.	May deliver criticism if prompted, but doesn't always accept it well.	Delivers criticism with sarcasm and doesn't accept it well.
	(9-10)	(6-8)	(3-5)	(1-2)
<i>1-10</i>	Can read others' body language	Can usually read others' body language.	Can sometimes read others' body language.	Usually ignores or fails to read others' body language
	(16-20)	(11-15)	(6-10)	(1-5)
<i>1-20</i>	Utilizes conflict management techniques in an individual, group, or professional setting.	Usually utilizes conflict management techniques in an individual, group, or professional setting.	Sometimes utilizes conflict management techniques in an individual, group, or professional setting.	Rarely uses conflict management techniques in an individual, group, or professional setting
	(16-20)	(11-15)	(6-10)	(1-5)
<i>1-20</i>	Willingly takes on task and/or maintenance roles in a group.	Takes on task and/or maintenance roles in a group.	Usually doesn't take on task and/or maintenance roles in a group.	Rarely participates in group activities

	(9-10)	(6-8)	(3-5)	(1-2)
<i>1-10</i>	Almost always uses humor in an appropriate manner.	Usually uses humor in an appropriate manner.	Sometimes uses humor, but not always in an appropriate manner.	Rarely uses humor in an appropriate manner

a. Sample of Student Attendance

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424932
Faksimile : +6231-99424932
e-mail : bakpk@unesa.ac.id

Mata Kuliah : Manajemen Sdm Sektor Publik
Kelas : 2017A
Prodi : S1 Ilmu Administrasi Negara

Dosen : Eva Hany Fanida, S.AP., M.AP.
Indah Prabawati, S.Sos., M.Si.
Dra. Meirinawati, M.AP.

[illegible]



PRESENSI KULIAH
Periode 2018/2019 Gasal

Mata Kuliah : Manajemen Sdm Sektor Publik
Kelas : 2017B
Prodi : S1 Ilmu Administrasi Negara

Dosen : Eva Hany Fanida, S.AP., M.AP.
Indah Prabawati, S.Sos., M.Si.
Dra. Meirinawati, M.AP.

[illegible]

b. Sample of Course Log Book



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN
TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

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Dosen :

EVA HANY FANIDA (198301192008122002)

Kelas : 2017A

INDAH PRABAWATI (197407292005012001)

MEIRINAWATI (196805212000032001)

Jadwal & Ruang : I03.02.02 (09.30 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	20-08-2018	Pertemuan ke 1	Kontrak Perkuliahan Hubungan organisasi sektor publik dengan SDM	49	Terjadwal	Eva Hany Fanida
2	27-08-2018	Pertemuan ke 2	Ruang lingkup MSDM Sektor Publik	48	Terjadwal	Eva Hany Fanida
3	03-09-2018	Pertemuan ke 3	Pendekatan pengelolaan SDM TQM (Total Quality Management)	48	Terjadwal	Eva Hany Fanida
4	10-09-2018	Pertemuan ke 4	Perencanaan SDM berbasis kompetensi	48	Terjadwal	Eva Hany Fanida
5	17-09-2018	Pertemuan ke 5	Rekruiemen dan seleksi SDM	47	Terjadwal	Eva Hany Fanida
6	24-09-2018	Pertemuan ke 6	- Dasar penyusunan formasi - Proses penyusunan formasi - Kegiatan pengadaan SDM - Faktor yang mempengaruhi	41	Terjadwal	Meirinawati
7	01-10-2018	Pertemuan ke 7	- Tujuan pengembangan SDM - Teknik pelatihan SDM - Teknik pengembangan SDM - Diklat bagi PN	48	Terjadwal	Meirinawati
8	08-10-2018	Pertemuan ke 8	UTS	48	Terjadwal	Meirinawati
9	07-12-2018	Pertemuan ke 9	- Pengertian mutasi, promosi dan demosi - Identifikasi macam-macam mutasi - Pengertian disiplin pegawai - Identifikasi jenis disiplin	45	Terjadwal	Meirinawati
10	22-10-2018	Pertemuan ke 10	- Pengertian mutasi, promosi dan demosi - Identifikasi macam-macam mutasi - Pengertian disiplin pegawai - Identifikasi jenis disiplin pegawai	47	Terjadwal	Meirinawati

11	29-10-2018	Pertemuan ke 11	- Pengertian penilaian SDM - Cara Penilaian SDM - Indikator Penilaian SDM	46	Terjadwal	Indah Prabawati
12	05-11-2018	Pertemuan ke 12	- Sistem pembinaan SDM - Jenis sistem karier	47	Terjadwal	Meirinawati
13	12-11-2018	Pertemuan ke 13	- Pengertian kompensasi - Tujuan pemberian kompensasi -Jenis-jenis kompensasi	48	Terjadwal	Meirinawati
14	19-11-2018	Pertemuan ke 14	- Pengertian pemberhentian pegawai - Sebab pemberhentian	47	Terjadwal	Meirinawati
15	26-11-2018	Pertemuan ke 15	Masalah-masalah MSDM sektor publik maupun privat sejak rekrutmen sampai dengan pemberhentian pegawai	48	Terjadwal	Meirinawati



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Aktivitas Perkuliahan

Nama Matakuliah : Manajemen Sdm Sektor Publik

Dosen :

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Kelas : 2017B

INDAH PRABAWATI (197407292005012001)

MEIRINAWATI (196805212000032001)

Jadwal & Ruang : I03.02.01 (09.30 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	23-08-2018	Pertemuan ke 1	- Kontrak Perkuliahan - Hubungan organisasi sektor publik dengan SDM	45	Terjadwal	Eva Hany Fanida
2	30-08-2018	Pertemuan ke 2	Ruang lingkup MSDM	45	Terjadwal	Eva Hany Fanida
3	06-09-2018	Pertemuan ke 3	Pendekatan pengelolaan SDM	42	Terjadwal	Eva Hany Fanida
4	13-09-2018	Pertemuan ke 4	Perencanaan SDM berbasis kompetensi	40	Terjadwal	Eva Hany Fanida
5	20-09-2018	Pertemuan ke 5	Rekrutmen dan seleksi SDM	42	Terjadwal	Meirinawati
6	27-09-2018	Pertemuan ke 6	- Dasar penyusunan formasi - Proses penyusunan formasi - Kegiatan pengadaan SDM - Faktor yang mempengaruhi	43	Terjadwal	Meirinawati
7	04-10-2018	Pertemuan ke 7	- Tujuan pengembangan SDM - Teknik pelatihan SDM - Teknik pengembangan SDM - Diklat bagi PN	46	Terjadwal	Meirinawati
8	11-10-2018	Pertemuan ke 8	UTS	43	Terjadwal	Meirinawati
9	18-10-2018	Pertemuan ke 9	- Pengertian mutasi, promosi dan demosi - Identifikasi macam-macam mutasi - Pengertian disiplin pegawai - Identifikasi jenis disiplin	39	Terjadwal	Meirinawati
10	25-10-2018	Pertemuan ke 10	- Pengertian mutasi, promosi dan demosi - Identifikasi macam-macam mutasi - Pengertian disiplin pegawai - Identifikasi jenis disiplin pegawai	44	Terjadwal	Meirinawati
11	01-11-2018	Pertemuan	- Pengertian penilaian	40	Terjadwal	Indah Prabawati

		ke 11	SDM - Cara Penilaian SDM - Indikator Penilaian SDM 			
12	08-11-2018	Pertemuan ke 12	- Sistem pembinaan SDM - Jenis sistem karier	34	Terjadwal	Meirinawati
13	15-11-2018	Pertemuan ke 13	- Pengertian kompensasi - Tujuan pemberian kompensasi - Jenis-jenis kompensasi	33	Terjadwal	Meirinawati
14	23-11-2018	Pertemuan ke 14	- Pengertian pemberhentian pegawai - Sebab pemberhentian	32	Terjadwal	Meirinawati
15	30-11-2018	Pertemuan ke 15	Masalah-masalah MSDM sektor publik maupun privat sejak rekrutmen sampai dengan pemberhentian pegawai	43	Terjadwal	Meirinawati

c. Sample of Assignment

Assignment Instructions:

1. Create a group of 5 members
2. Looking for articles about the recruitment of Civil Servants (PNS)
3. Analysis of the existing CAT recruitment model in civil servant recruitment

d. Sample of Assignment:



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TASK

Mata Kuliah : Public Sector Human Resource Management
Materi : Recruitment of civil servants through the CAT system
Kelas : 2017B
Dosen : Public Sector Human Resource Management Lecturer Team

BAB I

1.1 Introduction

To run an agency, both government and private, definitely requires reliable human resources. The process of obtaining human resources as labor is called manpower procurement or man power planning. Miner and Miner, Man power planning "a process that seeks to ensure that the right members and types of people will be in the right place at the right time in the future, able to do the things needed so that the organization can continue to achieve its goals". In addition to placing the right people in the right place at the right time, the procurement of manpower also has several things that must be considered as follows:

1. The quantity and quality of labor
2. Sufficient and proper manpower
3. Provision of skilled manpower supply
4. Ensure the effective use of manpower

The benefits that can be obtained from workforce planning are that it allows better utilization of the existing workforce, at least there are guidelines that can be used to use the existing workforce more efficiently and effectively. In the labor procurement process, there are things that must be considered, namely how the labor procurement process is carried out. Employees who want to be recruited must go through several stages of tests so that they are declared to have passed and have the desired competencies. The government through Law no. 11 of 2017 has regulated all matters regarding labor procurement, especially within government agencies, namely in the selection process using the CAT (Computer Assisted Test) system. The purpose of this online-based test is not only to spread the network to all corners of the country to be able to participate in the recruitment of civil servants, but also to tighten and filter the best human resources based on the competencies that have been determined. This cannot be separated from the fact that the CAT system has a higher level of honesty than ordinary tests, because it avoids corruption, collusion, and nepotism.

1.2 research question

1. How to make CPNS recruitment free from KKN and fraud and value manipulation?
2. How to get the minimum standard of basic competence and standard of personnel competence?

1.3 Goals

1. Looking for a solution so that CPNS recruitment is free from KKN and acts of fraud and value manipulation
2. Analyzing various ways to obtain the minimum standard of basic competence and standard of personnel competence

1.4 Benefit

1. So that CPNS recruitment is free from KKN and acts of fraud and manipulation of values.
2. To obtain a minimum standard of basic competence and standard of personnel competence.

CHAPTER II

1.1 Definition of KKN

KKN (Corruption, Collusion, Nepotism) is an act that is very detrimental to every community and country, because KKN only benefits certain parties who have excess power so that small and honest people will be harmed. Therefore, all things related or activities that lead to KKN must be quickly removed and removed from the habits of the people, especially in Indonesia.

Corruption is an activity such as embezzlement of money, receipt of bribes and so on to enrich oneself or other people or corporations, which results in financial losses to the state. In the KBBI definition, corruption is an act of misappropriation or misuse of state money (companies, organizations, foundations, and so on) for personal gain or others. Corruption in Indonesia is not new and it is natural to happen. Indonesia is one of the countries with a fairly large number of corruption cases. However, there are also many cases of corruption committed by officials or power holders that have been uncovered by the Corruption Eradication Commission (KPK).

Collusion is an act of conspiracy, alliance, or agreement for bad affairs. Usually colored by corruption, namely the abuse of authority owned by a party or state official. While nepotism has the meaning according to the KBBI, namely an activity that tends to prioritize (benefit) one's own relatives, especially in positions, ranks in the government environment. The tendency towards nepotism is based on instinct, as a form of sibling selection. KKN actions are almost widespread in various fields, one of which is in the recruitment of CPNS. For example, if a manager appoints or elevates a brother instead of someone more qualified but not a relative, the manager will be guilty of nepotism.

Prior to the CAT process, there were many reports and complaints regarding the recruitment system using LJK. Namely, value fraud and data manipulation experienced by CPNS participants. For example the following case in 2013: The 2013 Civil Service Candidate Test (CPNS) was stained with cheating in the test, namely the K2 honorary track and the general route. In the K2 honorary path, cheating is in the form of many forgeries of decrees so that honoraries who should not have been allowed to take the CPNS test turned out to be involved. One of the causes of the fraud was, among other things, proximity to the head of the service or important people in the service. The trick is to manipulate the appointment decree, or in this case it is classified as nepotism.

The second fraud is the practice of extortion, bribery, brokering and jockeying by civil servants or officials in the related dynasty. this is common practice but difficult to reveal because of the many parties involved. The causes of the fraud include the general perception in the community that civil servants must bribe, bribe. So that it is used by civil servants in the service. The second reason is that the authorized official has greater authority than other staff in the service. The third reason is that the data and the CPNS recruitment process are not transparent. Many cases were found that the committee did not know the instructions given in the questions or answer sheets. The Regional Personnel Agency (BKD) is not transparent and cooperative in verifying filings. The fourth cause, the implementation is less effective and professional. Many committees do not follow the SOP from the center. Lack of coordination from the National Organizing Committee (Panselnas) and regional committees. The results of monitoring and public complaints, there are 61 cases based on monitoring and complaint posts. In total up to January 6, 2013 there were 154 cases. Cases based on the case selection route, namely the K2 honorary route, were 59 cases, and the general route was 95 cases. Cases based on reported institutions, the first BKD and district or city, and provincial BKD, there are 50 cases. Second, local government district government city government 25 cases. The types of cases include: firstly, the announcement of graduation is not transparent; second, administrative registration and selection are not transparent; third, the test place is not conducive and fourth, applicants do not fit the classification.

2.2 Sistem CAT (Computer Assisted Test)

The Computer Assisted Test (CAT) system is an exam method using computer aids that is used to obtain a minimum standard of basic competence and personnel competency standards. The CAT system was first initiated by the State Civil Service Agency (BKN) to obtain competent employees in their fields. As in PP No.

11 of 2017 which stipulates that in order to ensure the objectivity of the procurement of civil servants nationally, the Minister forms a national selection committee for the procurement of civil servants. The national selection committee for the procurement of civil servants as referred to in paragraph (1) is chaired by the Head of BKN.

In addition to determining how to select civil servants, BKN also has the right to determine the basic competencies used in the recruitment process. As stated in PP No. 11 of 2017 as follows

1. compile basic competency selection questions
2. processing the results of the selection of basic competencies;
3. supervise the implementation of basic competency selection and field competency selection;
4. determine and convey the results of the selection of basic competencies and integrate the results of the selection of basic competencies and the selection of field competencies; and
5. evaluate and develop a civil servant procurement system.

The basic competencies referred to are 3 main competencies, namely:

1. General Intelligence Test (TIU) consists of verbal ability, namely the ability to convey information orally and in writing;
 - a. Synonym
 - b. Antonym
 - c. Word Match
2. Numerical skills, namely the ability to perform numerical operations and see the relationship between numbers;
 - a. Aljabar
 - b. Aritmetika
3. Numerical skills, namely the ability to perform numerical operations and see the relationship between numbers;
 - a. Deret
 - b. Silogisme
4. The ability to think analytically, namely the ability to parse a problem systematically.
 - a. Analitik
 - b. Spasial
5. The National Insight Test consists of:
 - a. Pancasila
 - b. Undang Undang Dasar 1945
 - c. Bhineka Tunggal Ika dan Negara Kesatuan Republik Indonesia:
 - d. sistem tata negara Indonesia, baik pada pemerintah pusat maupun pemerintah daerah,
 - e. sejarah perjuangan bangsa, peranan Bangsa Indonesia dalam tatanan regional maupun global, dan kemampuan berbahasa indonesia secara baik dan benar.
6. Personal Characteristics Test consists of
 - a Aspect of integrity
 - b Aspect of honesty
 - c Aspect of responsibility
 - d Aspects of adaptability.
 - e Aspects of self-control
 - f Aspects of the spirit of achievement
 - g Initiative aspect
 - h Aspect of work creativity
 - i Aspect of perseverance
 - j Aspects of respect for others
 - k Aspect of firmness
 - l Aspect of self-confidence
 - m Aspect of tolerance

- n Aspects of environmental concern
- o Aspects of working efficiency

CPNS CAT Test Assessment System

The total number of questions in the CAT exam is 100 questions with details:

- 35 crime scene questions (the score is on a scale of 1 to 5, no value 0)
- 35 TIU questions, (the score is 0 if it is wrong and 5 if it is correct)
- 30 TWK questions, (the score is 0 if it is wrong and 5 if it is correct)

So if all the questions are answered correctly then the maximum score is 500, and the minimum score is 35. There is no score reduction system in this exam.

The UK TKD Threshold for the 2014 CPNS Selection based on the PANRB Ministerial Regulation No. 35/2013 are:

- 60% of the maximum value of the crime scene $175 = 105$
- 50% of the maximum value of TIU $175 = 75$
- 40% of the maximum value of TWK $150 = 70$

Determination of CPNS Final Graduation

The graduation of CPNS exam participants is based on the passing grade value, and if the number that meets the graduation threshold value exceeds the number of position formations that have been set, then the next determination is based on the ranking of the highest scores in sequence, the next value up to the number of formations that have been determined.

If the agency stipulates for certain positions to only administer basic competency exams, then:

1. If the number of applicants who reach the passing grade is equal to or less than the number of available formation allocations, the applicants who meet the passing grade are declared passed. Example: Formation 50, 100 participants but who passed the passing grade 40, only 40 participants passed, the remaining 10 people see point 3.
2. If the number of applicants who reach the graduation threshold exceeds the number of available formation allocations, then the determination of graduation is based on ranking according to the number of available formations. Example: Formation 50, 100 participants with 60 exceeding the passing grade of the participants who passed the 50 participants with the highest ranking.
3. If the number of applicants who meet the passing grade is less than the number of formation allocations determined, then the shortfall can be filled from applicants for other positions with the same educational qualifications who meet the passing grade based on ranking according to the number of available formation allocations.

Institutions that administer Field Competency Examinations and or Advanced Psychological Tests, the determination of graduation is as follows:

1. CPNS participants who are declared to have passed the basic competency exam and take the field competency test or advanced psychological test, then the passing grade for the field competency test is determined based on the highest score rating.
2. If the number of applicants who meet the scores as referred to in point 1 exceeds the specified formation allocation, then the passing of the field competency exam is determined based on the highest score rating in accordance with the number of formation allocations.
3. If the number of applicants who meet the value as stated in the number is equal to or less than the number of formation allocations determined, then the applicant is declared passed.
4. For applicants who do not meet the threshold value for passing the basic competency exam and take the competency exam in the applicant's field, they will not pass. Jadi perbedaan pada kedua instansi tersebut adalah instansi yang ada tambahan Ujian TKB dan Psikologi, kekurangan formasi tidak dapat diisi dari peserta dari

bidang lain.

The Personal Characteristics Test has a standard score of 143. The General Intelligence Test has a standard score of 80 and 75 for the National Insight Test. In addition to setting clear standards, CAT also aims to spread the selection process across Indonesia. As happened in the following CPNS selection. In the 2018 CPNS selection, the government also divides formations based on special needs with different value standards.

1. The best graduate (cum laude) and Diaspora: The cumulative score for Basic Competency Selection is at least 298, with a General Intelligence Test score of at least 85.
2. Persons with Disabilities: The cumulative score for Basic Competency Selection is at least 260, with the General Intelligence Test score at least 70.
3. Sons and daughters of Papua and West Papua: The cumulative score of Basic Competency Selection is at least 260, with the General Intelligence Test score of at least 60.
4. Athletes with international achievements: The lowest score is the threshold value of the Basic Competency Selection results.
5. Teachers and Medical/Paramedical Personnel from former Honorary Personnel Category II: The cumulative score for Basic Competency Selection is at least 260, with a General Intelligence Test score of at least 60.

CPNS recruitment also uses the CAT system on a basis free of KKN, because if you use the LJK system, it will be prone to fraud and value manipulation. The CAT system guarantees that the results obtained by examinees can be known without the need to immediately wait for a long time, the value will immediately come out when they have completed an exam. In addition, the test results can also be accounted for. The test takers' actions on each question are monitored in a system that makes it easier to audit if something unexpected happens during the exam. The exam process can also be monitored by all parties. The movement of values from the start of the work to completion can be followed and the answers of participants can be tracked.

With all the advantages of the CAT system, KKN can be avoided and most importantly the procurement of civil servants can meet the following elements:

1. The quantity and quality of labor
Through the CAT system, the quantity and quality of direct labor is determined with certainty. In terms of quantity, there will be no more safekeeping due to the proximity to certain service heads, so the amount will be certain. And in terms of quality, it will give birth to civil servants who are truly competent in their fields because the test is held once and the results are immediately visible, so there is no manipulation of grades.
2. Sufficient and proper manpower
Through the CAT system, a linear workforce or civil servant will be obtained, otherwise known as "The Right Man in the Right Place".
3. Provision of skilled manpower supply
Through the CAT system, the most frequent number of workers or civil servants is truly highly competent so that the existing stock or supply of civil servants is the best and skilled in their field.
4. Ensure the effective use of manpower
The effectiveness of CAT is certainly unquestionable. Through this system, the government conducts tests simultaneously and centrally, so that it can be done one time and avoid wasting excessive costs due to repeated procurement.

CHAPTER III CLOSING

3.1 Conclusion

The Computer Assisted Test (CAT) system is an exam method using computer aids that is used to obtain a minimum standard of basic competence and personnel competency standards. In recruiting CPNS employees, it is very vulnerable to KKN (Corruption Collusion Nepotism) acts. So that CPNS recruitment uses the CAT system on the basis of being free of KKN, because if you use the LJK system it will be prone to fraud and value manipulation. As well as the exam process can also be monitored by all parties who have the authority starting from the movement of the initial value of the work to completion can be followed and answers from participants can be tracked.

3.2 Suggestion

The CAT system is further simplified in its use but does not reduce the level of security. This makes it easier for test takers and remains on a KKN-free basis.

BIBLIOGRAPHY

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Hasibuan, Malayu. *Manajemen Sumber Daya Manusia*. 2002. Jakarta: PT Bumi Aksara

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<https://kbbi.kemdikbud.go.id/>

<https://news.detik.com/berita/2461889/-ini-kecurangan-kecurangan-pada-tes-cpns-2013>

e. Sample of Mid-term Test



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UJIAN SUB SUMATIF SEMESTER GASAL 2018/2019

MATA KULIAH : MSDM Sektor Publik
HARI/TANGGAL : Senin, 8 Oktober 2018
PRODI/ANGKATAN : S1 IAN 2017 A
JAM : 09.30 – 10.30 WIB
DOSEN : Dra. Meirinawati, M.AP
Indah Prabawati, S.Sos., M.Si
Eva Hany Fanida, S.AP., M.AP

Petunjuk:

1. Baca soal dengan teliti sebelum mengerjakan
2. Tulis nama, NIM dan nomor absen Anda
3. Tulisan harus jelas dan mudah dibaca
4. **Close Book**



1. Jelaskan mengapa sumber daya manusia menjadi faktor penting dalam disiplin ilmu MSDM Sektor Publik!
2. Gambarkan dan jelaskan pula bagaimana 8 elemen kunci dari TQM sehingga bisa saling berkolaborasi menjadi satu kesatuan bangunan yang kokoh!
3. Dalam mengukur kompetensi seorang pegawai, salah satunya bisa menggunakan metode Rating (360° assessment), jelaskan!
4. Sebut dan jelaskan tiga dari lima faktor yang memengaruhi proses perencanaan SDM!

=====SELAMAT MENGERJAKAN, SEMOGA SUKSES=====

f. Sample of End-term Test



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UJIAN SUMATIF SEMESTER GASAL 2018 - 2019

Mata Kuliah : MSDM Sektor Publik
Program studi : S1 Ilmu Administrasi Negara
Angkatan : 2017 Kelas A dan B
Hari / Tgl. : Senin, 17 Desember 2018
J a m : 5-6 (10.40 – 12.20)
Ruang : I3.02.01
I3.02.02
Dosen : Dra. Meirinawati, M.AP
Indah Prabawati, S.Sos., M.Si.
Eva Hany Fanida, S.AP., M.AP

Petunjuk:

1. Baca soal dengan teliti sebelum mengerjakan
2. Tulis nama, NIM dan nomor absen Anda
3. Tulisan harus jelas dan mudah dibaca
4. **Closed Book**

Soal:

1. Kompensasi merupakan imbalan yang diberikan oleh perusahaan kepada karyawan atas jasanya dalam melakukan tugas, kewajiban, dan tanggung jawab yang dibebankan kepadanya dalam rangka pencapaian tujuan perusahaan. Akan tetapi pemberian kompensasi seringkali tidak sesuai dengan ketentuan yang berlaku, seperti pada kasus berikut :

Federasi Serikat Pekerja Media Independen (FSPMI), Aliansi Jurnalis independen (AJI), dan Lembaga Bantuan Hukum Pers (LBH Pers) bertemu dengan pihak Kementerian Ketenagakerjaan, Rabu (5/7/2017). Pertemuan tersebut membahas terkait pemutusan hubungan kerja (PHK) terhadap sekitar 300 pekerja anak perusahaan MNC Group. Mereka menolak penjatuhan PHK sebab pemberian uang pesangon dinilai tak sesuai ketentuan Undang-Undang Nomor 13 tahun 2003 tentang Ketenagakerjaan.
("Pesangon Tak Sesuai, Ratusan Karyawan MNC Group Menolak PHK", Kompas.com).

Berdasarkan kasus tersebut buatlah analisis berdasarkan kajian kompensasi pada Manajemen Sumber Daya Manusia Sektor Publik serta berdasarkan ketentuan besar uang pesangon, uang penghargaan masa kerja dan uang penggantian hak yang seharusnya serta bila perusahaan akan mem PHK karyawannya !
(skor 40)

2. Kepuasan kerja dapat dikaitkan dengan beberapa aspek, yaitu prestasi kerja, tingkat kemangkiran, keinginan pindah, usia pegawai, tingkat jabatan dan besar kecilnya organisasi. Jelaskan dua aspek dari beberapa aspek yang dapat mempengaruhi kepuasan kerja tersebut diatas dan beri contohnya ! (skor 20)



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UJIAN SUMATIF SEMESTER GASAL 2018 - 2019

3. Apabila terdapat pegawai yang sedang mengalami masalah yang cukup berat sehingga mengganggu produktivitasnya, sebagai penyelia, bagaimanakah cara anda membantu pegawai untuk menyelesaikan masalahnya tersebut melalui tindakan konseling yang diterapkan ? (skor 30)
4. Disiplin merupakan kegiatan manajemen untuk menjalankan standar-standar organisasi. Terdapat tiga tipe kegiatan pendisiplinan. Jelaskan dan beri contoh ! (10)

=====SELAMAT MENGERJAKAN, SEMOGA SUKSES



g. Sample of of Student's Answer to Mid-term, and End-term Test

Mid-term Test

Nama : Syifani Fitri Sauli
Kelas : 2017A
NIM : 170406740002
Mata Kuliah : MSDM Sektor Publik

Nilai Total:
95

1. Menurut saya sumber daya manusia itu sangat penting dalam MSDM karena dalam sebuah organisasi “Man” merupakan faktor terpenting dalam menggerakkan suatu organisasi. selain itu dalam menjalankan suatu program usaha atau manajemen membutuhkan orang yang melaksanakannya. Apabila SDM nya tidak dapat berjalan dengan baik, maka akan mempengaruhi kinerja dari organisasi itu sendiri. Keberadaan SDM juga merupakan salah satu faktor yang dapat menjalankan sumber daya lainnya yang ada dalam organisasi, sehingga tanpa adanya SDM maka organisasi sulit untuk berjalan dengan semestinya meskipun sumber daya yang lainnya telah terpenuhi. Oleh karena itu, seorang manajer perlu untuk memenuhi kebutuhan pegawainya agar kompetensinya bisa berkembang dan bisa diajak untuk bekerja sama sehingga tujuan organisasi dapat tercapai.

(Nilai Jawaban Soal Nomor 1 = 30)

2. Pola Pikir TQM yang diterapkan diantaranya:
 - Memperhatikan mutu produk. Mutu menjadi prioritas utama, tanpa mutu tidak ada pembeli. Tanpa pembeli perusahaan tidak akan untung. Tanpa keuntungan perusahaan akan bangkrut, sehingga mutu harus menjadi perhatian yang utama
 - Manajemen berdasarkan fakta. Manajemen harus menggunakan fakta atau data yang riil, bukan atas dasar kira-kira atau opini semata.
 - Manajemen proses. Mutu dibuat di dalam proses, maka harus ada manajemen proses, mutu tidak dibuat dengan inspeksi, mutu dibuat ketika produk sedang dibuat. Proses yang baik akan menghasilkan barang yang baik dan apabila proses yang buruk akan menghasilkan barang yang buruk pula.
 - Orientasi pada market in. Market-in mempertimbangkan mutu atas permintaan pasar. Apa yang pasar mau saja yang akan dipenuhi, dengan jumlah produk yang sedikit dalam jumlah variasi produk yang banyak.
 - Orientasi pada prioritas.. Menyadari bahwa ada banyak masalah dan masalah utama saja yang fokus untuk dilakukan perbaikan. Dengan berorientasi pada prioritas maka segala tindakan perbaikan akan lebih bermanfaat dan tepat sasaran.
 - Pelanggan. Perusahaan pantang membuat pelanggan kecewa, mereka tidak ingin merepotkan orang lain. Dengan menanamkan pola pikir bahwa proses berikutnya adalah pelanggan, maka dengan demikian akan sangat menyesal apabila ada masalah di dalam proses produksi.
 - Standarisasi. Standarisasi digunakan untuk upaya mencegah kemunduran level mutu. Standarisasi akhirnya dijadikan budaya baru bagi orang perusahaan agar mutu benar-benar dijaga, meskipun dahulu perusahaan lebih banyak menutup diri, kecemasan akan rahasia suksse perusahaan ditiru oleh perusahaan lain.

(Nilai Jawaban Soal Nomor 2 = 38)

3. Metode ini dilakukan dengan mengumpulkan umpan balik terkait kinerja karyawan dari pihak-pihak yang berhubungan kerja secara langsung dengannya. Pihak tersebut bisa dari sesama rekan kerja, atasan, hingga manajer departemen lain yang pekerjaannya berhubungan. Umpan balik yang diminta berkaitan dengan banyak aspek, mulai dari kinerja secara umum, kompetensi kerja, etos kerja, pemenuhan target dan kewajiban, hingga relasinya dengan pihak lain. Kompleksitas ini menjadikan 360-Degree Feedback sebagai metode assessment HR yang komprehensif, karena kompetensi seseorang akan mudah terpotret dengan metode ini.

(Nilai Jawaban Soal Nomor 3 = 17)

4. Faktor yang mempengaruhi perencanaan SDM

- Pertumbuhan (Growth). Memperhatikan faktor pertumbuhan finansial serta kebutuhan perusahaan adalah faktor yang penting dalam perencanaan SDM.
- Perubahan (Change)NFaktor yang selanjutnya yaitu perubahan karena perubahan bisa saja terjadi kapanpun, sehingga HR harus bisa berpikir kreatif dan fleksibel agar kebutuhan perusahaan tetap terpenuhi dengan baik.
- Teknologi (Technology). Seorang HR harus bisa memahami pentingnya teknologi untuk kelancaran operasional perusahaan.

(Nilai Jawaban Soal Nomor 4 = 10)

Fakultas Ilmu Sosial Unes	
Jurusan :	Ilmu Administrasi Publik
Nama :	Shikma Fitri Sudi
No.Reg Prodi :	17040674002
Mata Kuliah :	MSDM Sektor Publik
Tgl. Tgl :	10 Okt 2018
Tanda Tangan :	Shikma

① Menurut saya sumber daya manusia sangat penting dalam usdu karena dalam sebuah organisasi "Man" merupakan faktor terpenting dalam menggerakkan suatu organisasi. Selain itu, dalam menjalankan suatu program usaha atau Manajemen membutuhkan orang yang melaksanakannya. Apabila SDM nya tidak dapat berjalan dengan baik, maka akan mempengaruhi kinerja organisasi itu sendiri. Keberadaan SDM juga merupakan salah satu faktor yang dapat menjalankan sumber daya lainnya yang ada dalam organisasi, sehingga tanpa adanya SDM maka organisasi sulit untuk berjalan dengan semestinya meskipun sumber daya yang lainnya telah terpenuhi. Oleh karena itu, seorang manajer perlu untuk memenuhi kebutuhan pegawai-nya agar kompetensinya bisa dapat untuk bekerja sama sehingga tujuan organisasi dapat tercapai.

② Pola pikir TOM yang diterapkan oleh Perusahaan Jepang, diantaranya :

- 1) Memperhatikan mutu produk.
Mutu menjadi prioritas utama, tanpa mutu tidak ada pembeli. Tanpa pembeli perusahaan tidak akan untung. Tanpa keuntungan perusahaan akan bangkrut, sehingga mutu harus menjadi perhatian yang utama.
- 2) Manajemen Berdasarkan Fakta.
Manajemen harus menggunakan fakta atau data yang riil, bukan atas dasar kira-kira atau opini semata.
- 3) Manajemen proses.
Mutu dibuat di dalam proses, maka hanya ada manajemen ~~antara~~ proses, mutu tidak dibuat dengan inspeksi, mutu dibuat ketika produk sedang dibuat. Proses yang baik akan menghasilkan barang yang baik dan apabila proses yang buruk akan menghasilkan barang yang buruk.

End-Term Test

Nama : Mellia Seyselis
Kelas : 2017B
NIM : 17040674016
Mata Kuliah : MSDM Sektor Publik

Nilai Total:
91

1. Analisis terhadap kasus "Pesangon Tak Sesuai, Ratusan Karyawan MNC Group Menolak PHK" . Pasalnya FSPMII, AJI dan LBH Pers bertemu dengan pihak Kementerian Ketenagakerjaan karena pemberian uang pesangon dinilai tidak sesuai ketentuan UU Nomor 13 Tahun 2003 tentang Ketenagakerjaan. Dalam hal ini, pihak MNC Group telah melakukan

PHK secara massal terhadap 300 pekerja anak perusahaan MNC Group yang telah bekerja selama lebih dari 5 tahun, namun pesangon yang diterima tidak sesuai dengan masa kerjanya. (*Kompas.com*) Padahal, telah ditentukan dalam UU Nomor 13 Tahun 2003 yang menyebutkan bahwasannya pegawai yang di PHK dengan masa kerja 5 tahun/lebih tetapi kurang dari 6 tahun mendapatkan uang pesangon 6 bulan upah dengan uang penghargaan pada masa kerja 3 tahun/lebih tetapi kurang dari 6 tahun mendapatkan 2 bulan upah serta uang penggantian hak yang seharusnya didapatkan oleh pegawai yang di PHK adalah sebagai berikut:

- Cuti tahunan yang belum diambil dan belum gugur
- Ongkos pulang untuk pekerja / buruh dan keluarganya
- Penggantian perumahan serta pengobatan dan perawatan 15% dari uang pesangon dan uang penghargaan masa kerja bagi yang memenuhi syarat
- Lain-lain yang ditetapkan dalam Perjanjian Kerja, Peraturan Perusahaan atau Perjanjian Kita Bersama

(Nilai Jawaban Soal Nomor 1 = 35)

2. Kepuasan kerja dapat dikaitkan dengan beberapa aspek salah satunya yaitu aspek kemangkiran dan aspek usia pegawai.
 - Keterkaitan antara kepuasan kerja dengan aspek kemangkiran.

Aspek kemangkiran atau dapat diartikan dengan aspek ketidakhadiran. Pegawai yang tinggi kepuasan kerjanya akan rendah tingkat kemangkiran/ketidakhadirannya. Sebaliknya, pegawai rendah tingkat kepuasan kerjanya akan tinggi tingkat kemangkiran/ketidakhadirannya. Tingkat kemangkiran tersebut dapat dikurangi dengan cara meningkatkan kepuasan kerjanya.

- Keterkaitan kepuasan kerja dengan usia pegawai

Artinya, semakin lanjut usia pegawai tingkat kepuasan kerjanya semakin tinggi. Sebaliknya pegawai yang lebih muda usianya keinginan pindah itu lebih besar. Alasannya pegawai yang telah lanjut usia makin sulit memulai karir baru di tempat lain dengan sumber penghasilan yang lebih terjamin dan terdapat tali persahabatan yang cukup erat dengan rekan kerja lain dalam organisasi tersebut.

(Nilai Jawaban Soal Nomor 1 = 18)

3. Permasalahan merupakan suatu hal yang berpengaruh terhadap produktivitas pegawai. Hal tersebut terjadi karena ketika pegawai mendapat masalah tentu dia akan memiliki kadar stress yang terlalu tinggi yang menyebabkan terjadinya disfungsional atau merusak prestasi kerja. Tentu hal tersebut harus segera diatasi melalui tindakan konseling yang bertujuan untuk membuat orang-orang atau pegawai yang bermasalah tersebut menjadi lebih efektif dalam memecahkan masalah-masalah mereka.

- Seorang penyelia melakukan pendekatan kepada pegawai untuk membahas permasalahan yang sedang diemban. Dengan kata lain, pendekatan tersebut dimaksud untuk membantu pegawai sedikit demi sedikit mengurangi rasa stress terhadap permasalahan yang tentu hal tersebut mengganggu kinerjanya.
- Mendengarkan pegawai untuk menceritakan apa permasalahan yang sedang dirasakan. Dalam hal ini diperlukan pemahaman prespektif orang lain dalam melalui komunikasi yang efektif.
- Saling berbicara satu sama lain dengan mempertimbangkan dari berbagai perspektif yang mengikat dalam masalah tersebut. Kemudian mengarahkan pegawai untuk melaksanakan kegiatan yang diinginkan.
- Memberikan dorongan atau motivasi kepada pegawai untuk senantiasa berpikir jernih supaya tidak berpotensi untuk melakukan hal-hal yang negatif seperti merokok yang berlebihan, minum alkohol dan tindakan buruk lainnya.
- Sebagai seorang fasilitator, penyelia membantu dalam merumuskan rencana tindakan, bimbingan dan keahlian menyediakan apa yang dibutuhkan oleh pegawai tersebut. Seperti halnya menyediakan konselor untuk membantu penyelia untuk memberikan arahan kepada pegawai dalam menyelesaikan masalah. Tentu hal tersebut dapat membantu pegawai yang bermasalah tersebut untuk mengubah nilai- nilai negatif mereka, didorong lebih maju demi terselesaikannya masalah mereka.

(Nilai Jawaban Soal Nomor 3 = 30)

4. Tiga tipe kegiatan pendisiplinan antara lain sebagai berikut:

a. Disiplin Preventif

Disiplin preventif merupakan kegiatan mencegah penyelewengan-penyelewengan dalam suatu organisasi terhadap kegiatan yang dilakukan untuk mendorong para pegawai agar mengikuti aturan maupun SOP yang telah ditentukan. Contoh pendisiplinan preventif adalah dengan membuat peraturan kerja di mana peraturan tersebut dirundingkan terlebih dahulu, kemudian disahkan dan disosialisasikan kepada seluruh pegawai untuk diketahui dan dilaksanakan.

b. Disiplin Korektif

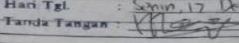
Disiplin korektif merupakan kegiatan yang diambil untuk menangani pelanggaran terhadap aturan-aturan dan mencoba untuk menghindari pelanggaran-pelanggaran lebih lanjut. Di mana dalam tipe pendisiplinan ini terdapat tindakan dari manajemen untuk memperbaiki kesalahan pegawai agar pegawai merasa jera dan tidak

melakukan kesalahan yang sama. Contoh pendisiplinan korektif adalah dengan melakukan peringatan atau skorsing dan pemecatan pegawai.

c. Disiplin Progresif

Disiplin progresif merupakan kegiatan yang diambil karena adanya pengulangan kesalahan yang telah dilakukan oleh pegawai. Pada tipe pendisiplinan ini hukuman yang berat akan diberikan terhadap pelanggar yang telah melakukan pelanggaran secara berulang-ulang. Contoh dari disiplin progresif adalah teguran secara lisan oleh penyelia, teguran tertulis, skorsing 1-3 hari, skorsing selama 1 minggu, diturunkan pangkatnya (demosi), bahkan dilakukan pemecatan.

(Nilai Jawaban Soal Nomor 4 = 8)

Fakultas Ilmu Sosial Unesa	
Jurusan :	Ilmu Administrasi Publik
Nama :	Melha Setiati
No.Reg Prodi :	8-180
Mata Kuliah :	MSDM Sektor Publik
Hari Tgl :	Senin, 17 Desember 2018
Tanda Tangan :	

1. Analisis terhadap kasus "Pesangon tak sesuai, ribuan karyawan MNC Group Mendapat PHK" Pasalnya FPMII, AJI dan LBH PWS bertemu dengan pihak Kementerian Ketenagakerjaan karena pemberian uang pesangon dinilai tidak sesuai ketentuan UU Nomor 13 thn 2003 tentang Ketenagakerjaan. Dalam hal ini pihak MNC Group telah melakukan PHK secara massal terhadap 400 pekerja anak perusahaan MNC Group yang telah bekerja selama lebih dari 5 tahun, namun pesangon yang diterima tidak sesuai dengan masa kerja. Padahal telah ditentukan dalam UU Nomor 13 tahun 2003 yang menyebutkan bahwasanya pegawai yang di PHK dengan masa kerja 5 tahun / lebih tetapi kurang dari 6 tahun mendapatkan uang pesangon 6 bulan upah dengan uang penghargaan pada masa kerja 3 tahun / lebih tetapi kurang dari 6 tahun mendapatkan 3 bulan upah serta uang penggantian hari cuti yang seharusnya didapatkan oleh pegawai di PHK sebagai berikut

- Cuti tahunan yang diambil dan keluarganya
- Duitas pulang untuk peternak / buruh dan keluarganya
- Penggantian perumahan serta pengobatan dan perawatan 15% dari uang pesangon dan uang penghargaan masa kerja
- Lain-lain yang ditetapkan

2. Kepuasan kerja dapat diartikan dengan beberapa aspek salah satunya yaitu aspek kemangkiran dan aspek usia pegawai

- Keterkaitan antara kepuasan kerja dengan aspek kemangkiran
- Aspek kemangkiran atau dapat diartikan dengan aspek ketidakhadiran Pegawai yang tinggi kepuasan kerjanya akan tinggi tingkat kemangkiran / ketidakhadirannya. Tingkat kemangkiran tersebut dapat diukur dengan cara menugaskan kepuasan kerjanya. Contohnya seorang pegawai A yang merasa tidak puas dengan pekerjaannya dia merasa tidak nyaman terhadap pekerjaan yang dia emban.
- Keterkaitan kepuasan kerja dengan usia pegawai
- Akhirnya semakin lanjut usia pegawai tingkat kepuasan kerjanya

