



UNIVERSITAS AHMAD DAHLAN
FACULTY OF ECONOMICS AND BUSINESS
MANAGEMENT STUDY PROGRAM MASTER PROGRAM

Document Code:
FM-UAD-PBM-08-02/R1

SEMESTER LESSON PLAN

Courses	Course Code	Lecture Points	Weight (SKS)		Semester	Drafting Date
Leadership, Culture, and Organizational Behavior (KBPO)	205120830	HR Management	T = 3	P =	2	January 02, 2022
Authentication	RPS Development Lecturer		RMK Coordinator		Head of Study Program	
	Dr. Agus Siswanto, M.M.; Dr. Abdul Choliq Hidayat, M.Si. : Dr. Ema Nurmaya, M.M.		Dr. And Siswanto, M.M.		Dr. Aftoni Sutanto, S.E., M.Si.	
apaian Learning	CPL-Prodi charged on lecture points					
	CPL-01	Fear the One God and be able to show religious attitude;				
	CPL-02	Mastering the theory of corporate organizational functions, including HR strategy and operations, assets, finance, marketing, and production;				
	CPL-03	Able to make organizational decisions including planning, organizing, staffing, directing, implementing and controlling as well as evaluation at the managerial level in various types of corporate organizations based on research using multidisciplinary concepts and methods;				
	Course Learning Outcomes (CPMK)					
	CPMK1	Able to apply scientific thinking, master concepts, theoretical, methods, and analytical tools of Leadership, Culture, and Organizational Behavior (KBPO), (CPL-02 and 01)				
	CPMK2	Able to provide solutions to problems of Leadership, Culture, and Organizational Behavior (KBPO) from sharing types and levels of organizations. (CPL-02 and 03);				
	CPMK3	Able to make managerial decisions in the field of Leadership, Culture, and Organizational Behavior (KBPO) and implement appropriately in various types of organizations at the operational level. (CPL-02 and 03);				
	Final ability of each learning stage (Sub-CPMK)					
	Sub-CPMK1	Students understand and are able to explain concepts, theories, strategies and analytical tools for Leadership, Culture, and Organizational Behavior (KBPO). CPMK1				
	Sub-CPMK2	Students are able to identify, analyze and find solutions to problems of Leadership, Culture, and Organizational Behavior at various types and levels of Organizations. (CPMK2 and 3)				
	Sub-CPMK3	Students are able to provide alternative managerial decisions in the field of Leadership, Culture, and Organizational Behavior (KBPO) CPMK2 and CPMK3)				

	Correlation of CPMK to Sub-CPMK													
	CPMK1	Sub-CPMK1	Sub-CPMK2	Sub-CPMK3										
	CPMK2	V	V	V										
	CPMK3			V										
Course brief description	The course of Leadership, Culture, and Organizational Behavior is designed to discuss how organization can gain sustainable competitive advantage through human capital. This course will discuss how organizational behavior, culture and leadership in shaping employee behavior in order to gain human capital.													
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Introduction to Organizational Behavior 2. Individual Factor of Organizational Behavior 3. Group Factor of Organizational Behavior 4. Organizational Factor of Organizational Behavior 5. Leadership theory 6. The role of Leadership and Culture 7. Case study 8. Culture: Why Bother 9. How culture emerge in New group 10. Dimensions of Culture 11. Dimensions of Culture 12. How leader begin, embed and transmit culture 13. The Learning culture and Learning Leader 14. Case study 													
Pustaka	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="282 1023 444 1046" style="background-color: #e0e0e0;">Main:</td> <td data-bbox="444 1023 1689 1046">1. Schein, E. S. 2 004. <i>Organizational Culture and Leadership</i>, 5th, Eds. John Wiley & Sons, Inc. (A)</td> </tr> <tr> <td data-bbox="282 1046 444 1070" style="background-color: #e0e0e0;">Supporter</td> <td data-bbox="444 1046 1689 1070">1. Cummings, T.G., Worley, C.G. 2008. <i>Organization Development & Change</i>. 9th Eds. South-Western Cengage Learning, USA. (D)</td> </tr> <tr> <td></td> <td data-bbox="444 1070 1689 1093">2. Jones, G. R. 2013. <i>Organizational Theory, Design and Change</i>, 7th Eds. Pearson Education, Inc., United State of America. (C)</td> </tr> <tr> <td></td> <td data-bbox="444 1093 1689 1117">3. Robbin, S.P. & Judge, T.A. 2013. <i>Organizational Behavior</i>, 17th Eds. Global Edition. New Jersey: Pearson Education, Inc. (B)</td> </tr> <tr> <td></td> <td data-bbox="444 1117 1689 1144">4. Kurnia, R., Nurmaya, E. & Choliq A. H. The influence of positive affectivity to knowledge sharing among government sector employees in Tanjungpinang city, <i>NUSANTARA: Jurnal Ilmu Pengetahuan Sosial</i>, Vol 8 No 8 Tahun 2021 Hal. : 2597-2611</td> </tr> </table>				Main:	1. Schein, E. S. 2 004. <i>Organizational Culture and Leadership</i> , 5th, Eds. John Wiley & Sons, Inc. (A)	Supporter	1. Cummings, T.G., Worley, C.G. 2008. <i>Organization Development & Change</i> . 9th Eds. South-Western Cengage Learning, USA. (D)		2. Jones, G. R. 2013. <i>Organizational Theory, Design and Change</i> , 7th Eds. Pearson Education, Inc., United State of America. (C)		3. Robbin, S.P. & Judge, T.A. 2013. <i>Organizational Behavior</i> , 17th Eds. Global Edition. New Jersey: Pearson Education, Inc. (B)		4. Kurnia, R., Nurmaya, E. & Choliq A. H. The influence of positive affectivity to knowledge sharing among government sector employees in Tanjungpinang city, <i>NUSANTARA: Jurnal Ilmu Pengetahuan Sosial</i> , Vol 8 No 8 Tahun 2021 Hal. : 2597-2611
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	<p>5. Nurmaya, E., & Arshad, R. (2020). Violation and abuse of psychological contracts and their effects on deviant behavior in the workplace. <i>International Journal of Management Studies</i>, 27(1), 73-91. https://doi.org/10.32890/ijms.27.1.2020.7860</p> <p>6. Rahmawati, W., Nurmaya, E., Sutanto, A., & Hidayat, A. (2023). Predicting Innovative Work Behavior Through the Perspective of Knowledge Sharing, Perceived Organizational Support, and Psychological Empowerment (Study at The National Narcotics Agency for The Special Region of Yogyakarta). <i>Indonesian Interdisciplinary Journal of Sharia Economics (IIJSE)</i>, 7(1), 501-545. https://doi.org/10.31538/ijse.v7i1.4352</p>
Lecturer	D.R. Agus Shishwant, M.M. ; D.R. Abdul Chalik Hidayat, M.C. ; DR. Emma Nurmaya, Mom.
Prerequisite Lecture Points	Leadership, Culture, and Organizational Behavior (KBPO)

Week to	Expected capability (Sub-CPMK)	Study materials/learning materials	Learning forms, methods, and experiences	Time (minutes)	Valuation		
					Technical	Indicator	Weight (%)
1	Sub-CPMK 1	Introduction to Organizational Behavior	Lecture : Student Reading, taking notes, asking, listening, giving opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students are able to understand the model of organizational behavior	10%
2	Sub-CPMK 1	Individual Factor of Organizational Behavior	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 KM 3x50 PT 3x50	1. Liveliness and attitude 2. Observation 3. Ability with tanya answer material	Students are able to identify individual factors that influence employee behavior	15%

3	Sub-CPMK 1	Group Factor of Organizational Behavior	Lecture : Student Reading, taking notes, asking, listening, giving opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 KM 3x50 PT 3x50	1. Liveliness and sikap 2. Observation 3. Ability with tanya answer material	Students are able to explain conflicts within the company	10%
4	Sub-CPMK 2	Organizational Factor of Organizational Behavior	Lecture : Student Reading, taking notes, asking, listening, giving opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 KM 3x50 PT 3x50	1. Liveliness and sikap 2. Observation 3. Ability with tanya answer material	Students are able to analyze employee behavior as a result of manus resource management policies	15%
5	Sub-CPMK 2	Leadership theory	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students are able to understand situational leadership theory	10%
6	Sub-CPMK 2	The role of Leadership and Culture	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students are able to explain the role of leadership in shaping culture	10%
7	Sub-CPMK 3	Case study	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and	PB 3x50 MILES 3x50	1. Liveliness and attitude 2. Presentation material	Students are able to discuss cases that interest them	15%

			issues2 that arise during lectures and discussions	PT 3x50	3. Answer Question Related material 4. Look for recent cases		
8	MIDTERM 25%						
9	Sub-CPMK 3	Culture: Why Bother	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability 3. Quizzes	Students are able to explain the importance of culture for organizations	15%
10	Sub-CPMK 3	How culture emerge in New group	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1 Liveliness and attitude 2. Assignment Manufacture question related materials and Observation and test ability	Students are able to explain how the process of forming culture in a new company.	10%
11	Sub-CPMK 3	Dimensions of Culture	lectures and Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Assignment Manufacture question Related material	Students are able to explain the dimensions of culture	15%

			issues2 that arise during lectures and discussions		and Observation and test ability		
12	Sub-CPMK 4	Dimensions of Culture	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability	Students are able to explain the relationship of technological advances with organizational culture	10%
13	Sub-CPMK 4	How leader begin, embed and transmit culture	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students are able to explain the role of leadership in the organizational cycle	15%
14	Sub-CPMK 4	The Learning culture and Learning Leader	Lecture: Students Read, take notes, ask, listen, give opinions related to study materials and issues2 that arise during lectures and discussions	PB 3x50 MILES 3x50 PT 3x50	1. Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Students can identify factors that influence learning culture in organizations	10%
15	Sub-CPMK 4	Case Study, Review Materi		PB 3x50 MILES 3x50 PT	1 Liveliness and attitude 2. Presentation Maetri 3. Answer	Students are able to discuss cases that interest them	10%

				3x50	question Related material 4. Look for current cases		
16	30% SEMESTER END TEST						

Appendix 2: Student CPL Achievement Assessment and Evaluation Portfolio

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question form – Weight (%)		Weight (%) Sub-CPMK	Mhs value (0-100)	$\Sigma((\text{Value mhs}) \times (\text{Bobot \%}))$	Attainment CPL on MK (%)
1	CPL3	CPMK 1	Sub-CPMK-1	I-1.1	Oil-1	5	15			
				I-1.2	Oil-2	5				
				I-1.3	Swale Ace Quis-1	5				
2	CPL3	CPMK 1	Sub-CPMK-1	I-2.1	Tugas-3	5	15			
				I-2.2	Tugas-4	5				
					Soal Esay AMABLE	5				
3	CPL3	CPMK 1	Sub-CPMK-1	I-3.1	Task-5	10	15			
				I-3.2	Soal Esay AMABLE	5				
4	CPL3	CPMK 1	Sub-CPMK-2	I-4.1	Task-6	5	5			
				I-4.2						
5	CPL3	CPMK 1	Sub-CPMK-2	I-4.1	Task-6	5	5			
				I-4.2						


6	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			
7	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-6	5	5			
8	Midterm Evaluation									
9	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
10	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
11	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
12	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			
13	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			

14	CPL4	CPMK 2	Sub-CPMK-4	I-5.1 I-5.2 I-5.3 I-5.4	Task-7 Soal Esay WHO	5 5	10			
15	CPL4	CPMK 2	Sub-CPMK-4	I-6.1	Task-8ABC	20	40			
				I-6.2						
				I-6.3						
				I-6.4						
				I-6.5						
	I-6.6	Soal Esay WHO	10							
			I-6.7	Observation	5					
			I-6.8	Observation	5					
16	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Grade ($\Sigma(\text{MHS Score}) \times (\text{Weight } \%)$)										

Student CPL Achievement Assessment and Evaluation Portfolio

No.	CPL on MK – Operations Management	Access value (0 s.d. 100)	CPL accessibility to MK (%)
1	CPL3 : Applying scientific thinking in decision making and scientific descriptive studies of science and technology by taking into account human values according to their fields of expertise		
2	CPL 4: Apply leadership principles in teamwork		

Appendix 3: Sample Student Assignment Plan Form

 UNIVERSITAS AHMAD DAHLAN FACULTY OF TEACHER TRAINING AND EDUCATION AUTOMOTIVE TECHNOLOGY VOCATIONAL EDUCATION STUDY PROGRAM					
STUDENT ASSIGNMENT PLAN					
COURSES		RESEARCH METHODS			
CODE	193540620	Credits	2	Semester	6
LECTURER	Dr. Hulya Nirmala, M.Sc.				
TASK FORM					
Final Project					
TASK TITLE					
Task 8ABC: Prepare a research proposal and present independently.					
SUB LEARNING OUTCOMES OF COURSES					
Sub-CPMK6: able to design research in the form of TA research proposals & present them with responsibility and ethics. [C6,A3,P3] (CPMK1, CPMK3, CPMK4)					
TASK DESCRIPTION					
<p>This task aims to enable students to compile research proposals in accordance with international standards. Students learn to read and summarize journal articles according to the desired research theme. Then formulate the problem, and make a hypothesis, compile a research framework, and finally make a research proposal. Then students design proposal presentation slides and present them to improve communication skills</p> <p>scientific in the form of presentations</p>					
TASK EXECUTION METHOD					
<ol style="list-style-type: none"> 1. Select and review at least 10 national and international journals according to the field of interest; 2. Make a summary of at least 10 selected journals; 3. Determine the title of the research proposal; 4. Formulate research problems and hypotheses; 5. Select and design research methodologies; 6. Prepare a research proposal; 7. Compile research proposal presentation materials and slides; 8. Presentation of research proposals in class. 					
EXTERNAL SHAPES AND FORMATS					
a. Object of Cultivation: Preparation of thesis research proposal (final project)					

b. External forms:

1. A collection of journal summaries written with Ms Word with the systematics of writing journal summaries, collected in extension format (*.rtf), with filename systematics: **(Task-9-Summary-NIM-Name Depan.rtf)**;
2. Proposals are written with Ms Word with systematics and format according to standard proposal writing guidelines, collected with extension format (*.rtf), with filename systematics: **(Task-9-Proposal-NIM-Name Depan.rtf)**;
3. PowerPoint presentation slides, consisting of: text, graphics, tables, images, animations, minimum 10 slides. Collected in the form of *softcopy* format extension (*.ppt) with filename systematics: **(Task-9-Slide-NIM-Name Depan.ppt)**;

INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS**a. Summary of journal study results (weight 20%)**

Jornal summary with systematics and predetermined format, journal updates (last 5 years), clarity and sharpness of summarizing, consistency and neatness in writing presentation.

b. Research Proposal (weighted 30%)

1. The accuracy of the systematics of proposal preparation in accordance with the booth of the proposal writing guide;
2. The accuracy of the proposal writing in accordance with the correct spelling of the Indonesian and in accordance with APA standards in the presentation of tables, figures, reference writing and citation writing;
3. Consistency in the use of terms, colors (if any) of symbols and emblems;
4. The regularity of the collected proposal books;
5. Completeness of the use of features in MS Word in writing and presenting research proposals.
6. The proposal is written in A4 format, margin 3-2-2-2, Cambria font, size 12 (main text), 11 (image caption, table, graph, table content).
7. Present colors in the proposal only when necessary.

c. Presentation Slide Preparation (20% weight)

Clear and consistent, simple and innovative, displaying images and system blocks, writing using easy-to-read fonts, if needed supported with relevant images and video clips.

d. Presentation (30% weight)

Communicative language, mastery of the material, mastery of the audience, control of time (10 minutes of presentation + 5 minutes of discussion), clarity & sharpness of exposure, mastery of presentation media.

- e. The assessment weight is 30% of the overall assessment of this course

SCHEDULE

Determination of Research Title and Framework	May 1, 2020
Summarizing the Journal	April 25 - 1 From 2020
Drafting proposals & Assistance	April 25 - 9 From 2020
Presentation of proposal for Task Output Collection	17-24 May 2020 May 17, 2020

OTHER

The assessment weight of this task is 30% of the 100% assessment of this course; Tasks are worked on and presented independently;

REFERENCE LIST

Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4 ed.). Boston: PEARSON.

Katz, M. (2006). From Research to Manuscript: A Guide to Scientific Writing. London: Springer.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques (Second Revised ed.). New Delhi: New Age International (P) Limited.

Singh, Y. (2006). Fundamental of Research Methodology and Statistics. New York: New Age International.

Tuckman, B. W., & Harper, B. E. (February 9, 2012). Conducting Educational Research (6 ed.). Maryland, USA: Rowman & Littlefield Publishers.

Appendix 4: Examples of Holistic Rubric Forms for Proposal Plans

Grade	Score	Judging Criteria
Very lacking	<20	The design presented is irregular and does not solve the problem
Less	21 - 40	The design presented is orderly but does not solve the problem
Enough	41 - 60	The design presented is systematic, solves problems, but is less implementable
Good	61 - 80	The presented design is systematic, solves problems, can be implemented, lacks innovation
Excellent	>81	The presented design is systematic, solves problems, is implementable and innovative

Student Grade List

No	NIM	Name	Score (0-100)
1			
2			
3			
...			

Appendix 5: Sample Analytical Rubric Form for Paper Presentation Assessment

Assessed Aspects/ Dimensions	Rating Scale				
	Very Less	Less	Enough	Good	Excellent
	(< score 20)	(21-40)	(41-60)	(61-80)	(≥ score 81)
Organisasi	None organisasi which is obvious. Facts are not Used to support statement.	Simply focus, But the evidence less Sufficient to Used deep pull conclusion.	Presentation Have focus and Serves some evidence that support conclusion.	Organized well and Serves The facts Convince to support conclusion.	Organized with Serves The facts Powered by Examples that already Analyzed according to the concept.
Fill	The content is not accurate or too common. Listeners not learning any or sometimes misleading.	The content is lacking accurate, because No data factual, no Add understanding Listeners	Fill in general accurate, but no complete. The Listeners can Learn some facts between the lines, but they not Add New insights On the topic aforementioned	Accurate contents and complete. The Listeners Add New insights On the topic aforementioned	Contents capable Evocative Listeners to floating an mind.
Style Presentation	Speaker anxiety and uncomfortable, and reading Various Note From speak. Listeners often Ignored. Not happening Eye contact because speaker more look to	Benchmarked On a note, no idea that Developed outside notes, voice Monotonous	In general speaker calm, but in tone which is flat and quite often Depend on a note. Sometimes- sometimes contact eyes with Listeners Ignored.	Speaker calm and use The intonation true speak without depending on the record, and Interact intensively with Listeners. Speaker Always Contact eyes with	Speak with spirit Pass spirit and Antisiasm at Listeners.

	whiteboard d or screen.			Listeners.	
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List of Analytical Rubric Grades for Paper Presentation Assessment

No	NIM	Name	Score (0-100)			
			Organs - quant ity	Fill	Style Presen t	Total
			(... %)	(...%)	(....%)	100%

Appendix 6: Example of Perception Scale Rubric Shape for Oral Presentation Assessment

Assessed Aspects/Dimensions	Very Lacking	Less	Enough	Good	Excellent
	< 20	(21-40)	(41-60)	(61-80)	≥ 81
Communication Skills					
Material Mastery					
Ability to Face Questions					
Use of Presentation Props					
Accuracy of Problem Solving					