| UNIVERSITY OF BRAWIJAYA<br>FACULTY OF ADMINISTRATIVE SCIENCES<br>DEPARTMENT OF BUSINESS ADMINISTRATION / TOURISM STUDY PROGRAM | | | | | |
|---|---|---|---|---|---|
| **SEMESTER LEARNING PLAN** | | | | | |
| **SUBJECT** | **CODE** | **COURSE CLUBS** | **WEIGHT (credits)** | **SEMESTER** | **Date of Compilation** |
| Administrative Ethics | FIA60002 | Compulsory Faculty Courses | 3 | Odd | November 30, 2021<br>Revision 1: November 2023 |
| **AUTHORIZATION** | **RPS Developer Lecturer** | | **RMK Coordinator** | | **Head of Study Program** |
| | Dr. Irwan Noor, MA<br>Latifah Hanum, SE., MSA., Ak<br><br><br>Signature | | Prof. Dr. Endang Siti Astuti, MS<br><br><br>Signature | | Dr. Drs. Edy Yulianto, MP.<br><br><br>Signature |

| **Learning Outcomes** | **CPL / ILO Study Program Charged to MK** | |
|---|---|---|
| | CPL 1 | Students are able to integrate responsible attitudes and ethical values in society. and work environment |
| | CPL 2 | Students are able to produce critical and innovative thinking to support decision making. business in tourism sector |
| | **Course Learning Outcomes (CPMK / CLO)** | |
| | After taking this course, students are able to | |
| | CPMK 1 | Students can categorize ethical behavior in tourism business activities (CPL 1) |
| | CPMK 2 | Students can criticize behavior in the tourism business (CPL 2) |
| | CPMK 3 | Students can make suggestions for improvements to tourism business activities related to ethics (CPL 2) |
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| | **Sub-Course Learning Outcomes (Sub-CPMK / LLO)** | |

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|---|---|---|
| | Sub-CPMK 1 | Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understand various social, public and business phenomena (CPMK 1) |
| | Sub-CPMK 2 | Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in administrative organization (CPMK 2) |
| | Sub-CPMK 3 | Students are able to explain and analyze the values and practices of ethical responsibility in the public and business sectors.<br>(CPMK 2) |

| | CPL1 | CPL2 | CPL3 | CPL4 | CPL5 | CPL6 | CPL7 | CPL8 | CPL9 |
|---|---|---|---|---|---|---|---|---|---|
| CPMK1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CPMK2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CPMK 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| **Short Description MK** | In this course, students learn about the ethical foundations of public and business officials as planners and implementers. administrative tasks, as well as intensively reviewing actual ethical issues. |
| **MaterialLearning / Topics** | 1. Introduction, Basics of Administrative Ethics<br><br>2. The difference between morals and ethics, descriptive and normative ethics, types of general and specific ethics<br><br>3. Ethical perspectives in administrative science<br><br>4. Basic theories of ethics<br><br>5. Ethical responsibilities as an administrator<br><br>6. The context of administrative ethics in modern and postmodern societies<br><br>7. Ethical responsibility in democratic governance<br><br>8. Professional ethics<br><br>9. Bureaucratic ethics and public service accountability<br><br>10. Ethics in business and public sector |

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| | 11. Discussion |
| **Library** | **Main** |
| | 1.      Austin, E. K. (2016). Administrative Theory of Ethics. Global Encyclopedia of Public Administration, Public Policy, and Governance, 1–8.<br>2. Cooper, Terry L, 2006, The Responsible Administrator, John Wiley & Sons, Inc.<br>3.      Farazmand, A. (2002). Administrative Ethics and Professional Competence: Accountability and Performance under Globalization. International Review of Administrative Sciences, 68(1), 127–143.<br>4.      Finer, Herman, 1941, Administrative Responsibility in Democratic Government, Public Administration Review, Vol. 1, No. 4 (Summer, 1941), pp. 335-350 (16pages)<br>5.      Goel, M., & Ramanathan, M.P.E. (2014). Business Ethics and Corporate Social Responsibility – Is there a Dividing Line? Procedia Economics and Finance, 11, 49–59.<br>6. Jos, PH (1990). Administrative Responsibility Revisited. Administration & Society, 22(2), 228–248.<br>7.      Leo WJC Huberts Emile W. Kolthoff Hans van den Heuvel, 2003, THE ETHICS OF GOVERNMENT AND BUSINESS: WHAT IS VALUED MOST, Paper to be presented at the First Workshop of the EGPA Study Group 'Ethics and Integrity of Governance' Oeiras Portugal<br>8.      Marume1, SB, AS Chikasha, 2016, AdministrativeEthics,International Journal of Business and Management Invention, Volume 5 Issue 8 \|\| August. 2016<br>9.      Olufs, S. (2016). Administrative Responsibility. Global Encyclopedia of Public Administration, Public Policy, and Governance, 1–6<br>10. Purba, Sukarman, et.al, 2020, Professional Ethics: Building Self-Professionalism, Yayasan Kita Menulis;<br>11.      Svara, James H., 2014, The Ethics Primer for Public Administrators in Government and Nonprofit Organizations, Jones & Bartlett Publishers<br>12. Nang Theingi Maw, 2018, The Role of Ethics in Administration, Mandalay University Research Journal, Vol.9<br>13.      Suseno, Frans Magnis, 1985, Basic Ethics, Main Problems of Moral Philosophy, Kanisius Publisher, Yogyakarta.<br>14. Suseno, Frans Magnis, 2004, 20th Century Ethics, Kanisius Publisher, Yogyakarta.<br>15. Thompson, D. F. (1985). The Possibility of Administrative Ethics. Public Administration Review, 45(5), 555<br>16. Włodzimierz Srokaa, Marketa Lőrinczy, 2015, The perception of ethics in business: analysis of research results, Business Economics and Management Conference, BEM 2015<br>17. Elliott, Deni, 2018, Ethics for a digital era, ohn Wiley & Sons Ltd |
| | **Supporters** |
| | |

| Instructional Media | Software : | Hardware : |
|---|---|---|
| | Meeting room application, Management system learning (VLM), PPT Slides | Laptop, inFocus/ Screen |
| Team Teaching | - | |
| Course Requirements | - | |

| Week 2- | Sub-CP-MK (as the expected final capability) | Indicator | Assessment Criteria & Forms | Learning methods(Lecture / Assignment / form of learning other) | Time (Duration) | Learning Materials / Study Materials [Library] | Assessment Weight (%) |
|---|---|---|---|---|---|---|---|
| 1 | **Sub-CPMK 1** Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understanding various social, public, and environmental phenomena. or business | • Accuracy in explaining about Spacescope of ethics; • Accuracy of explanationunderstanding of ethics | • Criteria: Assessment Rubric for paper creation • Non-test form: Summarizing lecture material | • Studying: • Discussion • Zoom | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● Introduction, Basics of Administrative Ethics:Scope of Ethics ● [13] Suseno, Frans Magnis, 1985 | 5% |

| 2 | **Sub-CPMK 1** Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understanding various social, public and business phenomena.<br><br>**Sub-CPMK 2** | • Accuracy in explaining the differences morals and ethics;<br>• Accuracy in explaining ethicsdescriptive and normative;<br>• Accuracy of explanation | • Criteria: Assessment Rubric for paper creation<br><br>• Non-test form: Summarizing lecture material | ●Studying:<br>●Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | Introduction, Basics of Administrative Ethics:<br>● (a) the difference between morals and ethics; (b) descriptive and normative ethics; (c) various general and specific ethics;<br>● [13] Suseno, Frans Magnis, 1985 | 5% |

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|---|---|---|---|---|---|---|---|
| | Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in organizing administration | type-types of general and specific ethics | | | | ● [8] Marume1, SB, A. S. Chikasha, 2016 | |
| 3 | **Sub-CPMK 1** Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understanding various social, public and business phenomena. **Sub-CPMK 2** Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in organizing administration | ● Accuracy of explanationon Ethical Perspectives in Administrative Science | ● Criteria: Assessment Rubric for paper creation ● Non-test form: Summarizing lecture material | ●Studying: ● Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● Ethical Perspectives in Administrative Science ● [11] Svara, James H., 2014, chapter II | 5% |
| 4 | **Sub-CPMK 1** Students are able to understand the definitions, concepts, approaches and values of administrative ethics as a basis for understanding | ● Accuracy of explanationab out Basic Theories of Ethics ● Accuracy in explaining about draft- | ● Criteria: Assessment Rubric for paper creation | ●Studying: ● Task-1: Compilingsumm ary in the form of a paper | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● Basic Theories of Ethics ● [1] Austin, EK (2016). | 10% |

| | various | | | | | | |
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|---|---|---|---|---|---|---|
| | social, public and business symptoms | the concept of Administrative Ethics;<br>• Accuracy in explaining aboutadministrative ethics approaches and values; | | | | |
| 5 | **Sub-CPMK 2**<br>Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in the implementation of administration.<br><br>**Sub-CPMK 3**<br>Students are able to explain and analyze the values and practices of ethical responsibility in the public sector.<br>or business | • Accuracy of explanationabout the Ethical Responsibilities of Administrators | • Criteria: Assessment Rubric for paper creation | • Studying:<br>Task-1: Prepare a summary in the form of a paper | [TM for 3x50'] [TT for 3x60'] [BM for 3x60']<br><br>• Ethical Responsibilities as an Administrator<br>• [9] Olufs, S. (2016).<br>[2] Cooper, Terry L, 2006, | 10% |
| 6 | **Sub-CPMK 2**<br>Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in the implementation of administration.<br><br>**Sub-CPMK 3** | • Accuracy in explaining ethical accountability valuesadministration and professions in the public and business sectors<br>• Accuracy | Criteria: Assessment Rubric for paper creation | • Studying:<br>• Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60']<br><br>• Administrative and Professional Ethics<br>• Discussion of Review Papers Results<br>[3] Farazmand, A. (2002). | 10% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Students are able to explain and analyze the values and practices of ethical responsibility in the public and business sectors. | explain accountability practices in public and business sectors | | | | | |
| 7 | **Sub-CPMK 2**<br>Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in the implementation of administration.<br><br>**Sub-CPMK 3**<br>Students are able to explain and analyze the values and practices of ethical responsibility in the public sector.<br>or business | • Accuracy in explaining valuesethics in the sector<br><br>business andpublic sector<br>• Accuracy explain responsible practice answer corporate social | Criteria: Assessment Rubric for paper creation | • Studying<br>• Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● Business Ethics and Corporate Social Responsibility (CSR)<br>● Discussion of Review Papers Results<br>● [5] Goel, M., & Ramanathan, MPE<br>(2014). | 5% |
| 8 | UTS | | | | | | |
| 9 | **Sub-CPMK 1**<br>Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understanding various social, public and business | ● Accuracy in explaining ethics in modern society<br><br>● Accuracy in explaining ethics in post-modern society | ● Criteria: Assessment Rubric for paper creation<br><br>● Non-test form: Summarizing lecture material | • Studying:<br>• Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● The Context of Administrative Ethics in Modern and Postmodern Societies<br>● [14] Suseno, 2004<br>● [15] Thompson, DF (1985) | 10% |

| | phenomena. | | | | | | |
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| 10 | **Sub-CPMK 2** Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in the implementation of administration. **Sub-CPMK 3** Students are able to explain and analyze the values and practices of ethical responsibility in the public sector. or business | ● Accuracy of explanation ethics in the digital age ● Accuracy of explanation ethical issues in the advancement of the digital revolution in both the business and public sectors | ● Criteria: Assessment Rubric for paper creation ● Non-test form: Summarizing lecture material | ● Studying: ● Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● Responsibility in the digital age ● [17] Elliott, Deni, 2018 | 10% |
| 11 | **Sub-CPMK 1** Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understanding various social, public and business phenomena. **Sub-CPMK 2** Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in organizing administration | ● Accuracy of explanationet hical values of various professions in the business sector and in the public sector ● Accuracy in explaining the values of professionalism which contains regulations and orders in the business sector and the government sector. public | ● Criteria: Assessment Rubric for paper creation ● Non-test form: Summarizing lecture material | ● Studying: ● Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | ● Professional Ethics ● [17] Elliott, Deni, 2018 esi ● [10] Purba, Sukarman, et.al, 2020 | 5% |
| 12 | **Sub-CPMK 2** | ● Accuracy | ● Criteria: Rubric | ● Studying: | [TM for 3x50'] | ● Rules in | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Students are able to comprehensively analyze the theory and application of sub-disciplines of ethics in the implementation of administration. | explainthe role of ethics in administration<br><br>• Accuracy in explaining the rulesethics in administratio n<br>• Accuracy of explanationrespo nsible practice in the digital age<br>• Accuracy explains the investigation ethical in the world digital | Evaluationpaper making | • Discussion | [TT for 3x60'] [BM for 3x60'] | in Administrative Ethics Responsibility in the digital era<br>● Discussion of Review Papers Results<br>● [12] Nang Theingi Maw, 2018 | 5% |
| 13 | **Sub-CPMK 1**<br>Students are able to understand the definition, concepts, approaches and values of administrative ethics as a basis for understanding various social, public and business phenomena.<br><br>**Sub-CPMK 2**<br>Students are able to analyze comprehensively regarding theory and application | • Accuracy in explaining ethics in sector and business<br>• Accuracyexplain important values in ethics | • Criteria: Assessment Rubric for paper creation<br>• Non-test form: Summarizing lecture material | • Studying:<br>• Discussion, | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | • Ethics in business and public sector<br>• [7] Leo, 2003 | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | sub-discipline of ethics in the implementation administration | | | | | | |
| 14 | **Sub-CPMK 3**<br>Students are able to explain and analyze the values and practices of ethical responsibility in the public and business sectors. | • Accuracyexplaining ethical values in the business and public sectors<br>• Accuracy of explanationethical guidelines for public administrators in government and non-profit organizations | Criteria: Assessment Rubric for paper creation | • Studying<br>• Discussion | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | • Ethics in business and public sector<br>• Ethical Guidelines for Public Administrators in Government and Nonprofit Organizations<br>• Discussion of Review Papers Results<br>• [7] Leo, 2003<br>• [11] Svara, James H., 2014, chapter VI | 5% |
| 15 | **Sub-CPMK 3**<br>Students are able to explain and analyze the values and practices of ethical responsibility in the public and business sectors. | • Accuracy of explanation ethical values in the business sector<br>• Accuracyexplain and identify the scale and scope of the use of Business Ethics in various countries | Criteria: Assessment Rubric for paper creation | • Studying<br>• Discussion [Face to Face]<br> Front: 1x(2x50")] | [TM for 3x50'] [TT for 3x60'] [BM for 3x60'] | • Perception of ethics in business<br>• Discussion ResultsReview Papers<br>• [16] Włodzimierz Srokaa, Marketa Lőrinczy, 2015 | 5% |
| **16** | **UAS** | | | | | | |

**CPL PS S1 Tourism**

The learning outcomes of graduates (CPL) of the UB Tourism Undergraduate Study Program are as follows.

CPL 1 - Students are able to integrate nationalistic attitudes, behavioral values and ethics both in the community and work environment.

CPL 2 - Students are able to produce critical and innovative thinking to support business decision making in the tourism sector. CPL 3 - Students are able to produce scientific studies to answer current issues in the tourism sector.

CPL 4 - Students are able to practice communication skills, both oral and written, effectively.

CPL 5 - Students are able to manage a business in the tourism sector by prioritizing entrepreneurial values. CPL 6 -

Students are able to implement science and technology in solving tourism problems.

**TASK DESIGN**

The assignments carried out in this lecture are in the form of Structured Assignments and Independent/Group Assignments.

- Structured lecture assignments are independent assignments for students in the form of homework in the form of a review of the topics presented in lectures, which are done individually and submitted within a specified time.
- Independent/group assignments in the form of individual/group papers in the form of homework according to the topics presented in lectures, which are done individually, and can be presented/discussed in class during face-to-face meetings.

**Percentage of Assessment**

| Types of Assessment | Weight |
|---|---|
| Case Based Learning | 50% |
| Activity | 8 % |
| UTS | 21% |
| UAS | 21% |

**CPL assessment and evaluation table at MK**

| Week to: | CPL | CPMK | Questions (Weight%) | WeightAssessment (test/non-test) | Weight (%) |
|---|---|---|---|---|---|
| 1 | 1 | 1 | UTS | 3 | 3 |
| 2 | 1.2 | 2 | UTS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 3 | 1.2 | 2 | UTS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 4 | 1 | 1 | UTS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 5 | 2 | 2 | UTS | 3 | 8 |
| | | | Case Based Learning | 5 | |

| | | | | | |
|---|---|---|---|---|---|
| 6 | 2 | 3 | UTS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 7 | 2 | 2 | UTS | 3 | 7 |
| | | | Quiz | 4 | |
| | **UTS** | | | | |
| 9 | 1 | 1 | UAS | 3 | 3 |
| 10 | 2 | 2 | UAS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 11 | 1 | 1 | UAS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 12 | 2 | 2 | UAS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 13 | 2 | 2 | UAS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 14 | 2 | 3 | UAS | 3 | 8 |
| | | | Case Based Learning | 5 | |
| 15 | 2 | 3 | UAS | 3 | 7 |
| | | | Quiz | 4 | |
| | **Final Semester Exam (UAS)** | | | | |
| | | | **Total weight (%)** | **100** | **100** |

## DETERMINATION OF FINAL VALUE

| Final Value Range (NA) | Quality Letters | Quality Score |
|---|---|---|
| > 80 | A | 4 |
| 75<NA ≤ 80 | B+ | 3.5 |
| 69 <NA ≤75 | B | 3 |
| 60 <NA ≤ 69 | C+ | 2.5 |
| 55 <NA ≤ 60 | C | 2 |
| 50 <NA ≤ 55 | D+ | 1.5 |
| 44 <NA ≤ 50 | D | 1 |
| 0< NA ≤ 44 | E | 0 |

**Assessment Weight Mapping - CPMK**

| Assessment | CPMK 1 | CPMK 2 | |
| --- | --- | --- | --- |
| | Sub CPMK1 | Sub CPMK2 | Sub CPMK3 |
| *Case Based Learning*(CBL) | 20% | 60% | 20% |
| Activity | 0% | 50% | 50% |
| UTS | 29% | 57% | 14% |
| UAS | 29% | 43% | 29% |