



**Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Macroeconomic Theory I	8720303332		T=3 P=0 ECTS=4.77	3	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>					P.O																														
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Short Course Description	This course discusses the concept of the state budget, income and expenditure, the concept of the effect of taxes on national balance, foreign trade, the basic concepts of aggregate supply-aggregate demand, money and financial institutions, money supply and state economic activity, unemployment, inflation, government policy, economic growth. and business cycles (conjunctures). Learning is carried out by applying a case study analysis system, discussions and assignments.																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Sadono Sukirno, 2008. Pengantar Teori Makro Ekonomi, LPFE-UI Jakarta 2. Karel. E Case &Ray. E Fair, 2000, Prinsip-Prinsip Ekonomi Makro (Terjm),Jakarta, Prinhallindo. 3. Mankiw, Gregory, 2012, Pengantar Ekonomi Makro. Salemba Empat,Jakarta. 4. Nanga, Muana. 2001. Makroekonomi teori, Masalah dan kebijakan. Jakarta: Raja GrafindoPersada. 5. Romer, david. TT. Advanced Macroeconomics. California: Mc. Graw Hill 6. Mankiw, N. Gregory . 2008. Brief Principle Of Macroeconomics 6thEd. Canada: Cengage Learning 7. Krugman, Paul and Robin Wells. 2011. Krugman 19s Macroeconomics For AP. USA:Word Publisher 8. Gordon, Robert. 2012. Macroeconomics12th Ed. USA: Pearson Education Inc.																																				
	Supporters:																																				
Supporting lecturer	Riza Yonisa Kurniawan, S.Pd., M.Pd.																																				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																														
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Analyzing the APBN	<ol style="list-style-type: none"> 1.Able to identify the functions and objectives of the APBN. 2.Can describe the influence of fiscal policy on the economy. 3.Can discuss Indonesia's APBN 	Criteria: It is said to be complete if around 10% of all students can answer correctly. Question a: 50 Question b: 50 Total questions: 100	lectures and reading literature lectures and reading literature lectures and reading literature 6 X 50			0%
2							0%
3	Describe the concept of the effect of taxes on national balance	<ol style="list-style-type: none"> 1.Able to explain the meaning and types of taxes 2.Able to calculate taxes on national balance 3.Able to analyze inflation gaps and deflation gaps as well as policies 	Criteria: It is said to be complete if around 10% of all students can answer correctly. Question a: 35 Question b: 35 Question c: 30 Total questions: 100	lectures and reading literature lectures and reading literature lectures and reading literature 9 X 50			0%
4							0%
5							0%
6	Analyze and understand foreign trade.	<ol style="list-style-type: none"> 1.Able to identify the reasons and benefits of international trade 2.Able to discuss international balance of payments. 3.Able to identify balance of payments deficits and surpluses 4.Able to understand and explain trade policies 5.Able to analyze globalization and economic growth on foreign trade 	Criteria: 1.1. It is said to be complete if around 10% of all students can answer correctly 2.2. Assessment Rubric: Specifications 3.Maximum score 4.Content from the results of group discussion reports 5.70 6.Group presentation results 7.30 8.Total 9.100	Group presentation 6 X 50			0%
7							0%
8	UTS			3 X 50			0%

9	Understand the basic concepts of Aggregate supply and supply (aggregate supply- aggregate demand).	<ol style="list-style-type: none"> 1.Can analyze aggregate demand and the factors that influence it 2.Can analyze aggregate supply and the factors that influence it 3.Can understand and analyze the AD-AS balance 4.Can explain the differences between classical and Keynesian theories 	Criteria: <ol style="list-style-type: none"> 1.Question No. 1 45 2.Question No.245 3.Question No.310 4.Total 100 	Lectures, reading literature, assignments 6 X 50			0%
10							0%
11	Understanding Money, financial institutions.	<ol style="list-style-type: none"> 1.understand the quantity theory of money 2.Can understand currency circulation and money in circulation. 3.Can analyze the functions of central banks, OJK, LPS, commercial banks 	Criteria: It is said to be complete, if around 10% of all students can answer correctly It is said to be complete, if around 10% of all students can answer correctly It is said to be complete, if around 10% of all students can answer correctly	Lectures, reading literature 3 X 50			0%
12	understand and analyze the money supply and economic activities of the country.	<ol style="list-style-type: none"> 1.Can understand the elasticity of money supply and prices: a classical view 2.Can understand money and economic activity: Keynesian views 3.Can analyze the effect of changes in the money supply in AD-AS analysis 4.Can analyze monetary policy 	Criteria: It is said to be complete if around 10% of all students can answer correctly. It is said to be complete if around 10% of all students can answer correctly. Score is 100	Reading literature and listening to students' explanations 3 X 50			0%

13	describe, analyze unemployment, inflation and government policy	<p>1.Can understand the problem of unemployment and its types</p> <p>2.Can understand the problem of inflation and its types</p> <p>3.Can analyze fiscal policy and unemployment</p> <p>4.can understand inflation and government policy</p> <p>5.Can analyze the relationship between inflation and unemployment</p>	<p>Criteria:</p> <p>1.Question No. 1 20</p> <p>2.Question No. 2 20</p> <p>3.Question No. 3 20</p> <p>4.Question No. 4 20</p> <p>5.Question No. 5 20</p> <p>6.Total 100</p>	Reading literature and listening to students' explanations 3 X 50			0%
14	Analyzing economic growth.	<p>1.Can analyze sources of economic growth</p> <p>2.Can understand the Solow growth model</p> <p>3.Can understand new growth models</p> <p>4.Can analyze Government policies to improve long-term living standards</p> <p>5.Can understand economic growth in an open economy</p>	<p>Criteria:</p> <p>1.Question 1: Score 20</p> <p>2.Question 2: Score 15</p> <p>3.Question 3: Score 15</p> <p>4.Question 4: Score 30</p> <p>5.Question 5: Score 20</p> <p>6.100 in total</p>	Reading literature and listening to students' explanations 3 X 50			0%
15	Describe the business cycle (conjuncture).	<p>1.Can explain the meaning and scope of the cycle</p> <p>2.Can explain the types of economic conjunctures.</p> <p>3.Can explain conjuncture theory</p> <p>4.Explaining the economic crisis in Indonesia</p>	<p>Criteria:</p> <p>It is said to be complete, if around 10% of all students can answer correctly.</p> <p>It is said to be complete, if around 10% of all students can answer correctly.</p> <p>It is said to be complete, if around 10% of all students can answer correctly.</p> <p>Report Assessment: Background of the problem 30 . Theory 30. Results 40. Total 100</p>	Reading literature and listening to students' explanations 3 X 50			0%
16	UAS			3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.