



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Entrepreneurship	8720102200		T=2 P=0 ECTS=3.18	6	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Wisnu, M.Hum.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	This course examines the theory and principles of entrepreneurship and provides business experience carrying out business work practices in the fields of education and tourism.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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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Supporting lecturer	Drs. Agus Trilaksana, M.Hum. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Eko Satriya Hermawan, S.Hum., M.A.																																				
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	Students are able to explain the relevance of the Entrepreneurship MK to their potential as a student	· Able to explain the relevance of the KWU MK to your potential as a student	Criteria: If the answer is correct then point 15 (UTS Section)	- Pulpit lecture - Question and answer. - Discussion 2 X 50			0%																														

2	Students are able to describe/illustrate the basic concepts of entrepreneurship	<ul style="list-style-type: none"> · Able to explain the concept of entrepreneurship · Able to explain the essence and nature of entrepreneurship · Able to differentiate someone who has an entrepreneurial spirit and attitude from one who does not · Able to identify the entrepreneurial process, function and role of entrepreneurship as well as entrepreneurial ideas and opportunities Able to explain the stock of entrepreneurial knowledge and skills and entrepreneurial competence 	Criteria: If the answer is correct you will get 15 points (part of the UTS)	- Pulpit lecture - Question and answer - Discussion 2 X 50			0%
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3	<p>Students are able to analyze the basic concepts of entrepreneurship, the entrepreneurial process, the functions and role models of entrepreneurs, ideas and opportunities in entrepreneurship, starting new businesses and their development models, business management and entrepreneurial strategies</p>	<p>· Able to explain the basic concepts of entrepreneurship · Able to explain the entrepreneurial process · Able to explain the functions and role models of entrepreneurs · Able to explain the functions and opportunities in entrepreneurship · Able to read opportunities in starting new businesses and their development models, Able to read opportunities regarding business management and entrepreneurial strategy</p>	<p>Criteria: 1.ASSESSMENT SHEET 2 2.Class Presentation Rubric 3.Score 4.Rubric 5.4 6.The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 7.3 8.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 9.2 10.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 11.1 12.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>- Pulpit lecture - Demonstration - 4 X 50 Assignment</p>		0%
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4	<p>Students are able to analyze the basic concepts of entrepreneurship, the entrepreneurial process, the functions and role models of entrepreneurs, ideas and opportunities in entrepreneurship, starting new businesses and their development models, business management and entrepreneurial strategies</p>	<p>· Able to explain the basic concepts of entrepreneurship · Able to explain the entrepreneurial process · Able to explain the functions and role models of entrepreneurs · Able to explain the functions and opportunities in entrepreneurship · Able to read opportunities in starting new businesses and their development models, Able to read opportunities regarding business management and entrepreneurial strategy</p>	<p>Criteria: 1.ASSESSMENT SHEET 2 2.Class Presentation Rubric 3.Score 4.Rubric 5.4 6.The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 7.3 8.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 9.2 10.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 11.1 12.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>- Pulpit lecture - Demonstration - 4 X 50 Assignment</p>		0%
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5	Students are able to describe Entrepreneurship. Theory, Networks and History	Able to explain detailed information about, insights, and a comprehensive descriptive explanation of the relationship between entrepreneurship and the social sciences. Able to explain the emergence of trading companies, modern global companies, and much more	Criteria: If the answer is correct you will get 20 points (part of the UTS)	- Pulpit lectures - Assignments - 4 X 50 discussions			0%
6	Students are able to describe Entrepreneurship. Theory, Networks and History	Able to explain detailed information about, insights, and a comprehensive descriptive explanation of the relationship between entrepreneurship and the social sciences. Able to explain the emergence of trading companies, modern global companies, and much more	Criteria: If the answer is correct you will get 20 points (part of the UTS)	- Pulpit lectures - Assignments - 4 X 50 discussions			0%
7	Students are able to analyze entrepreneurial competencies and ethics	Able to explain core competencies and competitive strategies in entrepreneurship Able to explain business ethics and entrepreneurship · Explain the entrepreneurial process · Explain the differences between creative and innovative · Explain the obstacles and requirements for creative thinking	Criteria: 1. If the answer is correct you will get 20 points (part of the UTS) 2. To report if the success criteria can be justified.	- Demonstration - Assignment - Discussion 2 X 50			0%
8	UTS	UTS	Criteria: UTS	UTS 2 X 50			0%

9	Students are able to develop creative and innovative ideas	<ul style="list-style-type: none"> · Explain the entrepreneurial process · Explain the difference between creative and innovative · Explain the obstacles and requirements for creative thinking 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.ASSESSMENT SHEET 2 2.Class Presentation Rubric 3.Score 4.Rubric 5.4 6.The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 7.3 8.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 9.2 10.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 11.1 12.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement 	Pulpit lectures, questions and answers, presentations, discussions, assignments to find examples of successful businesses 2 X 50			0%
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10	Students are able to understand strategies for achieving competitive advantage	<ul style="list-style-type: none"> · Explain the nature of strategies to achieve competitive advantage · Recognize the basic elements of achieving competitive advantage Identify opportunities in achieving competitive advantage 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.ASSESSMENT SHEET 2 2.Class Presentation Rubric 3.Score 4.Rubric 5.4 6.The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 7.3 8.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 9.2 10.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 11.1 12.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement 	Pulpit lectures, questions and answers, presentations, discussions, assignments to find examples of successful businesses 2 X 50			0%
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11	Students are able to start new businesses	<ul style="list-style-type: none"> · Recognize investment opportunities · Identify the criteria for starting a business. Recognize the characteristics of successful starting a business	Criteria: If the answer is complete and systematic, you will get 20 points (part of the UAS)	Pulpit lectures, questions and answers, discussions, assignments, looking for other sources 2 X 50			0%
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12	Students are able to choose a location and plan business facilities	Recognize the key factors in choosing a business location. Explain the basic considerations for designing business facilities	Criteria: 1. Class Presentation Rubric 2. Score 3. Rubric 4.4 5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 6.3 7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9. The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11. The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Pulpit lecture, question and answer, discussion, cooperative, 2 X 50 assignments		0%
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13	Students are able to prepare a business plan	<ul style="list-style-type: none"> · Explain the concept of a business plan · Identify the need for a business plan. Prepare a business plan 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Class Presentation Rubric 2. Score 3. Rubric 4.4 5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 6.3 7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9. The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11. The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement 	Pulpit lectures, questions and answers, discussions, assignment to prepare a 2 X 50 business plan		0%
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14	Business practices	Putting the business plan into practice	<p>Criteria:</p> <p>1.Class Presentation Rubric</p> <p>2.Score</p> <p>3.Rubric</p> <p>4.4</p> <p>5.The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement</p> <p>6.3</p> <p>7.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement</p> <p>8.2</p> <p>9.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement</p> <p>10.1</p> <p>11.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	Cooperative 2 X 50			0%
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15	Business practice report	Reporting business practices	<p>Criteria:</p> <p>1. Class Presentation Rubric</p> <p>2. Score</p> <p>3. Rubric</p> <p>4.4</p> <p>5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement</p> <p>6.3</p> <p>7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement</p> <p>8.2</p> <p>9. The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement</p> <p>10.1</p> <p>11. The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	Presentation 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.