



**Universitas Negeri Surabaya  
Faculty of Economics and Business  
Bachelor of Accounting Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Information Systems Analysis & Design	6220103025	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	May 8, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Merlyana Dwindi Yanthi, S.E., S.T., M.SA., Ak		Merlyana Dwindi Yanthi, S.E., S.T., M.SA., Ak			Dr. Rohmawati Kusumaningtias, S.E., Ak., MSA.	

Learning model	Project Based Learning																																																																																																																						
Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																																																																																																						
	<b>PLO-1</b> Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																																																						
	<b>PLO-3</b> Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																						
	<b>PLO-5</b> Able to apply and analyze basic principles of various economic theories; Accounting Science, Business; and Business Law																																																																																																																						
	<b>PLO-6</b> Able to analyze financial reports and conduct audits in accordance with the professional code of ethics and audit standards with the support of information technology																																																																																																																						
	<b>PLO-9</b> Able to design accounting information systems, management information systems, implement software, and evaluate information technology-based internal controls according to the professional code of ethics																																																																																																																						
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<b>Short Course Description</b>	This course provides students with the ability to design computer-based systems, starting from the identification, modeling and system implementation stages. This course provides learning about basic concepts, development, modeling, and implementation of accounting system design using the power designer application. The study materials taught in this course are: (1) system characteristics, system classification, information quality and information system components, (2) System Development, Hierarchical Input-Process-Output (HIPO) modeling, Basic Concepts of Data Flow Diagrams, ( 3) Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Differences between Data Flow Diagrams and Flow Charts, Creating Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM), and (4) Implementation Concepts for Accounting System Design.						
<b>References</b>	<b>Main :</b>						
		<ol style="list-style-type: none"> <li>1. Kendall, K.E. and Kendall, J.E. 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</li> <li>2. Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</li> <li>3. SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</li> <li>4. SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</li> </ol>					
	<b>Supporters:</b>						
		<ol style="list-style-type: none"> <li>1. Jogiyanto, H.M. 2005. Analisis dan Desain Sistem Informasi: pendekatan terstruktur teori dan praktek aplikasi bisnis. Penerbit Andi.</li> </ol>					
<b>Supporting lecturer</b>	Ambar Kusumaningsih, S.E., Ak., CA., M.A. Merlyana Dwindi Yanthi, S.E., S.T., M.SA.Ak. Loggar Bhilawa, S.E., M.Si., Ak. Insyirah Putikadea, S.E., M.A. Rediyanto Putra, S.E., M.S.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 system characteristics, system classification, information quality and information system components	<ol style="list-style-type: none"> <li>1.Accuracy in understanding and analyzing System Characteristics</li> <li>2.Accuracy in understanding and analyzing System Classification</li> <li>3.Accuracy in understanding and analyzing Information Quality</li> <li>4.Accuracy in understanding and analyzing Information System Components</li> </ol>	<p><b>Criteria:</b> Rubric for accuracy in understanding and analyzing system characteristics, system classification, information quality and information system components</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Forms</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Responses and tutorials</li> </ol> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <ol style="list-style-type: none"> <li>1. Make a summary of the lecture material.</li> <li>2. Make a power point presentation</li> </ol> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated face-to-face time (2 sessions x 3 credits x 50 minutes)</p> <p>Structured assignments (2 sessions x 3 credits x 60 minutes)</p> <p>Independent study (2 sessions x 3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Basic Concepts of Systems</p> <p><b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p>	2%

2	Students are able to explain system characteristics, system classification, information quality and information system components	<p>1.Accuracy in understanding and analyzing System Characteristics</p> <p>2.Accuracy in understanding and analyzing System Classification</p> <p>3.Accuracy in understanding and analyzing Information Quality</p> <p>4.Accuracy in understanding and analyzing Information System Components</p>	<p><b>Criteria:</b> Rubric for accuracy in understanding and analyzing system characteristics, system classification, information quality and information system components</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <p>1. Make a summary of the lecture material. 2. Make a power point presentation</p> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated face-to-face time (2 sessions x 3 credits x 50 minutes)</p> <p>Structured assignments (2 sessions x 3 credits x 60 minutes)</p> <p>Independent study (2 sessions x 3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Basic Concepts of Systems</p> <p><b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p>	2%
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3	Students are able to understand and analyze system development, Hierarchical Input-Process-Output (HIPO) modeling, Basic Concepts of Data Flow Diagrams	<ol style="list-style-type: none"> <li>1. Accuracy in understanding and analyzing system development</li> <li>2. Accuracy of understanding and analyzing Hierarchical Input-Process-Output (HIPO) Modeling</li> <li>3. Accuracy in understanding and analyzing the basic concepts of Data Flow Diagrams</li> </ol>	<p><b>Criteria:</b> Rubric for accuracy in understanding and analyzing system development, Hierarchical Input-Process-Output (HIPO) modeling, Basic Concepts of Data Flow Diagrams</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Forms</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Responses and tutorials</li> </ol> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <ol style="list-style-type: none"> <li>1. Make a summary of the lecture material.</li> <li>2. Make a power point presentation</li> </ol> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> System Development and Modeling</p> <p><b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> System Development and Modeling</p> <p><b>Reference:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p>	2%
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4	Students are able to understand and analyze system development, Hierarchical Input-Process-Output (HIPO) modeling, Basic Concepts of Data Flow Diagrams	<ol style="list-style-type: none"> <li>1. Accuracy in understanding and analyzing system development</li> <li>2. Accuracy of understanding and analyzing Hierarchical Input-Process-Output (HIPO) Modeling</li> <li>3. Accuracy in understanding and analyzing the basic concepts of Data Flow Diagrams</li> </ol>	<p><b>Criteria:</b> Rubric for accuracy in understanding and analyzing system development, Hierarchical Input-Process-Output (HIPO) modeling, Basic Concepts of Data Flow Diagrams</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Forms</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Responses and tutorials</li> </ol> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <ol style="list-style-type: none"> <li>1. Make a summary of the lecture material.</li> <li>2. Make a power point presentation</li> </ol> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> System Development and Modeling</p> <p><b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> System Development and Modeling</p> <p><b>Reference:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p>	2%
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5	<p>Students are able to understand, implement and analyze Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Difference between Data Flow Diagrams and Flow Charts, Create Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p>	<ol style="list-style-type: none"> <li>1. Accuracy in understanding and analyzing Data Flow Diagram Symbols</li> <li>2. Accuracy in understanding and analyzing Guidelines for Drawing Data Flow Diagrams</li> <li>3. Accuracy in understanding and analyzing the differences between Data Flow Diagrams and Flow Charts</li> <li>4. Accuracy of implementing and analyzing Conceptual Data Modeling (CDM)</li> <li>5. Accuracy of implementing and analyzing Physical Data Modeling (PDM)</li> </ol>	<p><b>Criteria:</b> Rubric for accuracy in understanding, implementing and analyzing Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Difference between Data Flow Diagrams and Flow Charts, Creating Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Forms</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Responses and tutorials</li> </ol> <p>Project Based Learning</p> <p>Learning Methods Student Assignments</p> <ol style="list-style-type: none"> <li>1. Make a summary of the lecture material.</li> <li>2. Make a power point presentation</li> </ol> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes) Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> System Modeling <b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> System Modeling <b>Reference:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p> <hr/> <p><b>Material:</b> Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM) <b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <hr/> <p><b>Material:</b> Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM) <b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	3%
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6	<p>Students are able to understand, implement and analyze Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Difference between Data Flow Diagrams and Flow Charts, Create Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p>	<ol style="list-style-type: none"> <li>1. Accuracy in understanding and analyzing Data Flow Diagram Symbols</li> <li>2. Accuracy in understanding and analyzing Guidelines for Drawing Data Flow Diagrams</li> <li>3. Accuracy in understanding and analyzing the differences between Data Flow Diagrams and Flow Charts</li> <li>4. Accuracy of implementing and analyzing Conceptual Data Modeling (CDM)</li> <li>5. Accuracy of implementing and analyzing Physical Data Modeling (PDM)</li> </ol>	<p><b>Criteria:</b> Rubric for accuracy in understanding, implementing and analyzing Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Difference between Data Flow Diagrams and Flow Charts, Creating Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Responses and tutorials</li> </ol> <p>Project Based Learning</p> <p>Learning Methods Student Assignments</p> <ol style="list-style-type: none"> <li>1. Make a summary of the lecture material.</li> <li>2. Make a power point presentation</li> </ol> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> System Modeling</p> <p><b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> System Modeling</p> <p><b>Reference:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p> <hr/> <p><b>Material:</b> Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <hr/> <p><b>Material:</b> Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	4%
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7	Students are able to understand, implement and analyze Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Difference between Data Flow Diagrams and Flow Charts, Create Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)	<p>1.Accuracy in understanding and analyzing Data Flow Diagram Symbols</p> <p>2.Accuracy in understanding and analyzing Guidelines for Drawing Data Flow Diagrams</p> <p>3.Accuracy in understanding and analyzing the differences between Data Flow Diagrams and Flow Charts</p> <p>4.Accuracy of implementing and analyzing Conceptual Data Modeling (CDM)</p> <p>5.Accuracy of implementing and analyzing Physical Data Modeling (PDM)</p>	<p><b>Criteria:</b> Rubric for accuracy in understanding, implementing and analyzing Data Flow Diagram Symbols, Guidelines for Drawing Data Flow Diagrams, Difference between Data Flow Diagrams and Flow Charts, Creating Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods Student Assignments</p> <p>1. Make a summary of the lecture material. 2. Make a power point presentation</p> <p>Estimated face to face time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study (3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> System Modeling</p> <p><b>Library:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <p><b>Material:</b> System Modeling</p> <p><b>Reference:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p> <p><b>Material:</b> Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <p><b>Material:</b> Conceptual Data Modeling (CDM) and Physical Data Modeling (PDM)</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	4%
8	Midterm exam	Midterm exam	<p><b>Criteria:</b> Mid-term exam assessment rubric</p> <p><b>Form of Assessment :</b> Test</p>		Vi learning - SIDIA 3 X 50		20%



9	Students are able to explain material regarding the Concept of Implementation of Accounting System Design	<p>1.Accuracy of implementing and analyzing Data Flow Diagram Notation in the Sales Process</p> <p>2.Accuracy of implementing and analyzing Context Diagrams in the Sales Process</p>	<p><b>Criteria:</b> Rubric for accuracy in implementing and analyzing Data Flow Diagram Notation in the Sales Process. Context Diagram in the Sales Process</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods Student Assignments</p> <p>1. Make a summary of the lecture material. 2. Make a power point presentation</p> <p>Estimated face to face time (1 session x 3 credits x 50 minutes)</p> <p>Structured assignment (1 session x 3 credits x 60 minutes)</p> <p>Independent study (1 session x 3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated face-to-face time (1 session x 3 credits x 50 minutes)</p> <p>Structured assignment (1 session x 3 credits x 60 minutes)</p> <p>Independent study (1 session x 3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Concept of implementation and design of accounting systems.</p> <p><b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> Concept of implementation and design of accounting systems.</p> <p><b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i></p> <hr/> <p><b>Material:</b> Concept of implementation and design of accounting systems</p> <p><b>References:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p>	4%
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10	Students are able to explain material regarding the Concept of Implementation of Accounting System Design	<p>1.Accuracy of implementing and analyzing Data Flow Diagram Notation in the Sales Process</p> <p>2.Accuracy of implementing and analyzing Context Diagrams in the Sales Process</p>	<p><b>Criteria:</b> Rubric for accuracy in implementing and analyzing Data Flow Diagram Notation in the Sales Process. Context Diagram in the Sales Process</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <p>1. Make a summary of the lecture material. 2. Make a power point presentation</p> <p>Estimated face to face time (1 session x 3 credits x 50 minutes)</p> <p>Structured assignment (1 session x 3 credits x 60 minutes)</p> <p>Independent study (1 session x 3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated face-to-face time (1 session x 3 credits x 50 minutes)</p> <p>Structured assignment (1 session x 3 credits x 60 minutes)</p> <p>Independent study (1 session x 3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Concept of implementation and design of accounting systems.</p> <p><b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> Concept of implementation and design of accounting systems.</p> <p><b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i></p> <hr/> <p><b>Material:</b> Concept of implementation and design of accounting systems</p> <p><b>References:</b> <i>Jogiyanto, HM 2005. Information Systems Analysis and Design: a structured approach to theory and practice of business applications. Andi Publisher.</i></p>	4%
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11	Students are able to implement the design of a simple accounting information system	<p>1.Accuracy in designing simple information systems</p> <p>2.Accuracy in interpreting the results of information system design</p>	<p><b>Criteria:</b> Accuracy rubrics make accounting information systems simple and interpretable</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <p>1. Make a project</p> <p>2. Make a power point presentation</p> <p>Estimated Face-to-face Time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study ( 3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	5%
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12	Students are able to implement the design of a simple accounting information system	<p>1.Accuracy in designing simple information systems</p> <p>2.Accuracy in interpreting the results of information system design</p>	<p><b>Criteria:</b> Accuracy rubrics make accounting information systems simple and interpretable</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <p>1. Make a project</p> <p>2. Make a power point presentation</p> <p>Estimated Face-to-face Time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study ( 3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	5%
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13	Students are able to implement the design of a simple accounting information system	<p>1.Accuracy in designing simple information systems</p> <p>2.Accuracy in interpreting the results of information system design</p>	<p><b>Criteria:</b> Accuracy rubrics make accounting information systems simple and interpretable</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <p>1. Make a project</p> <p>2. Make a power point presentation</p> <p>Estimated Face-to-face Time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study ( 3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	5%
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14	Students are able to implement the design of a simple accounting information system	<p>1.Accuracy in designing simple information systems</p> <p>2.Accuracy in interpreting the results of information system design</p>	<p><b>Criteria:</b> Accuracy rubrics make accounting information systems simple and interpretable</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Forms</p> <p>1. Lectures</p> <p>2. Responses and tutorials</p> <p>Project Based Learning</p> <p>Learning Methods</p> <p>Student Assignments</p> <p>1. Make a project</p> <p>2. Make a power point presentation</p> <p>Estimated Face-to-face Time (3 credits x 50 minutes)</p> <p>Structured assignment (3 credits x 60 minutes)</p> <p>Independent study ( 3 credits x 60 minutes) 3 X 50</p>	<p>Vi-Learning: SIDIA</p> <p>Estimated Face-to-face</p> <p>Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes)</p> <p>Independent learning (3 credits x 60 minutes) 3 X 50</p>	<p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i></p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.</p> <hr/> <p><b>Material:</b> Implementation of accounting information system design</p> <p><b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.</p>	4%
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15	Students are able to implement the design of a simple accounting information system	1.Accuracy in designing simple information systems 2.Accuracy in interpreting the results of information system design	<b>Criteria:</b> Accuracy rubrics make accounting information systems simple and interpretable  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Forms 1. Lectures 2. Responses and tutorials Project Based Learning  Learning Methods Student Assignments 1. Make a project 2. Make a power point presentation Estimated Face-to-face Time (3 credits x 50 minutes) Structured assignment (3 credits x 60 minutes) Independent study ( 3 credits x 60 minutes) 3 X 50	Vi-Learning: SIDIA Estimated Face-to-face Time (3 credits x 50 minutes) Structured assignments (3 credits x 60 minutes) Independent learning (3 credits x 60 minutes) 3 X 50	<b>Material:</b> Implementation of accounting information system design <b>Reference:</b> <i>Kendall, KE and Kendall, JE 2002. System Analysis and Design 5th edition. New Jersey: Prentice Hall International</i>  <b>Material:</b> Implementation of accounting information system design <b>References:</b> <i>Elmasri, Ramez, and Navathe. 2011. Database Systems, Sixth Edition. Boston: Pearson Education, Inc. Addison Weasley</i>  <b>Material:</b> Implementation of accounting information system design <b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Data Modeling Content.  <b>Material:</b> Implementation of accounting information system design <b>Library:</b> SAP "PowerDesigner" SE an SAP Affiliate Company. 2016. Core Features Guide.	4%
16	Final exams	Final exams	<b>Criteria:</b> Final Semester Exam assessment rubric  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance		Vi learning - SIDIA 3 X 50		30%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	15%
4.	Test	20%
		100%

**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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.