



Universitas Negeri Surabaya
Faculty of Economics and Business,
Master of Economics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
Creative Economy Study	8710302105	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	3	May 10, 2023																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
	Dr. Norida Canda Sakti, M.Si.		Prof.Dr. Waspodo Tjipto Subroto,M.Pd			Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																																			
Learning model	Project Based Learning																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																								
	PLO-12	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics																																																							
	Program Objectives (PO)																																																								
	PO - 1	CPMK1 Students understand methods and strategies for developing entrepreneurial mindset and behavior, soft skills, creativity, as well as integration and implementation strategies in learning																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-12</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>		P.O	PLO-12	PO-1																																																			
P.O	PLO-12																																																								
PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">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> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																						
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
Short Course Description	Examining the concept of entrepreneurship, developing soft skills, preparing a business plan and its application in entrepreneurship learning. Includes planting and developing an entrepreneurial mindset and behavior.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. Joshua C. Hall, Russel S. Sobel. 2006. Public policy and entrepreneurship. School of business 2. Alberta Charmey.,Gary D. Libecap. 1998. impact of entrepreneurship education. a kauffman research series 3. Langdon Morris. 2007. Creating the innovation culture. Genuines, champions and leaders 4. Zimmerr W. Thomas, Scarborough. M. Norman. 2009. Essential of entrepreneurship and small business management. Pearson Education 5. Moore, Petty, Palich, Longenecker. 2008. Managing small business, an entrepreneurial emphasis. South Western: Chengage Learning 6. Berry. Barnett, Byard.Ann, Wieder.Alan., 2013. Teacherpreneurs, Innovative teachers who lead but don't leave. Jossey-Bass, A wiley Brand 7. Bygrave W., Andrew Z., 2011. Entrepreneurship, second Ed. John Wiley & Sons, Inc 																																																								
	Supporters:																																																								
	<ol style="list-style-type: none"> 1. Hariyati. 2020. PKM KECE Unesa Disinfectant untuk Memberantas Covid 19 (PKM Penugasan Kebijakan Strategi Universitas PNPB 2020) 																																																								
Supporting lecturer	Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Dr. Norida Canda Sakti, M.Si. Dr. Tri Sudarwanto, S.Pd., MSM.																																																								
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	Able to analyze development strategies for educational institutions with an entrepreneurial perspective	1.1. Student understanding and sharp thinking in recognizing the strategies of educational institutions with an entrepreneurial perspective 2.2. Ability to analyze strategies that can be implemented by entrepreneurship-oriented educational institutions	Criteria: non-test: identifying and analyzing strategies for developing educational institutions with an entrepreneurial perspective Form of Assessment : Participatory Activities, Practice/Performance	Assignments, reading literature, and criticizing explanations about strategies for developing educational institutions with an entrepreneurial perspective 2x50	Assignments, reading literature, and criticizing explanations about strategies for developing educational institutions with an entrepreneurial perspective 2x50	Material: strategies for developing educational institutions with an entrepreneurial perspective. Bibliography: <i>Joshua C. Hall, Russell S. Sobel. 2006. Public policy and entrepreneurship. School of business</i>	3%
2	Students have the ability to identify and study entrepreneurship learning methods	1.1. student understanding and sharpness of student thinking in recognizing entrepreneurial learning methods 2.2. Ability to analyze entrepreneurial learning methods	Criteria: non-test: identifying and reviewing entrepreneurship learning methods Form of Assessment : Participatory Activities, Practice/Performance	assignment and discussion 2x50	assignment and discussion 2x50	Material: entrepreneurship learning methods References: <i>Alberta Charmey., Gary D. Libecap. 1998. impact of entrepreneurship education. a Kauffman research series</i>	3%
3	Students have the ability to identify and analyze strategies and factors that influence the formation of interest in entrepreneurship	1.1. Student understanding and sharpness of student thinking in recognizing strategies for forming entrepreneurial interest 2.2. Ability to analyze factors that influence interest in entrepreneurship	Criteria: non test: identify and analyze strategies and factors that influence the formation of interest in entrepreneurship Form of Assessment : Portfolio Assessment	Assignments, reading literature, and criticizing explanations about strategies and factors that influence the formation of interest in entrepreneurship 2x50	Assignments, reading literature, and criticizing explanations about strategies and factors that influence the formation of interest in entrepreneurship 2x50	Material: strategies and factors that influence the formation of interest in entrepreneurship. Reader: <i>Langdon Morris. 2007. Creating the innovation culture. Genuines, champions and leaders</i>	7%
4	Students have the ability to identify and analyze the role of family in forming entrepreneurial character	1.1. Student understanding and sharp thinking in recognizing the role of family in forming entrepreneurial character 2.2. ability to analyze the role of family in the formation of entrepreneurial character	Criteria: non test: identifying and analyzing the role of family in forming entrepreneurial character Form of Assessment : Participatory Activities, Practice/Performance	scientific approach, assignment method, reading literature, and criticizing explanations of 2x50 development strategies	scientific approach, assignment method, reading literature, and criticizing explanations of 2x50 development strategies	Material: identification and analysis of the role of family in the formation of entrepreneurial character. Reference: <i>Zimmerer W. Thomas, Scarborough. M Norman. 2009. Essentials of entrepreneurship and small business management. Pearson Education</i>	3%
5	Students have the ability to identify and analyze the integration of ethical environments in developing entrepreneurial attitudes	1.1. Student understanding and sharpness of student thinking in recognizing ethical environmental integration strategies in developing entrepreneurial attitudes 2.2. Ability to analyze strategies that can be implemented by educational institutions in integrating environmental ethics in developing entrepreneurial attitudes	Criteria: non test: identifying and analyzing the integration of environmental ethics in the development of entrepreneurial attitudes Form of Assessment : Project Results Assessment / Product Assessment	scientific approach, discussion method and 2x50 assignments	scientific approach, discussion method and 2x50 assignments	Material: identification and analysis of the integration of environmental ethics in the development of entrepreneurial attitudes. References: <i>Moore, Petty, Palich, Longenecker. 2008. Managing small business, an entrepreneurial emphasis. South Western: Chengage Learning</i>	7%

6	Students have the ability to identify and analyze skills and attitude development in developing human resources for the 21st century	1.1. Student understanding and sharpness of student thinking in recognizing skills and attitude development in developing human resources for the 21st century 2.2. the ability to analyze skills and attitude development learning strategies in developing human resources for the 21st century	Criteria: non test: identifying and analyzing skill and attitude development in 21st century human resource development Form of Assessment : Participatory Activities, Practice/Performance	Assignments, reading literature, and criticizing explanations about skills and attitude development in 21st century human resource development 2x50	Assignments, reading literature, and criticizing explanations about skills and attitude development in 21st century human resource development 2x50	Material: identification and analysis of skills and attitude development in 21st century human resource development. Reference: <i>Berry. Barnet, Byard. Ann, Wieder. Alan., 2013. Teacherpreneurs, Innovative teachers who lead but don't leave. Jossey-Bass, A wiley Brand</i>	3%
7	Students have the ability to identify and analyze strategies for building economic literacy and entrepreneurship	1.1. Student understanding and sharpness of student thinking in recognizing strategic strategies for building economic literacy and entrepreneurship 2.2. Ability to analyze strategies for building literacy and entrepreneurship that can be implemented	Criteria: non test: identifying and analyzing strategies for building economic literacy and entrepreneurship Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Assignments, reading literature, and critiquing explanations of 2x50 development strategies	Assignments, reading literature, and critiquing explanations of 2x50 development strategies	Material: identification and analysis of strategies for building economic literacy and entrepreneurship. Reference: <i>Bygrave W., Andrew Z., 2011. Entrepreneurship, second Ed. John Wiley & Sons, Inc</i>	3%
8	uts	uts	Criteria: uts Form of Assessment : Test	uts 2x50	uts 2x50	Material: - Library:	20%
9	Students have the ability to identify and analyze strategies for building success with an entrepreneurial perspective	1.1. Student understanding and sharp thinking in recognizing strategies for building success with an entrepreneurial perspective 2.2. Ability to analyze strategies for building success with an entrepreneurial perspective that can be implemented by educational institutions	Criteria: non test: identifying and analyzing strategies for building success with an entrepreneurial perspective Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Assignments, reading literature, and critiquing explanations about strategies for building success with an entrepreneurial perspective 2x50	Assignments, reading literature, and critiquing explanations about strategies for building success with an entrepreneurial perspective 2x50	Material: identification and analysis of strategies for building success with an entrepreneurial perspective. Reader: <i>Hariyati. 2020. PKM KECE Unesa Disinfectant to Eradicate Covid 19 (PKM 2020 PNBP University Strategy Policy Assignment)</i>	3%
10	Internship activities to carry out the following activities: 1. Visits or comparative studies 2. Carrying out training activities for the community related to entrepreneurship	Student activities are related to the Dudi community	Criteria: non-test: internship to carry out the following activities: 1. Visits or comparative studies 2. Carrying out training activities for the community related to entrepreneurship Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Field 2x50	Field 2x50	Material: 1. Visit or comparative study 2. Carrying out training activities for the community regarding entrepreneurship. References: <i>Joshua C. Hall, Russel S. Sobel. 2006. Public policy and entrepreneurship. School of business</i>	3%

11	Internship activities to carry out the following activities: 1. Visits or comparative studies 2. Carrying out training activities for the community related to entrepreneurship	Student activities are related to the Dudi community	Criteria: non-test: internship to carry out the following activities: 1. Visits or comparative studies 2. Carrying out training activities for the community related to entrepreneurship Form of Assessment : Participatory Activities, Practice/Performance	Field 2x50	Field 2x50	Material: 1. Visit or comparative study 2. Carrying out training activities for the community regarding entrepreneurship. References: <i>Alberta Charmey., Gary D. Libecap. 1998. impact of entrepreneurship education. a Kauffman research series</i>	3%
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15	Internship activities to carry out the following activities: 1. Visits or comparative studies 2. Carrying out training activities for the community related to entrepreneurship	Student activities are related to the Dudi community	Criteria: non-test: internship to carry out the following activities: 1. Visits or comparative studies 2. Carrying out training activities for the community related to entrepreneurship Form of Assessment : Participatory Activities, Practice/Performance	Field 2x50	Field 2x50	Material: 1. Visit or comparative study 2. Carrying out training activities for the community related to entrepreneurship Reader: <i>Berry. Barnet, Byard. Ann, Wieder. Alan., 2013. Teacherpreneurs, Innovative teachers who lead but don't leave. Jossey-Bass, A wiley Brand</i>	3%

16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS 2x50	UAS 2x50	Material: - Library:	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	11.5%
3.	Portfolio Assessment	7%
4.	Practice / Performance	16.5%
5.	Test	50%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.