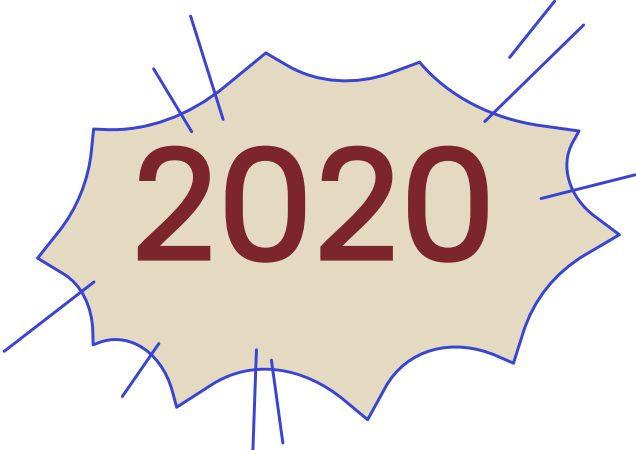




# Curriculum Study Management







**2020**

*Revision Edition*



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**TENTANG  
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## BAB 1 INTRODUCTION

### 1.1. BASIS OF CURRICULUM DESIGN AND DEVELOPMENT

#### 1.1.1. Philosophical Foundation

Learning is the core of the curriculum while the curriculum is the core of education, in other words, the operationalization of education and curriculum is in learning activities. Education requires curriculum and learning that is able to prepare the future of a nation, not only able to survive in order to exist, but must be able to take a dignified role in various dimensions of life both at the national and international levels. In essence, education and curriculum require learning efforts that position professional educators to facilitate the learning process in students (not teaching). The implementation of Merdeka Belajar (Nadiem, 2019) is in line with the philosophy of Educational Democracy (Freire, 2001). In its activities, interaction between students and a number of learning resources is involved. Lecturers as educators while acting as one of the learning resources and students as learners, are essentially no different, both are in the dynamic process of "on becoming". Lecturers as one of the learning resources means that there are still many other learning resources that can be chosen by students and consequently lecturers have an obligation to provide flexibility to students in determining the choice of other sources and ways and places of learning that are in accordance with their interests.

#### 1.1.2. Sociological Foundation

One of the purposes of education is to prepare learners to live in society. The assumption is that learners come from society, are educated by society and must return to society. When learners return to society, they must be equipped with a number of competencies, so that they can be devoted and useful to society. The competencies in question are a number of knowledge, skills, attitudes and values that learners acquire through various activities and learning experiences at school. Activities and learning experiences at school. These activities and learning experiences are organized in a particular approach and format called the curriculum. Based on this line of thought, it is very logical if curriculum development is based on community needs. Thus, it is very natural that curriculum development must pay attention to the needs of the community and must be supported by the community.

#### 1.1.3. Psychological Foundations

This foundation is the basis for the curriculum to be able to encourage continuous student curiosity and can motivate lifelong learning; curriculum that can facilitate student learning so that they are able to realize their role and function in their environment; curriculum that can cause students to think critically, and think levels and perform *higher order* thinking;

A curriculum that is able to optimize the development of students' potential to become desirable human beings (Zais, 1976, p. 200); a curriculum that is able to facilitate students to learn to become complete human beings, namely humans who are free, responsible, confident, moral or noble, able to collaborate, tolerant, and become educated human beings full of determination to contribute to the achievement of the ideals in the opening of the 1945 Constitution.

#### 1.1.4. Historical Foundation

Merdeka Belajar in Higher Education has started since the 1980s. At that time, the terms major and minor programs were used to indicate the primary focus as the main study (major) and the secondary focus as an additional study (minor). But at that time, minor programs could only be taken in study programs in the same faculty as major programs. Likewise, the number of semester credit units of the minor program is more limited than that offered by Merdeka Belajar. However, the nature of this minor program is mandatory for all study programs in higher education. In 1990, Minister of Education and Culture Wardiman Joyonegoro enacted the *Link and Match* policy. This policy is based on the condition that there is no connection and alignment between the world of education and the world of work. It was as if education and work were two different worlds and were never connected to one another. Education runs in its own world with no clear orientation. On the other hand, the world of work always demands that it must work hard to prepare the needs of the desired workforce, so that every new employee recruitment always starts with training and introduction to the world of work.

#### 1.1.5. Juridical Foundation

Merdeka Belajar is one of the government's strategic efforts related to the education sector. A number of policies that underpin it are

1. Constitution of the Republic of Indonesia 1945 CHAPTER XIII Article 31 (1) Every citizen has the right to education.
2. Law Number 20 of 2003 concerning the National Education System Chapter III Article 4
  - (1) Education is organized in a democratic and equitable and non-discriminatory manner by upholding human rights, religious values, cultural values, and national pluralism.
3. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards Chapter I Article 3 concerning learning content standards:
  - (1) The National Higher Education Standards aim to:
    - a. Ensure the achievement of Higher Education goals that play a strategic role in educating the nation's life, advancing science and technology by applying humanities values and civilizing and empowering the sustainable Indonesian nation;
    - b. to ensure that Learning in Study Programs, research, and Community Service organized by Universities throughout the jurisdiction of the Unitary State of the Republic of Indonesia achieve quality in accordance with the criteria set out in the National Higher Education Standards;
    - c. encouraging Higher Education Institutions throughout the jurisdiction of the Republic of Indonesia to achieve the quality of Learning, Research, and Community Service beyond the criteria set out in the National Higher Education Standards on an ongoing basis.
4. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units article 1
  - 1) Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, taste, mind, and physical exercise with the involvement of cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM).
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 Article 11 on learning process standards;
  - 1) The characteristics of the Learning process as referred to in Article 10 paragraph (2) letter a consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.
  - 2) Interactive as referred to in paragraph (1) states that graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.
  - 3) Holistic as referred to in paragraph (1) states that the Learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.

- 4) Integrative as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through an integrated learning process to meet the learning outcomes of graduates as a whole in one program unit through an interdisciplinary and multidisciplinary approach.
  - 5) Scientific as referred to in paragraph (1) states that graduate learning outcomes are achieved through a learning process that prioritizes a scientific approach so as to create an academic environment based on a system of values, norms, and rules of science and upholds religious and national values.
  - 6) Contextual as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that is tailored to the demands of the ability to solve problems in their field of expertise.
  - 7) Thematic as referred to in paragraph (1) states that graduate learning outcomes are achieved through a learning process that is tailored to the scientific characteristics of the Study Program and linked to real problems through a transdisciplinary approach.
  - 8) Effective as referred to in paragraph (1) states that the learning outcomes of graduates are achieved successfully by prioritizing the internalization of material properly and correctly within the optimum period of time.
  - 9) Collaborative as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a joint learning process that involves interaction between individual learners to produce capitalization of attitudes, knowledge, and skills.
  - 10) Student-centered as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and finding knowledge.
6. Guidebook for the Preparation of KPT in the Industrial Era 4.0 to Support Merdeka Learning Merdeka Campus, Ditjen Belmawa, Dikti-Kemendikbud, 2020.
  7. Guidebook for Merdeka Belajar - Kampus Merdeka, Ditjen Belmawa, Dikti-Kemendikbud, 2020.
  8. Rector's Regulation No. 0370.1/PRN/II.3.AU/A/2020 concerning Free Learning and Independent Campus at Universitas Muhammadiyah Surabaya dated May 2, 2020.
  9. Rector's Regulation No.0609/PRN/II.3.AU/A/2020 concerning the Implementation of Merdeka Learning-Campus Merdeka, Universitas Muhammadiyah Surabaya dated October 21, 2020.
  10. Chancellor's Decree No. 0088/KEP/II.3.AU/A/2021 concerning Guidelines for Implementing the Independent Campus Learning Model Policy in Curriculum and Learning at Universitas Muhammadiyah Surabaya, dated February 23, 2021.
  11. Chancellor's Decree No. 0716/KEP/II.3.AU/A/2021 concerning the Recognition of the MBKM Teaching Campus Program at Universitas Muhammadiyah Surabaya, dated July 15, 2021.

## 1.2. RESULTS OF CURRICULUM EVALUATION AND TRACER STUDY

### 1.2.1 Evaluation results of curriculum implementation

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals. The curriculum at a certain period requires evaluation to be *up to date* in accordance with the development of science. Curriculum evaluation is the process of applying scientific procedures to collect valid and reliable data to make decisions about the curriculum that is running or has been run. This curriculum evaluation can cover the entire curriculum or each curriculum component such as objectives, content, or learning methods in the curriculum. The focus of curriculum evaluation can be done on the outcome of the curriculum (*Outcomes Based Evaluation*), but on the other hand curriculum evaluation is also directed at a process or activity of the curriculum program itself (which includes curriculum components). In general, the purpose of curriculum evaluation includes two things: first, the evaluation is used to assess the effectiveness, efficiency and relevance of the program. Second, evaluation can be used as a tool in curriculum implementation (learning). Currently, the curriculum that applies in the Management Study Program at Muhammadiyah Surabaya University is the KKNI-Based Curriculum. The Merdeka Learning Campus Merdeka curriculum in general will be implemented in the near future, for this reason, it is necessary to evaluate the KKNI Curriculum to the Merdeka Learning Campus Merdeka (MBKM) curriculum. The stages that have been carried out in evaluating the KKNI Curriculum to the Merdeka Learning Campus Merdeka Curriculum include:

- a. Inviting stakeholders for graduates of the Management Study Program at Muhammadiyah Surabaya University in a Forum Discussion Group (FGD) on the needs of users of graduates from the Management study program. Based on the results of the discussion, the following results were obtained: The profile of graduates of the Management study program, namely management graduates who have competence in HRM, Financial Management and Marketing Management. 2) Formulation of new Graduate Learning Outcomes (LLOs).
- b. Organizing courses and preparing learning tools Organizing courses from the MBKM curriculum and preparing learning tools such as Semester Learning Plans (RPS) and Learning Implementation Plans (RPP), teaching materials, and MBKM curriculum learning methods.
- c. Developing evaluation instruments, MBKM Curriculum evaluation instruments are compiled and developed by adjusting existing evaluation instruments, in making MBKM evaluation instruments not only involve the Faculty Quality Assurance Unit but also the University Quality Assurance Agency.
- d. Developing the 2020 MBKM Curriculum Document The MBKM Curriculum Document is based on the Independent Learning Curriculum Guide for Merdeka Campus.

### 1.2.2 Revision II Curriculum Review Results

- a. Adjustment of learning outcomes with the OBE curriculum and management study program associations was carried out in September 2022 by conducting a review of learning outcomes involving stakeholders, representatives of management associations, stake holders and one of the international institutions.
- b. Adjustment of the learning outcomes matrix with the profile of management study program graduates
- c. Revisions related to courses that can be for MBKM and international courses that are in the management study program
- d. Adjustment of the semester learning plan template which adds weight to the CPMK.

### 1.2.2 Basis of Change

Curriculum *change* is social change (*curriculum change is social*) because it involves many social variables. The changes reflect the changes that exist in society at large and education in general so that curriculum change also reflects social change. Such changes will result in institutional changes which include changes in philosophy (rationale), changes in direction and objectives as well as changes in curriculum concepts fundamentally. Curriculum changes can be in the form of substitution, alteration, variation, restructuring, and new orientation.

### 1.2.3 Formulation of Change

Aspects of the previous curriculum that have changed in the proposed curriculum. Explanations of the changes are written in the following table.

Table 1 Aspects of Curriculum Change

No.	The curriculum runs	New curriculum
1	Still KPT-oriented, KKNI-based	Has been OBE-oriented, KKNI-based and supports the implementation of MBKM
2	Total credits 152	Total credits 146
3	Not yet integrated practicum in core courses	Integrated practicum in core courses

## CHAPTER 2

### VISION, MISSION, GOALS, STRATEGY OF THE STUDY PROGRAM AND UNIVERSITY VALUE

#### 2.1. STUDY PROGRAM VISION

Contributing to the field of management science that excels in morality, intellect, and entrepreneurship.

#### 2.2. STUDY PROGRAM MISSION

1. Organizing education and teaching to produce graduates who master the science of management based on Islamic and Muhammadiyah values and have competence in three main areas: (1) Human Resource Management; (2) Financial Management; and (3) Marketing Management, and able to compete at regional, national and international levels.
2. Organizing research and development in the field of management based on Al Islam and Kemuhammadiyah.
3. Organizing community service by implementing Management knowledge based on Al Islam and Kemuhammadiyah.

#### 2.3. STUDY PROGRAM OBJECTIVES

1. Producing professional management graduates as experts in human resource management, financial analysts, and marketing, who are committed to Islamic and Muhammadiyah values.
2. Producing scientific works that are able to contribute to the advancement of research-based management science that can be utilized by academics and society.
3. Realizing community service based on the application of science and technology and research results in the field of Management for the professional world and society.
4. Developing domestic and foreign cooperation networks in the field of Management both academic and non-academic.

#### 2.4 GOALS AND STRATEGIES

##### 1. Target

1. The realization of high quality graduates who always make Islamic values the basis for thinking and working, with the following characteristics:
  - a. Have management competence, be creative, innovative, adaptive, highly competitive, and professional.
  - b. Able to utilize information communication technology in accordance with the scientific field of management.
  - c. Have the ability to communicate and cooperate in multidisciplinary groups and have an entrepreneurial spirit.
  - d. Have integrity, uphold professional morals and ethics, and be able to develop themselves continuously.
  - e. Concerned about the welfare of the community and responsive to any changes in every aspect of life in the neighborhood.
2. The production of research in the field of management and scientific papers that can be utilized for:
  - a. Development of education and management science.
  - b. The development of science and technology and support the improvement of the nation's competitiveness.
  - c. Community welfare.
  - d. National and international publications.
3. Implementation of community service activities and Islamic preaching that contribute to:

- a. Empowerment of community potential.
  - b. Increased active community participation in problem-solving efforts.
  - c. Improved quality of life and community welfare.
  - d. The establishment of a community environment that upholds Islamic ethics.
4. Implementation of partnership cooperation with *stakeholders* for:
- a. Increased graduate relevance and competitiveness.
  - b. Build trust, dignity, and the institution's image in the eyes of the public.
- Increase funding sources beyond tuition fees.

## 2. Achievement Strategy

Table 2: Study Program Achievement Strategy

Target Time	Year 2015		Year 2020		Year 2025	
<b>Quality Target</b>	The realization of a <i>Good Academic Process</i> that leads to the creation of management graduates who are professional and able to compete in East Java.		The realization of <i>Good Academic process</i> in developing professional management graduates who are able to compete at the national level.		The realization of <i>Excellent Academic Process</i> in developing professional management graduates who are able to compete at the national level.	
<b>General Strategy</b>	Prepare study programs that have relevance to <i>stakeholder</i> needs by transforming Islamic values and being able to compete in East Java.		Creating a study program that has relevance to <i>stakeholder</i> needs by transforming Islamic values and being able to compete at the national level.		Realizing a <b>superior</b> study program by <b>transforming Islamic values</b> and being able to compete at the <b>national level</b> .	
<b>Indicator</b>	1.	Availability of competency-based curriculum that accommodates <i>market signals</i> and <i>scientific vision</i> .	1	The availability of a curriculum that adapts to regulations and professional associations and accommodates <i>market signals</i> and <i>scientific vision</i> .	1	<i>The</i> availability of an excellent curriculum that is able to adjust to regulations and professional associations and accommodate <i>market signals</i> and <i>scientific vision</i> .
	2	The implementation of learning for lecturers and students that is adaptive to the development of management science, technology, and practical demands.	2	The implementation of improved learning quality for lecturers and students that is adaptive to the development of management science, technology, and practical demands.	2	The implementation of improved learning quality for lecturers and students that is adaptive to the development of management science, technology, and practical demands.
	3	The realization of an Islamic curriculum, learning process, management, quality of lecturers, facilities and infrastructure, learning strategies and evaluation systems.	3	<b>Improving the quality of</b> the curriculum, learning process, management, quality of lecturers, facilities and infrastructure, learning strategies and Islamic evaluation systems.	3	The realization of <b>excellence</b> in the learning process, management, quality of lecturers, facilities and infrastructure, learning strategies and Islamic evaluation systems.
	4	The realization of graduates with integrity qualifications, upholding morals in accordance with <i>stakeholder</i> needs.	4	The realization of graduates with integrity qualifications, upholding professional morals and ethics in accordance with <i>stakeholder</i> needs.	4	The realization of <b>excellent</b> graduates with integrity qualifications, upholding professional morals and ethics in accordance with the needs of <i>stakeholders</i> at the national level.
	5	Publication of research results in journals with ISSN and participation of lecturers as presenters	5	Publication of research results in accredited and international journals, and participation of lecturers as	5	Increased publication of research results in accredited and international journals, as well as the participation of

Target Time	Year 2015		Year 2020		Year 2025	
		in the National <i>Call for papers</i> .		presenters in the National <i>Call for papers</i> .		lecturers as presenters in national and international <i>Call for papers</i> .
	6	Realization of training, assistance to cooperatives and MSMEs and partnerships.	6	Implementation of capital market data center and partnership with securities companies.	6	Implementation of capital market data center and partnership with securities companies as <i>revenue generating activities</i> (business unit).
	7	Implementation of <i>Internationally Program</i> partnership pilot.	7	Lecturer qualifications and partnership support for <i>Internationally Program</i> .	7	Implementation of <i>Internationally Program</i> .

## 2.5 UNIVERSITY VALUE

Morality. (Ethical, upholding the values of Al Islam and Kemuhammadiyah)

Intellectuality. (Creativity, *problem solver*)

Entrepreneurial spirit (independent, confident, risk-taking, visionary, result-oriented)



**CHAPTER 3**  
**GRADUATE PROFILE AND GRADUATE LEARNING**  
**OUTCOMES (CPL)**

**3.1 GRADUATE PROFILE AND GRADUATE ABILITY**  
**DESCRIPTION**

Table 3. Graduate profiles and their descriptions

No.	Graduate Profile	Description of Graduate Competencies
PL1.	Expert in HRM Expert in Marketing Management Expert in Financial Management	A manager is a leader who is able to manage, control, and control the management system of a company or organization effectively and efficiently. Graduates of the Management study program at Universitas Muhammadiyah Surabaya also apply the knowledge and abilities gained during the lecture process to become managers who are not only competent but also have a spirit of empathy and understand the behavior and development of stakeholders.
PL2.	Entrepreneurship	Able to carry out entrepreneurial activities characterized by having entrepreneurial and managerial skills, creative thinking and innovation, the ability to communicate, negotiate and have a wide network and be responsive to changes in the needs and desires of the market and industry, in facing global challenges based on the values of honesty, care and responsibility.

PL3.	Early Career Researcher	Graduates of the management study program are able to plan, carry out and utilize the results of research in the field of management for the development of management science or management improvement.
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### 3.2 GRADUATE LEARNING OUTCOMES (CPL)

Learning outcomes are derived from the profile of graduates, refer to the results of agreements with associations of similar study program providers and professional organizations, and meet the KKNI level, and are updated regularly every 4 to 5 years according to the development of science and technology and user needs. SLOs consist of aspects of attitude, general skills, special skills, and knowledge. SLOs must be in accordance with the stipulated SN Dikti and KKNI levels. The program's SLOs are outlined in table 4 below.

Table 4. Learning Outcomes of Study Program Graduates

Competency Aspect	No. Code	CPL
Attitude	S1	Pious to God Almighty and able to demonstrate a religious attitude;
	S2	Uphold human values in carrying out duties based on religion, morals, and ethics;
	S3	Internalize academic values, norms and ethics;
	S4	Play a role as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation;
	S5	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;
	S6	Contributing to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila;
	S7	Work together and have social sensitivity and concern for the community and environment;
	S8	Law-abiding and disciplined in social and state life;
	S9	Internalize the spirit of independence, struggle, and entrepreneurship;
	S10	Demonstrate an attitude of responsibility for work in their field of expertise independently.
General skills	KU1	Apply logical, critical, systematic, and innovative thinking in the context of developing or

		implementing science and/or technology in accordance with their field of expertise;
	KU2	Examine the implications of the development or implementation of science, technology or art in accordance with their expertise based on scientific principles, procedures and ethics to produce solutions, ideas, designs, or art criticism and compile a scientific description of the results of their studies in the form of a thesis or final project report;
	KU3	Make appropriate decisions in the context of problem solving in their field of expertise, based on the results of analysis of information and data;
	KU4	Manage learning independently;
	KU5	Develop and maintain a network of work with supervisors, colleagues, peers both within and outside the institution.
Special skills	KK1	Able to formulate management functions (planning, organizing, staffing, directing, and controlling and evaluating) at the operational level in various types of organizations;
	KK2	Able to carry out organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;
	KK3	Able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;
	KK4	Able to contribute to the preparation of organizational strategic plans and translate

		strategic plans into organizational operational plans at the functional level;
	KK5	Able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;
	KK6	Able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;
	KK7	Able to communicate effectively across functions and organizational levels.
	P1	Mastering theoretical concepts, methods and tools for analyzing management functions (planning, implementing, directing, monitoring, evaluating, and controlling) and organizational functions (marketing, human resources, operations, and finance) in various types of organizations;
	P2	Mastering the concepts and techniques of developing strategic plans and translating them into operational plans;
	P3	Mastering the principles of leadership and entrepreneurship in various types of organizations;
	P4	Mastering concepts about research methods that include case studies, history, surveys, simulations, and experiments in qualitative and quantitative scopes, exploratory, descriptive, and verification;
	P5	Master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);
	P6	Mastering business ethics and <i>humanity values</i> ;

	P7	Mastering knowledge of the types and regulations of local, national, regional, and global organizations
	P8	Mastering the rules, principles and techniques of communication across functions, organizational levels, and cultures;
	P9	Proficiency in at least one international language.

The Management Study Program has conducted a review of learning outcomes in September 2022 regarding the adjustment of SLOs with OBE. The results of the review of Learning Outcomes that are in accordance with OBE and the Management study program association are as follows

Table 5. Learning Outcomes of Study Program Graduates

No. Code	CPL
SLO 1	Pious to God Almighty and able to show a religious attitude according to Al Islam and Kemuhammadiyah.
SLO 2	Internalizing human values, norms, ethics and nationalism in carrying out duties;
SLO 3	Apply logical, critical, systematic, and innovative thinking for the development or implementation of science and technology in making appropriate decisions in accordance with their field of expertise;
SLO 4	Able to communicate effectively and develop and maintain networks within and outside the institution.
SLO 5	Skilled in reading and analyzing financial statements (balance sheet, profit/loss, cash flow, capital changes, notes to financial statements) and making budgets.
SLO 6	Skilled at making business plans, analyzing markets and consumer behavior

SLO 7	Skilled in implementing HR governance (recruitment, selection, training and development)
SLO 8	Skillfully manage factors of production effectively and efficiently
CPL 9	Mastering theoretical concepts, methods and tools for analyzing management functions in various types of organizations;
SLO 10	Mastering the principles of leadership and entrepreneurship in various types of organizations;
CPL 11	Mastering at least one research method (case study, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);

### 3.3 GRADUATE PROFILE RELATIONSHIP MATRIX WITH CPL

This matrix aims to ensure that each item of the Study Program's SLO is related to the formulation of its graduate profile. The matrix of the relationship between graduate profiles and SLOs is presented in table 5.

Table 6: Relationship between Graduate Profile and Study Program SLOs

SLOs of Study Programs		PL1	PL2	PL3
Attitude				
S1	Pious to God Almighty and able to demonstrate a religious attitude;	√	√	√
S2	Uphold human values in carrying out duties based on religion, morals, and ethics;	√	√	√
S3	Internalize academic values, norms and ethics;	√	√	√
S4	Play a role as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation;	√	√	√
S5	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;	√	√	√

S6	Contributing to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila;	√	√	√
S7	Work together and have social sensitivity and concern for the community and environment;	√	√	√
S8	Law-abiding and disciplined in social and state life;	√	√	√
S9	Internalize the spirit of independence, struggle, and entrepreneurship;	√	√	√
S10	Demonstrate an attitude of responsibility for work in their field of expertise independently.	√	√	√
<b>General Skills</b>				
KU1	Apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and/or technology in accordance with their field of expertise;	√	√	√
KU2	Examine the implications of the development or implementation of science, technology or art in accordance with their expertise based on scientific principles, procedures and ethics to produce solutions, ideas, designs, or art criticism and compile a scientific description of the results of their studies in the form of a thesis or final project report;	√	√	√
KU3	Make appropriate decisions in the context of problem solving in their field of expertise, based on the results of analysis of information and data;	√	√	√



KU4	Manage learning independently;	√	√	√
KU5	Develop and maintain a network of work with supervisors, colleagues, peers both within and outside the institution.	√	√	√
<b>Special Skills</b>				
KK1	Able to formulate management functions (planning, organizing, staffing, directing, and controlling and evaluating) at the operational level in various types of organizations;	√	√	√
KK2	Able to carry out organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;	√	√	√
KK3	Able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;	√	√	√
KK4	Able to contribute to the preparation of organizational strategic plans and translate strategic plans into organizational operational plans at the functional level;	√	√	√
KK5	Able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and	√	√	√

	information on organizational functions;			
KK6	Able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;	√	√	√
KK7	Able to communicate effectively across functions and organizational levels.	√	√	√
<b>Knowledge</b>				
P1	Mastering theoretical concepts, methods and tools for analyzing management functions (planning, implementing, directing, monitoring, evaluating, and controlling) and organizational functions (marketing, human resources, operations, and finance) in various types of organizations;	√	√	√
P2	Mastering the concepts and techniques of developing strategic plans and translating them into operational plans;	√	√	√
P3	Mastering the principles of leadership and entrepreneurship in various types of organizations;	√	√	√
P4	Mastering concepts about research methods that include case studies, history, surveys, simulations, and experiments in qualitative and	√	√	√

	quantitative scopes, exploratory, descriptive, and verification;			
P5	Master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);	√	√	√
P6	Mastering business ethics and <i>humanity values</i> ;	√	√	√
P7	Mastering knowledge of the types and regulations of local, national, regional, and global organizations	√	√	√
P8	Mastering the rules, principles and techniques of communication across functions, organizational levels, and cultures;	√	√	√
P9	Proficiency in at least one international language.	√	√	√

Changes to the learning outcomes matrix with the graduate profile as follows:

Table 7. Matrix of Graduate Learning Outcomes with Graduate Profiles

SLO Code	SLOs of Study Programs	PL1	PL2	PL3
1	Pious to God Almighty and able to show a religious attitude according to Al Islam and Kemuhammadiyah.	√	√	√
2	Internalize human values, norms, ethics and nationalism in carrying out duties;	√	√	√
3	Apply logical, critical, systematic, and innovative thinking for the development or implementation	√	√	√

	of science and technology in making appropriate decisions in accordance with their field of expertise;			
4	Able to communicate effectively and develop and maintain networks within and outside the institution.	√	√	√
5	Skilled in reading and analyzing financial statements (balance sheet, profit/loss, cash flow, capital changes, notes to financial statements) and making budgets.	√	√	√
6	Skilled at making business plans, analyzing markets and consumer behavior	√	√	√
7	Skilled in implementing HR governance (recruitment, selection, training and development)	√	√	√
8	Skillfully manage factors of production effectively and efficiently	√	√	√
9	Mastering theoretical concepts, methods and tools for analyzing management functions in various types of organizations;	√	√	√
10	Mastering the principles of leadership and entrepreneurship in various types of organizations;	√	√	√
11	Mastering at least one research method (case study, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);	√	√	√

## CHAPTER 4

### DETERMINATION OF STUDY MATERIALS BASED ON CPL

#### 4.1 STUDY MATERIAL BASED ON CPL STUDY PROGRAM

The branches/fields of science developed in the study program as the basis for determining study materials are described in the form of a diagram/scheme of the *Body of Knowledge* [BoK] structure, presented in table 6.

Table 8. Study Materials based on Study Program SLOs

Aspects	Code	Graduate Learning Outcomes	Study Material	Taxonomy
Attitude	S1	Pious to God Almighty and able to show a religious attitude;	Epistemology and sources of Islamic law Islamic bank operations Human resource management Islamic bank capital and financing	
	S2	Uphold human values in carrying out duties based on religion, morals, and ethics;	Epistemology and sources of Islamic law Islamic bank operations Human resource management Islamic bank capital and financing	
	S3	Internalize academic values, norms and ethics;	Forms of communication Business communication mindset Utilization of information technology in communication Business report generation	

	S4	Play a role as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation;	Management function Authority, delegation, and personnel organization Leadership	
	S5	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;	The scientific method Research tools Theoretical review Research steps Scientific meeting concept Types of scientific work and scientific meetings Scientific writing techniques Preparation of research proposals in the field of HRM / Marketing / Finance	
	S6	Contributing to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila;	Leadership theory Team dynamics Leadership style Team formation	
	S7	Work together and have social sensitivity and concern for the community and environment;	Management function Authority, delegation, and personnel organization Leadership	

	S8	Law-abiding and disciplined in social and state life;	Form of business venture Legality Business law Tax collection system Formal tax law Principles of tax collection	
	S9	Internalize the spirit of independence, struggle, and entrepreneurship;	Basic business concepts Business and the environment Management in business System and business environment Business process introduction Business components Business process model Legal aspects and business establishment procedures Market and marketing aspects Financial aspects	
	S10	Demonstrate an attitude of responsibility for work in their field of expertise independently.	Business Accounting Entrepreneurship Information technology The scientific method Quantitative method Economy Law	

Knowledge	P1	Mastering theoretical concepts, methods and tools for analyzing management functions (planning, implementing, directing, monitoring, evaluating, and controlling) and organizational functions (marketing, human resources, operations, and finance) in various types of organizations;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting Economy Law	
	P2	Mastering the concepts and techniques of developing strategic plans and translating them into operational plans;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting Economy Law	
	P3	Mastering the principles of leadership and entrepreneurship in	Management and Organizational Functions Business Entrepreneurship The scientific method	



		various types of organizations;	Information technology Quantitative method Accounting	
	P4	Mastering concepts about research methods that include case studies, history, surveys, simulations, and experiments in qualitative and quantitative scopes, exploratory, descriptive, and verification;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	P5	Master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	P6	Mastering business ethics and <i>humanity values</i> ;	Management and Organizational Functions Business Entrepreneurship	

			The scientific method Information technology Quantitative method Accounting	
	P7	Mastering knowledge of the types and regulations of local, national, regional, and global organizations	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	P8	Mastering the rules, principles and techniques of communication across functions, organizational levels, and cultures;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
General Skills	KU1	Apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and/or technology in	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	

		accordance with their field of expertise;		
	KU2	Examine the implications of the development or implementation of science, technology or art in accordance with their expertise based on scientific principles, procedures and ethics to produce solutions, ideas, designs, or art criticism and compile a scientific description of the results of their studies in the form of a thesis or final project report;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KU3	Make appropriate decisions in the context of problem solving in their field of expertise, based on the results of analysis of information and data;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	

	KU4	Manage learning independently;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KU5	Develop and maintain a network of work with supervisors, colleagues, peers both within and outside the institution.	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
Special Skills	KK1	Able to formulate management functions (planning, organizing, staffing, directing, and controlling and evaluating) at the operational level in various types of organizations;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KK2	Able to carry out organizational functions (marketing,	Management and Organizational Functions Business Entrepreneurship	

		operations, human resources, finance, and strategy) at the operational level in various types of organizations;	The scientific method Information technology Quantitative method Accounting	
	KK3	Able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KK4	Able to contribute to the preparation of organizational strategic plans and translate strategic plans into organizational operational plans at the functional level;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KK5	Able to make appropriate managerial	Management and Organizational Functions Business	

		decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;	Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KK6	Able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	
	KK7	Able to communicate effectively across functions and organizational levels.	Management and Organizational Functions Business Entrepreneurship The scientific method Information technology Quantitative method Accounting	

## CHAPTER 5

### COURSE FORMATION AND DETERMINATION OF CREDIT WEIGHT

#### 5.1 COURSE FORMATION

Courses are formed based on the Graduate Learning Outcomes (LLOs) imposed on the course and the study materials that are in accordance with the LLOs. The formation can use the following table matrix pattern.

Put a mark ✓ on each SLO charged to the MK: (1) Try to make sure that each MK is burdened by at least one item from each aspect of **attitude**, **knowledge**, and **skills**. (2) SLO items must be completely charged to the course (MK). (3) Try to load each MK with no more than 5 SLO items).





## 5.2 STUDY PROGRAM CURRICULUM MAP/STRUCTURE

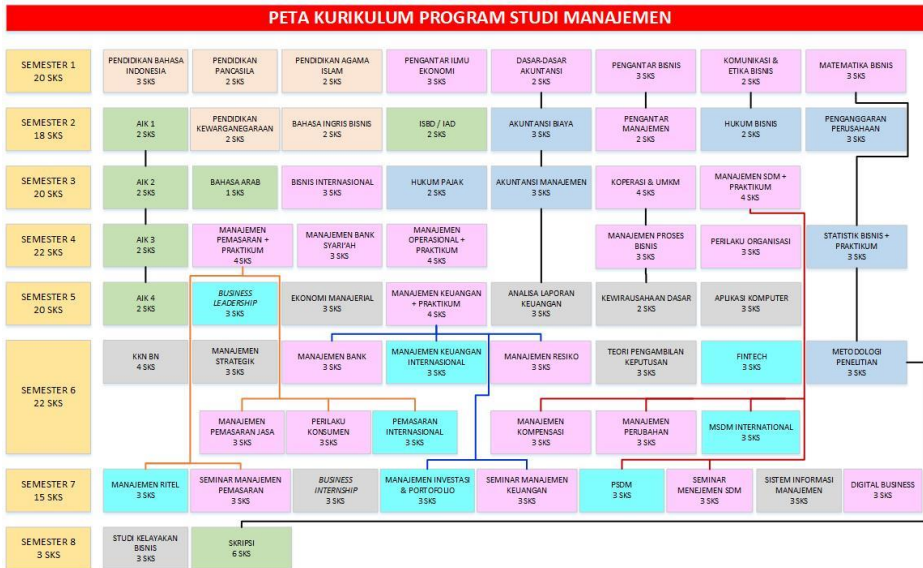
### Study Program Curriculum Map

Table 10: Study Program Curriculum Map

SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		SEMESTER 5		SEMESTER 6		SEMESTER 7		SEMESTER 8	
Pendidikan Bahasa Indonesia	3	Pendidikan Kewarganegaraan	2	AI-Islam & Kemuhmadiyahahan 2	2	AI-Islam & Kemuhmadiyahahan 3	2	Kewirausahaan Dasar	2	KKN-BM	4	Business Internship	3	Skripsi	6
Pendidikan Pancasila	2	ISBD/IAD	2	Bahasa Arab	2	Manajemen Proses Bisnis	3	AI-Islam & Kemuhmadiyahahan 4	2	Manajemen Strategik	3	MK Konsentrasi*	6	SKB	3
Pendidikan Agama Islam	2	Bahasa Inggris Bisnis	2	Bisnis Internasional	3	Statistik Bisnis	3	Aplikasi Komputer	3	Teori Pengambilan Keputusan	3	Sistem Informasi Manajemen	3		
Pengantar Ilmu Ekonomi	3	AI-Islam & Kemuhmadiyahahan 1	2	Hukum Pajak	2	Manajemen Pemasaran	3	Manajemen Keuangan	3	Fintech	3	Digital Business	3		
Matematika Bisnis	3	Penganggaran Perusahaan	3	Akuntansi Manajemen	3	Praktikum Manajemen Pemasaran	1	Praktikum Manajemen Keuangan	1	Metodologi Penelitian	3				
Komunikasi & Etika Bisnis	2	Hukum Bisnis	2	Manajemen SDM	3	Manajemen Operasional	3	Business Leadership	3	MK Konsentrasi*	6				
Dasar-Dasar Akuntansi	2	Akuntansi Biaya	3	Praktikum MSDM	1	Praktikum Manajemen Operasional	1	Analisa Laporan Keuangan	3						
Pengantar Bisnis	3	Pengantar Manajemen	2	Koperasi dan UMKM	3	Manajemen Bank Syariah	3	Ekonomi Manajerial	3						
				Praktikum Koperasi dan UMKM	1	Perilaku Organisasi	3								
	20		18		20		22		20		22		15		9

# International and MBKM Course Curriculum Map

## Curriculum Map of International and MBKM Courses



**KETERANGAN :**

- Mata Kuliah Umum
  - Mata Kuliah MBKM
  - Mata Kuliah Wajib Fakultas
  - Mata Kuliah Wajib Prodi
  - Mata Kuliah Wajib Institusi
  - Mata Kuliah Internasional
- 
- Garis Mata Kuliah Konsentrasi Keuangan
  - Garis Mata Kuliah Konsentrasi MSDM
  - Garis Mata Kuliah Konsentrasi MSDM

### 5.3 DETERMINATION OF CREDIT WEIGHT

NO	NAMA MATA KULIAH	KELUASAN	KEDALAMAN	BEBAN	TOTAL BEBAN	TOTAL SKS	SKS PENGURANG	sks Sementara	sks
1	Pengantar Ilmu Ekonomi	4	3	12	443	146	35	3,01	3
2	Matematika Bisnis	4	3	12	443	146	35	3,01	3
3	Komunikasi & Etika Bisnis	3	3	9	443	146	35	2,26	2
4	Dasar-Dasar Akuntansi	3	3	9	443	146	35	2,26	2
5	Pengantar Manajemen	3	3	9	443	146	35	2,26	2
6	Bisnis Internasional	4	3	12	443	146	35	3,01	3
7	Hukum Bisnis	3	3	9	443	146	35	2,26	2
8	Akuntansi Biaya	4	3	12	443	146	35	3,01	3
9	Pengantar Bisnis	4	3	12	443	146	35	3,01	3
10	Penganggaran Perusahaan	4	3	12	443	146	35	3,01	3
11	Hukum Pajak	3	3	9	443	146	35	2,26	2
12	Akuntansi Manajemen	4	3	12	443	146	35	3,01	3
13	Manajemen SDM	4	3	12	443	146	35	3,01	3
14	Praktikum MSDM	2	2	4	443	146	35	1,00	1
15	Sistem Informasi Manajemen	4	3	12	443	146	35	3,01	3
16	Koperasi dan UMKM	4	3	12	443	146	35	3,01	3
17	Praktikum Koperasi dan UMKM	2	2	4	443	146	35	1,00	1
18	Manajemen Proses Bisnis	4	3	12	443	146	35	3,01	3
19	Statistik Bisnis	4	3	12	443	146	35	3,01	3
20	Manajemen Pemasaran	4	3	12	443	146	35	3,01	3
21	Praktikum Manajemen Pemasaran	2	2	4	443	146	35	1,00	1
22	Manajemen Operasional	4	3	12	443	146	35	3,01	3
23	Praktikum Manajemen Operasional	2	2	4	443	146	35	1,00	1
24	Ekonomi Manajerial	4	3	12	443	146	35	3,01	3
25	Manajemen Bank Syariah	4	3	12	443	146	35	3,01	3
26	Perilaku Organisasi	4	3	12	443	146	35	3,01	3
27	Metodologi Penelitian	4	3	12	443	146	35	3,01	3
28	Aplikasi Komputer	4	3	12	443	146	35	3,01	3
29	Studi Kelayakan Bisnis	4	3	12	443	146	35	3,01	3
30	Manajemen Keuangan	4	3	12	443	146	35	3,01	3
31	Praktikum Manajemen Keuangan	2	2	4	443	146	35	1,00	1
32	Business Leadership	3	3	9	443	146	35	2,26	3
33	Analisa Laporan Keuangan	3	3	9	443	146	35	2,26	3
34	KKU	3	4	12	443	146	35	3,01	3
35	Manajemen Strategik	4	3	12	443	146	35	3,01	3
36	Teori Pengambilan Keputusan	4	3	12	443	146	35	3,01	3
37	Fintech	4	3	12	443	146	35	3,01	3
38	Digital Business	4	3	12	443	146	35	3,01	3
39	MK Konsentrasi*	4	3	12	443	146	35	3,01	3
40	MK Konsentrasi*	4	3	12	443	146	35	3,01	3
41	MK Konsentrasi*	4	3	12	443	146	35	3,01	3
42	MK Konsentrasi*	4	3	12	443	146	35	3,01	3

Table 12. Course credit amount



## CHAPTER 7

### LIST OF COURSE DISTRIBUTION FOR EACH SEMESTER

#### 7.1 SEMESTER I

Table 15. List of semester-I courses

SEMESTER I						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	21WU0000003	Indonesian Language Education	3			
2	21WU0000001	Pancasila Education	2			
3	20WU0000001	Islamic Religious Education	2			
4	20WF2600G02	Introduction to Economics	3			
5	20WF2600G03	Business Math	3			
6	20WP2607G23	Communication & Business Ethics	2			
7	20WP2607G01	Accounting Basics	2			
8	20WP2607G02	Introduction to Business	3			
<b>Total study load for semester 1</b>			<b>20</b>			<b>20</b>

#### 7.2 SEMESTER II

Table 16. List of semester-II courses

SEMESTER II						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	21WU0000003	Civic Education	2			
2	21WU0000004	Al-Islam & Kemuhammadiyah an 1	2			
3	21WU0000009	Business English	2			
4	20WI0000013	ISBD/IAD	2			
5	20WF2600G04	Corporate Budgeting	3			
6	20WF2600G01	Business Law	2			
7	20WF2600G05	Cost Accounting	3			
8	21WU0000003	Introduction to Management	2			
<b>Total study load for semester II</b>			<b>18</b>			<b>18</b>

#### 7.3 SEMESTER III

Table 17. List of third-semester courses

SEMESTER III						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	21WU0000005	Al-Islam & Kemuhammadiyah an 2	2			
2	21WU0000008	Arabic Language	2			
3	20WP2607G24	International Business	3			
4	20WF2600G06	Tax Law	2			
5	20WF2600G07	Management Accounting	3			
6	20WP2607G04	HR Management	3			
7	20WP2607G22	HRM Practicum		1		
8	20WP2607G06	Cooperatives and MSMEs	3			

9	20WP2607G23	Practicum for Cooperatives and MSMEs		1		
<b>Total study load for semester III</b>			<b>18</b>	<b>2</b>		<b>20</b>

#### 7.4 SEMESTER IV

SEMESTER IV						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	21WU0000006	Al-Islam & Kemuhammadiyahah 3	2			
2	20WP2607G07	Business Process Management	3			
3	20WF2600G08	Business Statistics	2	1		
4	20WP2607G09	Marketing Management	3			
5	20WP2607G24	Marketing Management Practicum		1		
6	20WP2607G10	Operational Management	3			
7	20WP2607G25	Operational Management Practicum		1		
8	20WP2607G12	Shari'ah Bank Management	3			
9	20WP2607G13	Organizational Behavior	3			
10	21WU0000006	Al-Islam & Kemuhammadiyahah 3	2			
<b>Total study load for semester IV</b>			<b>19</b>	<b>3</b>		<b>22</b>

#### 7.5 SEMESTER V

SEMESTER V						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	21WU0000010	Basic Entrepreneurship	2			
2	21WU0000007	Al-Islam & Kemuhammadiyahah 4	2			
3	20WP2607G11	Managerial Economics	3			
4	20WP2607G14	Computer Applications		3		
5	20WP2607G16	Financial Management	3			
6	20WP2607G26	Financial Management Practicum		1		
7	20WP2607G17	Business Leadership	3			
8	20WP2607G18	Financial Statement Analysis	3			
<b>Total study load for semester V</b>			<b>18</b>	<b>4</b>		<b>22</b>

#### 7.6 SEMESTER VI

SEMESTER VI						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	21WU0000011	KKN-BM	4			
2	20WF2600G10	Strategic Management	3			
3	20WP2607G19	Decision Making Theory	3			
4	20WP2607G20	Fintech	3			
5	20WF2600G09	Research Methodology	3			
6		MK Concentration*	6			
<b>Total study load for semester VI</b>			<b>22</b>			<b>22</b>

### 7.7 SEMESTER VII

SEMESTER VII						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	20WF2600G11	Business Internship		3		
2	20WP2607G21	Digital Business	3			
3	20WP2607G05	Management Information System	3			
		MK Concentration*	6			
<b>Total study load for semester VII</b>			<b>12</b>	<b>3</b>		<b>15</b>

### 7.8 SEMESTER VIII

SEMESTER VIII						
No.	MK Code	Course (MK)	Credit weight			
			T	P	L	Total
1	20WI0000014	DESCRIPTION	6			
2	20WP2607G15	Business Feasibility Study	3			
<b>Total study load for semester VIII</b>			<b>9</b>			<b>9</b>


**CHAPTER 8**  
**SEMESTER LEARNING PLAN (RPS)**

**8.1 Elements of RPS**

Learning process planning is prepared for each course and presented in a semester learning plan (RPS) or course syllabus. The semester learning plan or course syllabus is compiled and developed by lecturers independently or together in an expertise group in a field of science and/or technology in the study program.

The RPS or course syllabus contains at least: (a) the name of the study program, the name and code of the course, semester, number of credits, and the name of the lecturer, (b) the graduate learning outcomes imposed on the course, (c) the final abilities planned at each learning stage to fulfill the graduate learning outcomes, (d) study materials related to the abilities to be achieved, (e) learning methods, (f) learning time provided to achieve the ability at each learning stage, (g) student learning experience which is realized in the description of tasks that must be done by students during one semester, (h) criteria, indicators, and assessment weight, and (i) list of references used. RPS or syllabus must be reviewed and adjusted periodically with the development of science and technology.

**8.2 RPS Template**

	<b>MUHAMMADIYAH UNIVERSITY SURABAYA FACULTY OF ECONOMICS AND BUSINESS MANAGEMENT STUDY PROGRAM</b>				<b>DOCUMENT CODE</b>
<b>COURSE (MK)</b>	<b>COD E</b>	<b>MK family</b>	<b>WEIGHT (credits)</b>		<b>SEMESTE R</b>
Research Methods		Econom y	T=3	P= 0	6
<b>AUTHORIZATION/ENDORSEMEN T</b>	<b>RPS Developer Lecturer</b>		<b>RMK Coordinator</b>		<b>Ka. PRODI</b>
	Signature		(if any) Signature		Signature

<b>Learning Outcomes</b>	<b>SLO-Production Charged to MK</b>	
	CPL-S10	Demonstrate an attitude of responsibility for work in their field of expertise independently ( <b>S.10</b> )
	CPL-KU3	Make appropriate decisions in the context of problem solving in their field of expertise, based on the results of analysis of information and data ( <b>KU.3</b> )
	SLO-KK3	Able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions ( <b>KK.3</b> )
	CPL-P1	Mastering theoretical concepts, methods and tools for analyzing management functions (planning, implementing, directing, monitoring, evaluating, and controlling) and organizational functions (marketing, human resources, operations, and finance) in various types of organizations;
	<b>Course Learning Outcomes (CPMK)</b>	
CPMK	Able to comprehensively explain economic theory and its application to managerial decisions ( <b>C2</b> ). Demonstrate skills in the use of quantitative methods for managerial decision analysis ( <b>P3</b> ). Apply conceptual	



		instruments for managerial decision making in the areas of production, pricing, profit maximization, demand forecasting and market analysis (C3). Demonstrate an attitude of responsibility for the learning process and tasks individually and in groups (S.10)
	<b>SLO/Sub-CPMK</b>	
	CPL-KU3,CPL-5,CPL-S10	Sub-CLOs, expected to be able to understand and explain the techniques of calculation of the elasticity of demand for a product and influencing factors so as to make effective and efficient decisions. Sub-CLO, able to conduct quantitative analysis of demand, and apply it to real problems in the business world. Sub-CLOs, able to understand marketing research in demand forecasting and able to calculate demand forecasts using regression analysis Sub-CLO, able to analyze the production function using regression analysis Sub-CLO, Students are able to analyze the cost function using regression analysis
	CPL-P1	Sub-CLO, able to understand the basic concepts of managerial economics and its relationship with other sciences Sub-CLO, able to explain the process of determining the best possible solution or optimization of a business problem in conditions with or without constraints. Sub-CLO, able to explain the concepts of supply and demand, and the equilibrium conditions resulting from the meeting of supply and demand. Sub-CLO, able to understand and explain the need for consumers as well as the position of existing products in the market with an effort to understand customer satisfaction. Sub-CLO, able to understand and explain the concept of short-term and long-term production and technology towards improving production efficiency for optimal production decision making. Sub-CLO, able to understand and explain the concept of costs short-term and long-term production that is useful for making decisions related to production cost control. sub-CPMK, able to master how organizations work in perfectly competitive markets Sub-CLO, able to master how competition in monopolistic, monopoly and oligopoly markets
<b>Brief description of the course</b>	The Managerial Economics course deals with the use of economic theory and analysis in managerial decision making, where economic theory and quantitative methods are applied in managerial decisions including pricing, production and profit maximization. By knowing, utilizing, and applying the basic concepts of managerial economics as a total business management concept in modern industrial systems can support effective and efficient economic decision making as a business strategy.	
<b>Study Material: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Scope of Managerial Economics</li> <li>2. Market Supply and Demand</li> <li>3. Cost Theory</li> <li>4. Theory of Production</li> <li>5. Perfect Competition, Oligopoly, Monopoly and Monopolistic Markets</li> </ol>	
<b>Library</b>	Primary/Mandatory: <ol style="list-style-type: none"> <li>1. Abhimanyu, Yoopi. 2004. <b>Managerial Economics</b>. Ghalia Publisher: South Bogor</li> </ol> Supporters: <ol style="list-style-type: none"> <li>1. Arsyad, Lincoln. 2008. <b>Managerial Economics: Applied Microeconomics for Business Management</b>. BPFE: Yogyakarta</li> <li>2. Papas, J. L., and Hirschey, M., 1995, <i>Managerial Economics</i>, 6th Edition, Bina Rupa Aksara Publisher, Jakarta.</li> <li>3. Baye, Michael R., and Prince, Jeffrey T. 2016. <i>Managerial Economics and Business Strategy</i>. 8th Edition. Publisher of Salemba Empat: Jakarta</li> </ol>	
<b>Lecturer</b>	Dr. Didin Fatihudin, SE, M.Si	

<b>Course requirements</b>	Introduction to Economics
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Mg -	Sub-CPMK (Expected End Capability)	Assessment		Learning Forms, Methods and Assignments (Estimated Time)		Learning material (Library)	Weight Assessment (%)
		Indicator	Criteria & Form	Face-to-face (Offline)	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students understand the basic concepts of managerial economics and its relationship with other sciences	Accuracy in explaining about <ul style="list-style-type: none"> <li>definition of managerial economics</li> <li>relationship between managerial economics and economic theory</li> <li>the relationship between managerial economics and decision-making theory</li> <li>company theory</li> </ul>	Criteria:  Non-test form: <ul style="list-style-type: none"> <li>participation</li> </ul>	Shape: Lecture  Methods: Discussion [TM: 1x(2x50")]  Assignment: Form discussion groups for the next meeting	Online via e Learning	Scope of Managerial Economics	10
2	Able to explain the process of determining the best possible solution or optimization of a business problem under conditions of constraints or without constraints.	Accuracy in <ul style="list-style-type: none"> <li>explain the relationship between total and marginal concepts</li> <li>perform optimization analysis calculations</li> </ul>	Criteria: Test  Non-test form: <ul style="list-style-type: none"> <li>participation</li> </ul>	Shape: Lecture  Methods: Discussion [TM: 1x(2x50")]  Assignment: Form a discussion group	Online via e Learning	Economic Optimization <ul style="list-style-type: none"> <li>Maximizing company value</li> <li>Methods of expressing economic relations</li> <li>Marginal as a derivative function</li> <li>Differential calculus and function reduction methods</li> <li>Maximizing and minimizing functions</li> </ul>	
3	Students are able to explain the concepts of supply and demand, and the equilibrium conditions resulting from the meeting of supply and demand.	<ul style="list-style-type: none"> <li>Analytical accuracy of the pricing mechanism (price theory).</li> <li>Argumentation of critical opinions about the function and behavior of demand and supply with a curve/graphic approach</li> <li>A good presentation style explains the exogenous factors that cause the demand curve to shift.</li> </ul>	Criteria: Test  Non-test form: <ul style="list-style-type: none"> <li>participation</li> </ul>	Shape: Seminar  Methods: Discussion [TM: 1x(2x50")]  Assignment: Form a discussion group	Online via e Learning	Demand and Supply	

4	Students are expected to be able to understand and explain the need consumers and positioning products in the market with an effort to understand customer satisfaction.	<ul style="list-style-type: none"> <li>• Students are able to identify the utility approach.</li> <li>• Students are able to describe the indereverence curve approach.</li> <li>• Students are able to describe budget lines and consumer choices.</li> <li>• Students are able to describe the descent to demand curve.</li> </ul>	<p>Criteria: Test</p> <p>Non-test form: • participati on</p>	<p>Shape: Seminar</p> <p>Methods: Discussion [TM: 1x(2x50" )]</p> <p>Assignment: Form a discussion group</p>	Online via e Learning	<p>Theory of Consumer Behavior</p> <ul style="list-style-type: none"> <li>- Basic principles of customer satisfaction</li> <li>- Utility functions and indiferal curves</li> <li>- Consumer balance</li> </ul>	
5	Students are expected to be able to understand and explain the technique elasticity calculation demand for a product and factors that influence so that can make decisions effective and efficient.	<ul style="list-style-type: none"> <li>• Accuracy in performing quantitative analysis of demand, more specifically with elasticity of demand.</li> <li>• The suitability of applying elasticity of demand in measuring the effect of changes in variables on the amount demanded.</li> <li>• Systematic in explaining the types of elasticity, viz: cross-price elasticity, demand elasticity, and other elasticities (e.g. advertising elasticity) etc.</li> </ul>	<p>Criteria: Test</p> <p>Non-test form: • participati on</p>	<p>Shape: Seminar</p> <p>Methods: Discussion [TM: 1x(2x50" )]</p> <p>Assignment: Form a discussion group</p>	Online via e Learning	<p>Aggregate Demand and the Concept of Elasticity</p> <ul style="list-style-type: none"> <li>- Basic concept of elasticity calculation (Eh)</li> <li>- The relationship between Eh and TR and MR.</li> <li>- Cross elasticity, income elasticity and others.</li> </ul>	
6	Students are able to perform quantitative analysis of demand, and apply it to real problems in the business world.	Accuracy in conducting regression analysis of the demand function and concluding the results of the analysis.	<p>Criteria: Test</p> <p>Non-test form: Practical worksheet</p>	<p>Shape: Practicum</p> <p>Methods: Self-directed Learning [TM: 1x(2x50" )]</p> <p>Assignment: Perform demand function analysis</p>	Online via e Learning	<p>Empirical Analysis of Aggregate Demand Function</p>	
7	Students are able to understand marketing research in demand forecasting and can calculate demand	Accuracy in performing regression analysis in demand forecasting	<p>Criteria: Test</p> <p>Test form: • lab worksheet</p>	<p>Shape: Practicum</p> <p>Methods: Self-directed Learning [TM: 1x(2x50" )]</p> <p>Assignment:</p>	Online via e Learning	<p>Forecasting for Demand</p> <ul style="list-style-type: none"> <li>- Marketing research approach to demand forecasting</li> <li>- Demand forecasting with regression analysis</li> </ul>	

	forecasts using regression analysis.			Perform demand forecast calculations			
8	<b>UTS</b>						
9	Students are able to understand and explain the concept short-term production and long-term and technology to efficiency improvement production for picking production decisions that optimal.	Accuracy in explaining production functions which are of two types: short-run and long-run. <ul style="list-style-type: none"> <li>The conceptual appropriateness and application of some analytical tools were discussed, namely isoquant and isocost.</li> <li>Understand the equilibrium condition if isocost and isoquant intersect</li> <li>Systematic presentation of cost functions for multiple outputs.</li> </ul>	Criteria: Test  Non-test form: <ul style="list-style-type: none"> <li>participation</li> </ul>	Shape: Seminar  Methods: Discussion [TM: 1x(2x50")]  Assignment: Form a discussion group	Online via e Learning	Theory of Production <ul style="list-style-type: none"> <li>Short-term production concept</li> <li>Long-term production concept</li> <li>Use of Cobb Douglas FP.</li> </ul>	
10	Students are able to analyze the production function using regression analysis	Accuracy in conducting regression analysis of the production function and concluding the results of the analysis.	Criteria: Test  Test form: Practical worksheet	Shape: Practicum  Methods: Self-directed Learning [TM: 1x(2x50")]  Assignment: Form a practice group	Online via e Learning	Empirical Analysis of the Production Function	
11	Students are able to understand and explain the concept of cost short-term and long-term production that useful for manufacturing decisions related to with production cost control	Accuracy in <ol style="list-style-type: none"> <li>Explain the concept of relevant cost.</li> <li>Identify explicit and implicit costs.</li> <li>Identify incremental costs and sunk costs.</li> <li>Identify short-term costs and long-term costs.</li> <li>Draw short-term cost and long-term cost curves.</li> </ol>	Criteria: Test  Non-test form: <ul style="list-style-type: none"> <li>participation</li> </ul>	Shape: Seminar  Methods: Discussion [TM: 1x(2x50")]  Assignment: Form a discussion group	Online via e Learning	Cost Theory	
12	Students are able to analyze the cost function using regression analysis	Accuracy in performing regression analysis of cost functions and concluding the results of regression analysis	Criteria: Test  Test form: Practical worksheet	Shape: Practicum  Methods: Self-directed Learning [TM: 1x(2x50")]	Online via e Learning	Empirical Analysis of the Cost Function	

				Assignment: Form a practice group			
13	Students master how organizations work in perfectly competitive markets	<ul style="list-style-type: none"> <li>• Accuracy in explaining the classification and determinants of market structure.</li> <li>• Clarity in identifying comparisons between perfectly competitive markets</li> <li>• Accuracy in explaining perfectly competitive markets.</li> </ul>	<p>Criteria: Test</p> <p>Non-test form: • participation</p>	<p>Shape: Seminar</p> <p>Methods: Discussion [TM: 1x(2x50'')]</p> <p>Assignment: Form a discussion group</p>	Online via e Learning	Perfect Competition Market Theory	
14	Students master how competition in monopolistic, monopoly and oligopoly markets.	<ul style="list-style-type: none"> <li>• accuracy in explaining monopoly markets.</li> <li>• Accuracy in explaining oligopoly market</li> <li>• Accuracy in explaining monopolistic competition market.</li> <li>• Clarity in identifying competitive strategies in various market structures.</li> </ul>	<p>Criteria: Test</p> <p>Non-test form: • participation</p>	<p>Shape: Seminar</p> <p>Methods: Discussion [TM: 1x(2x50'')]</p> <p>Assignment: Form a discussion group</p>	Online via e Learning	Monopoly, Monopolistic Competition and Oligopoly	
15	Students understand the practice of pricing based on the relationship between marginal cost and marginal revenue to maximize profit.	<ul style="list-style-type: none"> <li>• Accuracy in identifying mark-up pricing.</li> <li>• Accuracy in explaining price discrimination.</li> <li>• Accuracy in identifying multiple product pricing.</li> <li>• Clarity in describing pricing in an established market.</li> </ul>	<p>Criteria: Test</p> <p>Non-test form: • participation</p>	<p>Shape: Seminar</p> <p>Methods: Discussion [TM: 1x(2x50'')]</p> <p>Assignment: Form a discussion group</p>	Online via e Learning	Pricing	
16	<b>UAS</b>						


\*) Note: the division of time allocation is adjusted to the form of lecture / learning MK per week: (a) TM = face-to-face 50'; PT = Structured Assignment 60'; BM = self-study 60'; (b) P = Practicum: 170' and (c) Seminar: TM -100'; BM - 70')

**Notes:**

1. Learning Outcomes of Graduates of PRODI (CPL-PRODI) are the abilities possessed by each graduate of PRODI which are internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
2. ELOs imposed on courses are some of the learning outcomes of study program graduates (ELO-PRODI) used for the formation / development of a course which consists of aspects of attitude, general skills, specific skills and knowledge.

3. Course CP (CPMK) is an ability that is specifically described from the ELOs charged to the course, and is specific to the study material or learning material for the course.
4. Course Sub-CP (Sub-CPMK) is an ability that is specifically described from CPMK which can be measured or observed and is the final ability planned at each stage of learning, and is specific to the learning material of the course.
5. Indicators of ability assessment 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 assessment based on predetermined indicators. Assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be quantitative or qualitative.
7. Form of assessment: test and non-test.
8. Forms of learning: Lecture, Reception, 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 that can be presented in the form of several topics and sub-topics.
11. The assessment weight is the percentage of assessment of each sub-CPMK achievement which is proportional to the level of difficulty of achieving the sub-CPMK, and totals 100%.
12. TM = face to face, PT = structured assignment, BM = self-study

## Changes to the semester learning plan

		MUHAMMADIYAH UNIVERSITY SURABAYA FACULTY OF ECONOMICS AND BUSINESS management study program				DOCUMENT CODE																																										
SEMESTER LEARNING PLAN																																																
COURSE (MK)	CODE	MK family	WEIGHT (credits)		SEMESTER	TIME OF PREPARATION																																										
OPERATIONAL MANAGEMENT	20WP2607G10		T=3	P=0	IV	February 10, 2022																																										
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		RMK Coordinator		Head of study program																																											
	Dr. Mochamad Mochklas, MM		Muhammad Alhakim Danurwindo, SE, MM		Rina Maretasari, SM, M.SM																																											
Learning Outcomes	SLO-PRODI that is charged to the MK																																															
	SLO- 2	Internalize human values, norms, ethics and nationalism in carrying out duties;																																														
	SLO- 3	Apply logical, critical, systematic, and innovative thinking for the development or implementation of science and technology in making appropriate decisions in accordance with their field of expertise;																																														
	SLO- 8	Skillfully manage factors of production effectively and efficiently																																														
	CPL 9	Able to carry out organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;																																														
	Course Learning Outcomes (CPMK)																																															
	CPMK-	Mastering theories, concepts and decision-making techniques covering aspects of planning, implementation, and control in the field of operations, and understanding the interrelationships between functional areas of management in analyzing and making decisions in the field of operations systematically and systemically.																																														
	SLO/Sub-CPMK																																															
	Sub CPMK I	Students are able to understand the concept of operations management and quality management																																														
	Sub CPMK II	Students are able to understand the design of goods and services as well as capacity design and process strategy, facility location strategy																																														
	Sub CPMK III	Students are able to apply facility layout strategies, job design and employee management and supply chain management.																																														
	Sub CPMK IV	Students are able to describe and analyze inventory management, and Material Requirement Planning																																														
	Sub CPMK V	Students are able to describe project management, and preparation of work schedules																																														
SLO Map	<table border="1"> <thead> <tr> <th>CPMK</th> <th>SLO- 2</th> <th>SLO- 3</th> <th>CPL-8</th> <th>CPL-9</th> <th>CPMK Weight</th> </tr> </thead> <tbody> <tr> <td>Sub CPMK I</td> <td>5</td> <td></td> <td>5</td> <td>5</td> <td>15</td> </tr> <tr> <td>Sub CPMK II</td> <td></td> <td>5</td> <td>10</td> <td>5</td> <td>20</td> </tr> <tr> <td>Sub CPMK III</td> <td>5</td> <td>5</td> <td>5</td> <td>10</td> <td>25</td> </tr> <tr> <td>Sub CPMK IV</td> <td></td> <td>5</td> <td>10</td> <td>10</td> <td>25</td> </tr> <tr> <td>Sub CPMK V</td> <td></td> <td>5</td> <td>5</td> <td>5</td> <td>15</td> </tr> <tr> <td>SLO Weight</td> <td>10</td> <td>20</td> <td>35</td> <td>35</td> <td>100</td> </tr> </tbody> </table>						CPMK	SLO- 2	SLO- 3	CPL-8	CPL-9	CPMK Weight	Sub CPMK I	5		5	5	15	Sub CPMK II		5	10	5	20	Sub CPMK III	5	5	5	10	25	Sub CPMK IV		5	10	10	25	Sub CPMK V		5	5	5	15	SLO Weight	10	20	35	35	100
CPMK	SLO- 2	SLO- 3	CPL-8	CPL-9	CPMK Weight																																											
Sub CPMK I	5		5	5	15																																											
Sub CPMK II		5	10	5	20																																											
Sub CPMK III	5	5	5	10	25																																											
Sub CPMK IV		5	10	10	25																																											
Sub CPMK V		5	5	5	15																																											
SLO Weight	10	20	35	35	100																																											
Brief Description MK	Through this course, students are expected to understand operational management, planning of operations and production facilities, equipment and production processes in managing world-class company operations and can apply quantitative tools that can help make better operating decisions.																																															
Study Material: Learning materials	<p>Study Material:</p> <ol style="list-style-type: none"> <li>Human resource management</li> <li>Management and functions of business organizations</li> <li>Information technology</li> <li>Economy</li> </ol> <p>Learning Materials:</p> <ol style="list-style-type: none"> <li>Operations Management Concept</li> <li>Quality management</li> <li>Design of goods and services</li> </ol>																																															

	<ol style="list-style-type: none"> <li>4. Capacity design and process strategy</li> <li>5. Facility location strategy</li> <li>6. Facility layout strategy</li> <li>7. Job design and employee management</li> <li>8. Supply chain management (SCM)</li> <li>9. Inventory Management</li> <li>10. Material Requirement Planning (MRP I and II)</li> <li>11. Scheduling</li> <li>12. Project Management</li> <li>13. Just-in-time Manufacturing (JIT Manufacturing)</li> </ol>
Bibliography	Main:
	1. Heizer & Render (2011). Operations Management. New Jersey: Pearson - Global Edition (10th ed). (HR)
	Supporters:
	1. Stevenson, W. J., 1993. Production/Operations management. Richard D. Irwin. USA. 4th Edition
Lecturer	Dr. Mochamad Mochklas, S.Si., MM.
Course requirements	HR Management + Practicum

### A. Semester Learning Details

Mg -	Sub-CPMK (KD/End Ability Expected)	Assessment		Approach/ Model and Method and estimated time	Forms of learning (Tutorial (T), Practicum (P), Field) and Learning Experience		Learning material (Library)	Weight Assessment (%)
		Indicator	Criteria & Form		Face-to-Face (Offline)	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1 - 3	Sub-CLO-1: Students are able to understand the concept of operations management and quality management.	<p>Accuracy of concept in explaining: Explain the scope of the operations function, Operations Management and Productivity</p> <p>Explain the difference between goods and services</p>	<p><b>Criteria:</b> offline class</p> <p><b>Non-test form:</b></p> <p>Summarize lecture material</p> <p>Group presentation</p>	<p><b>Model:</b> <i>Discovery Learning</i></p> <p><b>Methods:</b> Collaborative learning</p> <p><b>TM: 1x (3x50")</b></p> <p><b>Task-1:</b> 1 group makes a presentation according to the agreed meeting material</p>	Lecture Discussion	-	<p>The nature of strategic management</p> <p>(Fred R. David &amp; Forst R. David, (2017) Strategic Management-A Competitive Advantage Approach)</p>	6 %




		<p>Accuracy of concept in explaining: Explain quality and how it relates to competitive strategy</p> <p>Planning quality standards (Deming, ISO series, etc.)</p> <p>Formulating Total Quality Management (TQM)</p>	<p><b>Criteria:</b> offline class</p> <p><b>Non-test form:</b></p> <p>Summarize lecture material</p> <p>Group presentation</p>	<p><b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i></p> <p><b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b></p> <p><b>Task-1:</b> 1 group makes a presentation according to the agreed meeting material</p>	Lecture Discussion	-	<p>Company vision and mission</p> <p>(Fred R. David &amp; Forst R. David, (2017) Strategic Management-A Competitive Advantage Approach)</p>	<b>6 %</b>
<b>4</b>	Sub-CLO II: Understand the stages of product development and apply product development techniques.	<p>Accuracy of concept in explaining: Explain the approach in product development</p> <p>Identify opportunity factors in development</p> <p>Using quantitative techniques related to product development</p>	<p><b>Criteria:</b> offline class</p> <p><b>Non-test form:</b></p> <p>Summarize lecture material Group presentation</p>	<p><b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i></p> <p><b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b></p> <p><b>Task-1:</b> 1 group makes a presentation according to the agreed meeting material</p>	Lecture Discussion	-	<p>External measurement</p> <p>(Fred R. David &amp; Forst R. David, (2017) Strategic Management-A Competitive Advantage Approach)</p>	<b>6 %</b>

5	Sub-CLO II: Understand the analysis of process focus, recurring focus, and product focus and calculate capacity and application of BEP model	<p>Accuracy of concept in explaining:</p> <p>Explaining capacity and process</p> <p>Formulate process strategy and its linkage to product/service strategy</p> <p>Create process design and analysis</p> <p>Analyzing market demand</p>	<p><b>Criteria:</b> offline class</p> <p><b>Non-test form:</b></p> <p>Summarize lecture material</p> <p>Group presentation</p>	<p><b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i></p> <p><b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b></p> <p><b>Task-1:</b> 1 group makes a presentation according to the agreed meeting material</p>	Lecture Discussion	-	<p>Internal measurement</p> <p>(Fred R. David &amp; Forst R. David, (2017) Strategic Management-A Competitive Advantage Approach)</p>	6 %
6	Sub-CLO II: Understand how to formulate location strategy and apply location selection models.	<p>Accuracy of concept in explaining:</p> <p>Explaining the importance of location</p> <p>Identify factors influencing location selection</p> <p>Evaluate site selection</p> <p>Creating a transportation method</p>	<p><b>Criteria:</b> offline class</p> <p><b>Non-test form:</b></p> <p>Summarize lecture material</p> <p>Group presentation</p>	<p><b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i></p> <p><b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b></p> <p><b>Task-1:</b> the group makes a presentation according to the agreed meeting material</p>	Lecture Discussion	-	<p>Strategy in action</p> <p>(Fred R. David &amp; Forst R. David, (2017) Strategic Management-A Competitive Advantage Approach)</p>	6 %
7	Sub-CLO-III: Understand how to apply the assemblyline balancing model	<p>Accuracy of concept in explaining:</p> <p>Explaining facility layout</p> <p>Determine the influence of facility layout</p> <p>Identify types of</p>	<p><b>Criteria:</b> offline class</p> <p><b>Non-test form:</b></p> <ul style="list-style-type: none"> <li>● Summarize lecture material</li> <li>● Group</li> </ul>	<p><b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i></p> <p><b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b></p>	Lecture Discussion	-	<p>(Michael A. Hitt, R. Duane Ireland, Robert E. Hoskisson, (2016) Strategic Management Concepts and Cases Competitive</p>	10 %

		facility layouts Creating a process-oriented layout	presentation				veness and Globalization)	
<b>8</b>	<b>UTS</b>							
<b>9</b>	Sub-CLO III: Understand work design concepts related to motivation and apply work measurement tools and learning curves.	Accuracy of concept in explaining: Explaining the design aspects of work  Planning human resources  Cultivate motivation Create work measurement standards	<b>Criteria:</b> offline class  <b>Non-test form:</b>  ● Summarize lecture material ● Group presentation	<b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i>  <b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b>	Lecture Discussion	-	analysis and choice of a company's strategy  (Fred R. David & Forst R. David, (2017) Strategic Management-A Competitive Advantage Approach)	<b>6 %</b>
<b>10</b>	Sub-CLOC-III: Understand the concept of supply chain management	Accuracy of concept in explaining: Explaining SCM strategy  Explaining free and unfree demand  Explain the inventory model for free demand and quantity discount)	<b>Criteria:</b> offline class  <b>Non-test form:</b>  ● Summarize lecture material ● Group presentation	<b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i>  <b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b>  ● <b>Task-1:</b> presentation	Lecture Discussion	-	implementation of strategies related to management issues, operations, marketing, finance, R&D, management information systems  (Fred R. David & Forst R. David, (2017)	<b>6 %</b>

11	Sub-CLO-IV: Understand ABC model, inventory cost and apply EOQ and quantity discount model.	Accuracy of concept in explaining: Explain the function of inventory  Make free and unfree requests  Create an inventory model for free demand	<b>Criteria:</b> offline class  <b>Non-test form:</b>  • Summarize lecture material • Group presentation	<b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i>  <b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b>	Lecture Discussion	-	review, evaluation, and control of corporate strategy  (Fred R. David & Forst R. David, (2017))	<b>6 %</b>
12-13	Sub-CLO-IV: Understand the concepts of MRP I and MRP II and analyze the needs of the non-free supply model.	Accuracy of concept in explaining: Explaining the master production schedule  Explain Bills of material and inventory availability  Planning Purchase order outstanding  Create MRPMaterial resource planning (MRP II) structure	<b>Criteria:</b> offline class  <b>Non-test form:</b>  Summarize lecture material  Group presentation	<b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i>  <b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b>  <b>Task-1:</b> 1group makes a presentation according to the agreed meeting material	Lecture Discussion	-	Business ethics, social responsibility and environmental sustainability  (Fred R. David & Forst R. David, (2017)) Strategic Management-A Competitive Advantage Approach)	<b>6 %</b>
14-15	Sub-CLO-V: Understand the Gantt-chart technique, and Johnson Rules, and sequencing techniques.	Accuracy of concept in explaining: Explaining scheduling  Create scheduling types and criteria	<b>Criteria:</b> offline class  <b>Non-test form:</b>  Summarize lecture material Group presentation	<b>Model:</b> <i>Discovery Learning &amp; Problem Based Learning</i>  <b>Methods:</b> Collaborative learning <b>TM: 1x (3x50")</b>	Lecture Discussion	-		<b>6 %</b>
16	<b>UAS</b>							

- **Example of a Short Course Syllabus**

		<b>MUHAMMADIYAH UNIVERSITY SURABAYA</b> <b>FACULTY OF ECONOMICS AND BUSINESS</b> <b>MANAGEMENT STUDY PROGRAM</b>	
<b>SHORT SYLLABUS</b>			
<b>SUBJECT</b>	Name	Managerial Economics	
	Code	20WP2607G11	
	Credit	3 credits	
	Semester	6	
<b>COURSE DESCRIPTION</b>			
<p>The Managerial Economics course deals with the use of economic theory and analysis in managerial decision making, where economic theory and quantitative methods are applied in managerial decisions including pricing, production and profit maximization. By knowing, utilizing, and applying the basic concepts of managerial economics as a total business management concept in modern industrial systems can support effective and efficient economic decision making as a business strategy.</p>			
<b>COURSE LEARNING OUTCOMES (CPMK)</b>			
1	Able to explain comprehensively about economic theory and its application to managerial decisions <b>(C2)</b>		
2	Demonstrate skills in the use of quantitative methods for managerial decision analysis <b>(P3)</b> .		
3	Apply conceptual tools for managerial decision making in the areas of production, pricing, profit maximization, demand forecasting and market analysis <b>(C3)</b> .		


4	Demonstrate an attitude of responsibility for the learning process and tasks individually and in groups <b>(S.10)</b>
<b>SUB-LESSON ACHIEVEMENTS (Sub-CPMK)</b>	
1	Students understand the basic concepts of managerial economics and its relationship with other sciences
2	Able to explain the process of determining the best possible solution or optimization of a business problem in conditions with or without constraints.
3	Students are able to explain the concepts of supply and demand, and the equilibrium conditions resulting from the meeting of supply and demand.
4	Students are expected to be able to understand and explain consumer needs and the position of products in the market with an effort to understand consumer satisfaction.
5	Students are expected to be able to understand and explain the calculation technique of the elasticity of demand for a product and the factors that influence it so that they can make effective and efficient decisions.
6	Students are able to perform quantitative analysis of demand, and apply it to real problems in the business world.
7	Students are able to understand marketing research in demand forecasting and can calculate demand forecasts using regression analysis.
8	Students are able to understand and explain the concept of short-term and long-term production and technology towards improving production efficiency for optimal production decision making.
9	Students are able to analyze the production function using regression analysis
10	Students are able to understand and explain the concept of short-term and long-term production costs which are useful for making decisions related to production cost control.
11	Students are able to analyze the cost function using regression analysis
12	Students master how organizations work in perfectly competitive markets
13	Students master how competition in monopolistic, monopoly and oligopoly markets.

14	Students understand the practice of pricing based on the relationship between marginal cost and marginal revenue to maximize profit.
	LEARNING MATERIALS
1	Scope of Managerial Economics
2	Economic Optimization <ul style="list-style-type: none"> <li>- Maximizing company value</li> <li>- Methods of expressing economic relations</li> <li>- Marginal as a derivative function</li> <li>- Differential calculus and function reduction methods</li> <li>- Maximizing and minimizing functions</li> </ul>
3	Demand and Supply
4	Theory of Consumer Behavior <ul style="list-style-type: none"> <li>- Basic principles of customer satisfaction</li> <li>- Utility functions and indifference curves</li> </ul> Consumer balance
5	Aggregate Demand and the Concept of Elasticity <ul style="list-style-type: none"> <li>- Basic concept of elasticity calculation (<math>E_d</math>)</li> <li>- The relationship between <math>E_d</math> and TR and MR.</li> </ul> Cross elasticity, income elasticity and others.
6	Empirical Analysis of Aggregate Demand Function
7	Forecasting for Demand <ul style="list-style-type: none"> <li>- Marketing research approach to demand forecasting</li> </ul> Demand forecasting with regression analysis
8	Theory of Production

	<ul style="list-style-type: none"> <li>- Short-term production concept</li> <li>- Long-term production concept</li> <li>- Use of Cobb Douglas FP.</li> </ul>
9	Empirical Analysis of the Production Function
10	Cost Theory
11	Empirical Analysis of the Cost Function
12	Perfect Competition Market Theory
13	Monopoly, Monopolistic Competition and Oligopoly
14	Pricing
<b>OVERVIEW</b>	
	1. Abhimanyu, Yoopi. 2004. <b>Managerial Economics</b> . Ghalia Publisher: South Bogor
<b>SUPPORTING LITERATURE</b>	
	<ol style="list-style-type: none"> <li>1. Arsyad, Lincoln. 2008. <b>Managerial Economics: Applied Microeconomics for Business Management</b>. BPFE: Yogyakarta</li> <li>2. Papas, J. L., and Hirschey, M., 1995, <i>Managerial Economics</i>, 6th Edition, Bina Rupa Aksara Publisher, Jakarta.</li> <li>3. Baye, Michael R., and Prince, Jeffrey T. 2016. <i>Managerial Economics and Business Strategy</i>. 8th Edition. Publisher of Salemba Empat: Jakarta</li> </ol>
• <b>PREREQUISITES</b>	
• Introduction to Economics	



- **Sample Student Assignment Plan Format**

	<b>MUHAMMADIYAH UNIVERSITY SURABAYA</b>				
	<b>FACULTY OF ECONOMICS AND BUSINESS</b>				
	<b>MANAGEMENT STUDY PROGRAM</b>				
<b>STUDENT ASSIGNMENT PLAN</b>					
<b>SUBJECT</b>	Managerial Economics				
<b>CODE</b>	20WP2607G11	SKS	3	SEMESTER	6
<b>INSTRUCTOR</b>	Dr. Didin Fatihudin, SE, M.Si				
<b>TASK FORM</b>			<b>TASK TIME</b>		
Project			150 nit		
<b>TASK TITLE</b>					
Task-6: project: Perform regression analysis in demand forecasting					
<b>SUB COURSE LEARNING OUTCOMES</b>					
Students are able to perform quantitative analysis of demand, and apply it to real problems in the business world.					
<b>TASK DESCRIPTION</b>					
Students study the linear equation of demand for goods. Students are given data then by using regression analysis, the demand function equation and its curve are obtained.					
<b>ASSIGNMENT METHOD</b>					
Quantitative method using linear regression analysis					
<b>FORM AND FORMAT OF OUTPUT</b>					
Output form in the form of excel output results, collected by each student					

<b>INDICATORS, CRITERIA AND ASSESSMENT WEIGHT</b>
<b>IMPLEMENTATION SCHEDULE</b>
<b>OTHER</b>
<b>LIST OF REFERENCES</b>

### 8.3 Integration of Literacy Era 4.0, Research and Community Service into Learning

The integration of the industrial era 4.0 into learning is the implementation of new literacies including data literacy, technological literacy, and human literacy with noble character based on an understanding of religious beliefs. The integration of this new literacy is outlined in the curriculum and Semester Learning Plan (RPS), namely in (1) the Learning Outcome Formulation (LLO) component, the formulation of LLO in the realm of attitude (S), general skills (KU), specific skills (KK), and knowledge (P). (2) components of the form and student learning experience at each meeting, literacy integration for example with the design of face-to-face and or online learning forms. (3) student assignments, namely structured assignments or independent assignments can integrate new literacy both in the problem-solving process and the work of student assignments.

The integration of research and community service into learning is an integral part of the implementation of the Tri Dharma of Higher Education. This integration is mandatory for each study program. Each study program must develop courses as part of the results of research and community service. Every research that will be integrated must (1) produce scientific findings to renew the science itself, aimed at scientific development and community welfare; (2) student and lecturer research will not only develop the lecturers and students themselves, but also provide benefits for the progress, civilization and interests of the nation and society; (3) in addition to scientific and academic self-development, lecturers and students must always develop their abilities in terms of *soft skills*.

Implementation strategies in the integration of research and community service into education can be carried out in the following strategies. *First*, all academic policies must be made from the results of research conducted jointly. *Second*, improving the quality of learning is done through and based on research. *Third*, community service activities are carried out as a follow-up to research recommendations. *Fourth*, research orientation is research that integrates and guides and becomes a package with education and community service. *Fifth*, institutionally, research and community service must become one institutional umbrella. *Sixth*, the practice of research and community service is carried out in one integrated social area within a specified period of time, with a multidisciplinary approach. Research results are followed up in community service programs, and the results of both are used as learning materials in the education process.

## 8.4 Study Load and SKS System

- 1) 1 (one) credit in the learning process in the form of lectures, receptions, or tutorials, consists of: (a) face-to-face activities of 50 (fifty) minutes per week per semester, (b) structured assignment activities of 60 (sixty) minutes per week per semester, and (c) independent activities of 60 (sixty) minutes per week per semester.
- 2) 1 (one) credit in the learning process in the form of seminars or other similar forms, consists of: (a) face-to-face activities of 100 (one hundred) minutes per week per semester, (b) and independent activities of 70 (seventy) minutes per week per semester.
- 3) 1 (one) credit in the learning process in the form of practicum, studio practice, workshop practice, field practice, research, community service, and/or other similar learning processes, 170 (one hundred seventy) minutes per week per semester.
- 4) The calculation of learning load in bolo system, module, or other forms is determined according to

## CHAPTER 9

### CHARACTERISTICS, FORMS AND METHODS OF LEARNING

#### 9.1 LEARNING CHARACTERISTICS

Learning is the process of student interaction with lecturers and learning resources in a learning environment. The characteristics of the learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered (SN-Dikti Article 11). Student-centered means that the learning outcomes of graduates are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and finding knowledge. The characteristics of the learning process are explained as follows. The learning process at Universitas Muhammadiyah Surabaya must fulfill the following characteristics: (a) interactive, (b) holistic, (c) integrative, (d) scientific, (e) contextual, (f) thematic, (g) effective, (h) collaborative, and (i) student-centered.

##### **a. Interactive**

The learning process can be said to be Interactive if the learning outcomes of graduates are achieved by prioritizing a multi-directional interaction process between students and lecturers, students with students and students with learning resources (more details are attached to the RPS).

##### **b. Holistic**

The learning process has holistic characteristics if the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom (more details are attached to the RPS).

##### **c. Integrative**

The learning process can be said to be integrative if the learning outcomes of graduates are achieved through an integrated learning process and meet the overall learning outcomes of graduates in a unified program through an interdisciplinary and multidisciplinary approach (more details are attached to the RPS).

**d. Scientific**

The learning process can be said to be scientific if the learning outcomes of graduates are achieved through a learning process that prioritizes a scientific approach so as to create an academic environment based on a system of values, norms, and rules of science and upholds religious and national values (more details are attached to the RPS).

**e. Contextual**

The learning process can be said to be contextual if the learning outcomes of graduates are achieved through a learning process that is tailored to the demands of the ability to solve problems in their field of expertise (more details are attached to the RPS).

**f. Thematic**

Thematic means that graduate learning outcomes are achieved through a learning process that is tailored to the scientific characteristics of the study program and linked to real problems through a transdisciplinary approach (more details are attached to the RPS).

**g. Effective**

The learning process can be said to be effective if the learning outcomes of graduates are achieved successfully by prioritizing the internalization of material properly and correctly within the optimum period of time (more details are attached to the RPS).

**h. Collaborative**

The learning process can be said to be collaborative if the learning outcomes of graduates are achieved through a joint learning process that involves interaction between individual learners to produce capitalization of attitudes, knowledge, and skills (more details are attached to the RPS).

The characteristics of learning are briefly illustrated through the following figure.

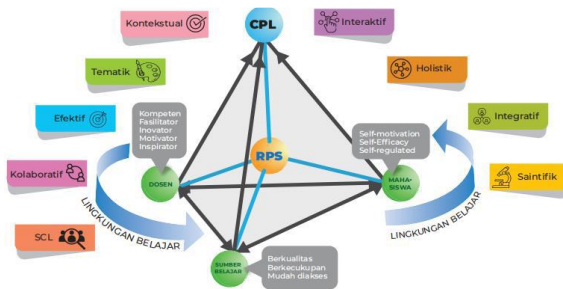


Figure 1: Principles and Characteristics of Student-Centered Learning

## 9.2 Form of Learning

The form of learning can be in the form of: (a) face-to-face lectures, (b) Blended Learning, (c) receptions and tutorials, (d) seminars, and (e) practicum, studio practice, workshop practice, or field practice. In addition to these forms of learning, the learning process must add forms of learning in the form of research, design, or development. The form of learning in the form of research, design, or development is a student activity under the guidance of lecturers in the context of developing attitudes, knowledge, skills, authentic experience, and improving the welfare of society and the competitiveness of the nation. Another form of learning is community service. Forms of learning in the form of community service are student activities under the guidance of lecturers in order to utilize science and technology to advance the welfare of society and educate the nation's life.

## 9.3 Learning Methods

The implementation of the learning process is carried out in the form of interaction between lecturers and students, students and students, and students with learning resources in a certain learning environment. The learning process in each course is carried out according to the RPS or course syllabus with the characteristics described above. The learning process related to student research must refer to the National Research Standards. The learning process related to community service by students must refer to the National Standards for Community Service.

In line with these learning principles, the learning process must be developed with a *student-centered* orientation (*Student Centered Learning*, SCL). The SCL learning process must use relevant approaches, models, methods and techniques. Learning approaches or strategies that are relevant to the concept of SCL include: *Project-Based Learning* (PjBL), *Problem Based Learning* (PBL), *case method*, *Research Based Education* (RBE), *Industry Based Education* (IBE), *Teaching Factory/Teaching Industry*, *Team Based Project*, *Small Group Discussion* (SGD), *Simulation/Demonstration* (S&D), *Discovery Learning* (DL), *Discovery Learning* (DL), *Simulation/Demonstration* (S&D).D), *Discovery Learning* (DL), *Self-Directed Learning* (SDL), *Cooperative Learning* (CL), *Collaborative Learning* (CbL), *Experiential Learning* (ExL), *Contextual Instruction* (CI), or other methods that can effectively facilitate the fulfillment of graduate learning outcomes.

The learning process through curricular activities must be carried out systematically and structured through various courses with a measurable learning load. The learning process through curricular activities must use effective learning methods in accordance with the characteristics of the course to achieve certain abilities set out in the course in a series of fulfillment of graduate learning outcomes. Learning models and methods can be selected for the implementation of course learning including: (a) group discussions, (b) simulations, (c) case studies, (d) collaborative learning, (e) cooperative learning, (f) project-based learning, (g) problem-based learning, or other learning methods that can effectively facilitate the fulfillment of graduate learning outcomes. The learning process of a course can use one or a combination of several learning methods as mentioned above in a learning sequence.



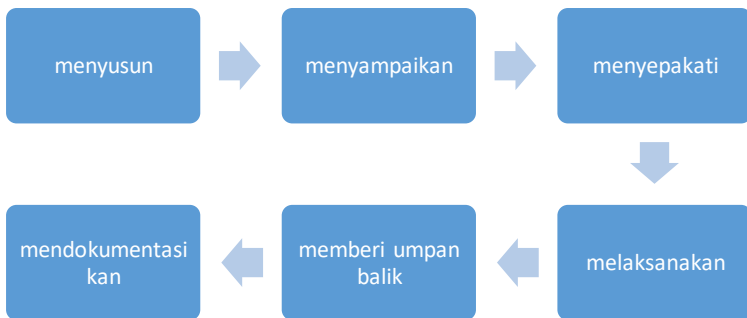
## CHAPTER 10

# LEARNING ASSESSMENT MECHANISMS, PROCEDURES & INSTRUMENTS

### 10.1 ASSESSMENT MECHANISMS AND PROCEDURES

#### 10.1.1 Assessment Mechanism

The assessment mechanism related to the stages of assessment, assessment techniques, assessment instruments, assessment criteria, assessment indicators and assessment weights is carried out with the flow according to the following figure.



**Figure 2. Assessment Mechanism**

#### 10.1.2 Assessment Procedure

The assessment procedure includes steps:

- 1) Planning (may be done through phased assessment and/or reassessment),
- 2) assignment or questioning activities,
- 3) performance observation,
- 4) observation returns, and
- 5) awarding of final grades.

## 10.3 LEARNING ASSESSMENT INSTRUMENT

Assessment is one or several processes of identifying, collecting and preparing data along with evidence to evaluate student learning processes and outcomes in order to fulfill Graduate Learning Outcomes. Assessment of student learning processes and outcomes includes assessment principles; assessment techniques and instruments; assessment mechanisms and procedures; implementation of assessment; assessment reporting; and student graduation.

The instrument used for process assessment can be a rubric and for outcome assessment a portfolio or design work can be used. The assessment should be able to reach important indicators related to honesty, discipline, communication, *decisiveness* and *confidence* that must be owned by students.

### 10.3.1 Principles of Learning Assessment

Assessment principles include educational, authentic, objective, accountable, and transparent principles that are carried out in an integrated manner.

#### a. **Educative**

The educative principle in assessment means that assessment can motivate students to improve planning and learning methods and achieve graduate learning outcomes.

#### b. **Authentic**

The authentic principle in assessment means that assessment is oriented towards the continuous learning process and learning outcomes that reflect students' abilities during the learning process.

#### c. **Objective**

The objective principle in assessment means that assessment is based on standards agreed between lecturers and students and is

free from the influence of the subjectivity of the assessor and the assessed.

**d. Accountable**

The principle of accountability in assessment means that the assessment is carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the course, and understood by students.

**e. Transparent**

The principle of transparency in assessment means that assessment procedures and results are accessible to all stakeholders.

**10.3.2 Assessment Techniques and Instruments**

**10.3.2.1 Assessment Technique**

Learning outcomes or learning process assessment techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires. The assessment techniques can be seen in the following table

Assessment	Engineering	Instrument
Attitude	Observation	1. Rubric for process assessment and/or
General Skills	Observation, participation, performance, written test, oral test, and questionnaire	
Special Skills		
Knowledge		2. Portfolio or design work for assessment of results
The final assessment result is an integration of various assessment techniques and instruments used.		

### 10.3.2.2 Assessment Instrument

The assessment instrument consists of process assessment in the form of an observation sheet and/or assessment in the form of performance or product as well as an assessment rubric. Attitude assessment can use observation assessment techniques. Assessment of mastery of knowledge, general skills, and specific skills is carried out by choosing one or a combination of various assessment techniques and instruments. The final results of the course assessment are an integration of the various assessment techniques and instruments used.

- Rubric

A rubric is an assessment guide or guideline that describes the desired criteria in assessing or rating the results of student learning performance. The rubric consists of dimensions or aspects that are assessed and criteria for student learning outcomes or student learning achievement indicators.

The purpose of assessing using rubrics is to clarify the dimensions or aspects and levels of assessment of student learning outcomes. In addition, the rubric is expected to be a driver or motivator for students to achieve their learning outcomes.

Rubrics can be comprehensive or general in nature and can also be specific or only apply to a particular topic. A comprehensive rubric can be presented as a holistic rubric.

Forms of rubrics (1) A **holistic rubric** is a scoring guideline for judging based on an overall impression or a combination of all criteria.

Table 22. Example of Holistic Rubric Form for Proposal Design

GRADE	SCORE	ASSESSMENT CRITERIA
Very less	<20	The design is disorganized and does not solve the problem
Less	21-40	The design is organized but does not solve the problem
Simply	41- 60	The design presented is systematic, solves the problem, but is less implementable
Good	61- 80	The design presented is systematic, problem-solving, implementable, less innovative
Very good	>81	The design presented is systematic, problem-solving, implementable and innovative.

(2) An **analytic rubric** is an assessment guideline that has levels of assessment criteria that are described and given an assessment scale or assessment score.

Table 23: Example of Analytical Rubric Form for Paper Presentation Assessment

Aspect/ Dimension assessed	Rating scale				
	Very less (score <20)	Less (21-40)	Simply (41-60)	Good (61-80)	Very good (score ≥ 80)
Organization	No clear organization  Facts are not used to support statements	Fairly focused, but insufficient evidence to use in drawing conclusions	Presentations have a focus and present some evidence	Well organized and presents convincing facts to support the conclusion	Organized by presenting facts supported by examples that have been analyzed according to concepts

Contents	The content is inaccurate or too general. Listeners learn nothing or are sometimes misled.	The content is inaccurate, because there is no factual data, it does not add to the listener's understanding	The content is generally accurate, but incomplete. Listeners may learn some implied facts, but they do not gain new insights into the topic.	Content is accurate and complete. Listeners gain new insights into the topic.	The content is able to inspire the listener to develop thoughts.
Presentation style	The speaker is anxious and uncomfortable, and reads notes rather than speaking. Listeners are often ignored. No eye contact is made as the speaker mostly looks at the board or screen.	Stick to notes, no ideas developed outside the notes, monotone voice	The speaker is generally calm, but with a flat tone and relies on notes quite often. Occasional eye contact with	The speaker is calm and uses proper intonation, speaks without relying on notes, and interacts with the audience. intensive with the listener. The speaker is always in contact	Speak with passion, transmitting passion and enthusiasm to the listener

(3) Perception scale rubric is an assessment guideline that has levels of assessment criteria that are not described, but still given a rating scale or rating score.

Table 24: Example of Perception Scale Rubric for Oral Presentation Assessment

Aspects/Dimensions Assessed	Very Poor (Score < 20)	Less (21-40)	Simply (41-60)	Good (61-80)	Very good (Score $\geq$ 80)
Communication Skills					
Material Mastery					

Ability to respect opinions					
Use of Media when Presentation					
Accuracy in Answering Questions					

- Portfolio assessment

Portfolio assessment is a continuous assessment based on a collection of information that shows the development of student learning achievements in a certain period. The information can be in the form of student work from the learning process that is considered the best or student work that shows the development of their ability to achieve learning outcomes.

No.	Aspect/ Dimension assessed	Article-1		Article-2		Article-3	
		Low (1-5)	High (6-10)	Low (1-5)	High (6-10)	Low (1-5)	High (6-10)
1	Articles are from indexed journals within the last 3 years						
2	Articles related to the theme						
3	The number of articles should at least address the impact of industrial pollution on humans and the environment.						
4	Accuracy in summarizing						

	the content of the important parts of the article abstract,						
5	Accuracy in summarizing the concept of thought important in Article.						
6	Accuracy in summarizing the methodology used in the article.						
7	Accuracy in summarizing the research results in the article.						
8	Accuracy in summarizing the discussion of research results in the article.						
9	The accuracy of summarizing the conclusions of the research results in the article.						
10	Accuracy in commenting on the						



	selected journal article.						
<b>Total score for each article summary</b>							
<b>Average score obtained</b>							

### 10.3.3 Assessment Implementation

The implementation of the assessment is carried out in accordance with the lesson plan. The implementation of the assessment as described above can be carried out by

- a) Lecturer or lecturer team
- b) Lecturers or teams of lecturers involving students; and/or
- c) Lecturer or team of lecturers by involving relevant stakeholders.

### 10.3.4 Assessment Reporting

- a) Assessment reporting in the form of qualifications for student success in taking a course or course block is expressed in letters, numbers, and categories as follows.

**Table 1. Grade Conversion List**

Value Range	Letter	Figures	Category
80 - 100	A	4	Very good
72 - 79	AB	3,5	Good
64 - 71	B	3	More than Enough
56 - 63	BC	2,5	Simply
48 - 55	C	2	Less
40 - 47	D	1	Very Less
≤ 39	E	0	Failed

- b) Grading can use intermediate letters and intermediate numbers for grades in the range of 0 (zero) to 4 (four).
- c) The results of the assessment of graduate learning outcomes in each semester are expressed by the semester achievement index (IPS).

$$IPS = \frac{\sum_{i=1}^n (\text{Nilai angka } x \text{ Besar sks MK})}{\sum_{i=1}^n (\text{Besar sks MK yg telah ditempuh selama 1 smt})}$$

- d) The results of the assessment of graduate learning outcomes at the end of the study program are expressed by the cumulative achievement index (GPA).

$$IPK = \frac{\sum_{i=1}^n (\text{Nilai angka } x \text{ Besar sks MK})}{\sum_{i=1}^n (\text{Besar sks MK yg telah ditempuh selama 1 program})}$$

High academic achievement students are students who have a semester grade point average (IPS) greater than 3.50 (three point five zero) and meet academic ethics.

### 10.3.5 Student Graduation

Undergraduate program students are declared to have graduated if they have taken the entire specified learning load and have the graduate learning outcomes targeted by the study program with a cumulative grade point average (GPA) greater than or equal to 2.00 (two point zero zero). Graduation of undergraduate students can be given a satisfactory, very satisfactory, or praise predicate with criteria:

- a. Students are declared to have graduated with a **satisfactory** predicate if they achieve a cumulative grade point average (GPA) of 2.76 (two point seven six) to 3.00 (three point zero zero);
- b. Students **are** declared to have graduated with a **very satisfying** predicate if they achieve a cumulative grade point average (GPA) of 3.01 (three point zero one) to 3.50 (three point five zero);

- c. Students are declared to have graduated with **honors** if they achieve a cumulative grade point average (GPA) of more than 3.50 (three point zero).
- d. Students who are declared graduated are entitled to obtain:
  - 1. Diplomas, for graduates of undergraduate programs, master's programs, and doctoral programs;
  - 2. professional certificate, for graduates of professional programs;
  - 3. competency certificate, for graduates of education programs in accordance with expertise in their branch of knowledge and/or have achievements outside their study program;
  - 4. degree; and
  - 5. certificate accompanying diploma (SKPI).

**CHAPTER 11**  
**LEARNING RIGHTS IMPLEMENTATION PLAN**  
**3 SEMESTERS (BKP-MBKM)**

**11. 1 COURSE (MK) THAT MUST BE TAKEN IN THE STUDY PROGRAM ITSELF**

Required courses in the study program

No.	MK Code	MK Name	Credit weight	Description
1	21WU0000003	Indonesian Language Education	3	
2	21WU0000001	Pancasila Education	2	
3	20WU0000001	Islamic Religious Education	2	
4	20WF2600G02	Introduction to Economics	3	
6	20WP2607G23	Communication & Business Ethics	2	
7	20WP2607G01	Accounting Basics	2	
8	20WP2607G02	Introduction to Business	3	
9	21WU0000003	Civic Education	2	
10	21WU0000004	Al-Islam & Kemuhammadiyah 1	2	
11	21WU0000009	Business English	2	
12	20WI0000013	ISBD/IAD	2	
13	20WF2600G04	Corporate Budgeting	3	
14	20WF2600G05	Cost Accounting	3	
15	20WP2607G03	Introduction to Management	2	
16	21WU0000005	Al-Islam & Kemuhammadiyah 2	2	
17	21WU0000008	Arabic Language	2	
18	20WP2607G24	International Business	3	
19	20WF2600G06	Tax Law	2	
20	20WF2600G07	Management Accounting	3	
21	20WP2607G06	Cooperatives and MSMEs	4	
22	21WU0000006	Al-Islam & Kemuhammadiyah 3	2	
23	20WP2607G07	Business Process Management	3	
24	20WF2600G08	Business Statistics+Practicum	3	

25	20WP2607G09	Marketing Management+Practicum	4	
26	20WP2607G12	Shari'ah Bank Management	3	
27	20WP2607G13	Organizational Behavior	3	
<b>Total credit weight</b>			<b>80</b>	

### 11.2 COURSES OUTSIDE THE STUDY PROGRAM IN THE PT ITSELF

<b>N o.</b>	<b>Upholding the Constitutional Court</b>	<b>Credit weight Maximum</b>	<b>Description</b>
1	HR Management+Practicum	4	
2	Business Math	3	
3	Operational Management + practicum	4	
4	Business Law	2	
<b>Total credit weight Maximum</b>		-	

### 11.3 COURSES OUTSIDE THE STUDY PROGRAM OUTSIDE THE PT

<b>No.</b>	<b>Form of Learning Activities</b>	<b>Can be implemented by credit weight</b>		<b>Description</b>
		<b>Regular</b>	<b>MBKM</b>	
1	In the same off-campus program, BKP-MBKM <b>Student Exchange</b>	20	20 credits	This BKP-MBKM activity can be converted to several MKs that have the same ELOs and learning activity time. according to the credit weight of the MK.
			20 credits	
			20 credits	

### 11.4 BKP-MBKM NON-PT

No.	Form of Learning Activities	Implementable dg weighted credits		Description
		Regular	MBKM	
1	Industry Internship	4	20sks	BKP-MBKM Internship in Industry activities can be converted to several MKs that have the same ELOs and learning activity time. according to the credit weight of the MK.
2	Teaching at school	4	20 credits	Learning activities in the form of teaching assistance are carried out by students in educational units such as elementary, middle and high schools. Schools where teaching practice can be located in urban locations or in remote areas.
3	Research	4	20 credits	For students who have an interest and desire to work in the field of research, the opportunity to do an internship in a research center laboratory is their dream. In addition, research laboratories/institutes sometimes lack research assistants when working on short-term research projects (1 semester - 1 year).

4.	Humanitarian project	4	20 credits	Universities have been helping to overcome disasters through humanitarian programs. The involvement of students has been <i>voluntary</i> and short-term.
5	Entrepreneurial activities	4	20 credits	The form of entrepreneurial learning is in the form of direct entrepreneurial practice which is carried out in a planned and programmed manner. Entrepreneurial activities can take the form of products or services.
6	Independent Study	4	20 credits	Independent studies/projects can complement or substitute for required courses. The equivalence of independent study activities into courses is calculated based on the student's contribution and role as evidenced in the activity under the coordination of the supervisor.
7	Thematic Real Work Lecture	4	20 credits	Thematic Real Work Lecture (KKNT) is a form of education by providing learning experiences for students to live in the community outside the campus, who directly together with the community identify potential and handle problems so that they are expected to be able to develop the potential of

				the village / region and concoct solutions to problems in the village.
			20sks	



## COURSE DISTRIBUTION (MBKM)

CODE	SEMESTER I	SKS	ket
21WU0000003	Indonesian Language Education	3	Regular
21WU0000001	Pancasila Education	2	Regular
20WU0000001	Islamic Religious Education	2	Regular
20WF2600G02	Introduction to Economics	3	Regular
20WF2600G03	Business Math	3	Regular/External PS
20WP2607G23	Communication & Business Ethics	2	Regular
20WP2607G01	Accounting Basics	2	Regular
20WP2607G02	Introduction to Business	3	Regular
Total credits		20	

CODE	SEMESTER II	SKS	ket
21WU0000003	Civic Education	2	Regular
21WU0000004	Al-Islam & Kemuhammadiyahhan 1	2	Regular
21WU0000009	Business English	2	Regular
20WI0000013	ISBD/IAD	2	Regular
20WF2600G04	Corporate Budgeting	3	Regular
20WF2600G01	Business Law	2	Regular/External PS
20WF2600G05	Cost Accounting	3	Regular
20WP2607G03	Introduction to Management	2	Regular
Total credits		18	

CODE	SEMESTER III	SKS	ket
21WU0000005	Al-Islam & Kemuhammadiyahhan 2	2	Regular
21WU0000008	Arabic Language	2	Regular
20WP2607G24	International Business	3	Regular

20WF2600G06	Tax Law	2	Regular
20WF2600G07	Management Accounting	3	Regular
20WP2607G04	HR Management+Practicum	4	Regular/External PS
20WP2607G06	Cooperatives and MSMEs	4	Regular
Total credits		20	

CODE	SEMESTER IV	SKS	ket
21WU0000006	Al-Islam & Kemuhammadiyahhan 3	2	Regular
20WP2607G07	Business Process Management	3	Regular
20WF2600G08	Business Statistics+Practicum	3	Regular
20WP2607G09	Marketing Management+Practicum	4	Regular
20WP2607G10	Operational Management + practicum	4	Regular/External PS
20WP2607G12	Shari'ah Bank Management	3	Regular
20WP2607G13	Organizational Behavior	3	Regular
Total credits		22	

CODE	SEMESTER V	SKS	ket
21WU0000010	Basic Entrepreneurship	2	Entrepreneurial activities
21WU0000007	Al-Islam & Kemuhammadiyahhan 4	2	Regular
20WP2607G11	Managerial economics	3	Independent study/project; Internship/Practice Work; Student Exchange
20WP2607G14	Computer Applications	3	Independent study/project; Internship/Practice Work; Student Exchange
20WP2607G16	Financial Management+Practicum	4	Independent study/project; Internship/Practice

			Work; Student Exchange
20WP2607G17	Business Leadership	3	Independent study/project; Internship/Practice Work; Student Exchange
20WP2607G18	Financial Statement Analysis	3	Independent study/project; Internship/Practice; Student exchange Independent study/project; Internship/Practice; Student exchange
Total credits		20	

CODE	SEMESTER VI	SKS	ket
21WU0000011	KKN-BM	4	Village Building/Thematic Real Work Lecture
20WF2600G10	Strategic Management	3	Independent study/project; Internship/Practice Work; Student exchange
20WP2607G19	Decision Making Theory	3	Independent study/project; Internship/Practice Work; Student exchange
20WP2607G20	Fintech	3	Independent study/project; Internship/Practice Work; Student exchange
	MK Concentration*	6	Independent study/project; Internship/Practice

			Work; Student exchange
20WF2600G09	Research Methodology	3	Independent study/project; Internship/Practice Work; Student exchange
Total credits		22	

CODE	SEMESTER VII	SKS	ket
20WF2600G11	<i>Business Internship</i>	3	Independent study/project; Internship/ Practical Work
20WP2607G21	Digital Business	3	Independent study/project; Internship/Practice Work; Student Exchange
20WP2607G05	Management Information System	3	Independent study/project; Internship/Practice Work; Student Exchange
	MK Concentration*	6	Independent study/project; Internship/Practice Work; Student Exchange
Total credits		15	

MARKETING MANAGEMENT CONCENTRATION			
20PP2607G01	Consumer Behavior*	3	
20PP2607G02	Services Marketing Management*	3	
20PP2607G03	Retail Management*	3	
20PP2607G04	Marketing Management Seminar*	3	
20PP2607G05	International Marketing*	3	

FINANCIAL MANAGEMENT CONCENTRATION			
20PP2607G06	International Financial Management*	3	
20PP2607G07	Investment & Portfolio Management*	3	
20PP2607G08	Financial Management Seminar*	3	
20PP2607G09	Bank Management*	3	
20PP2607G10	Risk Management*	3	
HUMAN RESOURCE MANAGEMENT CONCENTRATION			
20PP2607G11	Change Management*	3	
20PP2607G12	Compensation Management*	3	
20PP2607G13	International Human Resources*	3	
20PP2607G14	HRM Seminar*	3	
20PP2607G15	PSDM*	3	

CODE	SEMESTER VIII	SKS	
20WI0000014	DESCRIPTION	6	Independent study/project; Internship/Practice Work; Student Exchange
20WP2607G15	Business Feasibility Study	3	Independent study/project; Internship/Practice Work; Student Exchange
Total credits		9	

Based on the results of the curriculum review, students who do MBKM at least in semester V type of MBKM followed:

- a. Student Exchange
- b. Teaching Campus
- c. Internship and Independent Study
- d. Entrepreneurship
- e. Humanitarian Project

and the changes in the distribution of MBKM courses are as follows:

Code	Course Name	SMT/S KS		MBKM				
				a	b	c	d	e
21WU0000007	AIK IV	V	2	√	√	√	√	√
20WP2607G11	Managerial Economics	V	3	√	√	√	√	√
20WP2607G18	Financial Statement Analysis	V	3	√	√	√	√	√
21WU0000010	Basic Entrepreneurship	V	2	√		√	√	√
20WP2607G14	Computer Applications	V	3	√	√	√	√	√
20WP2607G17	Business Leadership	V	3	√	√	√	√	√
21WU0000011	KKN - BN	VI	4	√	√	√		√
20WF2600G10	Strategic Management	VI	3	√	√	√	√	√
20WP2607G19	Decision Making Theory	VI	3	√	√	√	√	√
20WP2607G20	Fintech	VI	3	√		√	√	√
20WF2600G11	Business Internship	VI I	3	√	√	√	√	√
20WP2607G05	Management Information System	VI I	3	√	√	√	√	√
20WP2607G21	Digital Business	VI I	3	√	√	√	√	√
20WP2607G15	Business Feasibility Study	VI II	3			√	√	

## CHAPTER 12

### CURRICULUM MANAGEMENT & IMPLEMENTATION MECHANISM

The curriculum quality assurance system follows the PPEPP cycle, namely:

1. Curriculum establishment (P),
2. Curriculum Implementation (P),
3. Curriculum Evaluation (E),
4. Curriculum Control (P), and
5. Curriculum improvement (P).

Curriculum determination is carried out every minimum of 4 - 5 years with a review every 1 year, by determining the profile qualifications / educational objectives of the study program, SLOs, courses and their weights, and an integrated curriculum structure. Implementation of the curriculum is carried out through the learning process, by paying attention to the achievement of SLOs, both in graduates (SLOs), CP at the MK level (CPMK) or CP at each stage of learning in lectures (Sub-CPMK).

Implementation of the curriculum refers to the RPS prepared by lecturers or teams of lecturers, taking into account the achievement of ELOs at the MK level. CPMK and Sub-CPMK at the course level must support the achievement of ELOs imposed on each course. Curriculum evaluation aims to improve sustainability in curriculum implementation.

Evaluation is carried out through two stages, namely the formative stage and the summative stage. Formative evaluation by paying attention to the achievement of SLOs. SLO achievement is carried out through the achievement of CPMK and Sub-CPMK, which are determined at the beginning of the semester by lecturers / teams of lecturers and study programs. Evaluation is also carried out on the form of learning, learning methods, assessment methods, RPS and supporting learning devices. Curriculum review in each study program is carried out at least once every 2 years and a maximum of once every 5 years, involving internal

and external stakeholders, and reviewed by experts in the field of study of the study program, industry, associations, and according to the development of science and technology and user needs.

Control of curriculum implementation is carried out every semester with indicators of the results of measuring the achievement of SLOs. Curriculum control is carried out by the study program and monitored and assisted by the Higher Education quality assurance unit / institution.

Curriculum reconstruction/redesign, based on the results of curriculum evaluation, both formative and summative. The complete curriculum quality assurance cycle can refer to the Higher Education Curriculum Cycle.



The curriculum of this Study Program is not a static document, but will always change in accordance with the development of science and technology and the demands of the world of work. Therefore, the curriculum development process is part of the dynamics of academic development within the Management study program, Faculty of Economics and Business, Universitas Muhammadiyah Surabaya. As the end of the description in this curriculum, we need to express our gratitude to the leadership of the university, faculty, and all colleagues, as well as the professional association of the study program who have provided a lot of input, assistance, and support in developing this curriculum. Hopefully all the efforts we have made will benefit the progress of the nation and the welfare of the people in general, Aamiin.

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