



Universitas Negeri Surabaya
Faculty of Economics and Business
Digital Business Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Digital Entrepreneurship	6120903043		T=0	P=1	ECTS=1.59	4	February 4, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model **Project Based Learning**

Program Learning Outcomes (PLO) **PLO study program that is charged to the course**

Program Objectives (PO)

PO - 1	C2. Students are able to clearly interpret the basic theory of entrepreneurship
PO - 2	C6. Students are able to make a business plan correctly
PO - 3	P3. Students are able to practice business activities based on the business plan that has been created.
PO - 4	A5. Students are able to show the character of faith, intelligence, independence, honesty, caring and resilience in entrepreneurship learning activities

PLO-PO Matrix

	P.O																			
	PO-1																			
	PO-2																			
	PO-3																			
	PO-4																			

PO Matrix at the end of each learning stage (Sub-PO)

	P.O	Week																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
	PO-1																			
	PO-2																			
	PO-3																			
	PO-4																			

Short Course Description This course includes a discussion of the concept of entrepreneurship in an effort to develop an entrepreneurial spirit, namely the ability to motivate oneself to be able to capture business opportunities, create services, production, marketing, partnerships and management, as well as being able to improve problem solving skills in business. Lectures are carried out using a system of discussions, project assignments and reflection.

References

Main :

1. Osterwalder, Alexander dan Yves Pigneur., 2014. Business Model Generation. Jakarta: PT.Elex Media Komputindo
2. Hendro. M.M. 2011. Dasar-dasar Kewirausahaan. Jakarta: Erlangga
3. Leonardus Saiman.2009. Kewirausahaan, Teori, Praktik dan Kasus kasus. Salemba Empat
4. Robert T Kyuosaki. 2004. Rich Dad, Poor Dad. Jakarta: PT SUN
5. Pedoman PKM 2016. Direktorat jenderal Pembelajaran dan Kemahasiswaan. Jakarta: Kemenristekdikti

Supporters:

	1. Tim Kewirausahaan Unesa. 2016. Kewirausahaan. UNIPRESS. Surabaya 2. Tim Kewirausahaan FE Unesa 2015. Kewirausahaan. UNIPRESS. Surabaya						
Supporting lecturer	Hujjatullah Fazlurrahman, S.E., MBA. Hafid Kholidi Hadi, S.E., M.SM. Ahmad Kurniawan, S.M., M.B.A. Fresha Kharisma, S.E., M.SM.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Describe the basic concepts of entrepreneurship Describe the basic concepts of entrepreneurship	1.Explain the meaning of the concept of entrepreneurship 2.Identifying the mental attitude and character of entrepreneurs 3.Explain the various types of entrepreneurship	Criteria: Criteria: Holistic Rubric Form of Assessment : Practical Assessment		discussion, skill practice Google Classroom Task 1: Prepare a summary in the form of a paper about the development of operations management in each organization. 3x50	Material: Describe the basic concepts of entrepreneurship References: 1. Osterwalder, Alexander and Yves Pigneur., 2014. <i>Business Model Generation</i> . Jakarta: PT. Elex Media Komputindo	10%
2	Able to motivate yourself in realizing your "dream"	1.Able to make dreams for himself 2.Able to determine how to achieve that dream 3.Combining dreams with the reality of people's needs 4.Formulate what you want in your career for yourself 5.Explain business opportunities and ideas. 6.Identify sources of opportunity 7.Developing a business idea: - Finding - Analyzing - Deciding	Criteria: Criteria: Holistic Rubric Form of Assessment : Practical Assessment		discussion, skill practice Google Classroom Task 1: Develop a dream to be achieved; Identify business plans and opportunities based on 3x50 abilities and strengths	Material: Being able to motivate yourself in realizing your "dream" Reference: 2. Hendro. MM 2011. <i>Basics of Entrepreneurship</i> . Jakarta: Erlangga	10%
3	Describe Human Resources in a business and Describe the marketing plan in running a business	1.Identify workforce needs 2.Identify the skills needed 3.Determine working hours 4.Designing a compensation system	Criteria: Criteria: Holistic Rubric Form of Assessment : Practical Assessment		discussion, skill practice Google Classroom Assignment 1: Arrange labor requirements; Arrange STP 3x50	Material: Describe Human Resources in a business and Describe a marketing plan in running a business Reference: 3. Leonardus Saiman.2009. <i>Entrepreneurship, Theory, Practice and Cases</i> . Salemba Four	5%
4	Describe Human Resources in a business and Describe the marketing plan in running a business	1.Arrange personnel arrangements 2.Explaining Segmenting Targeting Positioning (STP) 3.Explain customer value 4.Explaining the Marketing Mix	Criteria: Criteria: Holistic Rubric Form of Assessment : Practical Assessment		discussion, skill practice Google Classroom Assignment 1: Arrange labor requirements; Arrange STP 3x50	Material: Describe Human Resources in a business and Describe a marketing plan in running a business Reference: 3. Leonardus Saiman.2009. <i>Entrepreneurship, Theory, Practice and Cases</i> . Salemba Four	5%

5	Planning production and finances in a business	<ol style="list-style-type: none"> 1. Identify needs and sources of funds 2. Develop a cash flow plan 3. Prepare a financial report plan (Balance Sheet and Profit and Loss) 	<p>Criteria: Criteria: Holistic Rubric</p> <p>Form of Assessment : Practical Assessment</p>		discussion, skill practice Google Classroom Task 1: Prepare a summary in the form of a paper about the differences between ethical and unethical business 3x50	<p>Material: Planning production and finances in a business Reference: 3. Leonardus Saiman.2009. <i>Entrepreneurship, Theory, Practice and Cases.</i> Salemba Four</p>	10%
6		<ol style="list-style-type: none"> 1. Distinguish between ethical business and unethical business 2. Explain the rights and obligations of entrepreneurs 3. Explain the various types of business permits 	<p>Criteria: Criteria: Holistic Rubric</p> <p>Form of Assessment : Practical Assessment</p>		discussion, skill practice Google Classroom Task 1: Prepare a funding plan for a 3x50 business plan	<p>Material: Understanding business ethics References: 3. Leonardus Saiman.2009. <i>Entrepreneurship, Theory, Practice and Cases.</i> Salemba Four</p>	5%
7	Prepare a Business Plan related to business plan theory, proposal and BMC (business model canvas)	<ol style="list-style-type: none"> 1. Drawing up a business plan 2. Present the group business plan 3. Prepare proposals and business model canvas 	<p>Criteria: Criteria: Holistic Rubric</p> <p>Form of Assessment : Practical Assessment</p>		discussion, skill practice Google Classroom Task 1. Prepare a 3x50 business plan	<p>Material: Preparing a Business Plan related to business plan theory, proposals and BMC (business model canvas) References: 1. Osterwalder, Alexander and Yves Pigneur., 2014. <i>Business Model Generation.</i> Jakarta: PT. Elex Media Komputindo</p>	5%
8			<p>Form of Assessment : Test</p>				0%
9	Market Survey Theory	Providing briefing in the form of theory for the following week's market survey	<p>Criteria: Criteria: Holistic Rubric</p> <p>Form of Assessment : Practical Assessment</p>		discussion, skill practice Google Classroom Task 1: Prepare an internship report; Prepare 3x50 business reports	<p>Material: Market Survey Theory References: 2. Hendro. MM 2011. <i>Basics of Entrepreneurship.</i> Jakarta: Erlangga</p>	10%
10	Conduct market surveys according to the product being developed	Students are expected to be able to conduct market surveys to study sales, marketing, production, etc. according to the product being developed	<p>Form of Assessment : Practical Assessment</p>		discussion, skill practice Google Classroom Task 1: Prepare an internship report; Prepare 3x50 business reports	<p>Material: Conducting a market survey according to the product being developed. Reference: 3. Leonardus Saiman.2009. <i>Entrepreneurship, Theory, Practice and Cases.</i> Salemba Four</p>	5%
11	Conduct market surveys according to the product being developed	The student is to be expected to do market research in order to learn about sales, marketing, production, etc. based on their product that is being developed.	<p>Form of Assessment : Practical Assessment</p>		discussion, skill practice Google Classroom Task 1: Prepare an internship report; Prepare 3x50 business reports	<p>Material: Conducting a market survey according to the product being developed. Reference: 3. Leonardus Saiman.2009. <i>Entrepreneurship, Theory, Practice and Cases.</i> Salemba Four</p>	5%

12	Provide reports related to market survey results	Students are expected to be able to make reports and present them regarding the results of market surveys conducted	Criteria: Criteria: Holistic Rubric Form of Assessment : Practical Assessment		discussion, skill practice Google Classroom Task 1: Prepare an internship report; Prepare 3x50 business reports	Material: Provide reports related to market survey results. Reference: 3. <i>Leonardus Saiman.2009. Entrepreneurship, Theory, Practice and Cases. Salemba Four</i>	10%
13	Create product prototypes from those developed	Students are expected to be able to create product prototypes from those that have been developed and learned from market surveys	Criteria: Criteria: Holistic Rubric Form of Assessment : Practice / Performance		discussion, skill practice Google Classroom Task 1: Prepare an internship report; Prepare 3x50 business reports	Material: Making product prototypes from those developed. References: 1. <i>Osterwalder, Alexander and Yves Pigneur., 2014. Business Model Generation. Jakarta: PT. Elex Media Komputindo</i>	5%
14	Create product prototypes from those developed	Students are expected to be able to create product prototypes from those that have been developed and learned from market surveys	Criteria: Criteria: Holistic Rubric Form of Assessment : Practice / Performance		discussion, skill practice Google Classroom Task 1: Prepare an internship report; Prepare 3x50 business reports	Material: Making product prototypes from those developed. References: 1. <i>Osterwalder, Alexander and Yves Pigneur., 2014. Business Model Generation. Jakarta: PT. Elex Media Komputindo</i>	5%
15	Monitoring and evaluation (Monev)	Students monitor and evaluate the results of the work they have done in relation to assessment rubrics such as the number of likes, etc	Criteria: Criteria: Holistic Rubric Form of Assessment : Practical Assessment		discussion, skill practice Google Classroom Task 1: Prepare business reports; 3x50	Material: Monitoring and evaluation (Monev) Reference: 3. <i>Leonardus Saiman.2009. Entrepreneurship, Theory, Practice and Cases. Salemba Four</i>	10%
16	Final Semester Evaluation / Final Semester Examination						0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Practical Assessment	90%
2.	Practice / Performance	10%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.