



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Economic Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Monetary Economics	8720303073	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Retno Mustika Dewi, S.Pd., M.Pd.		Dhiah Fitrayati, S.Pd,M.E			Dr. Retno Mustika Dewi, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																					
	<b>PLO-8</b>	Able to communicate well orally and in writing in learning activities																																																																																				
	<b>PLO-9</b>	Able to solve problems in economic learning comprehensively in accordance with developments in science and technology																																																																																				
	<b>Program Objectives (PO)</b>																																																																																					
	<b>PO - 1</b>	Able to demonstrate a responsible attitude towards work independently and in groups (CPL1)																																																																																				
	<b>PO - 2</b>	Able to analyze theoretical concepts of monetary economics (CPL5)																																																																																				
	<b>PO - 3</b>	Able to identify and solve economic problems in the monetary sector procedurally (CPL9)																																																																																				
	<b>PLO-PO Matrix</b>																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> </table>	P.O	PLO-8	PLO-9	PO-1			PO-2			PO-3																																																																										
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	
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PO-3																																																																																						

<b>Short Course Description</b>	Examines the theory of basic monetary economic concepts, money creation mechanisms, money and capital markets, bank and non-bank financial institutions, monetary policy, and the impact of monetary policy on economic activities. Learning is carried out by analyzing monetary phenomena and monetary policy, discussions and presentations.
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Boediono. 1998.Ekonomi Moneter.Yogyakarta : BPFE</li> <li>2. Nopirin. 1998.Ekonomi Moneter JilidI dan II. Yogyakarta : BPFE</li> <li>3. Mishkin, Frederic S. 2016. The economics of money, banking, and financial markets. Boston : Pearson.</li> <li>4. Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York : Pearson</li> <li>5. Bank Indonesia. 2014. Modul ToT Kebanksentralan Bank Indonesia oleh Bank Indonesia tahun 2014. Jakarta : Tidak diterbitkan</li> </ol>
	<b>Supporters:</b>	

1. Fredich Miskhin. 2012. Keuangan Internasional							
<b>Supporting lecturer</b>		Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. Retno Mustika Dewi, S.Pd., M.Pd. Wida Wulandari, M.Pd. Eka Indah Nurlaili, S.Pd., M.Pd.					
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	Analyzing household choices in output markets	1.1 can explain and mention the scope of monetary economics and the function of money in the economy 1.2 can differentiate between M1, M2, and M3 and barter, post-barter and money economic systems and explain the various types of monetary standards	<b>Criteria:</b> maximum value 100  <b>Form of Assessment :</b> Participatory Activities	Reading assignments, discussions and lectures 6 X 50	- -	<b>Material:</b> Money <b>Reference:</b> <i>Mishkin, Frederic S. 2016. The economics of money, banking, and financial markets. Boston: Pearson.</i>	3%
2	Analyzing household choices in output markets	1.1 can explain and mention the scope of monetary economics and the function of money in the economy 1.2 can differentiate between M1, M2, and M3 and barter, post-barter and money economic systems and explain the various types of monetary standards	<b>Criteria:</b> maximum value 100  <b>Form of Assessment :</b> Participatory Activities, Tests	Reading assignments, discussions and lectures 6 X 50	- -	<b>Material:</b> Money <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
3	Students can get to know money, money markets and capital	2.1 Can explain the money market and capital market 2.2 Can explain the function of the money and capital market and describe the determination of exchange rates 2.3 Can analyze the development of the money and capital market in Indonesia	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities	Reading assignments, discussions and lectures 6 X 50	- -	<b>Material:</b> Money Markets <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%

4	Students can get to know money, money markets and capital	2.1 Can explain the money market and capital market 2.2 Can explain the function of the money and capital market and describe the determination of exchange rates 2.3 Can analyze the development of the money and capital market in Indonesia	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities, Tests	Reading assignments, discussions and lectures 6 X 50	-	<b>Material:</b> Money Market Functions <b>References:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
5	Students can get to know financial institutions	3.1 can explain the differences between bank and non-bank financial institutions and can explain the scheme of financial institutions 3.2 can differentiate between commercial banks and central banks and explain non-depository financial institutions 3.3 can explain the function of microfinance institutions and outline the development of financial institutions	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Based Learning, discussion, questions and answers 6 X 50	-	<b>Material:</b> Library Bank : <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
6	Students can get to know financial institutions	3.1 can explain the differences between bank and non-bank financial institutions and can explain the scheme of financial institutions 3.2 can differentiate between commercial banks and central banks and explain non-depository financial institutions 3.3 can explain the function of microfinance institutions and outline the development of financial institutions	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities	Case Based Learning, discussion, questions and answers 6 X 50	-	<b>Material:</b> Financial Institutions <b>References:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	5%

7	Students can get to know central banks	4.1 can explain the concept of a central bank and state the function of a central bank 4.2 can differentiate central bank policy and define central bank independence and can describe central banks in Indonesia	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities	Small group discussion The role of Indonesian banks in the economy 3 X 50	- -	<b>Material:</b> Central Banks <b>References:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	5%
8	UTS	Writing test	<b>Criteria:</b> UTS value is 20% of the total value  <b>Form of Assessment :</b> Participatory Activities, Tests	UTS 3 X 50	- -	<b>Material:</b> - <b>Library:</b>	20%
9	Students can understand the theory of money	Can explain Keynes' theory Can explain the demand for money for transactions and the demand for money for speculation	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities, Tests	Reading assignments and lectures 6 X 50	- -	<b>Material:</b> Money Theory <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
10	Students can understand the theory of money	Can explain Keynes' theory Can explain the demand for money for transactions and the demand for money for speculation	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities	Reading assignments and lectures 6 X 50	- -	<b>Material:</b> Money <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	5%
11	Analyze IS-LM balance	Can explain modern quantity theory and can draw the money demand curve for transactions	<b>Criteria:</b> Maximum value 100  <b>Form of Assessment :</b> Participatory Activities	Lecture and discussion 6 X 50	- -	<b>Material:</b> IS-LM <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
12	Analyze IS-LM balance	Can explain modern quantity theory and can draw the money demand curve for transactions	<b>Criteria:</b> 1. Maximum value 100 2.5  <b>Form of Assessment :</b> Participatory Activities	Lecture and discussion 6 X 50	- -	<b>Material:</b> IS-LM <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%

13	Analyze IS-LM balance	Can draw the money demand curve for speculation and analyze the effectiveness of monetary policy through the IS-LM curve	<b>Criteria:</b> maximum value 100  <b>Form of Assessment :</b> Participatory Activities	9 X 50 Discussion	- -	<b>Material:</b> IS-LM <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
14	Analyzing policy effectiveness through IS LM analysis	100	<b>Criteria:</b> Written test assessment rubric  <b>Form of Assessment :</b> Participatory Activities	monetary policy using the IS-LM approach Analyzing the effectiveness of fiscal policy using the IS-LM approach 3 credits	- -	<b>Material:</b> IS-LM <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	3%
15	Analyzing policy effectiveness through IS LM analysis	100	<b>Criteria:</b> Written test assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Tests	monetary policy using the IS-LM approach Analyzing the effectiveness of fiscal policy using the IS-LM approach 3 credits	- -	<b>Material:</b> IS-LM <b>Bibliography:</b> <i>Mishkin, Frederic S., and Stanley G. Eakins. 2018. Financial markets and institutions. New York: Pearson</i>	5%
16	UAS	Writing test	<b>Criteria:</b> 100  <b>Form of Assessment :</b> Test	UAS 3 X 50	- -	<b>Material:</b> - <b>Library:</b>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	51.5%
2.	Test	48.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.

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.