



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

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Monetary Economics	8722003086	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	June 19, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Tony Seno Aji, S.E., M.E.		Ladi Wajuba Perdini Fisabilillah, S.Pd., M.SE.			Dr. Tony Seno Aji, S.E., M.E.	

<b>Learning model</b>	Case Studies
-----------------------	--------------

<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																				
	<b>PLO-5</b>	Able to analyze overall economic theoretical concepts																																																																																			
	<b>Program Objectives (PO)</b>																																																																																				
	<b>PO - 1</b>	Students are able to understand monetary economics correctly																																																																																			
	<b>PO - 2</b>	Students are able to understand the relationship between monetary economics and macroeconomics																																																																																			
	<b>PO - 3</b>	Students are able to understand monetary economic problems and their solutions																																																																																			
	<b>PLO-PO Matrix</b>																																																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-5	PO-1		PO-2		PO-3																																																																												
	P.O	PLO-5																																																																																			
	PO-1																																																																																				
PO-2																																																																																					
PO-3																																																																																					
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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																
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																																																																																					

<b>Short Course Description</b>	This course contains the concept of monetary economics, monetary economic problems and the relationship between monetary economics and macroeconomics. The learning method is carried out in the form of lectures and questions and answers as well as taking an inquiry approach, namely completing assignments and solving problems
---------------------------------	---

<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. McCallum, Bennet T., 1989. "Monetary Economics : Theory and Policy" . Macmillan Publishing Company. New York. ( MC )</li> <li>2. McCallum, Bennet T., 1996. "International Monetary Economics" . Oxford University Press. New York. ( MC )</li> <li>3. Pierce, David G. And Peter J. Tysome. 1985. "Monetary Economics : Theory, Evidence and Policy" . 2nd edition. Cambridge University Press . ( DAV )</li> <li>4. Fane, George. 2000. " Capital Mobility, Exchange Rate and Economic Crises". Edward Elgar Publishing Limited. United Kingdom. ( GOR )</li> <li>5. Emil-Maria Claassen, 1997. "Global Monetary Economics", Oxford University Press, New York.</li> <li>6. Nopirin. 2000. "Ekonomi Moneter , Buku I dan II. BPFE. Yogyakarta. ( NOP )</li> <li>7. Budiono, 2000. "Ekonomi Moneter" edisi ketiga. BPFE. Yogyakarta. ( BUD )</li> </ol>

		<b>Supporters:</b>					
<b>Supporting lecturer</b>		Dr. Tony Seno Aji, S.E., M.E. Ladi Wajuba Perdini Fisabilillah, S.Pd., M.SE. Ruth Eviana Hutabarat, S.E., M.E. Aminudin Ma'ruf, M.Sc.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the scope of monetary economics	1.Able to explain the scope of monetary economics 2.Able to explain the definition of money 3.Able to explain the role & function of money 4.Be able to explain who determines the amount of money 5.Able to explain the value of money	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<b>Material:</b> scope of monetary economics <b>References:</b> <i>McCallum, Bennet T., 1989. "Monetary Economics: Theory and Policy". Macmillan Publishing Company. New York. (MC)</i>	4%
2	Students are able to explain the role, function of money and the demand & supply of money	1.able to explain the function of the demand for money 2.able to explain the function of the money supply	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Interactive lectures, discussions and case studies 3 X 50		<b>Material:</b> demand function, money supply. <b>Reference:</b> <i>McCallum, Bennet T., 1989. "Monetary Economics: Theory and Policy". Macmillan Publishing Company. New York. (MC)</i>	4%
3	Students can explain how economic processes occur with the existence of financial institutions, the role of Commercial Banks and Central Banks in influencing money circulation	1.explain the types of financial institutions 2.able to explain the role of financial institutions, commercial banks and central banks 3.able to explain interest rates & securities	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<b>Material:</b> financial institutions, commercial banks and central banks <b>Reference:</b> <i>Budiono, 2000. "Monetary Economics" third edition. BPFE. Yogyakarta. (BUD )</i>	4%

4	Students are able to explain classical monetary theory	<ol style="list-style-type: none"> <li>1.able to explain the classical theory of interest rates</li> <li>2.able to explain the quantity theory of money</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> Economic processes occur with the existence of financial institutions, the role of Commercial Banks and Central Banks in influencing the money supply.</p> <p><b>Reference:</b> <i>Budiono, 2000. "Monetary Economics" third edition. BPFE. Yogyakarta. (BUD )</i></p>	2%
5	<ol style="list-style-type: none"> <li>1. Students can put forward the monetary theory put forward by Keynes</li> <li>2. Students can explain the differences between classical theory and Keynes theory</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the monetary theory put forward by Keynes; 2. Explain the differences between classical theory and Keynesian theory</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	interactive lectures, discussions, and case studies 3 X 50		<p><b>Material:</b> monetary theory put forward by Keynes; differences between classical theory and Keynesian theory.</p> <p><b>Reference:</b> <i>Nopirin. 2000. "Monetary Economics, Books I and II. BPFE. Yogyakarta. (NOP)</i></p>	4%
6	<ol style="list-style-type: none"> <li>1. Students can put forward the monetary theory proposed by Keynes. 2. Students can explain the difference between classical theory and Keynes theory</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to explain the request for money for transactions</li> <li>2. Able to explain policy analysis</li> <li>3. Able to explain balance in the goods market &amp; money market</li> <li>4. Able to explain the effectiveness of monetary &amp; fiscal policy</li> <li>5. Able to explain the differences between keyness and classical views on monetary &amp; fiscal policy</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> Monetary theory proposed by Keynes; The difference between classical theory and keyness theory.</p> <p><b>Library:</b> <i>Budiono, 2000. "Monetary Economics" third edition. BPFE. Yogyakarta. (BUD )</i></p>	4%

7	Students are able to explain the development of monetary theory & its differences with existing monetary theories	<ol style="list-style-type: none"> <li>1. Able to explain the request for money for transactions</li> <li>2. Able to explain the demand for money for speculation</li> <li>3. Able to explain Friedman's quantity theory</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	interactive lectures, discussions, and case studies 3 X 50	interactive lectures, discussions, and case studies	<p><b>Material:</b> development of monetary theory &amp; its differences with existing monetary theories.</p> <p><b>Reference:</b> <i>McCallum, Bennet T., 1989. "Monetary Economics: Theory and Policy". Macmillan Publishing Company. New York. (MC)</i></p>	4%
8	Mid-Semeter Exam (UTS)	Do the questions well and correctly	<p><b>Criteria:</b>  <ol style="list-style-type: none"> <li>1. Scoring guidelines</li> <li>2. According to scoring guidelines</li> </ol> </p> <p><b>Form of Assessment :</b> Test</p>	Written test 3 X 50		<p><b>Material:</b> 1-7</p> <p><b>References:</b> <i>Nopirin. 2000. "Monetary Economics, Books I and II. BPFE. Yogyakarta. (NOP)</i></p>	20%
9	1. explain the types of monetary standards that can be used 2. explain international monetary standards	<ol style="list-style-type: none"> <li>1. Able to explain a single standard</li> <li>2. Able to explain standard twins</li> <li>3. Able to explain lame Standards</li> <li>4. Able to explain paper standards</li> <li>5. Able to explain International monetary standards</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> 1. types of monetary standards that can be used; 2. international monetary standards</p> <p><b>Bibliography:</b> <i>McCallum, Bennet T., 1996. "International Monetary Economics". Oxford University Press. New York. (MC)</i></p> <hr/> <p><b>Material:</b> 1. types of monetary standards that can be used; 2. international monetary standards</p> <p><b>Bibliography:</b> <i>Fane, George. 2000. "Capital Mobility, Exchange Rate and Economic Crises". Edward Elgar Publishing Limited. United Kingdom. (GOR)</i></p>	4%

10	1. explain the types of monetary standards that can be used 2. explain international monetary standards	1. Able to explain single standards 2. Able to explain twin standards 3. Able to explain lame standards 4. Able to explain paper standards 5. Able to explain international monetary standards	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<b>Material:</b> 1. types of monetary standards that can be used; 2. international monetary standards <b>Bibliography:</b> <i>McCallum, Bennet T., 1996. "International Monetary Economics". Oxford University Press. New York. (MC)</i> <hr/> <b>Material:</b> 1. types of monetary standards that can be used; 2. international monetary standards <b>Bibliography:</b> <i>Pierce, David G. And Peter J. Tysome. 1985. "Monetary Economics: Theory, Evidence and Policy". 2nd edition. Cambridge University Press. (DAV)</i>	4%
11	1. explain the types of monetary standards that can be used 2. explain international monetary standards	1. Able to explain single standards 2. Able to explain twin standards 3. Able to explain lame standards 4. Able to explain paper standards 5. Able to explain international monetary standards	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<b>Material:</b> 1. types of monetary standards that can be used; 2. international monetary standards <b>Bibliography:</b> <i>McCallum, Bennet T., 1996. "International Monetary Economics". Oxford University Press. New York. (MC)</i> <hr/> <b>Material:</b> 1. types of monetary standards that can be used; 2. international monetary standards <b>Bibliography:</b> <i>Pierce, David G. And Peter J. Tysome. 1985. "Monetary Economics: Theory, Evidence and Policy". 2nd edition. Cambridge University Press. (DAV)</i>	3%

12	able to explain inflation deflation	<ol style="list-style-type: none"> <li>1.Able to explain the causes of inflation</li> <li>2.Able to explain the effect of inflation and deflation</li> <li>3.Able to explain inflation as a symptom of war</li> <li>4.Able to explain how to overcome inflation</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> inflation deflation</p> <p><b>Reference:</b> Budiono, 2000. "Monetary Economics" third edition. BPFE. Yogyakarta. (BUD )</p>	3%
13	able to explain investment theory and portfolio theory	<ol style="list-style-type: none"> <li>1.Able to explain Investment Theory</li> <li>2.Able to explain Portfolio Theory</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> investment theory and portfolio theory</p> <p><b>Reader:</b> Nopirin. 2000. "Monetary Economics, Books I and II. BPFE. Yogyakarta. (NOP)</p>	3%
14	explain suitable policies to be implemented to overcome imbalances	<ol style="list-style-type: none"> <li>1.Able to explain the monetary approach</li> <li>2.Able to explain monetary policy</li> <li>3.Able to explain fiscal policy, international trade policy</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> policies that are suitable to be implemented in overcoming imbalances</p> <p><b>Reference:</b> Budiono, 2000. "Monetary Economics" third edition. BPFE. Yogyakarta. (BUD )</p>	3%
15	explain suitable policies to be implemented to overcome imbalances	<ol style="list-style-type: none"> <li>1.Able to explain the monetary approach</li> <li>2.Able to explain monetary policy</li> <li>3.Able to explain fiscal policy, international trade policy</li> </ol>	<p><b>Criteria:</b> 1.Scoring guidelines 2.According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lectures, discussions and case studies 3 X 50	Interactive lectures, discussions and case studies	<p><b>Material:</b> policies that are suitable to be implemented in overcoming imbalances.</p> <p><b>Reference:</b> McCallum, Bennet T., 1989. "Monetary Economics: Theory and Policy". Macmillan Publishing Company. New York. (MC)</p>	2%
16	UAS	Can do questions well and correctly	<p><b>Criteria:</b> 1.Scoring guidelines 2.According to scoring guidelines</p> <p><b>Form of Assessment :</b> Test</p>	Written test 3 X 50		<p><b>Material:</b> 9-15</p> <p><b>References:</b> Nopirin. 2000. "Monetary Economics, Books I and II. BPFE. Yogyakarta. (NOP)</p>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	48%
2.	Test	50%
		98%

---

## Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** 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.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.