



**Universitas Negeri Surabaya**  
**Faculty of Educational Sciences**  
**Bachelor of Education Management Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																														
Education Start-Up Management	8620402156	Study Program Elective Courses	T=2	P=0	ECTS=3.18	6	April 27, 2023																																																																																																														
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																															
	Aditya Chandra Setiawan, M.Pd.		Dr. Mohammad Syahidul Haq, M.Pd.			Syunu Trihantoyo, S.Pd., M.Pd.																																																																																																															
<b>Learning model</b>	Project Based Learning																																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																				
	<b>PLO-7</b>	Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis																																																																																																																			
	<b>PLO-9</b>	Able to utilize technology and information in problem solving efforts according to area of expertise																																																																																																																			
	<b>PLO-12</b>	Able to internalize the entrepreneurial spirit creatively and innovatively																																																																																																																			
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.																																																																																																																			
	<b>PO - 2</b>	Master the theory/concept of educational start-up management in depth and be able to apply it according to needs in the educational and non-educational fields.																																																																																																																			
	<b>PO - 3</b>	Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.																																																																																																																			
	<b>PO - 4</b>	Responsible for self-learning performance, agreements with group colleagues by implementing relevant educational start-up management and entrepreneurial independence based on educational and non-educational project start-ups.																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-9</th> <th colspan="4">PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td colspan="2">✓</td> <td colspan="2"></td> </tr> <tr> <td>PO-4</td> <td></td> <td>✓</td> <td colspan="2">✓</td> <td colspan="2"></td> </tr> </tbody> </table>						P.O	PLO-7	PLO-9	PLO-12				PO-1		✓					PO-2	✓	✓					PO-3		✓	✓				PO-4		✓	✓																																																																															
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PO-4		✓	✓																																																																																																																		
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																					
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <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> </thead> <tbody> <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> <tr> <td>PO-4</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> </tbody> </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															✓		PO-4								✓								✓
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<b>Short Course Description</b>	Study of the concepts of Innovation and Diffusion; Basic Start-Up Concepts; Education Services Start-Up; Non-Educational Services Start-Up; Start-Up Ecosystem and Development; Start-Up Planning; Seminar I: Start-Up Planning; Start-Up Organizing; Seminar II: Organizing Start-Ups; Start-Up Implementation; Seminar III: Implementation of Start-Up; Start-Up Evaluation; Seminar IV: Start-Up Evaluation; Education Management Start-Up Exhibition. Lectures are carried out using a system of presentations and discussions, project assignments, practice, and joint reflection																																																																																																																				
<b>References</b>	<b>Main :</b>																																																																																																																				

1. Ries, Eric. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business
2. Ries, Eric. 2017. The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-term Growth. New South Wales: Currency

**Supporters:**

1. Rogers, Everett M. 1983. Diffusion of innovations (3rd ed). New York: Free Press of Glencoe.
2. Gupta, Shishir. 2017. Startup Easy: The Essentials: a Step by Step Guide for Entrepreneurs. South Carolina: CreateSpace Independent Publishing Platform
3. David, Kidder. 2012. The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs. San Francisco: Chronicle Books

**Supporting lecturer** Dr. Ima Widiyanah, M.Pd.  
Aditya Chandra Setiawan, 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	Students are able to make inferences about the basic concepts of Innovation and Diffusion	<ol style="list-style-type: none"> <li>1. Students are able to understand the Lecture Contract and Semester Learning Plan;</li> <li>2. Students are able to explain the meaning of Innovation and Diffusion;</li> <li>3. Students are able to differentiate between types of Innovation and Diffusion;</li> <li>4. Students are able to explain the characteristics of Innovation and Diffusion.</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	<p><b>Material:</b> Understanding Innovation and Diffusion and Lecture Contracts</p> <p><b>References:</b> <i>Ries, Eric. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	5%
2	Students are able to make inferences about the basic concepts of Start-Up	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of Start-Up;</li> <li>2. Students are able to differentiate between types of Start-Ups;</li> <li>3. Students are able to explain the characteristics of Start-Ups.</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	<p><b>Material:</b> Understanding start-ups and various types of start-ups</p> <p><b>References:</b> 2. <i>Ries, Eric. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	5%

3	Students are able to make inferences about the basic concepts of Educational Start-Ups	<ol style="list-style-type: none"> <li>1.Students are able to explain the meaning of Education Start-Up;</li> <li>2.Students are able to differentiate between types of Educational Start-Ups;</li> <li>3.Students are able to explain the characteristics of Education Start-Ups;</li> <li>4.Students are able to explain examples of Educational Start-Ups.</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	<p><b>Material:</b> Star-Up Characteristics <b>References:</b> <i>Rogers, Everett M. 1983. Diffusion of innovations (3rd ed). New York: Free Press of Glencoe.</i></p>	5%
4	Students are able to make inferences about the basic concepts of Educational Start-Ups	<ol style="list-style-type: none"> <li>1.Students are able to explain the meaning of Non-Educational Start-Up;</li> <li>2.Students are able to differentiate between types of Non-Educational Start-Ups;</li> <li>3.Students are able to explain the characteristics of Non-Educational Start-Ups;</li> <li>4.Students are able to explain examples of Non-Educational Start-Ups.</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	<p><b>Material:</b> Star-Up education <b>Bibliography:</b> <i>Gupta, Shishir. 2017. Startup Easy: The Essentials: a Step by Step Guide for Entrepreneurs. South Carolina: CreateSpace Independent Publishing Platform</i></p>	5%
5	Students are able to make inferences about the basic concepts of Ecosystems and Start-Up Development	<ol style="list-style-type: none"> <li>1.Students are able to explain the meaning of Ecosystem and Start-Up Development;</li> <li>2.Students are able to differentiate between types of Ecosystem and Start-Up Development;</li> <li>3.Students are able to explain the characteristics of Ecosystems and Start-Up Development;</li> <li>4.Students are able to explain examples of Ecosystems and Start-Up Development.</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	Varied lectures (lecture, question and answer and discussion methods) 2 X 50	<p><b>Material:</b> Star-up development ecosystem <b>References:</b> 2. <i>Ries, Eric. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	5%

6	Students are able to make inferences about Start-Up Planning	<ol style="list-style-type: none"> <li>1. Students are able to explain the concept of Start-Up planning;</li> <li>2. Students are able to explain Start-Up planning procedures;</li> <li>3. Students are able to explain examples of Start-Up planning;</li> <li>4. Students are able to implement Start-Up planning (Seminar I).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-up Planning <b>Bibliography:</b> <i>Ries, Eric. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	5%
7	Students are able to make inferences about Start-Up Planning (Seminar I)	<ol style="list-style-type: none"> <li>1. Students are able to explain the concept of Start-Up planning;</li> <li>2. Students are able to explain Start-Up planning procedures;</li> <li>3. Students are able to explain examples of Start-Up planning;</li> <li>4. Students are able to implement Start-Up planning (Seminar I).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-up planning <b>Bibliography:</b> <i>David, Kidder. 2012. The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs. San Francisco: Chronicle Books</i></p>	5%
8	Midterm Exam (UTS)	Material for Meetings 1 to 7	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning (UTS) 2 X 50	Project Based Learning (UTS) 2 X 50	<p><b>Material:</b> UTS <b>Reader:</b> <i>Ries, Eric. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	15%
9	Students are able to make inferences about Start-Up Organizing	<ol style="list-style-type: none"> <li>1. Students are able to explain the concept of organizing a Start-Up;</li> <li>2. Students are able to explain the procedures for organizing a Start-Up;</li> <li>3. Students are able to explain examples of Start-Up organizing;</li> <li>4. Students are able to implement Start-Up organizing (Seminar II).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Organizing a start-up <b>Reference:</b> <i>David, Kidder. 2012. The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs. San Francisco: Chronicle Books</i></p>	5%

10	Students are able to make inferences about Start-Up Organizing (Seminar II)	<ol style="list-style-type: none"> <li>1.Students are able to explain the concept of organizing a Start-Up;</li> <li>2.Students are able to explain the procedures for organizing a Start-Up;</li> <li>3.Students are able to explain examples of Start-Up organizing;</li> <li>4.Students are able to implement Start-Up organizing (Seminar II).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Implementation of star-up</p> <p><b>References:</b> <i>Gupta, Shishir. 2017. Startup Easy: The Essentials: a Step by Step Guide for Entrepreneurs. South Carolina: CreateSpace Independent Publishing Platform</i></p>	5%
11	Students are able to make inferences regarding Start-Up Implementation	<ol style="list-style-type: none"> <li>1.Students are able to explain the concept of implementing Start-Up;</li> <li>2.Students are able to explain the procedures for implementing Start-Up;</li> <li>3.Students are able to explain examples of Start-Up implementation;</li> <li>4.Students are able to implement Start-Up (Seminar III).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-up design resulting from Project discussions with the <b>Library Working Group Team:</b> <i>David, Kidder. 2012. The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs. San Francisco: Chronicle Books</i></p>	5%
12	Students are able to make inferences about Start-Up Implementation (Seminar III)	<ol style="list-style-type: none"> <li>1.Students are able to explain the concept of implementing Start-Up;</li> <li>2.Students are able to explain the procedures for implementing Start-Up;</li> <li>3.Students are able to explain examples of Start-Up implementation;</li> <li>4.Students are able to implement Start-Up (Seminar III).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-up Evaluation</p> <p><b>References:</b> 2. <i>Ries, Eric. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	5%

13	Students are able to make inferences about Start-Up Evaluations	<ol style="list-style-type: none"> <li>1. Students are able to explain the concept of Start-Up evaluation;</li> <li>2. Students are able to explain the Start-Up evaluation procedures;</li> <li>3. Students are able to explain examples of Start-Up evaluations;</li> <li>4. Students are able to implement Start-Up evaluation (Seminar IV).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-up evaluation of project results in the form of group performance presentation.</p> <p><b>Readers:</b> <i>David, Kidder. 2012. The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs. San Francisco: Chronicle Books</i></p>	5%
14	Students are able to make inferences on Start-Up Evaluation (Seminar IV)	<ol style="list-style-type: none"> <li>1. Students are able to explain the concept of Start-Up evaluation;</li> <li>2. Students are able to explain the Start-Up evaluation procedures;</li> <li>3. Students are able to explain examples of Start-Up evaluations;</li> <li>4. Students are able to implement Start-Up evaluation (Seminar IV).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-Up evaluation of project results in the form of presentation session-2</p> <p><b>Readers:</b> <i>Ries, Eric. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business</i></p>	5%
15	Students are able to carry out Start-Up Dissemination (Work Degree/Exhibition)	<ol style="list-style-type: none"> <li>1. Students are able to explain the dissemination of Start-Up projects;</li> <li>2. Students are able to implement Start-Up dissemination (Start-Up Exhibition).</li> </ol>	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> Start-up Exhibition</p> <p><b>Reader:</b> <i>Gupta, Shishir. 2017. Startup Easy: The Essentials: a Step by Step Guide for Entrepreneurs. South Carolina: CreateSpace Independent Publishing Platform</i></p>	5%
16	Final Semester Examination (UAS)	Meeting Materials 9 to 15	<p><b>Criteria:</b> Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning (UAS) 2 X 50	Project Based Learning (UAS) 2 X 50	<p><b>Material:</b> UAS</p> <p><b>Reader:</b> <i>David, Kidder. 2012. The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs. San Francisco: Chronicle Books</i></p>	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	30%
		100%

## 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** 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.
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.