



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Special Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Entrepreneurship	8620202318		T=2 P=0 ECTS=3.18	1	July 17, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
		Dr. Asri Wijastuti, M. Pd.; Acep Ovel Novari Beny, M.Pd	.....	Dr. H. Pamuji, M.Kes.	

<b>Learning model</b>	<b>Project Based Learning</b>																																																																			
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																			
	<b>PLO-13</b> Master the theoretical concepts of the basics of educational theory relevant to special education																																																																			
	<b>Program Objectives (PO)</b>																																																																			
	<b>PO - 1</b> Understand the nature and basic concepts of entrepreneurship																																																																			
	<b>PO - 2</b> Understand the characteristics, spirit and attitudes of entrepreneurs																																																																			
	<b>PLO-PO Matrix</b>																																																																			
	<table border="1" style="margin: auto;"> <tr><td>P.O</td><td>PLO-13</td></tr> <tr><td>PO-1</td><td></td></tr> <tr><td>PO-2</td><td></td></tr> </table>	P.O	PLO-13	PO-1		PO-2																																																														
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PO-1																																																																				
PO-2																																																																				
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																			
	<table border="1" style="margin: 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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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**Short Course Description** Discusses the nature and basic concepts of entrepreneurship, characteristics, spirit and attitudes of entrepreneurs, entrepreneurial processes and competencies, objectives of entrepreneurship courses in the special education department, models of entrepreneurial processes for children with special needs oriented towards life skills, concepts and strategies of entrepreneurship education for children with special needs, Entrepreneurship education strategies for children with special needs, building an entrepreneurial spirit by practicing starting a business for students majoring in special education, Strategies for Building an Entrepreneurial Spirit in the special education department.

<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. Andrea I. Frank.2007. Entrepreneurship and enterprise skills: A missing element of planning education?, Planning, Practice &amp; Research, 22:4, 635-648, DOI: 10.1080/02697450701770142</li> <li>2. Bosma, N., Hessels, J., Schutjens, V., van Praag, M., &amp; Verheul, I.2012. Entrepreneurship and Role Models. Journal of Economic Psychology, (33)2, 410-424.</li> <li>3. Branback M &amp; Carsrud A.2016.Fundamentals for Becoming a Successful Entrepreneur: From Business Idea to Launch and Management.New Jersey: Pearson Education,Inc.</li> <li>4. Burns P.2016. Entrepreneurship and Small Business, Start-up, growth and maturity. New York: Pulgrave</li> <li>5. Cheung, C-K.2008. Entrepreneurship education in Hong Kong's secondary curriculum - Possibilities and limitations. Education Training, (50) 6, 500-515. DOI 10.1108/00400910810901827</li> <li>6. Hasanah.2015.Entrepreneurship: membangun Jiwa Entrepreneur Anak melalui Pendidikan Kejuruan. Makasar: CV. Misvel Aini Jaya,</li> <li>7. Mulyadi S.2006. Inovasi Kependidikan Anak Berkebutuhan Khusus Berwawasan Kewirausahaan Sejak Usia Dini . Jurnal Pendidikan Khusus, Volume 2, Nomor 1</li> <li>8. Kurniadi D, Trisnamansyah S., Mulyana E., Alimin Z.2009.Pengembangan Model Pelatihan Kecakapan Hidup Dalam Peningkatan Kemandirian Anak Tunalaras:Studi di Pantii Sosial Marsudi Putra Handayani Bambu Apus Jakarta Timur. Bandung: UPI</li> <li>9. Sutrisno J.2003.Pengembangan Pendidikan Berwawasan Kewirausahaan Sejak Usia Dini. Makalah IPB. Tidak diterbitkan</li> <li>10. Wahyuni E.2016.Manajemen Layanan Pengembangan Life Skill bagi Anak Berkebutuhan Khusus dengan Retardasi Mental di SLB Negeri Purbalingga.Skripsi IAIN Purwakarta.tidak diterbitkan</li> <li>11. _____,2013. Modul Pembelajaran Kewirausahaan. Direktorat Jenderal Pembelajaran dan Kemahasiswaan DITJEN Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan</li> </ol>
	<b>Supporters:</b>

**Supporting lecturer** Dr. Asri Wijastuti, M.Pd.  
Diah Anggraeny, S.Pd., M.Pd.  
Acep Ovel Novari Beny, 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	Understand competencies, descriptions, sequence of Entrepreneurship course material and lecture contracts	Mentioning competencies, descriptions, sequences of Entrepreneurship course material	<p><b>Criteria:</b></p> <p>1.4: mention and explain the 4 CPs correctly</p> <p>2.3: just mention and explain correctly the 3 CPs</p> <p>3.2: name and explain correctly 2 CP</p> <p>4.1: mention and explain 1 CP</p> <p>5.0: did not answer</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Hands-on LearningDiscussion 2 X 50		<p><b>Material:</b> Introduction to Entrepreneurship</p> <p><b>Literature:</b> _____, 2013. <i>Entrepreneurship Learning Module, Directorate General of Learning and Student Affairs Directorate General of Higher Education Ministry of Education and Culture</i></p>	5%
2	Understand the basic concepts of entrepreneurship. Understand the nature of entrepreneurship	describe the basic concepts of entrepreneurship. Describe the nature of entrepreneurial learning	<p><b>Criteria:</b></p> <p>1.4: the writing is close to the same or 300 words, and describes the basic concepts and nature of entrepreneurship correctly.</p> <p>2.3: the writing is generally correct, only one aspect is incorrectly explained</p> <p>3.2: the writing only contains two correct aspects.</p> <p>4.1: writing in general does not answer commands.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Collaborative Inquiry 2 X 50		<p><b>Material:</b> basic concepts of entrepreneurship Understanding the nature of entrepreneurship</p> <p><b>Reference:</b> Branback M &amp; Carsrud A. 2016. <i>Fundamentals for Becoming a Successful Entrepreneur: From Business Idea to Launch and Management</i>. New Jersey: Pearson Education, Inc.</p>	5%
3	Describe the characteristics of entrepreneurs Describe the characteristics of successful entrepreneurs	Formulate the concept of entrepreneur characteristics. Narrate the character of a successful entrepreneur	<p><b>Criteria:</b></p> <p>1.4: the writing is close to the same and describes the character of a successful entrepreneur correctly.</p> <p>2.3: the writing is generally correct, only one aspect is incorrectly explained</p> <p>3.2: the writing only contains two correct aspects.</p> <p>4.1: writing in general does not answer commands.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Direct instructionRecitationDiscussion 2 X 50		<p><b>Material:</b> characteristics of entrepreneurs</p> <p><b>Reader:</b> Branback M &amp; Carsrud A. 2016. <i>Fundamentals for Becoming a Successful Entrepreneur: From Business Idea to Launch and Management</i>. New Jersey: Pearson Education, Inc.</p>	5%
4	Identifying the entrepreneurial spirit and attitude	Demonstrates an entrepreneurial spirit Describes an entrepreneurial attitude	<p><b>Criteria:</b></p> <p>1.4: correct content and placement;</p> <p>2.3: the content is correct, there is a placement error, OR the content is incorrectly placed</p> <p>3.2: partially correct content, and partially correct placement</p> <p>4.1: partially correct and incorrect placement OR correct placement and incorrect content.</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Inquirydiscussion 2 X 50		<p><b>Material:</b> Identifying the spirit and attitude of entrepreneurs</p> <p><b>Reference:</b> Andrea I. Frank. 2007. <i>Entrepreneurship and enterprise skills: A missing element of planning education?, Planning, Practice &amp; Research</i>, 22:4, 635-648, DOI: 10.1080/02697450701770142</p>	5%
5	Describe the objectives of entrepreneurship learning for students majoring in special education	Formulate the objectives of entrepreneurship courses for students majoring in special education	<p><b>Criteria:</b></p> <p>1.4: correct content, coherent/coherent, maximum length 150 words.</p> <p>2.3: correct content, not coherent/coherent, maximum 150 words,</p> <p>3.2: partially incorrect content, not coherent/coherent, less than 100 words long,</p> <p>4.1: wrong content</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Expository Cooperative learning 2 X 50		<p><b>Material:</b> entrepreneurship learning for students majoring in special education</p> <p><b>Reference:</b> Wahyuni E. 2016. <i>Management of Life Skills Development Services for Children with Special Needs with Mental Retardation at SLB Negeri Purbalingga</i>. Thesis IAIN Purwakarta. unpublished</p>	5%

6	Understand and apply the entrepreneurial process model for children with special needs	Identifying an entrepreneurial process model for children with special needs. Formulating a model for implementing the entrepreneurial process for children with special needs	<b>Criteria:</b> 1.4: correct content, coherent/coherent 2.3: the content is correct, not coherent/coherent 3.2: the contents are partly incorrect, not coherent/coherent, 4.1: wrong content  <b>Form of Assessment :</b> Participatory Activities	Journal and reference analysis InquiryDiscussion 4 X 50		<b>Material:</b> entrepreneurial process model for children with special needs <b>Reference:</b> Mulyadi S. 2006. <i>Education Innovation for Children with Special Needs with an Entrepreneurial Insight from an Early Age. Journal of Special Education, Volume 2, Number 1</i>	5%
7	Understand and apply the entrepreneurial process model for children with special needs	Identifying an entrepreneurial process model for children with special needs. Formulating a model for implementing the entrepreneurial process for children with special needs	<b>Criteria:</b> 1.4: correct content, coherent/coherent 2.3: the content is correct, not coherent/coherent 3.2: the contents are partly incorrect, not coherent/coherent, 4.1: wrong content  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Journal and reference analysis InquiryDiscussion 4 X 50		<b>Material:</b> entrepreneurial process model for children with special needs <b>Reference:</b> Mulyadi S. 2006. <i>Education Innovation for Children with Special Needs with an Entrepreneurial Insight from an Early Age. Journal of Special Education, Volume 2, Number 1</i>  <b>Material:</b> entrepreneurial process model for children with special needs <b>References:</b>	5%
8	Understanding the basic concepts and nature of entrepreneurshipUnderstanding the characteristics and character of entrepreneursUnderstanding the spirit and attitude of entrepreneursUnderstanding the objectives of entrepreneurship courses for special education studentsUnderstanding the entrepreneurial process model for children with special needsUnderstanding life skills-oriented entrepreneurship	Able to describe in written form related to the basic concepts and nature of entrepreneurship. Able to write and create poster charts related to entrepreneurship. Prepare papers related to models of the entrepreneurship process for children with special needs	<b>Criteria:</b> 1.4: complete and correct content and attractive appearance 2.3: incomplete content, incorrect explanation, less attractive appearance 3.2: the content is incomplete, the explanation is partly incorrect, the appearance is less attractive 4.1: content, explanation, appearance are very less attractive  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Written Exam 2 X 50		<b>Material:</b> UTS <b>Reader:</b> Burns P.2016. <i>Entrepreneurship and Small Business, Start-up, growth and maturity. New York: Pulgrave</i>	10%
9	Understand and apply the concepts and strategies of entrepreneurship education for children with special needs	- Explain the concept and strategy of entrepreneurship education for children with special needs - Describe life skills-based entrepreneurship strategies for children with special needs	<b>Criteria:</b> 1.4: mention 3 areas and explain them correctly. 2.3: mention 3 areas, and explain what is wrong. 3.2: mentions 3 areas, explains everything wrong 4.1: call wrong and explain wrong.  <b>Form of Assessment :</b> Portfolio Assessment	InquiryDiscussion 2 X 50		<b>Material:</b> concepts and strategies for entrepreneurship education for children with special needs. <b>Reference:</b> Mulyadi S. 2006. <i>Education Innovation for Children with Special Needs with an Entrepreneurial Insight from an Early Age. Journal of Special Education, Volume 2, Number 1</i>	5%
10	Understand the concepts and strategies for implementing entrepreneurship for children with special needs	Formulate concepts and strategies for implementing entrepreneurship education for children with special needs	<b>Criteria:</b> 1.4: correct according to theoretical and empirical, 2.3: theoretically correct, empirically partly incorrect; OR theoretical is partially wrong, empirical is correct, 3.2: theoretical is partly wrong, and empirical is partly wrong 4.1: theoretical is wrong, empirical is wrong  <b>Form of Assessment :</b> Portfolio Assessment	Cooperative learning Assignment 2 X 50		<b>Material:</b> implementation of entrepreneurship education for children with special needs <b>Reference:</b> Hasanah.2015. <i>Entrepreneurship: building children's entrepreneurial spirit through vocational education. Makassar: CV. Misvel Aini Jaya,</i>	5%

11	Able to start a business	Able to formulate alternative products, services and problem solving	<p><b>Criteria:</b></p> <p>1.4: contents are complete and correct, coherent/coherent</p> <p>2.3: the content is incomplete, the explanation is correct, not coherent/coherent</p> <p>3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent</p> <p>4.1: content, explanation, sequence is wrong</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Role playSimulationContextual instruction 4 X 50		<p><b>Material:</b> starting a business <b>Reader:</b> Andrea I. Frank.2007. <i>Entrepreneurship and enterprise skills: A missing element of planning education?</i>, <i>Planning, Practice &amp; Research</i>, 22:4, 635-648, DOI: 10.1080/02697450701770142</p>	5%
12	Able to start a business	Able to formulate alternative products, services and problem solving	<p><b>Criteria:</b></p> <p>1.4: contents are complete and correct, coherent/coherent</p> <p>2.3: the content is incomplete, the explanation is correct, not coherent/coherent</p> <p>3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent</p> <p>4.1: content, explanation, sequence is wrong</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Role playSimulationContextual instruction 4 X 50		<p><b>Material:</b> starting a business <b>References:</b> Bosma, N., Hessels, J., Schutjens, V., van Praag, M., &amp; Verheul, I.2012. <i>Entrepreneurship and Role Models. Journal of Economic Psychology</i>, (33)2, 410-424.</p>	5%
13	The practice of developing strategies fosters the entrepreneurial spirit of students majoring in special education	Able to grow self-motivation	<p><b>Criteria:</b></p> <p>1.4: complete and correct content and attractive appearance</p> <p>2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content</p> <p>3.2: the content is partly correct, the appearance is attractive</p> <p>4.1: the content is incorrect and the appearance is not attractive</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Practice 2 X 50		<p><b>Material:</b> cultivating the entrepreneurial spirit of students majoring in special education. <b>Reference:</b> _____,2013. <i>Entrepreneurship Learning Module. Directorate General of Learning and Student Affairs Directorate General of Higher Education Ministry of Education and Culture</i></p>	5%
14	Understand and apply business products and services	Able to produce goods and services. Able to formulate the production of goods and services	<p><b>Criteria:</b></p> <p>1.4: complete and correct content and attractive appearance</p> <p>2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content</p> <p>3.2: the content is partly correct, the appearance is attractive</p> <p>4.1: the content is incorrect and the appearance is not attractive</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	AssignmentPractical 2 X 50		<p><b>Material:</b> business products and services <b>Reference:</b> Cheung, CK.2008. <i>Entrepreneurship education in Hong Kong's secondary curriculum - Possibilities and limitations. Education Training</i>, (50) 6, 500-515. DOI 10.1108/00400910810901827</p>	5%

15	Apply selling products and understand marketing concepts	Able to sell production results. Able to describe marketing concepts	<b>Criteria:</b> 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	PracticeSimulationRole playDiscussion 2 X 50		<b>Material:</b> marketing concept <b>Reference:</b> Burns P, 2016. <i>Entrepreneurship and Small Business, Start-up, growth and maturity.</i> New York: Pulgrave	5%
16	Understand the concept of entrepreneurship, entrepreneurship, and business plans. Carry out production and marketing of results	Able to complete meeting indicators 1-15	<b>Criteria:</b> 1.4: have an entrepreneurial concept, entrepreneur, and business plan Carry out production and marketing of results 2.3: have an entrepreneurial concept, entrepreneurship, and business plan Carrying out production 3.2: have the concept of entrepreneurship, entrepreneur, 4.1: have an entrepreneurial concept  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Final Exam 2 X 50		<b>Material:</b> UAS <b>Reader:</b> Branback M & Carsrud A. 2016. <i>Fundamentals for Becoming a Successful Entrepreneur: From Business Idea to Launch and Management.</i> New Jersey: Pearson Education, Inc.	20%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	17.5%
4.	Practice / Performance	2.5%
		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** 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.
- 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.