

## Universitas Negeri Surabaya Faculty of Social and Political Sciences, Bachelor of History Education Study Program

Document Code

UNES	Ā	Bachelor of History Education Study Program										
			SEN	MESTER LEA	ARNIN	G PI	LAN					
Courses			CODE	Course	Family		Credit W	eight	SEMESTER	Compilation Date		
Entrepre	neur	ship	8720102200				T=2 P=0	ECTS=3.18	6	July 18, 2024		
AUTHOR	RIZAT	TION	SP Develop	er		Course Cluster Coordinator		coordinator	Study Progra Coordinator	am		
										Dr. Wisnu, M.Hum.		
Learning model	J	Project Based Lo	earning									
Program		PLO study prog	gram that is charg	ed to the course								
Learning		Program Objectives (PO)										
(PLO)		PLO-PO Matrix	PLO-PO Matrix									
			P.O	P.O								
		PO Matrix at the	e end of each lear	ning stage (Sub-PO)								
			P.O			Wee	ek					
			1 2	1 2 3 4 5 6 7			7 8 9 10 11 12 13 14			15 16		
								1	'	<u> </u>		
Short Course Descript	tion	This course exampractices in the fie	nines the theory and elds of education and	d principles of entrepred tourism.	neurship ar	nd provid	des busino	ess experience	e carrying out	business work		
Referen	ces	Main :										
		1. 1. Robe 2.	ert T Kiyosaki, 20	01. The Cashflow (	Quadrant	, Jakar	ta: PT. (	Gramedia				
		Supporters:										
Support lecturer		Drs. Agus Trilaksı Septina Alrianingı Corry Liana, S.Po Eko Satriya Herm	rum, S.S., M.Pd.									
Week-	eac		Eva	aluation	:	Help Learning, Learning methods, Student Assignments, [Estimated time]		ods, ients,	Learning materials [ References	Assessment Weight (%)		
	(Su	b-PO)	Indicator	Criteria & Form	Offlir offlin		Online	e ( online )	]			
(1)		(2)	(3)	(4)	(5)	)		(6)	(7)	(8)		
1	to rel Er MI po	udents are able explain the evance of the intrepreneurship K to their tential as a udent	· Able to explain the relevance of the KWU MK to your potential as a student	Criteria: If the answer is correct then point 15 (UTS Section)	- Pulpit le - Questic and ansv Discussi 2 X 50	on wer				0%		

2	Students are able to describe/illustrate the basic concepts of entrepreneurship	· Able to explain the concept of entrepreneurship · Able to explain the essence and nature of entrepreneurship · Able to differentiate someone who has an entrepreneurial spirit and attitude from one who does not · Able to identify the entrepreneurial process, function	Criteria: If the answer is correct you will get 15 points (part of the UTS)	- Pulpit lecture - Question and answer - Discussion 2 X 50		0%
		and role of entrepreneurship as well as entrepreneurial ideas and opportunities Able to explain the stock of entrepreneurial knowledge and skills and entrepreneurial competence				

3	Students are able	· Able to explain	Criteria:	- Pulpit lecture		0%
	to analyze the basic concepts of	the basic concepts of	1.ASSESSMENT	- Demonstration		
	entrepreneurship,	entrepreneurship	SHEET 2 2.Class	-		
	the entrepreneurial process, the	· Able to explain the	Presentation	4 X 50		
	functions and role	entrepreneurial	Rubric	Assignment		
	models of	process · Able to	3.Score			
	entrepreneurs, ideas and	explain the functions and	4.Rubric			
	opportunities in	role models of	5.4			
	entrepreneurship,	entrepreneurs ·	<ol><li>The presentation</li></ol>			
	starting new businesses and	Able to explain ideas and	was carried out			
	their development	opportunities in	coherently with			
	models, business management and	entrepreneurship · Able to read	appropriate			
	entrepreneurial	opportunities in	intonation and emphasis, showed			
	strategies	starting new	a good			
		businesses and their	understanding of			
		development	the concept,			
		models, Able to read	assisted by ppt			
		opportunities	media according			
		regarding	to media criteria,			
		business management	answered the questioner			
		and	correctly, was			
		entrepreneurial	able to formulate			
		strategy	suggestions for			
			improvement			
			7.3			
			8.The presentation			
			was carried out			
			coherently with appropriate			
			intonation and			
			emphasis, but			
			lacked some			
			conceptual			
			understanding,			
			assisted by ppt			
			media according			
			to media criteria, answers from the			
			questioner were			
			generally correct,			
			able to formulate			
			suggestions for			
			improvement			
			9.2			
			10.The presentation			
			was carried out, was not coherent			
			and/or showed a			
			lack of			
			understanding of			
			several concepts,			
			was assisted by			
			ppt media but did			
			not meet the media criteria, the			
			answers from the			
			questioner were			
			generally			
			incorrect, able to			
			formulate			
			suggestions for			
			improvement			
			11.1 12.The presentation			
			was carried out,			
			but was not			
			coherent and/or			
			showed a lack of			
			understanding of			
			many concepts,			
			was not assisted			
			by ppt media, the			
			answers from the questioner were			
			incorrect, unable			
			to formulate			
			suggestions for			
			improvement			
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4	Students are able to analyze the	<ul> <li>Able to explain the basic</li> </ul>	Criteria:	- Pulpit lecture		0%
	basic concepts of	concepts of	1.ASSESSMENT	- Demonstration		
	entrepreneurship, the entrepreneurial	entrepreneurship  · Able to explain	SHEET 2 2.Class	-		
	process, the	the	Presentation	4 X 50		
	functions and role	entrepreneurial	Rubric	Assignment		
	models of entrepreneurs,	process · Able to explain the	3.Score			
	ideas and	functions and	4.Rubric			
	opportunities in	role models of entrepreneurs ·	5.4			
	entrepreneurship, starting new	Able to explain	6.The presentation			
	businesses and	ideas and	was carried out coherently with			
	their development models, business	opportunities in entrepreneurship	appropriate			
	management and	<ul> <li>Able to read</li> </ul>	intonation and			
	entrepreneurial strategies	opportunities in starting new	emphasis, showed			
	Strategies	businesses and	a good			
		their development	understanding of			
		models, Able to	the concept, assisted by ppt			
		read	media according			
		opportunities regarding	to media criteria,			
		business	answered the			
		management and	questioner			
		entrepreneurial	correctly, was			
		strategy	able to formulate suggestions for			
			improvement			
			7.3			
			8.The presentation			
			was carried out			
			coherently with			
			appropriate intonation and			
			emphasis, but			
			lacked some			
			conceptual			
			understanding,			
			assisted by ppt			
			media according to media criteria,			
			answers from the			
			questioner were			
			generally correct,			
			able to formulate			
			suggestions for			
			improvement 9.2			
			10.The presentation			
			was carried out,			
			was not coherent			
			and/or showed a			
			lack of			
			understanding of			
			several concepts, was assisted by			
			ppt media but did			
			not meet the			
			media criteria, the			
			answers from the			
			questioner were			
			generally incorrect, able to			
			formulate			
			suggestions for			
			improvement			
			11.1			
			12.The presentation			
			was carried out, but was not			
			coherent and/or			
			showed a lack of			
			understanding of			
			many concepts,			
			was not assisted			
			by ppt media, the			
			answers from the questioner were			
			incorrect, unable			
			to formulate			
			suggestions for			
			1			i e
			improvement			

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5	Students are able to describe Entrepreneurship. Theory, Networks and History	Able to explain detailed information about, insights, and a comprehensive descriptive explanation of the relationship between entrepreneurship and the social sciences. Able to explain the emergence of trading companies, modern global companies, and much more	Criteria: If the answer is correct you will get 20 points (part of the UTS)	- Pulpit lectures - Assignments - 4 X 50 discussions		0%
6	Students are able to describe Entrepreneurship. Theory, Networks and History	Able to explain detailed information about, insights, and a comprehensive descriptive explanation of the relationship between entrepreneurship and the social sciences. Able to explain the emergence of trading companies, modern global companies, and much more	Criteria: If the answer is correct you will get 20 points (part of the UTS)	- Pulpit lectures - Assignments - 4 X 50 discussions		0%
7	Students are able to analyze entrepreneurial competencies and ethics	Able to explain core competencies and competitive strategies in entrepreneurship Able to explain business ethics and entrepreneurship · Explain the entrepreneurial process · Explain the differences between creative and innovative · Explain the obstacles and requirements for creative thinking	Criteria:  1.If the answer is correct you will get 20 points (part of the UTS)  2.To report if the success criteria can be justified.	- Demonstration - Assignment - Discussion 2 X 50		0%
8	UTS	UTS	Criteria: UTS	UTS 2 X 50		0%

	to develop creative and innovative ideas	Explain the entrepreneurial process · Explain the difference between creative and innovative · Explain the obstacles and requirements for creative thinking	Criteria:  1.ASSESSMENT SHEET 2 2.Class Presentation Rubric 3.Score 4.Rubric 5.4 6.The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 7.3 8.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 9.2 10.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 11.1 12.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 11.1 12.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by apt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement	Pulpit lectures, questions and answers, presentations, discussions, assignments to find examples of successful businesses 2 X 50			0%
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10	Students are able	Explain the	Criteria:	Pulpit		0%
	to understand	nature of	1.ASSESSMENT	lectures,		
	strategies for	strategies to	SHEET 2	questions and		
	achieving competitive	achieve competitive	2.Class	answers,		
	advantage	advantage ·	Presentation	presentations,		
		Recognize the	Rubric	discussions,		
		basic elements	3.Score	assignments		
		of achieving	4.Rubric	to find		
		competitive advantage	5.4	examples of		
		Identify	6.The presentation	successful		
		opportunities in	was carried out	businesses		
		achieving	coherently with	2 X 50		
		competitive				
		advantage	appropriate intonation and			
			emphasis, showed			
			a good			
			understanding of			
			the concept,			
			assisted by ppt			
			media according			
			to media criteria,			
			answered the			
			questioner			
			correctly, was			
			able to formulate			
			suggestions for			
			improvement 7.3			
			8.The presentation			
			was carried out			
			coherently with			
			appropriate			
			intonation and			
			emphasis, but			
			lacked some			
			conceptual			
			understanding,			
			assisted by ppt			
			media according			
			to media criteria,			
			answers from the			
			questioner were			
			generally correct,			
			able to formulate			
			suggestions for			
			improvement			
			9.2			
			10.The presentation			
			was carried out,			
			was not coherent			
			and/or showed a			
			lack of			
			understanding of			
			several concepts,			
			was assisted by			
			ppt media but did			
			not meet the media criteria, the			
			answers from the			
			questioner were			
			generally			
			incorrect, able to			
			formulate			
			suggestions for			
			improvement			
			11.1			
			12.The presentation			
			was carried out,			
			1			
			but was not			
			coherent and/or			
			showed a lack of			
			understanding of			
			many concepts,			
			was not assisted			
			by ppt media, the			
			answers from the			
			questioner were			
			incorrect, unable			
			to formulate			
			suggestions for			
			improvement			
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businesses  opportunities Identify the criteria for starting a business. Recognize the characteristics of successful starting a business  business  Recognize the characteristics of successful starting a business  omplete and systematic, you will get 20 points (part of the UAS)  questions and answers, discussions, assignments, looking for other sources 2 X 50
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12	Students are able	Recognize the	Criteria:	Pulpit lecture,			0%
	to choose a	key factors in	1.Class	question and			
	location and plan	choosing a	Presentation	answer,			
	business facilities	business location. Explain	Rubric	discussion,			
		the basic	2.Score	cooperative,			
		considerations	3.Rubric	2 X 50			
		for designing	4.4	assignments			
		business					
		facilities	5.The presentation				
			was carried out				
			coherently with				
			appropriate				
			intonation and				
			emphasis, showed				
			a good				
			understanding of				
			the concept,				
			assisted by ppt				
			media according				
			to media criteria,				
			answered the				
			questioner				
			correctly, was				
			able to formulate				
			suggestions for				
			improvement				
			6.3				
			7.The presentation				
			was carried out				
			coherently with				
			appropriate				
			intonation and				
			emphasis, but				
			lacked some				
			conceptual				
			understanding,				
			assisted by ppt				
			media according				
			to media criteria,				
			answers from the				
			questioner were				
			generally correct,				
			able to formulate				
			suggestions for				
			improvement				
			8.2				
			9.The presentation				
			was carried out,				
			was not coherent				
			and/or showed a				
			lack of				
			understanding of				
			several concepts,				
			was assisted by				
			ppt media but did				
			not meet the				
			media criteria, the				
			answers from the				
			questioner were				
			generally				
			incorrect, able to				
			formulate				
			suggestions for				
			improvement				
			10.1				
			11.The presentation				
			was carried out,				
			but was not				
			coherent and/or				
			showed a lack of				
			understanding of				
			many concepts,				
			was not assisted				
			by ppt media, the				
			answers from the				
			questioner were				
			incorrect, unable				
			to formulate				
			suggestions for				
			improvement				
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13	Students are able	Explain the	Criteria:	Pulpit		0%
	to prepare a	concept of a	1.Class	lectures,		
	business plan	business plan	Presentation	questions and		
		Identify the need	Rubric	answers,		
		for a business plan. Prepare a	2.Score	discussions,		
		business plan		assignment to		
		Dusiness plan	3.Rubric	prepare a		
			4.4	2 X 50		
			<ol><li>The presentation</li></ol>	business plan		
			was carried out	business plan		
			coherently with			
			appropriate			
			intonation and			
			emphasis, showed			
			a good			
			understanding of			
			the concept,			
			assisted by ppt			
			media according			
			to media criteria,			
			answered the			
			questioner			
1						
1			correctly, was			
			able to formulate			
			suggestions for			
1			improvement			
			6.3			
1			7.The presentation			
			was carried out			
			coherently with			
			appropriate			
			intonation and			
			emphasis, but			
			lacked some			
			conceptual			
			understanding,			
			assisted by ppt			
			media according			
			to media criteria,			
			answers from the			
			questioner were			
			generally correct,			
			able to formulate			
			suggestions for			
			improvement			
			8.2			
			9.The presentation			
			was carried out,			
			was not coherent			
			and/or showed a			
			lack of			
			understanding of			
			several concepts,			
			was assisted by			
			ppt media but did			
			not meet the			
			media criteria, the			
			answers from the			
			questioner were			
			generally			
			incorrect, able to			
			formulate			
			suggestions for			
			improvement			
			10.1			
			11.The presentation			
			was carried out,			
			but was not			
			coherent and/or			
			showed a lack of			
			understanding of			
			many concepts,			
			was not assisted			
			by ppt media, the			
			answers from the			
			questioner were			
			incorrect, unable			
			to formulate			
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•			suggestions for			
1			suggestions for			
			suggestions for improvement			

Business practices Putting the business plan into practice Putting the business plan into practice 1.Class Presentation Rubric 2.Score 3.Rubric 4.4	0%
into practice Presentation Rubric 2.Score 3.Rubric	
Rubric 2.Score 3.Rubric	
2.Score 3.Rubric	
3.Rubric	
5.The presentation	
was carried out	
coherently with	
appropriate	
intonation and	
emphasis, showed	
a good	
understanding of	
the concept,	
assisted by ppt	
media according	
to media criteria, answered the	
questioner correctly, was	
able to formulate	
suggestions for	
improvement	
6.3	
7.The presentation	
was carried out	
coherently with	
appropriate	
intonation and	
emphasis, but	
lacked some	
conceptual	
understanding,	
assisted by ppt	
media according	
to media criteria,	
answers from the	
questioner were	
generally correct,	
able to formulate suggestions for	
improvement	
8.2	
9.The presentation	
was carried out,	
was not coherent	
and/or showed a	
lack of	
understanding of	
several concepts,	
was assisted by	
ppt media but did	
not meet the	
media criteria, the	
answers from the	
questioner were	
generally incorrect, able to	
incorrect, able to formulate	
suggestions for improvement	
10.1	
11. The presentation	
was carried out,	
but was not	
coherent and/or	
showed a lack of	
understanding of	
many concepts,	
was not assisted	
by ppt media, the	
answers from the	
questioner were	
incorrect, unable	
to formulate	
suggestions for improvement	
improvement	
	<u> </u>

15	Business practice report	Reporting business practices	Criteria: 1.Class Presentation Rubric 2.Score 3.Rubric 4.4	Presentation 2 X 50		0%
			5.The presentation was carried out coherently with appropriate intonation and emphasis, showed			
			a good understanding of the concept, assisted by ppt media according			
			to media criteria, answered the questioner correctly, was able to formulate suggestions for			
			improvement 6.3 7.The presentation was carried out coherently with			
			appropriate intonation and emphasis, but lacked some conceptual understanding,			
			assisted by ppt media according to media criteria, answers from the questioner were generally correct,			
			able to formulate suggestions for improvement 8.2 9.The presentation			
			was carried out, was not coherent and/or showed a lack of understanding of several concepts,			
			was assisted by ppt media but did not meet the media criteria, the answers from the			
			questioner were generally incorrect, able to formulate suggestions for improvement			
			10.1 11.The presentation was carried out, but was not coherent and/or showed a lack of			
			understanding of many concepts, was not assisted by ppt media, the answers from the			
			questioner were incorrect, unable to formulate suggestions for improvement			
16						0%

**Evaluation Percentage Recap: Project Based Learning** 

No	Evaluation	Percentage	
		0%	

## 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.
- 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.
- 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.
- 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.
- 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.