



Universitas Negeri Surabaya
Faculty of Engineering,
Bachelor of Information Systems Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|------------------------------------|---------------------|---------------|-----------------------------------|-----|-----------|-----------------------------------|------------------|
| Information and Business Processes | 5720102013 | | T=2 | P=0 | ECTS=3.18 | 3 | July 17, 2024 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | | | | | | I Kadek Dwi Nuryana, S.T., M.Kom. | |

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| Learning model | Case Studies |
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| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| PLO-30 | Able to apply the basic principles of algorithms and computer science theory in modeling and designing computer-based systems in such a way as to demonstrate an understanding of the advantages and disadvantages of existing designs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO - 1 | Describes the problems and developments of Business Information Systems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO - 2 | Organizing the structure of the Business Information System | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO - 3 | Designing a business decision making process using a systems approach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO - 4 | Building personal, group and company Business Information Systems in managing business | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 100px;">PLO-30</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> <tr> <td>PO-4</td> <td></td> </tr> </table> | | P.O | PLO-30 | PO-1 | | PO-2 | | PO-3 | | PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | PLO-30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <th rowspan="2" style="width: 50px;">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> <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> </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 | | | | | | | | | | | | | | | | |
| 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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| Short Course Description | This course provides knowledge, skills and abilities to students regarding problems and developments as well as the role of Business Information Systems, understanding systems, information and Business Information Systems, structure of Business Information Systems, concepts and information technology in agribusiness, system life cycle in Business Information Systems, personal information systems, information systems corporate information systems group evaluation and quality assurance of Business Information Systems ethical implications of Business Information Systems |
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| References | <p>Main :</p> <ol style="list-style-type: none"> 1. Davis, G.B. dan M.H. Olson. 1985. Management Information Systems: Conceptual, Foundation, Structure, and Development. McGraw-Hill Book Company. USA. 2. Kroenke, D.M. 1992. Management Information System. McGraw-Hill, Inc. USA. 3. McLeod, R. 1995. Sistem Informasi Managemen. H. Teguh (penerjemah) H. Sukardi (editor). PT. Bhuna Ilmu Populer. Jakarta. 4. McLeod, R. Dan G. Schell. 2004. Management Information Systems. Pearson Education, Inc. USA <p>Supporters:</p> |
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| Supporting lecturer | | Ardhini Warih Utami, S.Kom., M.Kom. Rahadian Bisma, S.Kom., M.Kom. Paramitha Nerisafitra, S.ST., M.Kom. | | | | | |
|---------------------|---|---|---|---|---|---|-----------------------|
| 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 understand information and business processes in an organizational environment | 1.Describes a general overview of information in the organization 2.Explain the scope of business processes. | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.Valuation Formula: NA= ((2xP) (3xT) (2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Create discussion material about the concept of information and business processes in an organization 2 X 50 | Material: Information and business processes in an organizational environment. References: Davis, GB and MH Olson. 1985. <i>Management Information Systems: Conceptual, Foundation, Structure, and Development.</i> McGraw-Hill Book Company. USA. | 3% |
| 2 | Students are able to explain and describe business processes | Explain the concept of information and business processes in the company. | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.Valuation Formula: NA= ((2xP) (3xT) (2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Creating information and business processes from a company (case study) 2 X 50 | Material: Describe business processes References: Davis, GB and MH Olson. 1985. <i>Management Information Systems: Conceptual, Foundation, Structure, and Development.</i> McGraw-Hill Book Company. USA. | 3% |
| 3 | Students are able to understand and explain the Business Process Model. | Explain the role of Business process models to improve efficiency. | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.Valuation Formula: NA= ((2xP) (3xT) (2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Creating a business process model for a company to increase business efficiency 2 X 50 | Material: Business Process Model (BPM) References: McLeod, R. 1995. <i>Management Information Systems.</i> H. Teguh (translator) H. Sukardi (editor). PT. Bhuana Popular Science. Jakarta. | 3% |
| 4 | Students are able to explain the value and development of business information systems technology. | Explain the concepts of data, information, and the value of information systems in business | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Understand the value and development of 2 X 50 business information system technology | Material: Discuss the concept of information systems References: McLeod, R. 1995. <i>Management Information Systems.</i> H. Teguh (translator) H. Sukardi (editor). PT. Bhuana Popular Science. Jakarta. | 4% |
| 5 | Students are able to explain and apply business information concepts and systems | Students can apply business information system concepts; includes system concepts, business information concepts and business information system concepts | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Detailing and explaining in his assignments related to the concept of information systems including systems, information and 2 X 50 information systems | Material: Application of business information concepts and systems References: Kroenke, DM 1992. <i>Management Information System.</i> McGraw-Hill, Inc. USA. | 4% |

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| 6 | Students are able to explain and describe the components and types of business information systems organization | Discover and Analyze business Information system components | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Describes in detail using information system case studies along with examples in the business world 2 X 50 | Material: Describe the components and types of business information system organization. Reference: <i>Kroenke, DM 1992. Management Information System. McGraw-Hill, Inc. USA.</i> | 4% |
| 7 | Students are able to explain and sort types and design business information system architecture | Make presentations related to the types and architecture of business information systems | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Create a 2 X 50 business information system architecture | Material: Designing a business information system architecture Reference: <i>Kroenke, DM 1992. Management Information System. McGraw-Hill, Inc. USA.</i> | 4% |
| 8 | Students can describe the concepts of information and business processes and can design business information system architecture in UTS | Students can explain the concept of information and business processes. Students can design business information system architecture | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Portfolio Assessment, Test | UTS Essay Test 2 X 50 | UTS 2 X 50 | Material: UTS Library: | 20% |
| 9 | Students are able to explain and describe the added value of business information systems | Students can mention the added value of business information systems | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Explain the benefits of information systems used in 2 X 50 business processes | Material: Describe the added value of business information systems. References: <i>Davis, GB and MH Olson. 1985. Management Information Systems: Conceptual, Foundation, Structure, and Development. McGraw-Hill Book Company. USA.</i> | 3% |
| 10 | Students are able to explain and describe the added value of business information systems | Students can mention the added value of business information systems | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Create group material about personal information systems and present it 2 X 50 | Material: Personal Information Systems Bibliography: <i>Davis, GB and MH Olson. 1985. Management Information Systems: Conceptual, Foundation, Structure, and Development. McGraw-Hill Book Company. USA.</i> | 3% |
| 11 | Students are able to solve problems through personal business information systems | Explain and conduct studies on the development of personal information systems | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Presentation on matters related to personal information systems and their benefits 2 X 50 | Material: Development of personal information systems References: <i>McLeod, R. And G. Schell. 2004. Management Information Systems. Pearson Education, Inc. USA</i> | 3% |

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| 12 | Students are able to explain and design workgroup business information systems | Discover and explain group information systems | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Designing a 2 X 50 group information system | Material: Designing a workgroup business information system References: McLeod, R. And G. Schell. 2004. Management Information Systems. Pearson Education, Inc. USA | 4% |
| 13 | Students are able to explain and describe the Company's business information system and understand the application of information systems in various business fields | 1.Discover and explain company information systems 2.Discover and explain how a system works in business | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Presentation, discussion and question and answer. 2 X 50 | Explain the process of implementing an information system in a 2 X 50 company | Material: Describe the company's business information system and understand the application of information systems in various business fields. References: McLeod, R. And G. Schell. 2004. Management Information Systems. Pearson Education, Inc. USA | 4% |
| 14 | Students are able to work and design databases and business information system interfaces | Designing databases and interfaces for a business information system | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Practice, Presentation, discussion and question and answer. 4 X 50 | Designing a database and interface for a 4 X 50 business information system | Material: Designing a database and interface for a business information system. Reference: McLeod, R. And G. Schell. 2004. Management Information Systems. Pearson Education, Inc. USA | 4% |
| 15 | Students are able to work and design databases and business information system interfaces | Designing databases and interfaces for a business information system | Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 Form of Assessment : Participatory Activities | Approach: Scientific Method: Contextual Instruction Learning Strategy: Practice, Presentation, discussion and question and answer. 4 X 50 | Designing a database and interface for a 4 X 50 business information system | Material: Designing a database and interface for a business information system. Reference: McLeod, R. And G. Schell. 2004. Management Information Systems. Pearson Education, Inc. USA | 4% |
| 16 | | | Form of Assessment : Test | Final Exam Semester 2 X 50 | UAS 2 X 50 | Material: UAS Literature: | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 50% |
| 2. | Portfolio Assessment | 10% |
| 3. | Test | 40% |
| | | 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.

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.