



**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 Systems Strategy Design	5720103040		T=3	P=0	ECTS=4.77	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	I Kadek Dwi Nuryana, S.T., M.Kom.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-15	Mastering scientific basics and skills in a particular field of expertise and having initiative and creativity so that he is able to discover, understand, explain, study and formulate ways to solve problems within his area of expertise. Able to demonstrate independent, quality and measurable performance;
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PLO-25	Have the ability to design and implement computer-based problem solving systems;
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PLO-29	Able to apply knowledge in the fields of computing, computer networks and programming in accordance with scientific disciplines;
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Program Objectives (PO)	
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PO - 1	Able to utilize ICT in preparing information system strategic planning.
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PO - 2	Mastering the concept of the relationship between business strategy and IS strategy (benefits of Information Systems (IS) from a strategic perspective, evolution of the role of IS, strategic management, corporate strategy, IS governance), understanding IS strategy analysis to assess and understand the current situation and determine potential conditions in the future (IS strategy and its context in the organization), understanding the implications of IS/IT planning for the organization (PSSI supporting techniques, PSSI method outcomes), compiling a S portfolio
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PLO-PO Matrix	
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	<table border="1"> <tr> <td>P.O</td> <td>PLO-15</td> <td>PLO-25</td> <td>PLO-29</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-15	PLO-25	PLO-29	PO-1				PO-2			
P.O	PLO-15	PLO-25	PLO-29										
PO-1													
PO-2													

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1"> <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	This information systems strategy design course provides the concept of the relationship between business strategy and IS strategy (benefits of Information Systems (IS) from a strategic perspective, evolution of the role of IS, strategic management, corporate strategy, IS governance), understanding IS strategy analysis to assess and understand the situation now as well as determining potential conditions in the future (IS strategy and its context in the organization), understanding the implications of IS/IT planning for the organization (PSSI supporting techniques, PSSI method outcomes) and compiling an IS portfolio for the organization.
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References	Main :
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1. Carr, N. G. 2003. IT Doesn't matter. Harvard Business Review:41-49.
2. Indrajit, R. E. 2000. Manajemen Sistem Informasi dan Teknologi Informasi. Jakarta: PT. Elex Media Komputindo.
3. Jogiyanto, and W. Abdillah. 2011. Sistem Tatakelola Teknologi Informasi. Yogyakarta: Penerbit ANDI.
4. Jogiyanto, H. 2005. Sistem Informasi Strategik untuk Keunggulan Kompetitif. Yogyakarta: Penerbit Andi.
5. Turban, E., J. R. Kelly Rainer, and R. E. Potter. 2005. Pengantar Teknologi Informasi. Translated by D. A. Kwary and D. F. Sari. edited by N. Setyaningsih. 3 ed: John Wiley & Sons, Inc.
6. Ward, J., and J. Peppard. 2002. Strategic Planning for Information Systems. West Sussex, England: John Wiley and Sons, Ltd.

Supporters:

Supporting lecturer Dwi Fatrianto Suyatno, S.Kom., 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 can explain the benefits of Information Systems and Technology (IS/IT) from a strategic perspective.	<ol style="list-style-type: none"> 1.Students can explain the definition of IS/IT with a level of truth 2.Students can explain the successes and failures of implementing IS/IT 3.By using the article IT Doesn't Matter, students can explain the level of importance of implementing IS/IT 4.Students can explain the business pressures experienced by organizations using the model presented by Turban. 5.Students' attitudes in conveying and receiving opinions during discussions 	Criteria: <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10 	lectures, discussions, questions and answers 6 X 50			0%

2	Students can explain the benefits of Information Systems and Technology (IS/IT) from a strategic perspective.	<ol style="list-style-type: none"> 1. Students can explain the definition of IS/IT with a level of truth 2. Students can explain the successes and failures of implementing IS/IT 3. By using the article IT Doesn't Matter, students can explain the level of importance of implementing IS/IT 4. Students can explain the business pressures experienced by organizations using the model presented by Turban. 5. Students' attitudes in conveying and receiving opinions during discussions 	Criteria: <ol style="list-style-type: none"> 1. Participation = 20% 2. Tasks = 30% 3. UTS = 20% 4. UAS = 30% 5. NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	lectures, discussions, questions and answers 6 X 50			0%
3	Students can explain the evolution of the role of IS/IT.	<ol style="list-style-type: none"> 1. Students can name 4 eras of IS/IT development. 2. Students can describe the transition from the computer era to information management. 3. Students can explain at least 3 differences between data processing and management information systems. 4. Students' attitudes in conveying and receiving opinions during discussions 	Criteria: <ol style="list-style-type: none"> 1. Participation = 20% 2. Tasks = 30% 3. UTS = 20% 4. UAS = 30% 5. NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	Lectures, discussions and questions and answers 6 X 50			0%
4	Students can explain the evolution of the role of IS/IT.	<ol style="list-style-type: none"> 1. Students can name 4 eras of IS/IT development. 2. Students can describe the transition from the computer era to information management. 3. Students can explain at least 3 differences between data processing and management information systems. 4. Students' attitudes in conveying and receiving opinions during discussions 	Criteria: <ol style="list-style-type: none"> 1. Participation = 20% 2. Tasks = 30% 3. UTS = 20% 4. UAS = 30% 5. NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	Lectures, discussions and questions and answers 6 X 50			0%

5	Students can explain strategic management	<ol style="list-style-type: none"> Students can explain the definition of strategic management. Students can explain the 3 stages of strategic management. Students collect resumes about strategic management in a form that is not the same as other students (creativity) 	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Lectures, discussions and questions and answers 6 X 50		0%
6	Students can explain strategic management	<ol style="list-style-type: none"> Students can explain the definition of strategic management. Students can explain the 3 stages of strategic management. Students collect resumes about strategic management in a form that is not the same as other students (creativity) 	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Lectures, discussions and questions and answers 6 X 50		0%
7	Students can explain company strategy	<ol style="list-style-type: none"> Students can explain the 4 levels of company strategy. Students can provide 2 examples of company strategies for each strategy level. 	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Lectures, discussions and questions and answers 2 X 50		0%

8	Students are able to answer UTS questions about information systems strategic planning	<ol style="list-style-type: none"> 1.Explain the benefits of Information Systems and Technology (IS/IT) from a strategic perspective. 2.Explaining the Evolution of the IS/IT role. 3.Explain strategic management. 4.Explain the company strategy 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Test 3 X 50			25%
9	Students can conclude about IS/IT governance	<ol style="list-style-type: none"> 1.Students can summarize the importance of IS/IT governance. 2.Students can explain the 2 groups of strategy alignment models proposed by Henderson and Venkatraman. 3.Students can summarize the 4 perspectives in the alignment model into 2 main groups. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10 	Lectures, discussions and questions and answers 3 X 50			0%
10	Students can characterize IS/IT strategies and their context in organizations	<ol style="list-style-type: none"> 1.Students can explain the two differences between infusion and diffusion. 2.Students can compare the two advantages of competitiveness and synergy in implementing IS/IT. 3.Students can characterize the IS/IT context in organizations based on internal and external contexts. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10 	Discussion, questions and answers 3 X 50			0%
11	Students can discuss PSSI supporting techniques	<ol style="list-style-type: none"> 1.Students can name at least 5 PSSI supporting techniques. 2.Students can differentiate between internal and external support techniques. 3.Students can rewrite (with examples) 2 PSSI internal and external supporting techniques. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10 	Discussion and questions and answers 3 X 50			0%

12	Students can discuss PSSI supporting techniques	<ol style="list-style-type: none"> 1.Students can name at least 5 PSSI supporting techniques. 2.Students can differentiate between internal and external support techniques. 3.Students can rewrite (with examples) 2 PSSI internal and external supporting techniques. 	Criteria: <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	Discussion and questions and answers 3 X 50			0%
13	Students can conclude the outcome of the PSSI method	<ol style="list-style-type: none"> 1.Students can name at least 3 PSSI methods. 2.Students can explain the general order of preparing PSSI with a minimum of 3 correct sequences. 3.Students can explain 2 outcomes from PSTI. 4.Students can conclude 1 PSSI method. 	Criteria: <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	Lectures, discussions, questions and answers 3 X 50			0%
14	Students can compile a portfolio of IS/IT applications	<ol style="list-style-type: none"> 1.Students can explain the preparation of an IS/IT application portfolio using the McFarlan strategic grid model. 2.Students can group IS/IT applications into McFarlan's 4 quadrants. 3.Students can explain 3 reasons for grouping their IS/IT application portfolios. 4.There is a clear division of work for each group member for portfolio preparation 	Criteria: <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	Lecture Discussion and questions and answers Group assignment 6 X 50			0%

15	Students can compile a portfolio of IS/IT applications	<ol style="list-style-type: none"> 1.Students can explain the preparation of an IS/IT application portfolio using the McFarlan strategic grid model. 2.Students can group IS/IT applications into McFarlan's 4 quadrants. 3.Students can explain 3 reasons for grouping their IS/IT application portfolios. 4.There is a clear division of work for each group member for portfolio preparation 	Criteria: <ol style="list-style-type: none"> 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10 	Lecture Discussion and questions and answers Group assignment 6 X 50			0%
16	UAS			1x1			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	25%
		25%

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.