



Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																												
Entrepreneurship	8321302004		T=2 P=0 ECTS=3.18	3	April 26, 2023																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																												
	Sri Dwiyanti		Sri Dwiyanti		Nia Kusstianti, S.Pd., M.Pd.																																												
Learning model	Project Based Learning																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	PLO-5	Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively																																															
	PLO-7	Able to apply skills in the field of cosmetology that support the field of cosmetology education																																															
	PLO-8	Creation of competency skills in the field of make-up including: Skin make-up, hair make-up, bridal make-up, and entrepreneurial insight																																															
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-8</td> </tr> </table>				P.O	PLO-5	PLO-7	PLO-8																																								
	P.O	PLO-5	PLO-7	PLO-8																																													
	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	Mastery of entrepreneurial concepts in developing an entrepreneurial spirit and being able to create a business plan by sensing business opportunities, creating production products and services, marketing and business partnerships in the beauty sector																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Frddy Rangkuti. 2001. Bussines plan . Jakarta: Salemba empat 2. Muhammad Jaffar H. 2000. Kemitraan Usaha. Jakarta: Pustaka Sinar Harapan 3. Rodney Overton. 2004. Are you an entrepreneur. Jakarta: PT. Elex Media Komputindo 4. Suryana. 2001. Kewirausahaan. Jakarta: Gramedia Pustaka Utama 5. Tarsis Tarmuji. 2002. Prinsip-Prinsip Wirausaha. Yogyakarta: Liberty. 6. Frederick, H. H., Kuratko, D. F., & Hodgetts, R. M., (2007). Entrepreneurship. South Melbourne: Thomson 7. Hisrich, R. D., & Peters, M. P. & Shepherd, D. A. (2010). Entrepreneurship (sixth edition) New York: McGraw-Hill 8. Eva Sativa Nilawati. 2010. Beautypreneurship, Cantiknya Bisnis Kecantikan. 9. agustine Wulandari. Raup Untung Besar dari Bisnis Kecantikan. Flash book 																																																
	Supporters:																																																
Supporting lecturer	Nia Kusstianti, S.Pd., M.Pd. Sri Dwiyanti, S.Pd., M.PSDM. Dindy Sinta Megasari, 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 describe the meaning, characteristics and benefits of entrepreneurship	<ol style="list-style-type: none"> 1.explain the meaning of entrepreneurship 2.explain the characteristics of entrepreneurship 3.explain the benefits of entrepreneurship 	Criteria: <ol style="list-style-type: none"> 1. Answer key for sheet 1 is attached 2. Create a resume/powerpoint related to the meaning of entrepreneurship, characteristics of entrepreneurship, and the benefits of entrepreneurship Form of Assessment : Participatory Activities	Model: direct teaching Method: Lecture, assignment, discussion Approach: Scientific 2 X 50	Students prepare PPT material related to the meaning, characteristics and benefits of entrepreneurship 2 x 50	Material: understanding of entrepreneurship, characteristics of entrepreneurship, and benefits of entrepreneurship Reader: Suryana. 2001. Entrepreneurship. Jakarta: Gramedia Pustaka Utama	10%																																										

2	Students are able to describe the meaning and steps for choosing a type of business	<ol style="list-style-type: none"> 1.explain the meaning of types of business 2.discuss the steps for choosing the type of business 3.classify types of cosmetology businesses 4.Determine the type of cosmetology business 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Answer key sheet 02 (attached) 2.create a resume/powerpoint related to understanding types of business, steps for choosing a type of business, classifying types of make-up business and determining the type of make-up business <p>Form of Assessment : Participatory Activities, Tests</p>	Model: Direct teaching Method: Lecture, discussion, assignment Approach: Scientific 2 X 50	create a resume regarding the steps for choosing a type of business in the beauty sector by conducting a 2 x 50 market situation analysis	<p>Material: classification of types of cosmetology businesses Reference: Eva Sativa Nilawati. 2010. <i>Beautypreneurship, the Beauty of the Beauty Business.</i></p> <p>Material: steps to entrepreneurship Reader: Tarsis Tarmuji. 2002. <i>Entrepreneurial Principles.</i> Yogyakarta: Liberty.</p>	10%
3	Students are able to master financial management	<ol style="list-style-type: none"> 1.explain financial sources 2.explain the company's external financial sources 3.explain the company's internal financial sources 4.determine the use and utilization of business capital 5.explains the procedure for proposing a business capital loan 	<p>Criteria:</p> <p>Make a report regarding the procedure for proposing business capital loans</p> <p>Form of Assessment : Participatory Activities</p>	Model:Direct teachingMethod:lecture, discussion, assignmentApproach:scientific 2 X 50	prepare reports on the results of group discussions regarding financial sources, external financial sources of the company, internal financial sources of the company, determine the use and utilization of business capital and explain procedures for proposing business capital loans	<p>Material: financial sources Reference: Muhammad Jaffar H. 2000. <i>Business Partnership.</i> Jakarta: Sinar Harapan Library</p>	10%
4	Students are able to recognize implementation and partnership patterns	<ol style="list-style-type: none"> 1.explain partnership patterns 2.discussing areas of partnership in relation to the cosmetology business 3.determine the partnership pattern 4.determine internal and external factors related to partnerships 	<p>Criteria:</p> <p>Class presentation assessment rubric (sheet 04)</p> <p>Form of Assessment : Participatory Activities</p>	Model:Direct teachingMethod:Lecture, discussion, assignment, demonstrationApproach:Scientific 2 X 50	preparing resumes/powerpoints related to implementation and partnership pattern material		0%
5	Students are able to analyze business ideas and opportunities	<ol style="list-style-type: none"> 1.Explain the purpose of generating ideas and opportunities in entrepreneurship 2.explains that the value of an item can be created through innovation 	<p>Criteria:</p> <p>Class presentation assessment rubric sheet 05 (attached)</p> <p>Form of Assessment : Participatory Activities</p>	Model: Direct teaching Method: Discussion, assignment, lecture, demonstration 2 X 50	Students brainstorm ideas and business opportunities in groups of 2 x 50	<p>Material: ideas and innovation in starting a business References: Hisrich, RD, & Peters, MP & Shepherd, DA (2010). <i>Entrepreneurship (sixth edition)</i> New York: McGraw-Hill</p>	0%
6	Students are able to prepare a business plan in the field of cosmetology business	<ol style="list-style-type: none"> 1.explain the purpose of business planning 2.explain the components in business planning 3.business planning role 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Class presentation assessment rubric 2.completeness and readiness in creating and implementing business plans <p>Form of Assessment : Participatory Activities</p>	model: cooperative learning Method: lecture, discussion, assignment Approach: Scientific 4 X 50	As a group, prepare a business plan for beauty salon services	<p>Material: steps to prepare a business plan Reader: Frddy Rangkuti. 2001. <i>Business plan.</i> Jakarta: Salemba four</p>	0%
7	Students are able to prepare a business plan in the field of cosmetology business	<ol style="list-style-type: none"> 1.explain the purpose of business planning 2.explain the components in business planning 3.business planning role 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Class presentation assessment rubric 2.completeness and readiness in creating and implementing business plans <p>Form of Assessment : Participatory Activities</p>	model: cooperative learning Method: lecture, discussion, assignment Approach: Scientific 4 X 50	work in groups to prepare a business plan for 2 x 50 beauty salon services	<p>Material: steps to prepare a business plan Reader: Frddy Rangkuti. 2001. <i>Business plan.</i> Jakarta: Salemba four</p>	10%
8	students are able to master the material from meetings 1 to 7 (MIDDLE SEMESTER EXAMINATION)	<ol style="list-style-type: none"> 1.materials 1 to 7 2.answer sheet grid 	<p>Criteria:</p> <p>written test answer sheet</p> <p>Form of Assessment : Test</p>	Model: written test Approach: scientific 2 X 50	written test using google form 2 x 50 media		10%

9	Students are able to run a beauty services business in accordance with the business plan	1.preparing to implement a beauty services business 2.running a beauty services business	Criteria: Final report assessment rubric (attachment) Form of Assessment : Practice / Performance	Model: Project based learning Method: implementing a project managing a beauty salon business performance of a beauty salon business, Group presentation 3 X 50		Material: Opening a beauty salon business Reader: <i>Augustine Wulandari. Make Big Profits from the Beauty Business. Flash books</i>	0%
10	Students are able to run a beauty services business in accordance with the business plan	1.preparing to implement a beauty services business 2.running a beauty services business	Criteria: Final report assessment rubric (attachment) Form of Assessment : Practice / Performance	Model: Project based learning, Method: implementing a project to manage a beauty salon business, Group presentation, discussion 3 X 50		Material: Opening a beauty salon business Reader: <i>Augustine Wulandari. Make Big Profits from the Beauty Business. Flash books</i>	0%
11	Students are able to run a beauty services business in accordance with the business plan	1.preparing to implement a beauty services business 2.running a beauty services business	Criteria: Final report assessment rubric (attachment) Form of Assessment : Practice / Performance	Model: Project based learning, Method: implementing a project to manage a beauty salon, Group presentation, 3 X 50 discussion		Material: Opening a beauty salon business Reader: <i>Augustine Wulandari. Make Big Profits from the Beauty Business. Flash books</i>	0%
12	Students are able to carry out business development through innovation in the beauty sector	1.able to prepare a business based on innovation in the beauty sector 2.able to carry out business based on innovation in the field of beauty 3.able to create business reports based on innovations in the beauty sector	Criteria: assessment rubric (attached) Form of Assessment : Project Results Assessment / Product Assessment	model: innovative project in the field of beauty method: 6 X 50 assignments	The project based learning learning model innovates the beauty sector by implementing a 2 x 50 mobile salon	Material: business innovation in the beauty sector Reference: <i>Eva Sativa Nilawati. 2010. Beautypreneurship, the Beauty of the Beauty Business.</i>	0%
13	Students are able to carry out business development through innovation in the beauty sector	1.able to prepare a business based on innovation in the beauty sector 2.able to carry out business based on innovation in the field of beauty 3.able to create business reports based on innovations in the beauty sector	Criteria: assessment rubric (attached) Form of Assessment : Project Results Assessment / Product Assessment	model: innovative project in the field of beauty method: 6 X 50 assignments	The project based learning learning model innovates the beauty sector by implementing a 2 x 50 mobile salon	Material: business innovation in the beauty sector Reference: <i>Eva Sativa Nilawati. 2010. Beautypreneurship, the Beauty of the Beauty Business.</i>	30%
14	Students are able to carry out business development through innovation in the beauty sector	1.able to prepare a business based on innovation in the beauty sector 2.able to carry out business based on innovation in the field of beauty 3.able to create business reports based on innovations in the beauty sector	Criteria: assessment rubric (attached) Form of Assessment : Project Results Assessment / Product Assessment	model: innovative project in the field of beauty method: 6 X 50 assignments	The project based learning learning model innovates the beauty sector by implementing a 2 x 50 mobile salon	Material: business innovation in the beauty sector Reference: <i>Eva Sativa Nilawati. 2010. Beautypreneurship, the Beauty of the Beauty Business.</i>	0%
15	Students are able to carry out business development through innovation in the beauty sector	1.able to prepare a business based on innovation in the beauty sector 2.able to carry out business based on innovation in the field of beauty 3.able to create business reports based on innovations in the beauty sector	Criteria: assessment rubric (attached) Form of Assessment : Project Results Assessment / Product Assessment	model: innovative project in the field of beauty method: 6 X 50 assignments	The project based learning learning model innovates the beauty sector by implementing a 2 x 50 mobile salon	Material: business innovation in the beauty sector Reference: <i>Eva Sativa Nilawati. 2010. Beautypreneurship, the Beauty of the Beauty Business.</i>	10%
16	Students are able to master all the material in the course (Final Semester Exam)	1.master the concept of entrepreneurship 2.Able to draft a business plan 3.able to sense business opportunities 4.able to run a beauty services business	Criteria: 10 Form of Assessment : Practice / Performance	2 X 50 beauty salon project evaluation presentation	2 x 50 beauty salon project evaluation presentation		10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Project Results Assessment / Product Assessment	40%
3.	Practice / Performance	10%
4.	Test	15%
		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** 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.
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.