



<b>Short Course Description</b>	This course teaches the concept of entrepreneurship, the personality of young entrepreneurs, the business mental attitude of successful entrepreneurs, the motivation of successful entrepreneurs, creativity and innovation in environmentally friendly biology entrepreneurship, recognizing entrepreneurial opportunities and choices, entrepreneurial planning and operations, managing entrepreneurial finances, marketing strategies and designing entrepreneurial products as well as carrying out online and offline entrepreneurial practices presented in the form of project-based learning (PjBL).						
<b>References</b>	<b>Main :</b>						
	1. 1. Dyanasari & Asnah. 2018. Manajemen Usaha Kecil dan Kewirausahaan. Yogyakarta: Deepublish 2. Hidayat, Rachmat. 2019. Menumbuhkan Jiwa Kewirausahaan. Yogyakarta: Deepublish 3. Kasal Rhenald. 2010. Wirausaha Muda Mandiri. Jakarta: PT Gramedia Pustaka Utama 4. Malawat, M.S. 2019. Kewirausahaan Pendidikan. Yogyakarta: Deepublish						
	<b>Supporters:</b>						
	1. Isnawati, W. Budijastuti, S, Kuntjoro. 2021. Bioecopreneurship. Surabaya: Pasca Sarjana Unesa						
<b>Supporting lecturer</b>	Dr. Isnawati, M.Si. Dr. H. Sunu Kuntjoro, S.Si., M.Si.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>
1	Describe the meaning of entrepreneurship and examples. Present personal ideas and mental attitudes of successful entrepreneurs. Demonstrate entrepreneurial motivation.	<ul style="list-style-type: none"> <li>1. Describe the meaning of entrepreneurship according to several experts</li> <li>2. Formulate the personality of a successful young entrepreneur</li> <li>3. Formulate the mental attitude of successful young entrepreneurs</li> <li>4. Formulate tips for creating the personality and mental attitude of successful young entrepreneurs</li> <li>5. Provide examples of entrepreneurship that you want to develop as a reflection of entrepreneurial motivation</li> </ul>	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Guided Discussion & Discovery by means of students being given a bioecopreneurship module, guided by structured questions related to important concepts appropriate to achieving sub-CPMK which is done by discussing in their groups, then a presentation to carry out a formative evaluation of the acquisition of concepts and achievement of sub-CPMK 100	Carrying out the same method as offline learning activities, but carried out using zoom meetings via SiDia at SSO Unesa (discussions are carried out via breakout rooms created for each group, lecturers surf from one room to another to guide activities per group 100	<b>Material:</b> Students read Chapter 1 and Chapter 2 <b>References:</b> <i>Isnawati, W. Budijastuti, S, Kuntjoro. 2021. Bioecopreneurship. Surabaya: Unesa Postgraduate</i>	5%
2	<ul style="list-style-type: none"> <li>• Describe forms of cooperation in entrepreneurship</li> <li>• Identify the parties involved in collaboration</li> <li>• Design strategies for successful collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of forms of collaboration in entrepreneurship</li> <li>• Identify the strengths and weaknesses of each form of collaboration in entrepreneurship</li> <li>• Take an inventory of the parties involved in collaboration</li> <li>• Identify the role of each party involved in collaboration</li> <li>• Design strategies for successful collaboration with various party</li> </ul>	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Guided Discussion & Discovery by means of students being given a bioecopreneurship module, guided by structured questions related to important concepts appropriate to achieving sub-CPMK which is carried out by discussing in their groups, then a presentation to carry out a formative evaluation of the concept acquisition and achievement of sub-CPMK Guided Discussion & Discovery with How students are given a bioecopreneurship module, guided by structured questions related to important concepts appropriate for achieving sub-CPMK which is done by discussing in their groups, then a presentation to carry out a formative evaluation of the acquisition of concepts and achievement of sub-CPMK 100 minutes	Carrying out the same method as offline learning activities, but carried out using zoom meetings via SiDia at SSO Unesa (discussions are carried out via breakout rooms created for each group, lecturers surf from one room to another to guide activities per group 100 minutes		5%

3	<ul style="list-style-type: none"> <li>Identify environmentally friendly forms of entrepreneurship in the field of biology</li> <li>Analyze the success and failure factors of entrepreneurship in the field of biology</li> <li>Evaluate the forms of entrepreneurship in the field of biology that are needed by the wider community</li> </ul>		<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Guided Discussion &amp; Discovery by means of students being given a bioecopreneurship module, guided by structured questions related to important concepts appropriate to achieving sub-CPMK which is carried out by discussing in their groups, then a presentation to carry out a formative evaluation of the concept acquisition and achievement of sub-CPMK</p> <p>Guided Discussion &amp; Discovery with How students are given a bioecopreneurship module, guided by structured questions related to important concepts appropriate for achieving sub-CPMK which is done by discussing in their groups, then a presentation to carry out a formative evaluation of the acquisition of concepts and achievement of sub-CPMK</p> <p>100 minutes</p>	<p>Carrying out the same method as offline learning activities, but carried out using zoom meetings via SiDia at SSO Unesa (discussions are carried out via breakout rooms created for each group, lecturers surf from one room to another to guide activities per group</p> <p>100 minutes</p>		5%
4		<ul style="list-style-type: none"> <li>Creating promotional strategies for various types of entrepreneurial products</li> <li>Creating marketing strategies for various types of entrepreneurial products</li> <li>Analyzing the strengths and weaknesses of each promotional strategy</li> <li>Analyzing the strengths and weaknesses of each marketing strategy</li> <li>Evaluating and correcting weaknesses in each promotional strategy</li> <li>Evaluating and correct weaknesses in each promotional strategy</li> </ul>	<p><b>Criteria:</b> correct answer score 1 wrong answer score 0</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Guided Discussion and Discovery by means of students being given a bioecopreneurship module, guided by structured questions related to important concepts appropriate to achieving sub-CPMK which is carried out by discussing in their groups, then a presentation to carry out a formative evaluation of the concept acquisition and achievement of sub-CPMK</p> <p>Guided Discussion &amp; Discovery with How students are given a bioecopreneurship module, guided by structured questions related to important concepts appropriate for achieving sub-CPMK which is done by discussing in their groups, then a presentation to carry out a formative evaluation of the acquisition of concepts and achievement of sub-CPMK</p> <p>100 minutes</p>	<p>Carrying out the same method as offline learning activities, but carried out using zoom meetings via SiDia at SSO Unesa (discussions are carried out via breakout rooms created for each group, lecturers surf from one room to another to guide activities per group</p> <p>100 minutes</p>		5%

5		<ul style="list-style-type: none"> <li>Designing entrepreneurship in the field of biology for online/offline marketing</li> <li>Designing entrepreneurship in the field of Biology Education for online/offline marketing</li> <li>Creating entrepreneurial products in the field of biology for online/offline marketing</li> <li>Creating entrepreneurial products in the field of Biology Education for online/offline marketing</li> <li>Choosing suitable parties for entrepreneurial collaboration</li> </ul>	<p><b>Criteria:</b> The product assessment criteria resulted in each product point getting a score of 20</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Follow syntax 1 of PjBL, namely solving an entrepreneurial problem that will be created and worked on in 100 minutes	Follow syntax 1 of PjBL, namely solving entrepreneurial problems that will be created and pursued by joining the SiDia Unesa zoom meeting room for 100 minutes		5%
6	<p>Sub-CPMK 6 Analyzing the market potential of entrepreneurial products designed by utilizing various online/offline tools</p> <p>Sub-CPMK 7 Creating creative promotional and marketing content online and offline</p> <p>Sub-CPMK 8 Educating people to learn to have motivation and carry out entrepreneurship</p> <p>Sub-CPMK 9 Generate products according to community needs based on local wisdom to trigger love for domestic products</p>		<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Follow syntax 2 of PjBL, namely preparing an entrepreneurial project design in the field of biology and biology education by first carrying out market analysis, consumer/community interest analysis, creating promotional and marketing facilities and making samples of entrepreneurial products as trials, followed by a 100 minute presentation of the results	Synchronous (when providing information related to project design and presentations) and asynchronous (when working independently conducting market analysis and creating creative marketing content) according to the situation and conditions by utilizing SiDia Unesa. 100 minutes	<p><b>Material:</b> use of various IT tools for market analysis, competitor analysis, creative content design in the context of designing entrepreneurial projects</p> <p><b>Reader:</b> <i>Isnawati, W. Budijastuti, S. Kuntjoro. 2021. Bioecopreneurship. Surabaya: Unesa Postgraduate</i></p> <p><b>Material:</b> use of various IT tools for market analysis, competitor analysis, creative content design in the context of designing entrepreneurial projects</p> <p><b>Library:</b></p> <p><b>Material: 5 Bibliography:</b></p>	10%
7		<ul style="list-style-type: none"> <li>Carrying out market analysis using tools (Google Trends, Ubersuggest, Semrush and Ahrefs) to find out the potential of the entrepreneurial product being designed</li> <li>Creating creative marketing content by utilizing various IT-based tools such as Canva for promotional design and marketing of the planned product</li> <li>Creating samples/miniatures/examples of products that are of interest to the public in the field of biology and biology education</li> </ul>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Follow syntax 2 of PjBL, namely preparing an entrepreneurial project design in the field of biology and biology education by first carrying out market analysis, consumer/community interest analysis, creating promotional and marketing facilities and making samples of entrepreneurial products as trials, followed by a 100 minute presentation of the results	Synchronous (when providing information related to project design and presentations) and asynchronous (when working independently conducting market analysis and creating creative marketing content) according to the situation and conditions by utilizing SiDia Unesa. 100 minutes	<p><b>Material:</b> use of various IT tools for market analysis, competitor analysis, creative content design in the context of designing entrepreneurial projects</p> <p><b>Library:</b></p> <p><b>Material:</b> use of various IT tools for market analysis, competitor analysis, creative content design in the context of designing entrepreneurial projects</p> <p><b>Reader:</b> <i>Isnawati, W. Budijastuti, S. Kuntjoro. 2021. Bioecopreneurship. Surabaya: Unesa Postgraduate</i></p>	10%
8			<p><b>Form of Assessment :</b> Participatory Activities, Tests</p>				10%

9	<p>Sub-CPMK 6 Analyzing the market potential of entrepreneurial products designed by utilizing various online/offline tools Sub-CPMK 7 Creating creative promotional and marketing content online and offline Sub-CPMK8 Educating people to learn to have motivation and carry out entrepreneurship Sub-CPMK 9 Generate products according to community needs based on local wisdom to trigger love for domestic products</p>	<ul style="list-style-type: none"> <li>Realizing an entrepreneurial activity plan in the form of a work schedule which includes aspects of the 9 steps for implementing online entrepreneurship or stages of offline entrepreneurship</li> </ul>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Follow the syntax 3 of PjBL, namely preparing a project implementation schedule which includes</p> <ol style="list-style-type: none"> <li>1. Observing market needs</li> <li>2. Carrying out market research</li> <li>3. Determining the selected product</li> <li>4. Observing and determining target consumers</li> <li>5. Conducting competitor research</li> <li>6. Observing and selecting a business model</li> <li>7. Time for implementing promotions</li> <li>8. Providing service to loyal customers</li> <li>9. Carrying out evaluation and feedback.</li> </ol> <p>Likewise, the stages of offline entrepreneurship if it is desired to be carried out. Everything is logically scheduled in preparing the project schedule and ends with a 100 minute presentation</p>	<p>Synchronous (when providing information related to preparing project schedules and presentations) and asynchronous (when working independently to prepare project schedules) according to the situation and conditions by utilizing SiDia Unesa. 100 minutes</p>	<p><b>Material:</b> entrepreneurial design in the field of biology and biology education that is of interest to the public and has the potential to develop in the future. <b>References:</b> <i>Isnawati, W. Budijastuti, S, Kuntjoro. 2021. Bioecopreneurship. Surabaya: Unesa Postgraduate</i></p>	5%
10	<p>Sub-CPMK 6 Analyzing the market potential of entrepreneurial products designed by utilizing various online/offline tools Sub-CPMK 7 Creating creative promotional and marketing content online and offline Sub-CPMK8 Educating people to learn to have motivation and carry out entrepreneurship Sub-CPMK 9 Generate products according to community needs based on local wisdom to trigger love for domestic products</p>	<ul style="list-style-type: none"> <li>Realizing an entrepreneurial activity plan in the form of a work schedule which includes aspects of the 9 steps for implementing online entrepreneurship or stages of offline entrepreneurship</li> </ul>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Follow the syntax 3 of PjBL, namely preparing a project implementation schedule which includes</p> <ol style="list-style-type: none"> <li>1. Observing market needs</li> <li>2. Carrying out market research</li> <li>3. Determining the selected product</li> <li>4. Observing and determining target consumers</li> <li>5. Conducting competitor research</li> <li>6. Observing and selecting a business model</li> <li>7. Time for implementing promotions</li> <li>8. Providing service to loyal customers</li> <li>9. Carrying out evaluation and feedback.</li> </ol> <p>Likewise, the stages of offline entrepreneurship if it is desired to be carried out. Everything is logically scheduled in preparing the project schedule and ends with a 100 minute presentation</p>	<p>Synchronous (when providing information related to preparing project schedules and presentations) and asynchronous (when working independently to prepare project schedules) according to the situation and conditions by utilizing SiDia Unesa. 100 minutes</p>		5%

11	Sub-CPMK 6 Analyzing the market potential of entrepreneurial products designed by utilizing various online/offline tools Sub-CPMK 7 Creating creative promotional and marketing content online and offline Sub-CPMK 8 Educating people to learn to have motivation and carry out entrepreneurship Sub-CPMK 9 Generate products according to community needs based on local wisdom to trigger love for domestic products	• Make entrepreneurial products according to the design and schedule prepared • Hold exhibitions for promotion and marketing	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Follows syntax 4 of PjBL, namely monitoring project implementation. Offline project monitoring is carried out by observing products, promotional success and marketing success carried out at exhibitions. 100 minutes	Monitoring project implementation in online learning is carried out by observing documentation made by students during project implementation such as videos, photos and log books made by students implementing the project 100 minutes		5%
12		• Make entrepreneurial products according to the design and schedule prepared • Hold exhibitions for promotion and marketing	<b>Criteria:</b> get the maximum score for the performance assessment if the product is in demand at the exhibition as proven by (1) the promotion was successful (2) there are many interested users/buyers of the product  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Follows syntax 4 of PjBL, namely monitoring project implementation. Offline project monitoring is carried out by observing products, promotional success and marketing success carried out at exhibitions.	Monitoring project implementation in online learning is carried out by observing documentation made by students during project implementation such as videos, photos and log books made by students implementing the project		5%
13			<b>Criteria:</b> get the maximum score for the performance assessment if the product is in demand at the exhibition as proven by (1) the promotion was successful (2) there are many interested users/buyers of the product  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Follows syntax 4 of PjBL, namely monitoring project implementation. Offline project monitoring is carried out by observing products, promotional success and marketing success carried out at exhibitions. 100 minutes	Monitoring project implementation in online learning is carried out by observing documentation made by students during project implementation such as videos, photos and log books made by students implementing the project 100 minutes		5%
14			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Pursuing syntax 5 of PjBL is dominated by self-evaluation activities on the products they make and suggesting ways to improve and improve their quality 100 minutes	Synchronous (when providing information regarding ways to carry out self-evaluations and presentations) and asynchronous (when working independently to evaluate products and inventory ideas for improvement) according to the situation and conditions by utilizing SiDia Unesa. 100 minutes	<b>Material:</b> self evaluation of entrepreneurial products <b>References:</b> 1. Dyanasari & Asnah. 2018. <i>Small Business Management and Entrepreneurship</i> . Yogyakarta: Deepublish 2. Hidayat, Rachmat. 2019. <i>Fostering an Entrepreneurial Spirit</i> . Yogyakarta: Deepublish 3. Kasal Rhenald. 2010. <i>Independent Young Entrepreneurs</i> . Jakarta: PT Gramedia Pustaka Utama 4. Malawat, MS 2019. <i>Educational Entrepreneurship</i> . Yogyakarta: Deepublish	5%

15			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Pursuing syntax 5 of PjBL is dominated by self-evaluation activities on the products they make and suggesting ways to improve and improve their quality 100 minutes	Synchronous (when providing information regarding ways to carry out self-evaluations and presentations) and asynchronous (when working independently to evaluate products and inventory ideas for improvement) according to the situation and conditions by utilizing SiDia Unesa. 100 minutes		5%
16			<b>Form of Assessment :</b> Participatory Activities				10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	80%
3.	Test	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.