



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business Master**  
**of Management Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Social Entrepreneurship	6110103314		T=3 P=0 ECTS=6.72	2	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Andre Dwijanto Witjaksono, S.T., M.Si.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>PLO-8</b>	Graduates are able to master management theories in order to properly solve problems faced in organizations																																				
	<b>PLO-12</b>	Graduates are able to communicate effectively																																				
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-8</td> <td style="width: 20%;">PLO-12</td> <td colspan="3"></td> </tr> </table>					P.O	PLO-8	PLO-12																													
P.O	PLO-8	PLO-12																																				
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																						
	<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: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	This course discusses social entrepreneurship, which is a new, rapidly developing area where aspects of business and non-profit activities meet in one forum that combines three main stakeholders, namely non-profit organizations, business actors and the government. This course will cover three main elements, namely the area of social entrepreneurship, the actors and structure of social entrepreneurship businesses, as well as the working mechanisms and how to start and manage social entrepreneurship																																					
<b>References</b>	<b>Main :</b>																																					
	1. <ol style="list-style-type: none"> <li>1) Bornstein, David &amp; Susan Davis. (2010). <i>Social Entrepreneurship: What Everyone Needs to Know</i> . Oxford University Press</li> <li>2) Guo, Chao &amp; Bieefeld W.,(2014). <i>Social Entrepreneurship An Evidence Based Approach to Creating Social Value</i>. San Francisco: Jossey-Bass</li> <li>3) Gunn, Robert &amp; Durkin C., (2010). <i>Social Entrepreneurship: A Skill Approach</i> . Bristol: Policy Press.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Sri Setyo Iriani, S.E., M.Si. Dr. Siti Sri Wulandari, 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	Understand the basic concepts of Social Entrepreneurship	Students are able to define Social Entrepreneurship. Students are able to monitor the development of Social entrepreneurship	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Assignment to read literature, listen to student explanations and individual presentations 3 X 50			30%																															

2	Understand the basic concepts of Social Entrepreneurship	Students are able to define Social Entrepreneurship. Students are able to monitor the development of Social entrepreneurship	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Assignment to read literature, listen to student explanations and individual presentations 3 X 50		<b>Material:</b> Entrepreneurship and National Challenges 1. National Problems 2. The Role of Entrepreneurs <b>Literature:</b> 1) <i>Bornstein, David &amp; Susan Davis. (2010). Social Entrepreneurship: What Everyone Needs to Know . Oxford University Press</i> 2) <i>Guo, Chao &amp; Bieefeld W., (2014). Social Entrepreneurship An Evidence Based Approach to Creating Social Value. San Francisco: Jossey-Bass</i> 3) <i>Gunn, Robert &amp; Durkin C., (2010). Social Entrepreneurship: A Skills Approach . Bristol: Policy Press.</i>	35%
3	Understand who a social entrepreneur is and what makes social entrepreneurship different.	Students are able to understand who a social entrepreneur is. Students are able to understand the difference between social entrepreneurship and things such as business entrepreneurship, government, activism, and democracy	<b>Criteria:</b> 1. Participative 2. writing test 3. Practice/Performance 4. Product Assessment  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Assignment to read literature, listen to student explanations and individual presentations 3 X 50		<b>Material:</b> Self Assessment 1. Understanding self-portrait (Hippocrates) 2. Understanding self-likeness (Carl G. Jung) 3. Recognizing self-type (Hippocrates and Carl G. Jung) 4. Finding the color of one's energy (Jolande Jacobi) <b>References:</b> 1) <i>Bornstein, David &amp; Susan Davis. (2010). Social Entrepreneurship: What Everyone Needs to Know . Oxford University Press</i> 2) <i>Guo, Chao &amp; Bieefeld W., (2014). Social Entrepreneurship An Evidence Based Approach to Creating Social Value. San Francisco: Jossey-Bass</i> 3) <i>Gunn, Robert &amp; Durkin C., (2010). Social Entrepreneurship: A Skills Approach . Bristol: Policy Press.</i>	30%

4	Understand who a social entrepreneur is and what makes social entrepreneurship different.	Students are able to understand who a social entrepreneur is. Students are able to understand the difference between social entrepreneurship and things such as business entrepreneurship, government, activism, and democracy		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
5	Understand the social obstacles faced by social entrepreneurs, including financing, attracting and developing employee talent.	Students are able to understand the challenges caused by change. Students are able to understand that social entrepreneurship can create solutions to the problems faced. Students are able to understand the impact obtained by utilizing labor		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
6	Understand the social obstacles faced by social entrepreneurs, including financing, attracting and developing employee talent.	Students are able to understand the challenges caused by change. Students are able to understand that social entrepreneurship can create solutions to the problems faced. Students are able to understand the impact obtained by utilizing labor		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
7	Analyzing the influence exerted by social entrepreneurs	Students are able to understand social entrepreneurship and its influence on the environment		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
8	UTS			3 X 50			0%
9	Understand how to improve interactions between social entrepreneurship and other sectors such as education	Students are able to explain how a social entrepreneur changes their thinking. Students are able to analyze the interaction between social entrepreneurship and the education sector		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
10	Understand how to improve interactions between social entrepreneurship and other sectors such as education	Students are able to explain how a social entrepreneur changes their thinking. Students are able to analyze the interaction between social entrepreneurship and the education sector		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
11	Understand how to improve interactions between social entrepreneurship and other sectors such as government and business	Students are able to analyze and explain dividend policy theories. Students are able to identify the influence of social entrepreneurship on the business sector		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%

12	Understand how to improve interactions between social entrepreneurship and other sectors such as government and business	Students are able to analyze and explain dividend policy theories. Students are able to identify the influence of social entrepreneurship on the business sector		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
13	Understand how to increase interaction between social entrepreneurship and other sectors such as media	Students are able to conclude the concept and importance of working capital. Students are able to differentiate between the operating cycle and the cash cycle		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
14	Understand how to increase interaction between social entrepreneurship and other sectors such as media	Students are able to conclude the concept and importance of working capital. Students are able to differentiate between the operating cycle and the cash cycle		Assignment to read literature, listen to student explanations and individual presentations 3 X 50			0%
15	Complete a case study	Students are able to understand how to prepare themselves to become a social entrepreneur		Assignment to read literature and listen to students' explanations 3 X 50			0%
16	UAS			3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	23.75%
2.	Project Results Assessment / Product Assessment	23.75%
3.	Practice / Performance	23.75%
4.	Test	23.75%
		95%

#### 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.