



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Pancasila and Citizenship Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|----------------------|--|-----------------------------------|-----------------------------------|-----|-----------|--|------------------|
| Entrepreneurship | 8720502152 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 4 | April 27, 2023 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | Dr. Rr Nanik Setyowati, M.Si; Maya Mustika Kartika Sari, S.Sos., M.IP. | | Dr. Rr Nanik Setyowati, M.Si | | | Maya Mustika Kartika Sari, S.Sos., M.IP. | |

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| Learning model | Project Based Learning |
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| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|-------|--------|------|---|---|------|----|----|------|----|----|------|----|--|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | PLO-8 | Able to present alternative solutions in solving learning problems in the classroom and developing the educational sector based on studies of citizenship, politics, law, social, state and nation as well as Pancasila values, morals and culture. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-13 | Able to master knowledge about leadership, management and communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Utilize learning resources and media about technology-based entrepreneurship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Mastering the concept of entrepreneurship and its use in entrepreneurship learning that is oriented towards assessment standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Make decisions to solve entrepreneurial problems in Entrepreneurship learning using appropriate principles, standards and assessment techniques | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Responsible for one's own learning performance and agreements made with group friends in achieving Entrepreneurship learning outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 5 | Utilize learning resources and media about technology-based entrepreneurship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-13</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> </tbody> </table> | P.O | PLO-8 | PLO-13 | PO-1 | | | PO-2 | | | PO-3 | | | PO-4 | | | PO-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | PLO-8 | PLO-13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <thead> <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> </thead> <tbody> <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> <tr><td>PO-5</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> </tbody> </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 | | | | | | | | | | | | | | | | | PO-5 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Short Course Description | Understanding the concept of entrepreneurship in developing an entrepreneurial spirit, namely the ability to motivate oneself to be able to sense business opportunities to create production services, marketing, partnerships, management, building creative and innovative ideas, strategies for achieving competitive advantage, starting new businesses, choosing locations and planning business facilities, business plans in entrepreneurship including entrepreneurial practices through analysis of observation results. Learning is carried out using a cooperative approach, group discussions, assignments, exercises and reflection. |
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| References | <p>Main :</p> <p style="margin-left: 20px;">1. Setyowati, Rr Nanik, Maya Mustika dan Siti Maizul Habibah. Kewirausahaan. 2019. Surabaya: Unesa University Press</p> <p>Supporters:</p> |
|-------------------|--|

1. [1] Alma, Buchari. Pemerintah Wirausaha Meningkatkan Layanan dan Kepuasan Konsumen. 2005. Penerbit Alfabeta:Bandung.
2. [2] Anwar, Muhammad. Pengantar Kewirausahaan Teori dan Aplikasi. 2014. Penerbit :Kencana
3. [3] Basrowi. Kewirausahaan Untuk Perguruan Tinggi. 2011. Penerbit Ghalia Indonesia:Jakarta
4. [4] Casson, Mark. Entrepreneurship.Teori, Jejaring, Sejarah. 2012. Penerbit ;Rajawali Pers Jakarta
5. [5] Daryanto. Pengantar Kewirausahaan Teori dan Aplikasi. 2012. Penerbit : Gramedia Jakarta. Suryana. Kewirausahaan Pedoman Praktis, Kiat dan Proses Menuju Sukses. 2003. Penerbit Salemba Empat: Jakarta
6. [6] Suryana Yuyus dan Kartib Bayu.2011. Kewirausahaan.Kencana Prenada Media Group.Jakarta
7. [7] Winardi J. 2008. Entrepreneur dan entrepreneurship. Kencana Prenada Media Group. Jakarta
8. [8] Wijaya, Johanes Ariffin. Motivation for Success for an Entrepreneur. Motivasi Terbaik untuk Entrepreneur. 2003. Penerbit PT Elex Media Komputindo:Jakarta
9. [9] Winarto, Paulus. First Step to be an Entrepreneur. Berani Mengambil Risiko untuk Menjadi Kaya. 2003. Penerbit PT Elex Media Komputindo: Jakarta
10. [10] Zimmerer, Scarborough. 2005. Pengantar Kewirausahaan dan Manajemen Bisnis Kecil. Edisi 4. Penerbit Indeks.
11. Setyowati, Rr Nanik, Maya Mustika dan Siti Maizul Habibah. Kewirausahaan. 2019. Surabaya: Unesa University Press

Supporting lecturer
Dr. Hj. Raden Roro Nanik Setyowati, M.Si.
Maya Mustika Kartika Sari, S.Sos., M.IP.

| 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 explain the relevance of the Entrepreneurship MK to their potential as a student | · Able to explain the relevance of the KWU MK to your potential as a student | Criteria: If the answer is correct then point 15 (UTS Section) Form of Assessment : Participatory Activities | PjBL, questions and answers and discussion 2 X 50 | | Material: Introduction to KWU References: [6] Suryana Yuyus and Kartib Bayu.2011. Entrepreneurship. Kencana Prenada Media Group. Jakarta <hr/> Material: Introduction to KWU References: [8] Wijaya, Johanes Ariffin. Motivation for Success for an Entrepreneur. Best Motivation for Entrepreneurs. 2003. Publisher PT Elex Media Komputindo: Jakarta <hr/> Material: Introduction to KWU References: [9] Winarto, Paulus. First Step to becoming an Entrepreneur. Dare to Take Risks to Become Rich. 2003. Publisher PT Elex Media Komputindo: Jakarta | 5% |

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| 2 | Students are able to analyze the basic concepts of entrepreneurship, processes, functions and role models of entrepreneurship. | <p>1.a. Students can explain the concept of entrepreneurship using their own language.</p> <p>2.b. Students can explain the essence and nature of entrepreneurship well</p> <p>3.c. Students can correctly differentiate someone who has an entrepreneurial spirit and attitude from someone who doesn't</p> <p>4.d. Students can identify the entrepreneurial process, functions and roles of entrepreneurs systematically</p> | <p>Criteria:</p> <p>1.If the answer is correct you will get 15 points (part of the UTS)</p> <p>2.For assignments at the third meeting there is a performance assessment</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p> | Case method, question and answer and discussion 2 X 50 | | <p>Material: Basic Concepts of Entrepreneurship References: [2] Anwar, Muhammad. <i>Introduction to Entrepreneurship Theory and Applications</i>. 2014. Publisher: Kencana</p> <hr/> <p>Material: Basic Concepts of Entrepreneurship Reference: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <hr/> <p>Material: Basic Concepts of Entrepreneurship Reference: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <hr/> <p>Material: Basic Concepts of Entrepreneurship Reference: [10] Zimmerer, Scarborough. 2005. <i>Introduction to Entrepreneurship and Small Business Management</i>. Edition 4. Index Publishers.</p> | 5% |
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|---|--|---|--|---|--|---|----|
| 3 | Students are able to analyze the basic concepts of entrepreneurship, processes, functions and role models of entrepreneurship. | <p>1.a. Students can explain the concept of entrepreneurship using their own language.</p> <p>2.b. Students can explain the essence and nature of entrepreneurship well</p> <p>3.c. Students can correctly differentiate someone who has an entrepreneurial spirit and attitude from someone who doesn't</p> <p>4.d. Students can identify the entrepreneurial process, functions and roles of entrepreneurs systematically</p> | <p>Criteria:</p> <p>1.If the answer is correct you will get 15 points (part of the UTS)</p> <p>2.For assignments at the third meeting there is a performance assessment</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p> | Cade method, question and answer and discussion 2 X 50 | | <p>Material: Basic Concepts of Entrepreneurship References: [2] Anwar, Muhammad. <i>Introduction to Entrepreneurship Theory and Applications</i>. 2014. Publisher: Kencana</p> <hr/> <p>Material: Basic Concepts of Entrepreneurship Reference: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <hr/> <p>Material: Basic Concepts of Entrepreneurship Reference: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <hr/> <p>Material: Basic Concepts of Entrepreneurship Reference: [10] Zimmerer, Scarborough. 2005. <i>Introduction to Entrepreneurship and Small Business Management</i>. Edition 4. Index Publishers.</p> | 5% |
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| 4 | Students are able to identify entrepreneurial ideas, opportunities and motivation | a. Able to identify entrepreneurial ideas and opportunities well | <p>Criteria: The progress assessment of the PMW proposal is based on the percentage.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Discussion, PBL, and Discovery 4 X 50 | | <p>Material: Ideas, Opportunities and Entrepreneurial Motivation References: [2] Anwar, Muhammad. <i>Introduction to Entrepreneurship Theory and Applications</i>. 2014. Publisher: Kencana</p> <p>Material: Ideas, Opportunities and Entrepreneurial Motivation Reference: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <p>Material: Ideas, Opportunities and Entrepreneurial Motivation References: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <p>Material: Ideas, Opportunities and Entrepreneurial Motivation References: [10] Zimmerer, Scarborough. 2005. <i>Introduction to Entrepreneurship and Small Business Management</i>. Edition 4. Index Publishers.</p> | 10% |
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| 5 | Students are able to identify entrepreneurial ideas, opportunities and motivation | a. Able to identify entrepreneurial ideas and opportunities well | <p>Criteria: View student presentations regarding their PMW proposal projects</p> <p>Form of Assessment : Participatory Activities</p> | Discussion, PBL, and Discovery 4 X 50 | | <p>Material: Ideas, Opportunities and Entrepreneurial Motivation References: [2] Anwar, Muhammad. <i>Introduction to Entrepreneurship Theory and Applications</i>. 2014. Publisher: Kencana</p> <p>Material: Ideas, Opportunities and Entrepreneurial Motivation Reference: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <p>Material: Ideas, Opportunities and Entrepreneurial Motivation References: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship</i>. Kencana Prenada Media Group. Jakarta</p> <p>Material: Ideas, Opportunities and Entrepreneurial Motivation References: [10] Zimmerer, Scarborough. 2005. <i>Introduction to Entrepreneurship and Small Business Management</i>. Edition 4. Index Publishers.</p> | 5% |
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| 6 | Students are able to have entrepreneurial ethics and strategies | a. Students can clearly identify the ethics that must be possessed in entrepreneurship | <p>Criteria: If the answer is correct then you will get 20 points (part of the UTS), if the answer is logical, correct, complete and systematic then you will get 20 points</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | PjBL, assignments and discussions 4 X 50 | | <p>Material: Entrepreneurial Ethics and Strategy References: [2] Anwar, Muhammad. <i>Introduction to Entrepreneurship Theory and Applications. 2014. Publisher: Kencana</i></p> <p>Material: Entrepreneurial Ethics and Strategy References: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <p>Material: Entrepreneurial Ethics and Strategy References: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <p>Material: Entrepreneurial Ethics and Strategy Reader: Setyowati, Rr Nanik, Maya Mustika and Siti Maizul Habibah. <i>Entrepreneurship. 2019. Surabaya: Unesa University Press</i></p> | 5% |
| 7 | Students are able to prepare a business plan | Able to prepare a business plan in the field well | <p>Criteria: View student presentations regarding their PMW proposal projects</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | PjBL, assignments and discussions 4 X 50 | | <p>Material: Business Plan Reference: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <p>Material: Business Plan References: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <p>Material: Business Plan Bibliography: [10] Zimmerer, Scarborough. 2005. <i>Introduction to Entrepreneurship and Small Business Management. Edition 4. Index Publishers.</i></p> | 5% |

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| 8 | UTS | UTS | <p>Criteria: 1. UTS 2. There are 5 essay questions where the maximum mark is 20 for each question. Answer 20 if logical, correct, complete and systematic. Answer 15 if logical, correct, complete and less systematic, answer 10 if logical, correct, less complete and systematic, answer 10 if less logical, correct, less complete and systematic, answer 5 if less logical, correct, less complete and less systematic</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p> | UTS 2 X 50 | | <p>Material: All material from meetings 1-7 Readers: <i>Setyowati, Rr Nanik, Maya Mustika and Siti Maizul Habibah. Entrepreneurship. 2019. Surabaya: Unesa University Press</i></p> | 10% |
| 9 | Students are able to describe locations and plan business facilities | a. 6.1 Students can recognize the key factors in choosing the right business location | <p>Criteria: View student presentations regarding their business plan projects</p> <p>Form of Assessment : Participatory Activities</p> | PjBL, questions and answers, presentations, and preparing a 2 X 50 business plan | | <p>Material: Selecting a Location and Planning Business Facilities References: [1] <i>Alma, Buchari. Entrepreneurial Government Improves Customer Service and Satisfaction. 2005. Alphabeta Publisher: Bandung.</i></p> <p>Material: Selecting a Location and Planning Business Facilities Library: [3] <i>Basrowi. Entrepreneurship for Higher Education. 2011. Ghalia Indonesia Publisher: Jakarta</i></p> <p>Material: Selecting a Location and Planning Business Facilities Library: [5] <i>Daryanto. Introduction to Entrepreneurship Theory and Applications. 2012. Publisher: Gramedia Jakarta. Suryana. Entrepreneurship Practical Guidelines, Tips and Processes for Success. 2003. Salemba Empat Publisher: Jakarta</i></p> | 5% |

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| 10 | Students are able to describe locations and plan business facilities | a. 6.1 Students can recognize the key factors in choosing the right business location | <p>Criteria: View student presentations regarding their business plan projects</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | PjBL, questions and answers, presentations, and preparing a 2 X 50 business plan | <p>Material: Selecting a Location and Planning Business Facilities</p> <p>References: [1] <i>Alma, Buchari. Entrepreneurial Government Improves Customer Service and Satisfaction. 2005. Alphabeta Publisher: Bandung.</i></p> <hr/> <p>Material: Selecting a Location and Planning Business Facilities</p> <p>Library: [3] <i>Basrowi. Entrepreneurship for Higher Education. 2011. Ghalia Indonesia Publisher: Jakarta</i></p> <hr/> <p>Material: Selecting a Location and Planning Business Facilities</p> <p>Library: [5] <i>Daryanto. Introduction to Entrepreneurship Theory and Applications. 2012. Publisher: Gramedia Jakarta. Suryana. Entrepreneurship Practical Guidelines, Tips and Processes for Success. 2003. Salemba Empat Publisher: Jakarta</i></p> | 5% |
| 11 | Students are able to start new businesses | <p>1.</p> <p>2.a. Students can clearly recognize investment opportunities</p> <p>3.b. Students can identify the criteria for starting a business well</p> | <p>Criteria: If the answer is complete and systematic, you will get 20 points (part of the UAS)</p> <p>Form of Assessment : Participatory Activities, Tests</p> | PjBL, discussion and question and answer 2 X 50 | <p>Material: Starting a New Business and its Development Model</p> <p>Reference: [6] <i>Suryana Yuyus and Kartib Bayu. 2011. Entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <hr/> <p>Material: Starting a New Business and its Development Model</p> <p>Reference: [10] <i>Zimmerer, Scarborough. 2005. Introduction to Entrepreneurship and Small Business Management. Edition 4. Index Publishers.</i></p> | 5% |

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| 12 | Students are able to start new businesses | <ol style="list-style-type: none"> 1. 2.a. Students can clearly recognize investment opportunities 3.b. Students can identify the criteria for starting a business well | <p>Criteria: If the answer is complete and systematic, you will get 20 points (part of the UAS)</p> <p>Form of Assessment : Participatory Activities, Tests</p> | PjBL, discussion and question and answer 2 X 50 | | <p>Material: Starting a New Business and its Development Model</p> <p>Reference: [6] Suryana Yuyus and Kartib Bayu.2011. <i>Entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <hr/> <p>Material: Starting a New Business and its Development Model</p> <p>Reference: [10] Zimmerer, Scarborough. 2005. <i>Introduction to Entrepreneurship and Small Business Management. Edition 4. Index Publishers.</i></p> | 5% |
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| 13 | Students are able to prepare a business plan | <ol style="list-style-type: none"> 1. 2.a. Students can explain the nature of strategies to achieve competitive advantage well 3.b. Students can recognize the basic elements of achieving competitive advantage correctly | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Class Presentation Rubric 2. Score 3. Rubric 4.4 5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 6.3 7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9. The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11. The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | Discussion, PBL, and continuing to prepare a 2 X 50 business plan | | <p>Material: Strategy for Achieving Competitive Advantage References: [4] Casson, Mark. <i>Entrepreneurship. Theory, Networking, History. 2012.</i> Publisher; Rajawali Press Jakarta</p> <hr/> <p>Material: Strategies for Achieving Competitive Advantage References: [6] Suryana Yuyus and Kartib Bayu. 2011. <i>Entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <hr/> <p>Material: Strategies for Achieving Competitive Advantage References: [7] Winardi J. 2008. <i>Entrepreneurs and entrepreneurship. Kencana Prenada Media Group. Jakarta</i></p> <hr/> <p>Material: Strategies for Achieving Competitive Advantage References: [9] Winarto, Paulus. <i>First Step to becoming an Entrepreneur. Dare to Take Risks to Become Rich. 2003.</i> Publisher PT Elex Media Komputindo: Jakarta</p> | 5% |
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| 14 | Students are able to describe the Entrepreneurship Program Evaluation; | <p>1.a. Students can practice business plans well</p> <p>2.b. Students can report business practices clearly</p> | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Class Presentation Rubric 2. Score 3. Rubric 4.4 5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 6.3 7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9. The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11. The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | PjBL, discussion and presentation 2 X 50 | | <p>Material: Evaluation of the Entrepreneurship program</p> <p>Reader: <i>Setyowati, Rr Nanik, Maya Mustika and Siti Maizul Habibah. Entrepreneurship. 2019. Surabaya: Unesa University Press</i></p> | 5% |
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| 15 | Students are able to describe the Entrepreneurship Program Evaluation; | <p>1.a. Students can practice business plans well</p> <p>2.b. Students can report business practices clearly</p> | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Class Presentation Rubric 2. Score 3. Rubric 4.4 5. The presentation was carried out coherently with appropriate intonation and emphasis, showed a good understanding of the concept, assisted by ppt media according to media criteria, answered the questioner correctly, was able to formulate suggestions for improvement 6.3 7. The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 8.2 9. The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 10.1 11. The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | PjBL, discussion and presentation 2 X 50 | | <p>Material: Evaluation of the Entrepreneurship program</p> <p>Reader: <i>Setyowati, Rr Nanik, Maya Mustika and Siti Maizul Habibah. Entrepreneurship. 2019. Surabaya: Unesa University Press</i></p> | 5% |
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| 16 | UAS | UAS | Criteria: The business plan with the criteria that has been submitted is complete, systematic and clear Form of Assessment : Project Results Assessment / Product Assessment, Test | PjBL, discussion and presentation 2 X 50 | | Material: All material from meetings 1-15 Readers: Setyowati, Rr Nanik, Maya Mustika and Siti Maizul Habibah. <i>Entrepreneurship. 2019. Surabaya: Unesa University Press</i> | 15% |
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Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 27.5% |
| 2. | Project Results Assessment / Product Assessment | 47.5% |
| 3. | Portfolio Assessment | 7.5% |
| 4. | Test | 17.5% |
| | | 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.