CURRICULUM BOOK BASED ON INDEPENDENT CAMPUS PROGRAM OBE (OUTCOME BASED LEARNING)

STUDY PRORGAM MANAGEMENT

FACULTY OF ECONOMICS AND BUSINESS

YARSI UNIVERSITY

2022

FOREWORD

Praise be to Allah SWT, who has bestowed all His mercy and grace so that all stages of activities related to the Curriculum Development of the S1 Management Study Program, Faculty of Economics, YARSI University (FEUY) can be compiled as a Curriculum Development Document Based on KKNI, SN-DIKTI, Merdeka Belajar-Kampus Merdeka (MBKM) Program and the Indonesian Management Forum, S1 Management Study Program Academic Year 2022/2023.

This document on the preparation of the Undergraduate Management Study Program Curriculum for the 2022/2023 Academic Year is expected to explain the direction and reasons for developing the FEB UY Undergraduate Management Study Program Curriculum, and explain the stages of curriculum preparation and present the results.

The curriculum for the Management Undergraduate Study Program for the 2022/2023 Academic Year refers to the Higher Education Curriculum based on the Indonesian National Qualifications Framework (KKNI) SN- DIKTI, the Merdeka Belajar-Kampus Merdeka (MBKM) Program and the Indonesian Management Forum while still paying attention to the Vision and Mission of the FEB UY Management Undergraduate Study Program.

Thank you to the Curriculum Drafting Committee of the S1 Management Study Program and all Lecturers of the Management Study Program who have participated in preparing the new curriculum in 2018, as well as the Head of FEB UY, the Head of YARSI University, the Chairperson of the YARSI Foundation who has provided support, and all those who have helped the realization of the curriculum.

Jakarta, December 12, 2021
Curriculum Planning and Development Committee

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

1.1. Curriculum Development Direction

The journey of education in Indonesia has not escaped the influence of changing times that have caused a shift in the objectives of national education. Globalization that swept across the world in the 21st century caused the purpose of national education is no longer only to educate the nation and liberate people, but also on the mastery of Science, Technology and Art (IPTEKS) which is pragmatic and materialist. This is certainly a concern for all of us considering that the objectives of National Education listed in Law No. 20 of 2003 Article 3 are not only oriented towards pragmatism and materialism, but also to form a complete human being with strong faith and devotion (IMTAQ). The shift in the purpose of national education is increasingly felt with the character crisis in education. Pragmatism in responding to the needs of the labor market (i.e., the emphasis on materialism) makes the learning process downplay the spirit of nationality, social justice, as well as human traits and noble morals.

The curriculum is the life of a learning program so that its existence requires dynamic design, implementation and evaluation in accordance with the times, the needs of science and technology and the competencies needed by society, as well as users of higher education graduates. The development of science and technology in the 21st century, which takes place quickly following a logarithmic pattern, causes the National Higher Education Standards (SN-Dikti) to also be updated quickly. Within six years, SN-Dikti underwent three changes, namely Permenristekdikti No. 49 of 2014 was changed to Permenristekdikti No. 44 of 2015, and finally to Permendikbud No. 3 of 2020 with the spirit of Merdeka Belajar-Kampus Merdekanya (MBKM).

The issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) and Law Number 12 of 2012 concerning SN-Dikti, encourages all universities to adjust to these provisions. KKNI is a statement of the quality of Indonesian Human Resources (HR) whose qualifications are based on the level of ability expressed in the formulation of learning outcomes. Higher Education, as a producer of educated human resources, needs to measure the success of graduates in obtaining 'abilities' equivalent to the 'abilities' (learning outcomes) that have been formulated in the KKNI level. Graduates of the Bachelor/Applied Bachelor Program, for example, must at least have 'abilities' equivalent to learning outcomes at level 6 of KKNI, Masters/Applied Masters equivalent to level 8, and Doctoral / Applied Doctoral equivalent to level 9.

The challenge faced by universities in curriculum development in the Industrial 4.0 era is to produce graduates who have new literacy skills including data literacy, technology, and noble human beings based on an understanding of religious beliefs. Higher Education needs to reorient curriculum development that is able to answer these challenges. In particular, the Management Study Program has a vision to

produce graduates who have competence in business management or become entrepreneurs.

CHAPTER II
VISION MISSION

2.1. YARSI University Vision and Mission

The vision of YARSI University is "Realizing an Islamic university that is respected, authoritative, of high quality and able to compete in national and international for a". The mission of YARSI University is:

1. Developing science, technology and art, through superior and high quality education, teaching and learning in accordance with Islam.

2. Developing science, technology and art, through superior and high quality studies, research and publications in accordance with Islam.

3. Developing science, technology, and art, which can answer the problems and challenges of the world community that are superior and of high quality in accordance with Islam.

4. Developing human resources and governance that can answer problems that arise in society and provide direction for change in order to build a world community, especially Indonesian society that is just, prosperous, equitable and civilized according to Islam.

2.2. Vision and Mission of the Faculty of Economics and Business, YARSI University

The vision of the Faculty of Economics and Business, YARSI University is "Realizing an Islamic-based Faculty of Economics that is respected, authoritative, of high quality and able to compete in national and international fora to support the realization of the University as a university included in the group of 500 best universities in the world".

The mission of the Faculty of Economics and Business, YARSI University is:

a. Advancing Science, technology and art in the field of management and accounting through superior and high quality education, teaching and learning in accordance with Islam.

b. Advancing science, technology, and art in the field of management and accounting through superior and high quality studies, research, and publications in accordance with Islam.

c. Advancing Science, technology, and art in the field of management and accounting, which can answer the problems and challenges of a superior and high quality society in accordance with Islam.

d. Developing human resources and governance that can answer problems that arise in society and provide direction for change in order to build a just, prosperous, equitable, and civilized Indonesian society according to Islam.

2.3. Vision and Mission of Management Study Program, YARSI University

The vision of the Management Study Program is "Realizing an Islamic-based Management Study Program that is respected, authoritative, of high quality and able to compete in national and international for a". In addition, the scientific vision of the Management Study Program is "Producing Management Graduates who have competence in business management or become entrepreneurs who apply Islamic values and are able to compete at the national and international levels".

The mission of the Management Study Program is:
1. Developing science, technology, and art in the field of Management through superior and high quality education, teaching, and learning in accordance with Islam.
2. Developing science, technology, and art in the field of Management through superior and high quality studies, research and publications in accordance with Islam.
3. Developing science, technology, and art in the field of Management that can answer the problems and challenges of society that are superior and of high quality in accordance with Islam.
4. Developing human resources and governance that can answer problems that arise in society and provide direction for change in order to build a Management Study Program that can create graduates who are professional, entrepreneurial, high quality and able to compete and civilized according to Islam.

CHAPTER III
COURSE

3.1. Curriculum Design

3.1.1. Determination of Graduate Profile

Based on the results of the tracer study conducted until May 2022, it shows that the highest position of S-1 Management Study Program graduates is the supervisor of the operations and control section. Furthermore, most work in the fields of finance, marketing, human resources, operations, and entrepreneurship.
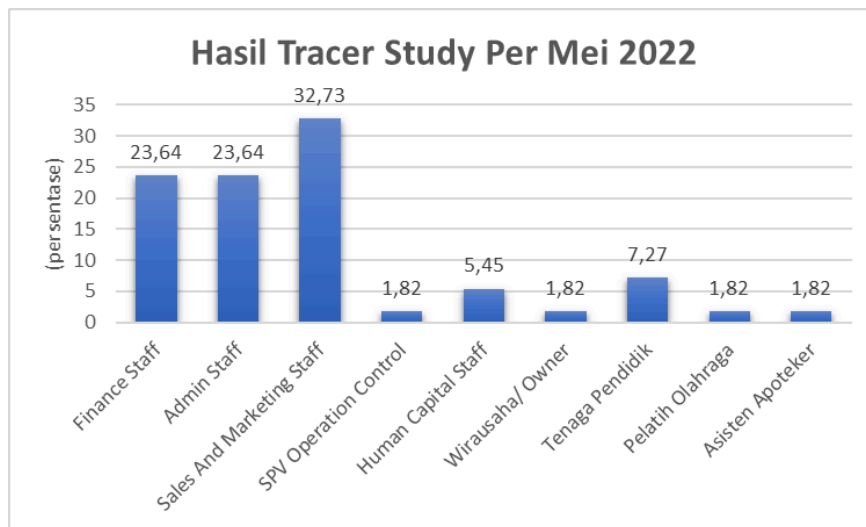
Tracer Study Results as of May 2022

In order to evaluate the curriculum, Prodi S-1 Management also conducts a study of the needs of the labor market needed by the government and the business world and industry, as well as the need to develop science and technology. In June 2022, Prodi S-1 Management held discussions with the Business World and Industry to find out market needs (Figure 2). The following are the results of the study:

1. The growing need for graduates who are aware of technological developments.

2. Competencies in each management field are not traditional, but graduates need a basic understanding of technology. For example, in the marketing field, marketing/business intelligence is needed who understand how to market

products/services in the digital era.

Industry and Business World Study

In addition, based on discussions and the distribution of questionnaires from alumni and graduate users, it was concluded that there is a need to improve skills both in terms of hard-skills and soft-skills. On the soft-skill side, alumni and graduate users suggested improving time management, communicating well, especially how to present, and daring to express opinions. Furthermore, on the hard-skill side, graduate users and alumni suggested improving foreign language skills and data analysis.

Therefore, the decision of the S-1 Management Study Program curriculum team decided on the profile of graduates of the Management Study Program, Faculty of Economics, YARSI University:

1. Manager in Marketing, Finance, Operations, and Human Resources
2. Entrepreneur
3. Management Analyst

3.1.2. Formulation of SLOs

To be able to carry out the roles stated in the graduate profile, study program graduates must have the abilities as stated in the ELO formulation. The description of ELOs is an important component in the series of preparation of the Higher Education Curriculum (KPT). ELOs can be seen as the result of the overall learning process that has been taken by students during their studies in a particular study program. ELOs include four elements, namely: attitudes, knowledge, general skills, and specific skills, as stated in SN-Dikti.

In general, CPL can have various functions, including as:

a. the characteristic, description, or specification of the study program;

b. measure, reference, comparison of achievement of learning and education levels;

c. completeness of description in Certificate of Diploma Companion (SKPI); and

d. curriculum and learning components.

According to SN-Dikti, graduate SLOs consist of elements of attitude, general skills, specific skills, and knowledge. The elements of attitude and general skills have been formulated in SN-Dikti as the minimum standards that must be possessed by each graduate according to the type and level of the education program. YARSI University added the

SLOs of its founder (i.e., Ruhul Islam) and rearranged the SLOs of attitude and general skills.

The SLO of Prodi S-1 Management for General Attitudes and Skills refers to SN-Dikti, YARSI University and the management study program association. Furthermore, for specific knowledge and skills, it refers to the results set by the management study program association. The following are the S-1 Management Study Program SLOs:

Table 3.1. SLO Attitude of S-1 Management Study Program

Code	Attitude
S1	Being a Smart Muslim: smart, professional, clever (fathonah)
S2	Being a Compassionate Muslim: conveying, having good morals, being grateful, forgiving, patient, polite, and wise (tabligh)
S3	Being a Reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)

Source: University Curriculum Handbook (2022)

The breakdown is as follows:

Table 3.1-a. Attitude SLOs of S-1 Management Study Program

Attitude Number	Attitude	S1 Being a Smart Muslim: smart, professional, clever (fathonah)	S2 Being a Compassionate Muslim: conveying, good character, gratitude, forgiveness, patience, courtesy, and wisdom (tabligh)	S3 Being a Reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)
S01	Can contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila	x	x	x
S02	Can appreciate the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others	x	x	x
S03	Can act as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the nation and state.	x	x	x
S04	Upholding human values in carrying out duties based on religion, morals, and ethics		x	x

S05	Can work together and have social sensitivity and concern for society and the environment	x	x	
S06	Can apply 5S (Smile, Greet, Sala, Polite, and Santun) in various situations.		x	
S07	Pious to God Almighty and able to show a religious attitude	x	x	x
S08	Law-abiding and disciplined in life, society, and the state	x		x
S09	Demonstrate an attitude of responsibility for work in their field of expertise independently	x		x
S10	Internalizing academic values, norms, and ethics			x
S11	Internalizing the spirit of independence, struggle, and entrepreneurship	x		x
S12	Living his life as a pious and obedient Muslim without being bound by time and space.	x	x	x
Source: Yarsi University Curriculum Handbook				
[pink]	Attitude (SN Dikti)			
[green]	Attitude (Yarsi)			
"x" sign	: means that it reflects condensed attitude SLOs			

Table 3.2. SLOs of General Skills of S-1 Management Study Program

Code	General Skills
KU1	Able to show documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.
KU2	Able to maintain and develop a network of work with mentors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.
KU3	Able to use English in carrying out their profession

Source: University Curriculum Handbook (2022)

The breakdown is as follows.

Table 3.2-a. SLO Skills of S-1 Management Study Program

		KU1	KU2	KU3

KU	General Skills	Able to show documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.	Able to maintain and develop a network of work with mentors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.	Able to use English in carrying out their profession
KU1	Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that shows and applies humanities values in accordance with their field of expertise.	x		
KU2	Able to show independent, quality, and measurable performance	x		
KU3	Able to make appropriate decisions in the context of problem solving in their field of expertise, based on the results of information and data analysis.	x		
KU4	Able to be responsible for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under their responsibility.	x		
KU5	Able to carry out a self-evaluation process of the work group under his responsibility and able to manage learning independently.	x		
KU6	Able to study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific rules, procedures and ethics and in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final project report, and upload them on the College website.	x		
KU7	Compile a scientific description of the results of the study above in the form of a thesis or final project report, and upload it on the college website.	x		
KU8	Able to document, store, secure, and retrieve data to ensure validity and prevent Muslims.	x		

Code				
KU9	Able to maintain and develop work networks with supervisors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.		x	x
KU10	Able to use English in carrying out their profession	x	x	x
KU11	Able to read, write (quote), and study the Qur'an in line with their scientific fields	x	x	x
KU12	Able to memorize and understand Qur'an juz 30 as much as at least 17 surahs	x	x	x
KU13	Able to become an Imam in prayer	x	x	x
KU14	Able to give khutbah for students on lectures for female students	x	x	x
KU15	Able to perform corpse care starting from taking care of, bathing, shrouding, and praying for the corpse.	x	x	x
Source: Yarsi University Curriculum Handbook				
	General Skills (SN Dikti)			
	General Skills (Yarsi)			
"x" sign	: means that it reflects condensed attitude SLOs			

Table 3.3. SLOs of Special Skills for Management Study Program

Code	Learning Outcomes
Special Skills (KK)	
KK1	able to formulate management functions (planning, organizing, staffing, directing, and controlling as well as evaluating) at the operational level in various types of organizations;
KK2	able to perform organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;
KK3	able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;
KK4	able to contribute to the preparation of the organization's strategic plan and translate the strategic plan into the organization's operational plan at the functional level;
KK5	able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;
KK6	able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;
KK7	Ability to communicate effectively across functions and organizational levels.

Source: Indonesian Management Forum (2018)

Table 3.4. SLOs of Special Skills for Management Study Program

Code	Learning Outcomes
Knowledge (P)	
P1	Master the theoretical concepts, methods and tools for analyzing management functions (planning, implementing, directing, monitoring, evaluating, and controlling) and organizational functions (marketing, human resources, operations, and finance) in various types of organizations;
P2	Master the concepts and techniques of developing strategic plans and translating them into operational plans;
P3	master the principles of leadership and entrepreneurship in various types of organizations;
P4	master the concept of research methods that include case studies, history, surveys, simulations, and experiments in qualitative and quantitative scopes, exploratory, descriptive, and verification;
P5	master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);
P6	master business ethics and humanity values;
P7	master knowledge of the types and regulations of local, national, regional, and global organizations;
P8	master the rules, principles and techniques of communication across functions, organizational levels, and cultures;
P9	master at least one international language.
P10	Every graduate of academic and professional education programs must have integrated knowledge between science and Islamic values.

Source: Indonesian Management Forum (2018)

Table 3.5. SLOs of Specific Skills and General Knowledge Based on Graduate Profile

Code	Special Skills	Profession	Code	Knowledge	Profession
KK1	able to formulate management functions (planning, organizing, staffing, directing, and controlling as well as evaluating) at the operational level in various types of organizations;	Manager, Entrepreneur	P1	Master the theoretical concepts of management in depth, especially the methods and tools for analyzing management functions including planning, implementing, directing, monitoring, evaluating, and controlling, and organizational functions consisting of marketing, human resources, operations, and finance in various types of organizations;	Manager, Entrepreneur
KK2	able to perform organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;	Manager, Entrepreneur	P2	Master the concepts and techniques of developing strategic plans and translating them into operational plans;	Manager, Entrepreneur
KK3	able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by	Manager, Entrepreneur, Business Consultant	P3	master the principles of leadership and entrepreneurship in various types of organizations;	Manager, Entrepreneur

	applying entrepreneurial principles rooted in local wisdom;				
KK4	able to contribute to the preparation of the organization's strategic plan and translate the strategic plan into the organization's operational plan at the functional level;	Manager, Entrepreneur	P4	master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);	Academician, Business Consultant
KK5	able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;	Manager, Entrepreneur	P5	Mastering factual knowledge and application methods of business ethics and human values in managing organizations;	Manager, Entrepreneur, Business Consultant
KK6	able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;	Academics	P6	master the types and regulations of local, national, regional, and global organizations;	Manager, Entrepreneur, Academic, Business Consultant
KK7	Ability to communicate effectively across functions and organizational levels.	Manager, Entrepreneur, Academic, Business Consultant	P7	master the rules, principles and techniques of communication across functions, organizational levels, and cultures;	Manager, Entrepreneur, Academic, Business Consultant
			P8	master the concept of academic integrity in general and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts.	Academics
			P9	master at least one international language.	Manager, Entrepreneur, Academic, Business Consultant
			P10	mastering the integration between science and Islamic values	Manager, Entrepreneur, Academic, Business Consultant

CURRICULUM STRUCTURE (3.5 YEARS - 4 YEARS DESIGN)

Sem	COURSE STRUCTURE PER SEMESTER										Total
VIII	Islamic Religious Practices (can be taken in the previous even semester)	Research Publication / Thesis / Business Project (can be taken in semester 7)	Digital Business (can be taken in the previous even semester)	Organizational Development (can be taken in the previous semester)							
	1	4	3	3							11
VII	KKN	Internship									
	3	2									5
VI	Verses of Al-Quran and Economic Hadith (can be taken in the previous even semester)	Problem Solving and Decision Making	Marketing Strategy	Managerial Accounting	Elective Course I (Taken in the study program or outside the MNJ study program)	Elective Course II (Taken in the study program or outside the MNJ study program)	Innovation and Entrepreneurship	Leadership			
	1	3	3	3	2	2	3	2			19
V	Aqidah and Akhlak	International Economics	Financial Institutions and Fintech	Risk Management	Taxation	Business Law	Business Communication	Business Feasibility Study	Management Information System		
	1	3	2	3	3	2	3	3	3		23
IV	Shirah Nabawiyah and Islamic Thought	Strategic Management	Investment Management	Organizational Behavior	Lab. Introduction to accounting	Digital Marketing	Research Methodology	Entrepreneurship			
	1	3	3	3	3	3	3	2			21

13

III	Fiqh Muamalah		Supply Chain Management	Financial Statement Analysis	Human Resources Development	Advanced Operations Management	Consumer Behavior	Business Data Analysis	Macroeconomic Theory	Economy Islam		
	1		3	3	3	3	3	3	3	2		24
II	Fiqh Ibadah		Citizenship	Financial Management	HRM	Operational Management	Marketing Management	Business Statistics	Microeconomic Theory			
	1		2	3	3	3	3	3	3			21
I	Islamic Religious Education		English. English	Pancasila	Language. Indonesia		Business Management	Business Math	Introduction to Economics	Introduction to Accounting		
	2		2	2	2		3	3	3	3		20
	TOTAL SKS											144

Description:

	General Course (MKU)
	Subjects/Scientific Blocks (MKK)
	Social Life (MBB) course/block
	MBKM Courses

Table 3.6. Distribution of MBKM Curriculum Subjects of S-1 Management Study Program

NO	SCIENTIFIC GROUP	STRATA	FACULTY	PRODI	SEMESTER	TYPE				SCIENTIFIC GROUP SEQUENCE NUMBER	COURSE CODE
						MK WU	MK KK	MK BB	MK KM		
	MKU										
	Islamic Religious Education	1	2	1	**1**	v				**01**	MKU-121101
	Fiqh Ibadah	1	2	1	**2**	V				**01**	MKU-121201
	Fiqh Muamalah	1	2	1	**3**	V				**01**	MKU-121301
	Shirah Nabawiyah and Islamic Thought	1	2	1	**4**	V				**01**	MKU-121401
	Aqidah and Akhlak	1	2	1	**5**	V				**01**	MKU-121501
	Quranic Verses and Economic Hadith	1	2	1	**6**	V				**01**	MKU-121601
	Islamic Religious Practices	1	2	1	**8**	V				**01**	MKU-121701
	English. English	1	2	1	**1**	V				**02**	MKU-121102
	Language. Indonesia	1	2	1	**1**	V				**03**	MKU-121103
	Pancasila	1	2	1	**1**	V				**04**	MKU-121104
	Citizenship	1	2	1	**2**	V				**05**	MKU-121105
	Entrepreneurship	1	2	1	**4**	V				**06**	MKU-121106
	KKN	1	2	1	**7**	V				**07**	MKU-121107
	MKK										
	Scientific Core of Study Program										
	a. Finance										
	Financial Management	1	2	1	2		V			01	MKK-121201
	Financial Statement Analysis	1	2	1	3		V			02	MKK-121302

	Portfolio and Investment Management	1	2	1	4		V			03	MKK-121403
	Sustainable Financing	1	2	1	6		V			04	MKK-121604
	International Financial Management	1	2	1	6		V			05	MKK-121605
	Risk Management	1	2	1	5		V			06	MKK-121506
	b. Marketing										
	Marketing Management	1	2	1	2		V			07	MKK-121207
	Consumer Behavior	1	2	1	3		V			08	MKK-121308
	Digital Marketing	1	2	1	4		V			09	MKK-121409
	Marketing Strategy	1	2	1	6		V			10	MKK-121610
	International Marketing	1	2	1	6		V			11	MKK-121611
	Brand Management	1	2	1	6		V			12	MKK-121612
	c. HR										
	HRM	1	2	1	2		V			13	MKK-121213
	Human Resource Development	1	2	1	3		V			14	MKK-121314
	Organizational Behavior	1	2	1	4		V			15	MKK-121415
	Talent Management	1	2	1	6		V			16	MKK-121616
	Industrial Psychology	1	2	1	6		V			17	MKK-121617
	d. Operational										
	Operational Management	1	2	1	2		V			18	MKK-121218
	Supply Chain Management	1	2	1	3		V			19	MKK-121319
	Product Management	1	2	1	4		V			20	MKK-121420
	Business Analysis and Modeling	1	2	1	6		V			21	MKK-121621
	Innovation Management	1	2	1	6		V			22	MKK-121622
	e. Entrepreneurship										
	Innovation and Entrepreneurship	1	2	1	6		V			23	MKK-121623

		Business Feasibility Study	1	2	1	5		V			24	MKK-121524
		Social Entrepreneurship	1	2	1	6		V			25	MKK-121625
		Knowledge of Creative Business	1	2	1	6		V			26	MKK-121626
		f. Business										
		Business Management	1	2	1	1		V			27	MKK-121127
		Business Math	1	2	1	1		V			28	MKK-121128
		Lab. Introduction to accounting	1	2	1	3		V			29	MKK-121329
		Introduction to Accounting	1	2	1	1		V			30	MKK-121130
		Business Statistics	1	2	1	2		V			31	MKK-121231
		Data Analysis	1	2	1	3		V			32	MKK-121332
		Research Methodology	1	2	1	4		V			33	MKK-121433
		Strategic Management	1	2	1	5		V			34	MKK-121534
		Taxation	1	2	1	5		V			35	MKK-121535
		Business Law	1	2	1	5		V			36	MKK-121536
		Management Accounting	1	2	1	6		V			37	MKK-121637
		Internship	1	2	1	7		V			38	MKK-121738
		Thesis/Final Business Project*	1	2	1	8		V			39	MKK-121839
		Economic Science										
		Introduction to Economics	1	2	1	1		V			40	MKK-121140
		Microeconomic Theory	1	2	1	2		V			41	MKK-121241
		Macroeconomic Theory	1	2	1	3		V			42	MKK-121342
		Islamic Economics	1	2	1	3		V			43	MKK-121343
		MKB										
		KKN	1	2	1	7			V		01	MKB-121701
		MKM										
		Financial Institutions and Fintech	1	2	1	5				V	01	MKM-121501

	Business Communication	1	2	1	5				V	02	MKM-121502
	Management Information System	1	2	1	5				V	03	MKM-121503
	Problem Solving and Decision Making	1	2	1	6				V	04	MKM-121604
	Leadership	1	2	1	6				V	05	MKM-121605
	Digital Business	1	2	1	8				V	06	MKM-121806
	Organization Development	1	2	1	8				V	07	MKM-121807

Table 3-7a. Matrix of SLOs with Semester 1-2 Subjects

	CPL	1st semester								2nd semester							
		PAI	Language. Ing	Pancasila	Bhs. Indo	ManBis	MatBis	PIE	PAkt	F. Worship	KWN	ManKeu	HRM	MO	ManPem	StatBis	EkoMik
KU	General Skills																
KU1	Able to show documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.	v			v		v	v	v	v		v		v	v	v	v
KU2	Able to maintain and develop a network of work with mentors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.	v		v		v				v	v		v				
KU3	Able to use English in carrying out their profession		v														
S	Attitude																
S1	Being a Smart Muslim: smart, professional, clever (fathonah)		v			v	v	v	v			v		v	v	v	v

18

Code	Description	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S2	Being a Compassionate Muslim: conveying, good character, gratitude, forgiveness, patience, courtesy, and wisdom (tabligh)			v	v					v							
S3	Being a Reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)	v		v					v								
KK	Special Skills																
KK1	able to formulate management functions (planning, organizing, staffing, directing, and controlling and evaluating) at the operational level in various types of organizations;					v	v			v				v			
KK2	able to perform organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;										v	v	v	v			v
KK3	able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;																
KK4	able to contribute to the preparation of the organization's strategic plan and translate the strategic plan into the organization's operational plan at the functional level;							v	v								v
KK5	able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and				v												

	information on organizational functions;																		
KK6	able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;																		
KK7	Ability to communicate effectively across functions and organizational levels.	v	v	v	v					v									
P	Knowledge																		
P1	Master the theoretical concepts of management in depth, especially the methods and tools for analyzing management functions including planning, implementing, directing, monitoring, evaluating, and controlling, and organizational functions consisting of marketing, human resources, operations, and finance in various types of organizations;					v	v	v	v		v	v	v	v	v		v	v
P2	Master the concepts and techniques of developing strategic plans and translating them into operational plans;						v	v	v			v	v	v	v		v	v
P3	master the principles of leadership and entrepreneurship in various types of organizations;																		
P4	master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);																		
P5	Mastering factual knowledge and application methods of business																		

	CPL																		
	ethics and human values in managing organizations;																		
P6	master the types and regulations of local, national, regional, and global organizations;													v					
P7	master the rules, principles and techniques of communication across functions, organizational levels, and cultures;				v		v												
P8	master the concept of academic integrity in general and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts.						v												
P9	master at least one international language.		v																
P10	mastering the integration between science and Islamic values	v											v						

Table 3-7b. Matrix of SLOs with Semester 3-4 Courses

		3rd semester									4th semester							
	CPL	F. Muamalah	LPA	ALK	HRM Lnj	SCM	PerKon	Data Analysis	EkoMak	EkoIs	ShirNab	ManStra	PMI	PO	PM Innovation	Dgtl Mark	Metpen	KWU
KU	**General Skills**																	
KU1	Able to show documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.		v	v	v	v	v	v	v	v		v	v	v	v	v	v	v
KU2	Able to maintain and develop a network of work with	v									v							

	mentors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.																	
KU3	Able to use English in carrying out their profession																	
S	Attitude																	
S1	Being a Smart Muslim: smart, professional, clever (fathonah)		v	v	v	v	v	v	v	v		v	v	v	v		v	v	v
S2	Being a Compassionate Muslim: conveying, good character, gratitude, forgiveness, patience, courtesy, and wisdom (tabligh)																	
S3	Being a Reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)	v								v								
KK	Special Skills																	
KK1	able to formulate management functions (planning, organizing, staffing, directing, and controlling as well as evaluating) at the operational level in various types of organizations;		v							v								
KK2	able to perform organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;				v	v	v		v			v	v	v	v		v	v	v

Code	Description	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
KK3	able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;		v	v	v	v	v					v					
KK4	able to contribute to the preparation of the organization's strategic plan and translate the strategic plan into the organization's operational plan at the functional level;		v						v								
KK5	able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;																
KK6	able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;																
KK7	Ability to communicate effectively across functions and organizational levels.	v										v					
P	Knowledge																
P1	Master the theoretical concepts of management in depth, especially the methods and tools for analyzing		v	v		v	v	v	v			v	v	v	v	v	

	management functions including planning, implementing, directing, monitoring, evaluating, and controlling, and organizational functions consisting of marketing, human resources, operations, and finance in various types of organizations;												v		
P2	Master the concepts and techniques of developing strategic plans and translating them into operational plans;	v	v	v		v	v	v		v		v	v		
P3	master the principles of leadership and entrepreneurship in various types of organizations;		v							v	v				v
P4	master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);												v		
P5	master factual knowledge and application methods of business ethics and human values in managing organizations;														
P6	master the types and regulations of local, national, regional, and global organizations;														
P7	master the rules, principles and techniques of										v				

	CPL																	
	communication across functions, organizational levels, and cultures;																	
P8	master the concept of academic integrity in general and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts.																	
P9	master at least one international language.																	
P10	mastering the integration between science and Islamic values	v									v							

Table 3-7c. Matrix of SLOs with Semester 5-6 Courses

		5th semester									6th semester							
	CPL	Aq-Ak	Eko Inter	LK Fin	ManRisk	Prpjkn	HkmBis	KomBis	SKB	SIM	AAHE	PMPK	PemStra	AkMan	Elective Subject 1	Elective Subject 2	EHP	Leadership
KU	General Skills																	
KU1	Able to show documented measurable performance in understanding and designing solutions to problems using scientific principles based on the spirit of Islam.		v	v	v	v	v	v	v	v		v	v	v	v	v	v	v
KU2	Able to maintain and develop a network of work with mentors, colleagues, peers both inside and outside the	v									v							

25

	institution by upholding the morals of a Muslim.																
KU3	Able to use English in carrying out their profession																
S	Attitude																
S1	Being a Smart Muslim: smart, professional, clever (fathonah)		v	v	v		v	v	v	v	v		v	v	v	v	v	v	v
S2	Being a Compassionate Muslim: conveying, good character, gratitude, forgiveness, patience, courtesy, and wisdom (tabligh)																
S3	Being a Reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)	v								v							
KK	Special Skills																
KK1	able to formulate management functions (planning, organizing, staffing, directing, and controlling and evaluating) at the operational level in various types of organizations;					v											
KK2	able to perform organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;		v		v						v			v	v	v	v
KK3	able to identify managerial problems and organizational functions at the operational level, and take appropriate		v		v							v					

Code	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;															
KK4	able to contribute to the preparation of the organization's strategic plan and translate the strategic plan into the organization's operational plan at the functional level;							v	v			v				
KK5	able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;							v								
KK6	able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;															
KK7	Ability to communicate effectively across functions and organizational levels.	v						v		v						
P	Knowledge															
P1	Master the theoretical concepts of management in depth, especially the methods and tools for analyzing management functions including planning, implementing, directing, monitoring, evaluating, and		v	v	v		v	v		v	v	v		v		

27

	controlling, and organizational functions consisting of marketing, human resources, operations, and finance in various types of organizations;														
P2	Master the concepts and techniques of developing strategic plans and translating them into operational plans;		v	v				v	v		v	v	v	v	v
P3	master the principles of leadership and entrepreneurship in various types of organizations;														v
P4	master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);														
P5	Mastering factual knowledge and application methods of business ethics and human values in managing organizations;											v	v	v	v
P6	master the types and regulations of local, national, regional, and global organizations;				v										
P7	master the rules, principles and techniques of communication across functions, organizational levels, and cultures;					v									
P8	master the concept of academic integrity in general														

	and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts.															
P9	master at least one international language.															
P10	mastering the integration between science and Islamic values	v									v					

Table 3-7d. Matrix of SLOs with Semester 7-8 Subjects

		7th semester		8th semester			
	CPL	KKN	Internship	PrakAI	Thesis/Business Project	Digital Business	Org
KU	General Skills						
KU1	Able to show documented measurable performance in understanding and designing a solution to a problem using scientific principles based on the spirit of Islam.	v	v		v	v	v
KU2	Able to maintain and develop a network of work with mentors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.			v			
KU3	Able to use English in carrying out their profession						
S	Attitude						
S1	Being a Smart Muslim: smart, professional, clever (fathonah)	v	v		v	v	v
S2	Being a Compassionate Muslim: conveying, good character, gratitude, forgiveness, patience, courtesy, and wisdom (tabligh)						
S3	Being a Reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)			v			
KK	Special Skills						
KK1	able to formulate management functions (planning, organizing, staffing, directing, and controlling and evaluating) at the operational level in various types of organizations;						
KK2	able to perform organizational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organizations;						

KK3	able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on alternatives developed, by applying entrepreneurial principles rooted in local wisdom;	v	v		v	v	v
KK4	able to contribute to the preparation of the organization's strategic plan and translate the strategic plan into the organization's operational plan at the functional level;						
KK5	able to make appropriate managerial decisions in various types of organizations at the operational level, based on data analysis and information on organizational functions;						
KK6	able to conduct empirical studies and modeling using scientific methods on various types of organizations based on organizational functions;						
KK7	Ability to communicate effectively across functions and organizational levels.			v			
P	Knowledge						
P1	Master the theoretical concepts of management in depth, especially the methods and tools for analyzing management functions including planning, implementing, directing, monitoring, evaluating, and controlling, and organizational functions consisting of marketing, human resources, operations, and finance in various types of organizations;	v	v		v	v	v
P2	Master the concepts and techniques of developing strategic plans and translating them into operational plans;	v	v			v	v
P3	master the principles of leadership and entrepreneurship in various types of organizations;						
P4	master at least one research method (case study, historical, survey, simulation, and experiment in qualitative and quantitative scope, exploratory, descriptive, and verification);				v		
P5	master factual knowledge and application methods of business ethics and human values in managing organizations;						
P6	master the types and regulations of local, national, regional, and global organizations;						
P7	master the rules, principles and techniques of communication across functions, organizational levels, and cultures;						
P8	master the concept of academic integrity in general and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts.						
P9	master at least one international language.						
P10	mastering the integration between science and Islamic values			v			

3.2. Learning Process

The definition of learning process standards, as stated in Permendikbud No. 3 of 2020 articles 10-14, consists of:

3.2.1. Characteristics of the Learning Process

The learning process as referred to in Article 10 paragraph (2) letter a consists of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. Learning principles according to SN-Dikti:

a. Interactive, as referred to in paragraph (1) states that graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.

b. Holistic, as referred to in paragraph (1) states that the Learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.

c. Integrative, as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through an integrated learning process to meet the learning outcomes of graduates as a whole in one program unit through an interdisciplinary and multidisciplinary approach.

d. Scientific, as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that prioritizes a scientific approach so as to create an academic environment that is based on a system of values, norms, and rules of science and upholds religious and national values.

e. Contextual, as referred to in paragraph (1) states that graduate learning outcomes are achieved through a learning process that is tailored to the demands of the ability to solve problems in the field of expertise.

f. Thematic, as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that is tailored to the scientific characteristics of the Study Program and linked to real problems through a transdisciplinary approach.

g. Effective, as referred to in paragraph (1) states that the learning outcomes of graduates are achieved successfully by prioritizing the internalization of material properly and correctly within the optimum period of time.

h. Collaborative, as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a shared learning process that involves interaction between individual learners to produce capitalization of attitudes, knowledge, and skills.

i. Student-Centered, as referred to in paragraph (1) states that the learning outcomes of graduates are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge.

Figure 2-23 Characteristics of Student-Centered Learning

2.2.2 Learning Process Planning

a. As referred to in Article 10 paragraph (2) letter b is prepared for each course and presented in a Semester Learning Plan or other terms.

b. Semester Learning Plan or other terms as referred to in paragraph (1) shall be determined and developed by Lecturers independently or jointly in an expertise group in a field of science and/or technology in the Study Program.

c. Semester Learning Plan or other terms contain at least: a. name of the Study Program, name and code of the course, semester, SKS, name of the lecturer; b. learning outcomes of graduates charged with the course; c. the final ability planned at each stage of learning to fulfill the learning outcomes of graduates; d. study materials related to the abilities to be achieved; e. learning methods; f. time provided to achieve the ability at each stage of learning; g. student learning experience embodied in the description of tasks that must be done by students during one semester; h. criteria, indicators, and assessment weight; and i. list of references used.

d. Semester Learning Plan or other terms must be reviewed and adjusted periodically with the development of science and technology.

2.2.3 Implementation of the Learning Process

a. As referred to in Article 10 paragraph (2) letter c takes place in the form of interaction between lecturers, students, and learning resources in a certain learning environment.

b. Learning methods as referred to in paragraph (2) that can be selected for the implementation of learning in the course include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes.

c. The Learning Process in each course is carried out according to the Learning Plan.

d. Each course can use one or a combination of several Learning methods as referred to in paragraph (3) and is contained in a form of Learning.

e. The form of Learning as referred to in paragraph (4) can be in the form of:
    1. college;
    2. receptions and tutorials;
    3. seminar;
    4. practicum, studio practice, workshop practice, field practice, work practice;
    5. Research, design or development;
    6. military training

f. The Learning Process related to student research must refer to the Research Standards and University regulations.

g. The Learning Process related to Community Service by students must refer to the Community Service Standards and university provisions.

2.2.4 Extracurricular Learning Process

a. The Learning Process through curricular activities must be carried out systematically and structured through various courses and with a measurable learning load.

b. The Learning Process through curricular activities must use effective Learning methods in accordance with the characteristics of the course to achieve certain abilities set out in the course in a series of fulfillment of graduate Learning outcomes.

2.2.5 Learning Process Outside the Study Program

a. Learning outside the Study Program as referred to in paragraph (1) is a learning process consisting of (a) Learning in other Study Programs at the same College; (b) Learning in the same Study Program at different Colleges; (c) Learning in other Study Programs at different Colleges; and d. Learning at non-Higher Education institutions. Learning at non-Higher Education institutions

b. The Learning Process outside the Study Program is an activity within the program that can be determined by the Ministry and/or University, Faculty and Study Program.

c. The Learning Process outside the Study Program is carried out under the guidance of Lecturers.

d. The Learning Process outside the Study Program is carried out only for undergraduate programs and applied undergraduate programs outside the health field.

2.2.6 Student Learning Load

Learning process planning is prepared for each course/block and presented in a semester learning plan (RPS) or other terms. The semester learning plan (RPS) or other terms must be reviewed and adjusted periodically with the development of science and technology. The learning process through curricular activities must use effective learning methods in accordance with the characteristics of the course/block to achieve certain abilities set out in the course in a series of fulfillment of graduate learning outcomes. Provisions in the implementation of learning:

a. Student learning load is expressed in the amount of SKS.

b. Semester is a unit of time for the effective learning process for at least 16 (sixteen) weeks, including midterm and final semester exams.

c. One academic year consists of 2 (two) semesters and Universities can hold an intermediate semester.

d. The intermediate semester as referred to is organized:

e. for at least 8 (eight) weeks;

f. the maximum student learning load is 9 (nine) credits;

g. according to the student's learning load to fulfill the predetermined learning outcomes.

h. If the intermediate semester is held in the form of lectures, the face-to-face meeting is at least 16 (sixteen) times including the midterm exam and the final exam of the intermediate semester.

Table 2-13 Time Details of 1 Credit of Learning Activities (Permendikbud No. 3 of 2020: article 19)

Definition of 1 credit in the form of learning		
a.	Lecture, Reception, Tutorial	
	Face to Face	Structured Assignment	Self-Study
	50 minutes/week/semester	50 minutes/week/semester	60 minutes/week/semester
b.	Seminars or other similar forms of learning	
	Face to Face	Self-Study	
	100 minutes/week/semester	60 minutes/week/semester	
c.	Practicum, studio practice, workshop practice, field practice, community service, and/or other equivalent forms of learning	
	170 minutes/week/semester		

2.2.7 Study Period and Load

The implementation of educational programs for a maximum of 7 (seven) academic years for undergraduate programs, with a student learning load of at least 144 (one hundred and forty-four).

2.2.8 Fulfillment of the Study Load Period for Students

a. Fulfillment of the period and learning load for undergraduate students is carried out in a way:

- follow the entire learning process in the Study Program at Higher Education according to the period and study load; or

- follow the learning process in the Study Program to fulfill part of the period and learning load and the rest follow the learning process outside the Study Program

b. Universities are obliged to facilitate the implementation of the fulfillment of the period and learning load in the learning process. Facilitation by Universities for the fulfillment of the period and learning load in the Learning process.

3.3. Learning Assessment

The definition of assessment standards, as stated in Permendikbud No. 3 of 2020 articles 21-26, are minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes.

Assessment of student learning processes and outcomes includes assessment principles; assessment techniques and instruments; assessment mechanisms and procedures; implementation of assessment; assessment reporting; and student graduation.

a. Encourage the reduction of UTS/UAS = increase formative

b. Increase *case study* or *project based*: min 50% of the final grade. *Case study*: discussion/collaboration in the assessment of learning outcomes is expected:

- Encourage the reduction of the Mid-Semester Examination (UTS) and Final Semester Examination (UAS) and increase the number of formative tests so that student learning motivation that emphasizes the student-centered concept can increase and can also increase the effectiveness of the teaching-learning process.

- Increase case studies and project assignments so that students are adept at applying the concepts that have been obtained to be actualized in real life. The percentage of the assessment process is at least 50% of the final grade.

3.4. Assessment Principles

Table 2-14 Assessment Principles

No.	Principle assessment	Definition
1.	Educative	is an assessment that motivates students to be able to: a. improve their planning and learning methods; and b. improve their learning. b. achieving graduate learning outcomes.
2.	Authentic	is an assessment that is oriented towards the continuous learning process and learning outcomes that reflect students' abilities during the process. learning takes place.
3.	Objective	is an assessment that is based on standards agreed between lecturers and students and is free from influence of the subjectivity of the assessor and the assessed.
4.	Accountable	is an assessment that is carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the course, and understood by students.
5.	Transparent	Transparent

Here are the steps in *reviewing the* questions:

1. Lecturers collect question files to ProDi in accordance with the course 10 days before

the exam takes place

2. The study program gives the question file to the course coordinator to check whether it is in accordance with the material or concepts that have been taught.

3. The course coordinator will check based on the material in the RPS that has been uploaded on the SCREEN.

4. Questions that have been approved by the course coordinator are signed and continued to ProDi; while questions that are not suitable will be returned to the lecturer who made the question to be corrected and repeated according to steps 1 to 4 so that finally get approval from the course coordinator.

5. Questions that have been submitted to ProDi will be signed by KaProDi and archived and submitted to the lecturer concerned to be uploaded on LAYAR and tested.

3.5. Assessment Techniques and Instruments

3.5.1. Assessment Technique

Table 2-15 Assessment Techniques and Instruments

Assessment	Engineering	Instrument
Attitude	Observation	Rubric for process assessment and/or Portfolio or design work for assessment of results
Skills General	Observation, participation, performance, written test, oral test, and questionnaire	
Skills Special		
Knowledge Mastery		
The final result of the assessment is an integration between the various assessment techniques and instruments used.		

Assessment of learning outcomes is carried out in the realm of attitude, knowledge and skills in detail explained as follows: Assessment of the attitude domain is carried out through observation, self-assessment, assessment between students (students assess the performance of their colleagues in one field or group), and assessment of personal aspects that emphasize aspects of faith, noble character, confidence, discipline and responsibility in interacting effectively with the social environment, the surrounding environment, as well as the world and its civilization and aspects of YARSI value, namely SCORE.

Assessment of the knowledge domain through various forms of written and oral tests can technically be carried out directly or indirectly. Directly means that lecturers and students meet face-to-face during the assessment, for example during seminars, thesis, thesis and dissertation examinations. While indirectly, for example, using sheets of written exam questions. Assessment of the skills domain through assessment

performance that can be organized through practicum, practice, simulation, field practice, etc. that allows students to improve their skills.

Table 2-16 Percentage of Assessment Standards for Each Domain

Realm	Minimal	Maximum
Knowledge	25%	40-80%
Skills (Specialized and General)	40%	40-80%
Attitude	15 %	15 %

3.5.2. Assessment Instrument

1. Rubric

The rubric is an assessment guide that describes the desired criteria in assessing or rating the results of student learning performance. The rubric consists of the dimensions assessed and the criteria for student learning outcomes or student learning achievement indicators. This guidebook explains descriptive rubrics, holistic rubrics and perception scale rubrics. The purpose of assessing using rubrics is to clarify the dimensions and levels of assessment of student learning outcomes. In addition, rubrics are expected to be a driver or motivator for students to achieve their learning outcomes. Rubrics can be comprehensive or generally applicable and can also be specific or only apply to a particular topic. Rubrics that are comprehensive can be presented in the form of a holistic rubric. There are 3 kinds of rubrics presented as examples in this book, namely:

- A holistic rubric is a guideline for scoring based on an overall impression or a combination of all criteria.
- Descriptive rubrics have levels of assessment criteria that are described and given an assessment scale or assessment score.
- The perception scale rubric has levels of assessment criteria that are not described but are still given a rating scale or rating score.

Table 2-17 Example of Descriptive Rubric for Paper Presentation Assessment

Dimensions	Scale				
	Very good	Good	Simply	Less	Very less
	Score ≥ 81	61 - 80	40 - 60	21 - 40	≤ 20
Organization	Organized with serves facts that	Organized well and serves	Presentation have focus and serves	Simply focus, however proof	None organization which is clear. Facts don't

	supported by	facts that	some evidence	less	used

	examples that have been analyzed according to the concept	convincing to support conclusions.	that support the conclusions .	sufficient for use in attracting Conclusions.	to support the statement.
Contents	Content capable evocative listeners to expand mind	Accurate content and complete. The listener Add to insights new about Topic The.	Contents. generally accurate, but not complete. The listener You can learn some facts that is implied, but they no Add to new insights about the topic The.	Contents less accurate, because it doesn't no data Factual, no Add to understanding listeners.	The content is not accurate or too General. Listeners not learning any or sometimes misleading.
Style Presentation	Speaking with spirit, transmit spirit and enthusiasm for listener	Speaker calm and using intonation that Right, speak without depends on the record, and interact by intensive with listeners. Speaker always in contact	In general speaker calm, but with a tone which is flat and quite often depends on the record. Sometimes eye contact with listener ignored.	Go to at Notes, None ideas that developed an outside Notes, sound monotony.	Speaker anxious and no comfortable, and read various Note from Speak up. Listeners often ignored. Not happening eye contact because speaker More

		eyes with listeners.			look into whiteboard or screen.

Table 2-18 examples of Other Forms of Descriptive Rubrics

Grade	Score	Performance Indicators
Very less	< 20	The plan presented is disorganized and does not complete Problems
Less	21 - 40	The plan presented is organized but lacks completion Problems
Simply	41 - 60	The design presented is systematic, problem-solving, yet less implementable
Good	61 - 80	The design presented is systematic, solves the problem, can implemented, less innovative
Very Good	>81	The design presented is systematic, solves the problem, can implemented and innovative

Table 2-19 Holistic Rubric Example

Dimensions	Weight	Value	Comments (Notes)	Total Value
Material Assignment	30%			
Accuracy of problem solving	30%			
Communication Skills	20%			
Ability to deal with Questions	10%			
Completeness of teaching aids in presentation	10%			
Final Grade	100%			

Some of the benefits of assessing using rubrics are as follows:

a. Rubrics can serve as objective and consistent assessment guidelines with clear criteria;

b. Rubrics can provide information on the weight of assessment at each level of student ability;

c. Rubrics can motivate students to learn more actively;

d. Students can use the rubric to measure their own or their study group's achievement;

e. Students get quick and accurate feedback;

f. Rubrics can be used as an instrument for effective reflection on the learning process that has taken place;

g. As a guideline in the learning process and assessment of student learning outcomes.

2. Portfolio Assessment

Portfolio assessment is a continuous assessment based on a collection of information that shows the development of student learning achievements in a certain period. This information can be in the form of student work from the learning process that is considered the best or student work that shows the development of their ability to achieve learning outcomes. The types of portfolio assessment are as follows:

a. A developmental portfolio, containing a collection of artifacts by students that show progress in achieving their abilities according to the stages of learning that have been undertaken.

b. Showcase portfolios contain artifacts of student work that demonstrate the results of their best learning performance.

c. A comprehensive portfolio, containing artifacts of all student work during the learning process.

Learning Outcomes that are measured:

- Ability to select reputable and up-to-date journal articles according to the theme of the impact of industrial pollution;

- Ability to summarize journal articles appropriately and correctly.

Table 2-20 Example of portfolio assessment

No.	Assessment Aspect	Article-1		Article-2		Article-3	
	Score	High (6-10)	Low (1-5)	High (6-10)	Low (1-5)	High (6-10)	Low (1-5)
1.	Articles are from indexed journals within 3 years last year						
2.	Articles related to the theme of the impact of pollution industry						

3.	Number of articles at least discussing the impact of industrial pollution on humans and environment			47				

| No.							
4.	Accuracy in summarizing the content of the important parts of article abstract						
5.	Accuracy in summarizing important concepts in the article						
6.	Accuracy in summarizing the methodology used in article						
7.	Accuracy in summarizing research results in article						
8.	The accuracy of summarizing the discussion of research results in article						
9.	The accuracy of summarizing the conclusions of the research results in article						
10.	Accuracy in commenting on journal articles selected						
Total score of each article summary							
Average score obtained							

3.6. Assessment Mechanism and Process
3.6.1. Mechanism

The assessment mechanism related to the stages of assessment, assessment techniques, assessment instruments, assessment criteria, assessment indicators and assessment weights is carried out in the following flow:

Figure 2-24 Assessment Mechanism
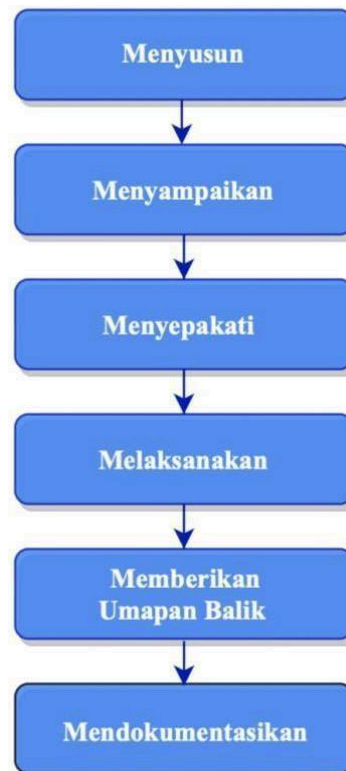
3.6.2. Assessment Process

The stages in the assessment process are as follows:

1. Planning (may be done through phased assessment and/or reassessment),
2. Assignment or questioning activities,
3. Performance observation,
4. Observation returns, and
5. Awarding of final grades

3.6.3. Assessment Implementation

The implementation of the assessment is carried out in accordance with the lesson plan and can be done by:

1. Lecturer or team of lecturers;
2. Lecturers or a team of lecturers by involving students; and/or
3. Lecturer or team of lecturers by involving relevant stakeholders.
4. Meanwhile, the implementation of assessments for specialist two programs, doctoral programs, and applied doctoral programs must include a team of external assessors from different universities.

3.6.4. Assessment Reporting

The following is the assessment reporting mechanism:

1. Assessment reporting in the form of qualifications of student success in taking a course/block which is expressed in the range as in the following table.

Table 4
Assessment System of Management Study Program

Value Range	Figures	Letter	Meaning
85 - 100	4.00	A	Pass
80 - 84	3.75	A-	Pass
75 - 79	3.50	AB	Pass
70 - 74	3.25	B+	Pass
Value Range	Figures	Letter	Meaning
65 - 69	3.00	B	Pass
60 - 64	2.75	B-	Pass
55 - 59	2.50	BC	Pass

50 - 54	2.25	C+	Pass
45 - 49	2.00	C	Pass
40 - 44	1.75	C-	Not Passed
35 - 39	1.50	CD	Not Passed
30 - 34	1.25	D+	Not Passed
25 - 29	1.00	D	Not Passed
0 - 24	0.00	E	Not Passed

(Grade, quality number, and meaning based on Dean Decree Number: 001/DEE/KEP/VI/2018)

2. Grading can use intermediate letters and intermediate numbers for grades in the range of 0 (zero) to 4 (four).

3. The results of the assessment of graduate learning outcomes in each semester are expressed by the semester achievement index (IPS).

4. IPS= $\sum_{i=1}^{n}$ Number score X Number of MK credits $\sum_{i=1}^{n}$ Number of MK credits that have been taken during 1 semester.

5. The results of the assessment of graduate learning outcomes at the end of the study program are expressed by the cumulative achievement index (GPA):

GPA = $\sum_{i=1}^{n}$ Number value X Number of MK $\sum_{i=1}^{n}$ Number of MK credits that have been taken at the end of the program. **High academic achievement** students are students who have a semester achievement index (IPS) greater than 3.50 (three point five zero) and meet academic ethics.

3.6.5. Graduation

Table 2-22 Graduation Predicate

Program	GPA	Predicate Graduation
Bachelor		
Undergraduate students are declared to have graduated if they have taken the entire learning load set and have the graduate learning outcomes targeted by the study program with a cumulative grade point average (GPA) greater than or equal to 2.00 (two point zero).	2,76-3,00	Satisfactory

	3,01-3,50	Very Satisfactory
	>3,50	Praise