CURRICULUM BOOK OUTCOME BASED-LEARNING (OBE) & MBKM
MANAGEMENT STUDY PROGRAM

FACULTY OF ECONOMICS AND BUSINESS
YARSI UNIVERSITY
2022

FOREWORD

All praise be to Allah SWT, who has bestowed all His grace and blessings so that all stages of activities related to the Development of the Curriculum for the Undergraduate Management Study Program, Faculty of Economics, YARSI University (FEUY) can be compiled as a Curriculum Development Document Based on KKNI, SN-DIKTI, Independent Learning Program-Independent Campus (MBKM) and the Indonesian Management Forum, Undergraduate Management Study Program for the 2022/2023 Academic Year.

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

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

Thank you to the Curriculum Drafting Committee of the Undergraduate Program in Management and all Lecturers of the Management Study Program who have participated in drafting the new curriculum in 2018, as well as to the Leadership of FEB UY, Leadership of YARSI University, Chairman of the YARSI Foundation who have provided support, and all parties who have helped realize the curriculum.

Jakarta, December 12, 2021
Curriculum Planning and Development Committee

INTRODUCTION

1.1. Direction of Curriculum Development

The journey of education in Indonesia is not free from the influence of changing times that have caused a shift in the goals of national education. Globalization that has hit the entire world in the 21st century has caused the goals of national education to no longer only be to educate the nation and liberate humanity, but also to master Science, Technology, and Arts (IPTEKS) which are pragmatic and materialistic. This is certainly a concern for all of us considering that the goals of National Education stated in Law No. 20 of 2003 Article 3 are not only oriented towards pragmatism and materialism, but also to form whole human beings with strong faith and piety (IMTAQ). The shift in the goals of national education is increasingly felt with the occurrence of a character crisis in the field of education. Pragmatism in responding to the needs of the job market (ie, emphasizing materialism) makes the learning process diminish the spirit of nationalism, social justice, and noble human and moral traits.

The curriculum is the lifeblood of a learning program so that its existence requires dynamic design, implementation, and evaluation that are in accordance with the development of the times, the needs of science and technology and the competencies needed by the community, as well as users of university graduates. The development of science and technology in the 21st century, which is taking place rapidly following a logarithmic pattern, means that the National Higher Education Standards (SN-Dikti) must also be updated quickly. Within a period of six years, SN-Dikti has undergone 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 Merdeka (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 Higher Education Institutions to adjust to these provisions. KKNI is a statement of the quality of Indonesian Human Resources (HR) whose qualification levels are based on the level of ability stated in the formulation of learning outcomes. Higher Education Institutions, as producers of educated HR, need to measure the success of graduates in obtaining 'ability' equivalent to the 'ability' (learning outcomes) that have been formulated in the KKNI levels. Graduates of the Bachelor/Applied Bachelor Program, for example, must have at least 'ability' equivalent to the learning outcomes at level 6 of the KKNI, Masters/Applied Masters equivalent to level 8, and Doctorate/Applied Doctorate equivalent to level 9.

The challenges faced by universities in developing curriculum in the Industry 4.0 era are producing graduates who have new literacy skills including data literacy, technology, and human beings with noble morals based on an

understanding of religious beliefs. Universities need to reorient curriculum development that is able to answer these challenges. In particular, the Management Study Program has a vision of producing graduates who have competence in business management or become entrepreneurs.

CHAPTER II

VISION AND MISSION

2.1. Vision and Mission of YARSI University

The vision of YARSI University is "To create an Islamic university that is respected, authoritative, high quality and able to compete in national and international forums". 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 in a superior and high-quality manner 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 society, especially an 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 "To realize an Islamic-based Faculty of Economics that is respected, authoritative, high quality and able to compete in national and international forums to support the realization of the University as a Higher Education Institution that is included in the group of the 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 fields 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 in accordance with Islam.

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

The vision of the Management Study Program is "To realize an Islamic-based Management Study Program that is respected, authoritative, high quality and able to compete in national and international forums". In addition, the scientific vision of the Management Study Program is "To produce 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 a superior and high-quality society 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 be civilized according to Islam.

CURRICULUM

3.1. Determination of Graduate Profile

3.1.1. Curriculum Evaluation

a. Expert

Evaluation and review activities for the OBE and MBKM-based curriculum were carried out twice with the resource person being the Secretary of the Management Study Program, Andalas University, namely Mr. Arief Prima Johan, SE., M.Sc. The first activity was carried out on Wednesday, December 15, 2021 with the title of the activity, namely "OBE and MBKM Curriculum Preparation Process" with FEB structural participants and lecturers. The next session on December 18, 2021, namely the evaluation session for the ongoing curriculum and input for the OBE curriculum.
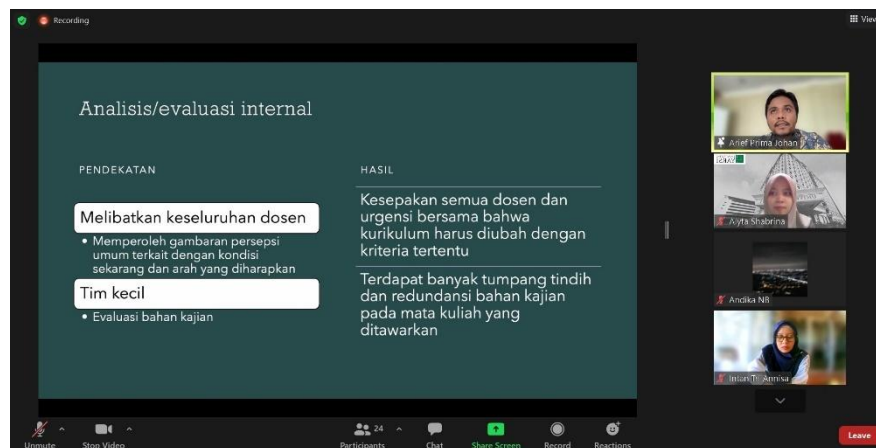
Figure 1. Discussion Session on the OBE and MBKM Curriculum Development Process from Experts

b. Association

The association used in the preparation of the curriculum is the Indonesian Management Forum (FMI). The Indonesian Management Forum is an association consisting of academics and practitioners. The Learning Outcomes of Graduates of the Management Study Program refer to the FMI association in April 2022 which was delivered by Mrs. Dr. Yashintha Soelasih, SE, M.Si. In the session, it was conveyed that the FMI association was evaluating and updating the OBE-based curriculum and would be socialized in 2023. Furthermore, in the process of its refinement, the Graduate Profile and Learning Outcomes of Graduates of the UY Management Study Program (specific knowledge and skills section) were updated based on the socialization event held on August 8-9, 2023 with speakers, namely Mr. Sri Gunawan, DBA (Chair of the Central FMI) and Mrs. Dr. Yashintha Soelasih, SE, M.Si (Chair of Education and Teaching, Central FMI).

Figure 2. Vice Dean 1, Head of Study Program, and Secretary of Study Program Attending Association Socialization Related to CPL and Study Materials for Management Study Program

In addition to receiving input from the FMI association, the management study program received input from the DIGIMIND digital marketing professional association in order to improve the existing curriculum. The input was in a discussion with the DIGIMIND digital marketing association represented by Gusti Alendra, SE, Head of Partnership and Education, DIGIMIND on October 10, 2023. The core result of this meeting was the participation of students who had taken the "marketing 2" or "digital marketing" course in the digital marketing competency certification that had been BNSP.
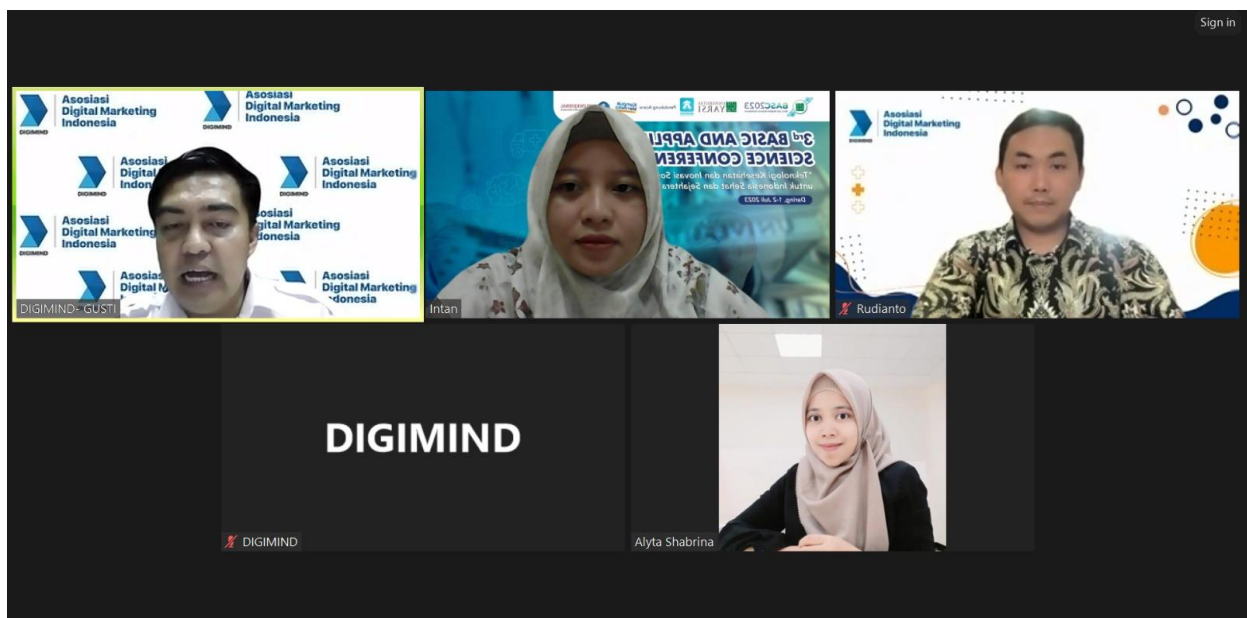

Figure 3. Head of Study Program and Secretary of Management Study Program Discussion with Digital Marketing Professional Association (DIGIMIND)

c. Business World and Industrial World

Input from the business worldobtained from MSME business actors and business consultants, namely**Rezki Wulan Ramadhanty, SE, M.Sc.**which was held on Wednesday, April 20, 2022. The input for this activity was related to the soft skills and hard skills that a graduate must have when he wants to become an entrepreneur or enter the workforce. Furthermore, the study program also invited speakers from the Industrial World which was held on April 27, 2022, namely Dr. Ir. Trias Andati, MM, M.Sc. as Director of PT. Adhimix Precast Indonesia (Holding) and Wiradetia Abiyoso as Area Marketing Executive of PT. Nutrifood Indonesia. Input from practitioners is important in the context of linking and matching between the world of education and the world of industry. In this session, two speakers emphasized that the competencies that must be possessed by graduates of the management study program must be based on science and technology. In this session, speakers from PT. Nutrifood emphasized several things related to the development of science and technology adopted in the world of work, such as the existence of Artificial Technology which makes it easier for humans to work and the existence of big data that provides information related to business decisions. In today's era, managerial activities are greatly assisted by increasingly sophisticated technology, so graduates of the management study program must also follow technological developments.
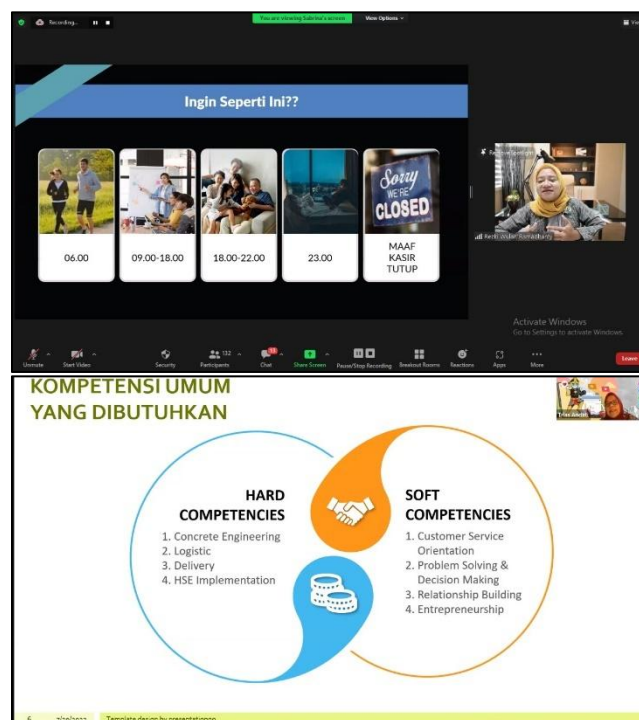
Figure 4 Process of Discussion Session with Business and Industry World

d. Alumni
Curriculum evaluation from alumni was obtained from meetings with alumni and tracer study data.
The curriculum development team invited alumni representatives to conduct an audience regarding input for the OBE curriculum which was implemented on May 4, 2022. In this activity, alumni emphasized the importance of soft skills and hard skills in teaching courses.
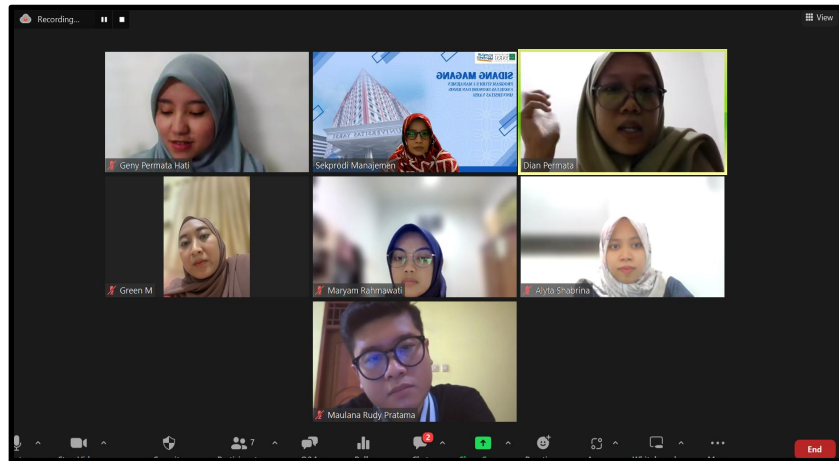
Figure 5 Curriculum Development Audience with Alumni via Zoom Meeting

Based on the results of the tracer study conducted, it shows that the highest position of graduates of the S-1 Management Study Program is a first-line manager of the operational and control division. Furthermore, most of them work in the fields of finance, marketing, human resources, operations, and entrepreneurship.

e. Graduate Users

Curriculum evaluation from graduate users is obtained from audience activities and tracer study data. Audience activities with graduate users were carried out on May 25, 2022. Companies involved in this activity include PT Kapal Api Global, BPJS Ketenagakerjaan and YARSI University. The aspects assessed in graduate users are ethics, expertise in the field of science, use of information technology, communication skills, teamwork, and self-development. Based on the survey results, it states that**The overall assessment of the management study program's capability types was assessed as very good.**On the soft-skill side, graduate users provide suggestions for improving time management, communicating well especially in presentation methods, and daring to express opinions. Furthermore, on the hard-skill side, graduate users provide suggestions for improving foreign language skills and data analysis.

Figure 6 Graduate User Audience

Based on input from internal and external parties, compliance with IPTEKS as well as input from the FMI association, the curriculum team of the S-1 Management Study Program decided on the Graduate Profile of the Management Study Program, Faculty of Economics and Business, YARSI University:

No	Graduate Profile	Competency Description	Field of Work
PL 1	Manager	The skills possessed are able to apply concepts and theories of management principles, have professional and ethical leadership and have sensitivity to science and technology and the environment. Graduates are able to apply principles and concepts of management and business in managing, leading, and developing organizations that are both profit-oriented and non-profit, to achieve economic and social goals. In addition, graduates are expected to be able to identify the dynamics of the internal and external environment in making strategic decisions.	First Line Managers in both profit and non-profit oriented organizations
PL 2	Entrepreneur	Graduates are expected to be able to become entrepreneurs in fields that are in accordance with their background, work experience, and interests, and establish and develop start-up companies. As founders of start-up companies, graduates are able to map prospective business gaps and potentials, realize start-up ideas technically, and master the managerial aspects of business development and sustainability.	Entrepreneur, Startup Founder
PL 3	Management Analyst	Graduates are expected to be able to analyze, evaluate and develop organizations using principles, concepts of management and business. In addition, graduates are expected to be able to conduct	Analyst, Consultant, Researcher

		research in the field of business, to solve problems faced by the organization.	

b. CPL Formulation

In order to carry out the roles stated in the graduate profile, graduates of the study program must have the abilities as stated in the CPL formulation. The CPL description is an important component in the series of Higher Education Curriculum (KPT) preparation. CPL 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. CPL includes four elements, namely: attitude, knowledge, general skills, and special skills, as stated in SN-Dikti.

In general, CPL can have various functions, including:

a.   characteristics, descriptions, or specifications of the study program;

b.   measures, references, comparators of learning and education level achievements;

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

d.   components of curriculum and learning.

According to SN-Dikti, CPL graduates consist of elements of attitude, general skills, special skills, and knowledge. Elements of attitude and general skills have been formulated in SN-Dikti as the minimum standard that must be possessed by each graduate according to the type and level of their educational program. YARSI University added its CPL characteristics (ie, Ruhul Islam) and reorganized the CPL of attitude and general skills.

CPL of S-1 Management Study Program for General Attitude 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 is the CPL of S-1 Management Study Program:

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

Code	Attitude
S1	Becoming a smart Muslim: intelligent, professional, clever (fathonah)
S2	Becoming a Compassionate Muslim: conveying, having good morals, being grateful, forgiving,

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

S3	Becoming a reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)
	patient, polite and wise (tabligh)

Source: University Curriculum Guidebook (2022)

The details are as follows:

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

Attitude Number	Attitude	S1 — Becoming a smart Muslim: intelligent, professional, clever (fathonah)	S2 — Becoming a Compassionate Muslim: conveying, having good morals, being grateful, forgiving, patient, polite and wise (tabligh)	S3 — Becoming a reliable Muslim: responsible, strong, honest, true, and trustworthy (shiddiq and amanah)
S01	Can contribute to improving the quality of life in society, the nation, the state, and the progress of civilization based on Pancasila	x	x	x
S02	Be able to 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 proud citizen who loves his country, has nationalism and a sense of responsibility towards the nation and state	x	x	x
S04	Upholding humanitarian values in carrying out duties based on religion, morals and ethics		x	x
S05	Able to work together and have social sensitivity and concern for society and the environment	x	x	
S06	Able to apply 5S (Smile, Greet, Sala, Polite, and Courteous) in various situations		x	
S07	Have devotion to God Almighty and be able to show a religious attitude	x	x	x
S08	Obey the law and be disciplined in life, in	x		x

Code				
	society and in the state			
S09	Demonstrate a responsible attitude towards work in the field his 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 space and time	x	x	x
Source: Yarsi University Curriculum Guide Book				
	Attitude (SN Dikti)			
	Attitude (Yarsi)			
"x" mark	: means reflecting the CPL of a condensed attitude			

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

Code	General Skills
KU1	Able to demonstrate documented measurable performance in understanding and designing solutions to a problem using scientific principles based on the spirit of Islam.
KU2	Able to maintain and develop working networks with supervisors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.
KU3	Able to use English in carrying out his profession

Source: University Curriculum Guidebook (2022)

The details are as follows.

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

		KU1	KU2	KU3
		Able to demonstrate documented measurable performance in understanding and designing solutions to a problem using scientific principles based on the spirit of Islam.	Able to maintain and develop working networks with supervisors, colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.	Able to use English in carrying out his profession
MY	General Skills			

KU1	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that demonstrates and applies appropriate humanities values. with his field of expertise	x			
KU2	Able to demonstrate independent, quality and measurable performance	x			
KU3	Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information analysis and data	x			
KU4	Able to be responsible for achieving group work results and supervise and evaluate the completion of work assigned to workers in the area. under his/her responsibility	x			
KU5	Able to carry out self-evaluation processes on work groups under his/her 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 principles, 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 assignment report, and upload it. on the College page	x			
KU7	Compile a scientific description of the results of the study above in the form of a thesis or final assignment report, and upload it. on the college website	x			
KU8	Able to document, store, secure, and retrieve data to ensure validity and preventing muslims	x			
KU9	Able to maintain and develop work networks with supervisors,			x	x

	colleagues, peers both inside and outside the institution by upholding the morals of a Muslim.			
KU10	Able to use English in carry out his profession	x	x	x
KU11	Able to read, write (quote), and study the Qur'an in line with his/her field of knowledge	x	x	x
KU12	Able to memorize and understand Al Qur'an juz 30 as much as possible minimum 17 surahs	x	x	x
KU13	Able to be an Imam in prayer	x	x	x
KU14	Able to give sermons to students lecture for female students	x	x	x
KU15	Able to carry out corpse care starting from taking care of, bathing, shroud and pray for the body	x	x	x
Source: Yarsi University Curriculum Guide Book				
	General Skills (SN Dikti)			
	General Skills (Yarsi)			
"x" mark	: means reflecting the CPL of a condensed attitude			

Table 3.3. CPL Special Skills for S-1 Management Study Program

Code	Learning Outcomes
Special Skills (KK)	
KK1	Able to implement management functions to improve organizational performance
KK2	Able to create new ideas or critical perspectives in viewing concepts or problems in management.
KK3	Able to make decisions in the fields of human resource management, marketing management, financial management, and operations management through inter and multidisciplinary approaches.
KK4	Able to implement effective communication skills in order to convey empirical and theoretical arguments in the field of management.
KK5	Able to carry out change processes in organizations
KK6	Able to use big data, information and digital technology to conduct analysis, make predictions and make management decisions in various forms of organizations.

KK7	Able to build self-ability as a leader to lead an organization
KK8	Able to develop management strategies and describe them in operational plans

Source: Indonesian Management Forum (2022)

Table 3.4. CPL Knowledge of S-1 Management Study Program

Code	Learning Outcomes
Knowledge (P)	
P1	mastering theoretical concepts and applications of management functions and business functions in various types of organizations
P2	master the concepts and techniques of compiling strategic plans and explaining them in operational plans
P3	mastering research methods and management analytical instruments to solve problems
P4	master the concept of organizational dynamics with the perspective of organizational theory and behavior
P5	mastering basic knowledge of character development which includes business ethics, human values, entrepreneurial spirit and communication in managing organizations

Source: Indonesian Management Forum (2022)

Table 3.5. Relationship between CPL, Graduate Profile, Study Materials and Courses

Graduate Profile	CPL	Study Materials	Subject
Manager, Management Analyst, Entrepreneur	S1	Management; Organizational functions; Business; Quantitative methods; Economics; Information and Communication Technology; Character development and critical thinking; Entrepreneurship; Creativity and innovation; scientific work	HRD, Human Resource Development, Financial Management, Portfolio and Investment Management, Risk Management, Marketing Management, Consumer Behavior, Digital Marketing, Strategic Marketing, International Marketing, Operational Management, Supply Chain Management, Advanced Operational Management, Entrepreneurship (MKU), Innovation, Creativity and Entrepreneurship, Business Feasibility Study, Social Entrepreneurship, Business Mathematics, Introduction to Accounting Lab, Introduction to Accounting, Business Statistics, Business Data Analysis, Management Information Systems, Digital Business, Islamic Banking, Introduction to Economics, International Economics, Microeconomic Theory, Macroeconomic Theory, Islamic Economics, Final Project (Publication/Business Project/Thesis, Internship, Fiqh Muamalah
Manager, Entrepreneur	S2	Management; Business; Character Development and Critical Thinking; Creativity and Innovation	Product Management, Strategic Management, Business Communication, Pancasila, Citizenship, Islamic Religious Education, Fiqh Muamalah, Al-Quran Verses and Hadith, Fiqh of Worship, Indonesian, English, Islamic Religious Practices, KKN

Manager, Management Analyst, Entrepreneur	S3	Organizational functions; Business; Economics; Character development and critical thinking; scientific work; Creativity and innovation	Organizational Behavior, Industrial Psychology, Organizational Development, Leadership, Financial Statement Analysis, Financial Market, Financial Institutions and Fintech, Business Management, Research Methodology, Taxation, Business Law, Managerial Accounting, Problem Solving and Decision Making, Aqidah and Morals
Manager, Management Analyst, Entrepreneur	KU1	Management; Organizational functions; Business; Quantitative methods; Economics; Information and Communication Technology; Character development and critical thinking; Entrepreneurship; Creativity and innovation; scientific work	HRD, Human Resource Development, Industrial Psychology, Financial Management, Financial Statement Analysis, Portfolio and Investment Management, Financial Market, Risk Management, Financial Institutions and Fintech, Marketing Management, Consumer Behavior, Digital Marketing, Strategic Marketing, International Marketing, Operational Management, Supply Chain Management, Advanced Operational Management, Entrepreneurship (MKU), Innovation, Creativity and Entrepreneurship, Business Feasibility Study, Social Entrepreneurship, Business Management, Business Mathematics, Introduction to Accounting Lab, Introduction to Accounting, Business Statistics, Business Data Analysis, Research Methodology, Taxation, Business Law, Managerial Accounting, Business Communication, Management Information Systems, Problem Solving and Decision Making, Digital Business, Islamic Banking, Introduction to Economics, Microeconomic Theory, Macroeconomic Theory, Islamic Economics, International Economics, Final Project (Publication/Business Project/Thesis), Internship
Manager, Management Analyst	KU2	Management; Organizational functions; Business; Character development and critical thinking	Organizational Behavior, Organizational Development, Leadership, Product Management, Strategic Management, Business Communication, Pancasila, Citizenship, Islamic Religious Education, Fiqh Muamalah, Verses of the Quran and Hadith, Fiqh of Worship, Indonesian Language, Aqidah and Morals, Islamic Religious Practices, KKN
Manager, Management Analyst, Entrepreneur	KU3	Character Development and Critical Thinking	English
Manager, Management Analyst	P1	Management; Organizational functions; Business; Quantitative methods; Economics; Information and Communication Technology; Creativity and innovation; scientific work	HRD, Human Resource Development, Financial Management, Financial Statement Analysis, Portfolio and Investment Management, Financial Market, Risk Management, Financial Institutions and Fintech, Marketing Management, International Marketing, Operational Management, Supply Chain Management, Business Management, Business Mathematics, Introduction to Accounting, Business Statistics, Taxation, Managerial Accounting, Management Information Systems, Problem Solving and

			Decision Making, Introduction to Economics, Microeconomic Theory, Macroeconomic Theory, International Economics, Final Project (Publication/Business Project/Thesis), Internship
Manager, Management Analyst	P2	Management; Organizational functions; Business; Quantitative methods; Economics	Consumer Behavior, Strategic Marketing, Operations Management, Advanced Operations Management, Supply Chain Management, Business Management, Introduction to Accounting Lab, Strategic Management, Business Mathematics, Introduction to Economics
Manager, Management Analyst, Entrepreneur	P3	Management; Quantitative Methods; Creativity and Innovation; Scientific Work; Character Development and Critical Thinking	Advanced Operations Management, Product Management, Business Data Analysis, Problem Solving and Decision Making, Research Methodology, Final Project (Publication/Business Project/Thesis)
Manager, Entrepreneur	P4	Organizational functions; Information Communication Technology; Creativity and innovation	Organizational Behavior, Industrial Psychology, Organizational Development, Leadership, Digital Marketing, Digital Business
Manager, Management Analyst, Entrepreneur	P5	Character Development and Critical Thinking; Entrepreneurship; Creativity and Innovation	Entrepreneurship (MKU), Innovation, Creativity and Entrepreneurship, Business Feasibility Study, Social Entrepreneurship, Business Law, Business Communication, Islamic Banking, Islamic Economics, Pancasila, Citizenship, Islamic Religious Education, Fiqh Muamalah, Verses of the Quran and Hadith, Fiqh of Worship, Indonesian, English, Aqidah and Morals, Islamic Religious Practices, KKN
Manager	KK1	Management, Business, Information Communication Technology	Operational Management, Business Management, Taxation, Business Law, Management Information Systems, Internship
Manager, Management Analyst, Entrepreneur	KK2	Management; Business; Economics; Entrepreneurship; Creativity and innovation; scientific work	Financial Market, Financial Institutions and Fintech, Digital Marketing, International Marketing, Product Management, Entrepreneurship (MKU), Innovation, Creativity and Entrepreneurship, Social Entrepreneurship, Digital Business, Islamic Banking, Introduction to Economics, International Economics, Microeconomic Theory, Macroeconomic Theory, Islamic Economics, Final Project (Publication/Business Project/Thesis), Internship

Manager, Management Analyst, Entrepreneur	KK3	Management; Business; Quantitative Methods; Entrepreneurship; Creativity and Innovation	HRD, Human Resource Development, Financial Management, Risk Management, Marketing Management, Consumer Behavior, Strategic Marketing, Supply Chain Management, Entrepreneurship (MKU), Innovation, Creativity and Entrepreneurship, Business Feasibility Study, Social Entrepreneurship, Business Mathematics, Introduction to Accounting Lab, Introduction to Accounting, Managerial Accounting, Problem Solving and Decision Making
Manager, Management Analyst	KK4	Management; Organizational functions	Business Communication, Internship
Manager, Management Analyst	KK5	Functions of Organization	Organizational Development, Organizational Behavior
Manager, Management Analyst, Entrepreneur	KK6	Management; Business; Quantitative Methods; Information Communication Technology; Character Development and Critical Thinking; Entrepreneurship; Scientific Paper	Financial Statement Analysis, Portfolio and Investment Management, Business Feasibility Study, Introduction to Accounting, Business Statistics, Business Data Analysis, Research Methodology, Product Management, Business Mathematics, Managerial Accounting, Management Information Systems, Digital Business, Final Project (Publication/Business Project/Thesis)
Manager, Management Analyst, Entrepreneur	KK7	Management; Organizational functions; Business; Character development and critical thinking	HR, Human Resources Development, Industrial Psychology, Leadership, Strategic Management, Pancasila, Citizenship, Islamic Religious Education, Fiqh Muamalah, Verses of the Quran and Hadith, Fiqh of Worship, Indonesian, English, Aqidah and Morals, Islamic Religious Practices, KKN
Manager, Management Analyst, Entrepreneur	KK8	Management; Entrepreneurship; Creativity and innovation	Advanced Operational Management, Innovation Creativity and Entrepreneurship, Business Feasibility Study, Strategic Management

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/Thesis/Business Project Publication (can be taken in semester 7)	Digital Business (can be taken in the previous even semester)	Organizational Development (can be taken in previous semester)						
	1	4	3	3						11
VII	KKN	Apprenticeship								
	3	2								5
VI	Quranic Verses and Hadith on Economics (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	Belief and Morals	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
III	Fiqh of Muamalah	Supply Chain Management	Financial Statement Analysis	Human Resource Development	Advanced Operational Management	Consumer Behavior	Business Data Analysis	Macroeconomic Theory	Economy Islam	
	1	3	3	3	3	3	3	3	2	24
II	Fiqh of Worship	Citizenship	Financial management	HR	Operational Management	Marketing Management	Business Statistics	Microeconomic Theory		
	1	2	3	3	3	3	3	3		21

I	Islamic education	English	Pancasila	Indonesian		Business Management	Business Mathematics	Introduction to Economics	Introduction to Accounting		
	2	2	2	2		3	3	3	3		20
	TOTAL CREDITS										144

Information:

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

PETA KURIKULUM PROGRAM STUDI MANAJEMEN (144 SKS)

SEMESTER VIII

SEMESTER VIII	Praktik Agama Islam	Publikasi Penelitian/Skripsi/Business Project	Bisnis Digital	Pengembangan Organisasi
SKS	1	4	3	3
CPL	S2 KU2 P5 KK7	S1 KU1 P1, P3 KK2, KK6	S1 KU1 P4,P5 KK2, KK3, KK6	S3 KU2 P4 KK5

SEMESTER VII

SEMESTER VII	KKN	Magang	
SKS	3	2	
CPL	S2 KU2 P5 KK7	S1 KU1 P1 KK1, KK2, KK4	

PELAKSANAAN MBKM (Semester 5-8)

(Magang, Studi Independen, Wirausaha Merdeka, Pertukaran Pelajar)

SEMESTER VI

SEMESTER VI	Ayat Al-Quran dan Hadist Ekonomi	Pemecahan Masalah dan Pengambilan Keputusan	Pemasaran Strategi	Akuntansi Manajerial	Inovasi dan Kewirausahaan	Kepemimpinan	Matakuliah Pilihan I/ Matakuliah Prodi Lain dalam/ luar PT (pilih salah satu)	Matakuliah Pilihan II/ Matakuliah Prodi Lain dalam/ luar PT (pilih salah satu)
SKS	1	3	3	3	3	2	2	2
CPL	S2 KU2 P5 KK7	S3 KU1 P1, P3 KK3	S1 KU1 P2 KK3	S3 KU1 P1 KK3, KK6	S1 KU1 P5 KK2, KK8	S3 KU2 P4 KK7	Penjelasan dibagian bawah	Penjelasan dibagian bawah

MATAKULIAH PILIHAN PRODI

MATAKULIAH PILIHAN PRODI	Psikologi Industri	Financial Market	Pemasaran Internasional	Product Management	Social Entrepreneurship	Perbankan Syariah		
SKS	2	2	2	2	2	2		
CPL	S3 KU1 P4 KK7	S3 KU1 P1 KK2	S1 KU1 P1 KK2	S2 KU2 P3 KK2, KK6	S1 KU1 P5 KK2, KK3	S1 KU1 P5 KK2		

SEMESTER V

SEMESTER V	Aqidah dan Akhlak	Ekonomi Internasional	Lembaga Keuangan dan Fintech	Manajemen Risiko	Perpajakan	Hukum Bisnis	Komunikasi Bisnis	Studi Kelayakan Bisnis	Sistem Informasi Manajemen
SKS	1	3	2	3	3	2	3	3	3
CPL	S3 KU2 P5 KK7	S1 KU1 P2 KK2	S3 KU1 P1 KK2	S1 KU1 P1 KK3	S3 KU1 P1 KK1	S3 KU1 P5 KK1	S1 KU1 P5 KK4	S1 KU1 P5 KK3, KK8	S1 KU1 P1 KK1, KK6

SEMESTER IV

SEMESTER IV	Shirah Nabawiyah dan Pemikiran Islam	Manajemen Strategik	Manajemen Investasi	Perilaku Organisasi	Lab. Pengantar akuntansi	Pemasaran Digital	Metodologi Penelitian	Kewirausahaan
SKS	1	3	3	3	3	3	3	2
CPL	S2 KU2 P5 KK7	S1 KU1 P2 KK8	S1 KU1 P1 KK6	S3 KU2 P4 KK7	S1 KU1 P2 KK3	S1 KU1 P4 KK2	S3 KU1 P3 KK6	S1 KU1 P5 KK2, KK3

SEMESTER III

SEMESTER III	Fiqh Muamalah	Supply Chain Management	Analisis Laporan Keuangan	Pengembangan Sumber Daya Manusia	Manajemen Operasional Lanjutan	Perilaku Konsumen	Analisis Data Bisnis	Teori Ekonomi Makro	Ekonomi Islam
SKS	1	3	3	3	3	3	3	3	2
CPL	S1,S2 KU2 P5 KK7	S1 KU1 P1, P2 KK3	S3 KU1 P1 KK6	S1 KU1 P1 KK3, KK7	S1 KU1 P2, P3 KK8	S1 KU1 P2 KK3	S1 KU1 P3 KK6	S1 KU1 P1 KK2	S1 KU1 P5 KK2

SEMESTER II

SEMESTER II	Fiqh Ibadah	Kewarganegaraan	Manajemen Keuangan	MSDM	Manajemen Operasional	Manajemen Pemasaran	Statistik Bisnis	Teori Ekonomi Mikro
SKS	1	2	3	3	3	3	3	3
CPL	S2 KU2 P5 KK7	S2 KU2 P5 KK7	S1 KU1 P1 KK3	S1 KU1 P1 KK3, KK7	S1 KU1 P1,P2 KK2, KK3	S1 KU1 P1 KK3	S1 KU1 P1 KK6	S1 KU1 P1 KK2

SEMESTER I

SEMESTER I	Pendidikan Agama Islam	Bhs. Inggris	Pancasila	Bhs. Indonesia	Manajemen Bisnis	Matematika Bisnis	Pengantar Ilmu Ekonomi	Pengantar Akuntansi
SKS	2	2	2	2	3	3	3	3
CPL	S2 KU2 P5 KK7	S2 KU3 P5 KK7	S2 KU2 P5 KK7	S2 KU2 P5 KK7	S3 KU1 P1, P2 KK1	S1 KU1 P1,P2 KK3, KK6	S1 KU1 P1, P2 KK2	S1 KU1 P1 KK3, KK6

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

NO	SCIENTIFIC GROUP	STRATA	FACULTY	STUDY PROGRAM	SEMESTER	TYPE MKWU	MKKK	MKB	MKKM	SCIENTIFIC GROUP SEQUENCE NUMBER	COURSE CODE
	MKU										
	Islamic education	1	2	1	**1**	v				**01**	MKU-121101
	Fiqh of Worship	1	2	1	**2**	V				**01**	MKU-121201
	Fiqh of Muamalah	1	2	1	**3**	V				**01**	MKU-121301
	Shirah Nabawiyah and Islamic Thought	1	2	1	**4**	V				**01**	MKU-121401
	Belief and Morals	1	2	1	**5**	V				**01**	MKU-121501
	Al-Quran Verses and Economic Hadith	1	2	1	**6**	V				**01**	MKU-121601
	Practice of Islamic Religion	1	2	1	**8**	V				**01**	MKU-121701
	English	1	2	1	**1**	V				**02**	MKU-121102
	Indonesian	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										
	Core Scientific 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								
	HR	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 Modelling	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 Mathematics	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
Apprenticeship	1	2	1	7		V			38	MKK-121738
Thesis/Final Business Project*	1	2	1	8		V			39	MKK-121839
Economics										
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
	Organizational Development	1	2	1	8				V	07	MKM-121807

Table 3.7. CPL and CPMK Relationship Matrix

Subject	CPMK	Graduate Learning Outcomes (CPL)																		
		S1	S2	S3	KU1	KU2	KU3	P1	P2	P3	P4	P5	KK1	KK2	KK3	KK4	KK5	KK6	KK7	KK8
HR	CPMK 1	v						v												
	CPMK 2			v				v											v	
	CPMK 3	v						v							v					
	CPMK 4	v													v				v	
Human Resources Development	CPMK 1	v						v											v	
	CPMK 2	v						v							v					
	CPMK 3			v											v				v	
	CPMK 4			v				v							v					
Organizational Behavior	CPMK 1		v								v					v				
	CPMK 2					v													v	
	CPMK 3		v								v								v	
	CPMK 4					v													v	
Industrial Psychology	CPMK 1		v								v									
	CPMK 2				v														v	
	CPMK 3		v								v									
Organizational Development	CPMK 1					v					v									
	CPMK 2		v			v											v			
	CPMK 3		v								v						v			
	CPMK 4					v											v			
Leadership	CPMK 1					v					v									
	CPMK 2		v								v									
	CPMK 3					v					v								v	
Financial management	CPMK 1	v			v			v							v					
	CPMK 2	v			v			v							v					
	CPMK 3	v			v			v							v					
	CPMK 4	v			v			v							v					
Financial Statement Analysis	CPMK 1		v					v												
	CPMK 2		v		v			v												
	CPMK 3		v					v											v	
	CPMK 4				v			v											v	

Subject	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Portfolio and Investment Management	CPM K 1	v			v			v									
	CPM K 2	v			v			v								v	
	CPM K 3	v			v			v								v	
	CPM K 4	v			v			v								v	
Financial Market	CPM K 1			v	v			v				v					
	CPM K 2			v	v			v				v					
	CPM K 3			v	v			v				v					
Risk Management	CPM K 1	v			v			v					v				
	CPM K 2	v			v			v					v				
	CPM K 3	v			v			v					v				
	CPM K 4	v			v			v					v				
Financial Institutions and Fintech	CPM K 1			v	v			v				v					
	CPM K 2			v	v			v				v					
	CPM K 3			v	v			v				v					
Marketing Management	CPM K 1	v			v			v					v				
	CPM K 2	v			v			v					v				
	CPM K 3	v			v			v					v				
	CPK M 4	v			v			v					v				
	CPM K 5	v			v			v					v				
Consumer Behavior	CPM K 1	v			v				v				v				
	CPM K 2	v			v				v				v				
	CPM K 3	v			v				v				v				
	CPM K 4	v			v				v				v				
Digital Marketing	CPM K 1	v									v		v				
	CPM K 2	v			v						v		v				
	CPM K 3	v			v						v		v				
	CPK M 4	v			v						v		v				
Strategic Marketing	CPM K 1	v			v				v				v				
	CPM K 2	v			v				v				v				
	CPM K 3	v			v				v				v				
	CPM K 4	v			v				v				v				
International Marketing	CPM K 1	v			v			v				v					
	CPM K 2	v			v			v				v					
	CPM	v			v			v				v					

	K 3																		
Operational Management	CPM K 1	v			v			v				v							
	CPM K 2	v			v				v				v	v					
	CPM K 3	v			v				v				v	v					
	CPM K 4	v			v				v				v	v					
	CPM K 5	v			v				v				v	v					
Supply Chain Management	CPM K 1	v			v			v						v					
	CPM K 2	v			v				v					v					
	CPM K 3	v			v			v	v					v					
	CPM K 4	v			v			v	v					v					
	CPM K 5	v			v			v	v					v					
Advanced Operational Management	CPM K 1	v			v				v	v									v
	CPM K 2	v			v				v	v									v
	CPM K 3	v			v				v	v									v
	CPM K 4	v			v				v	v									v
	CPM K 5	v			v				v										v
Product Management	CPM K 1		v			v				v			v						
	CPM K 2		v			v				v							v		
	CPM K 3		v			v				v							v		
Entrepreneurship (MKU)	CPM K 1	v			v						v		v	v					
	CPM K 2	v			v						v		v	v					
	CPM K 3	v			v						v		v	v					
	CPM K 4	v			v						v		v	v					
Innovation Creativity and Entrepreneurship	CPM K 1	v			v						v		v	v					v
	CPM K 2	v			v						v		v	v					v
	CPM K 3	v			v						v		v	v					v
	CPM K 4	v			v						v		v	v					v
	CPM K 5	v			v						v		v	v					v
Business Feasibility Study	CPM K 1	v			v						v			v			v		v
	CPM K 2	v			v						v			v			v		v
	CPM K 3	v			v						v			v			v		v
	CPM K 4	v			v						v			v			v		v
Social Entrepreneurship	CPM K 1	v			v						v		v	v					
	CPM K 2	v			v						v		v	v					

Course	Code														
	CPM K 3	v		v					v		v	v			
	CPM K 4	v		v					v		v	v			
Business Management	CPM K 1		v	v		v				v					
	CPM K 2		v	v		v				v					
	CPM K 3		v	v			v			v					
	CPM K 4		v	v			v			v					
Business Mathematics	CPM K 1	v		v		v						v			
	CPM K 2	v		v			v						v		
	CPM K 3	v		v			v						v		
	CPM K 4	v		v			v					v			
Lab. Introduction to Accounting	CPM K 1	v		v			v					v			
	CPM K 2	v		v			v					v			
	CPM K 3	v		v			v					v			
Introduction to Accounting	CPM K 1	v		v		v						v	v		
	CPM K 2	v		v		v						v	v		
	CPM K 3	v		v		v						v	v		
	CPM K 4	v		v		v						v	v		
Business Statistics	CPM K 1	v		v		v							v		
	CPM K 2	v		v		v							v		
	CPM K 3	v		v		v							v		
	CPM K 4	v		v		v							v		
Business Data Analysis	CPM K 1	v		v				v					v		
	CPM K 2	v		v				v					v		
	CPM K 3	v		v				v					v		
	CPM K 4	v		v				v					v		
	CPM K 5	v		v				v					v		
Research methodology	CPM K 1		v	v				v					v		
	CPM K 2		v	v				v					v		
	CPM K 3		v	v				v					v		
	CPM K 4		v	v				v					v		
Strategic Management	CPM K 1		v		v		v							v	v
	CPM K 2		v		v		v							v	v
	CPM K 3		v		v		v							v	v
	CPM		v		v		v							v	v

Subject	CPM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	K 4														
Taxation	CPM K 1		v	v		v				v					
	CPM K 2		v	v		v				v					
	CPM K 3		v	v		v				v		v			
	CPM K 4		v	v		v				v		v			
Business Law	CPM K 1		v	v					v	v					
	CPM K 2		v	v					v	v					
	CPM K 3		v	v					v	v					
	CPM K 4		v	v					v	v					
Managerial Accounting	CPM K 1		v	v		v						v			
	CPM K 2		v	v		v									v
	CPM K 3		v	v		v						v			
	CPM K 4		v	v		v									v
	CPM K 5		v	v		v									v
	CPM K 6		v	v		v									v
	CPM K 7		v	v		v						v			
Business Communication	CPM K 1	v		v	v				v				v		
	CPM K 2	v		v	v				v				v		
	CPM K 3	v		v	v				v				v		
	CPM K 4	v		v	v				v				v		
Management Information System	CPM K 1	v		v		v			v						
	CPM K 2	v		v		v									v
	CPM K 3	v		v		v									v
	CPM K 4	v		v		v									v
Problem Solving and Decision Making	CPM K 1		v	v		v						v			
	CPM K 2		v	v		v						v			
	CPM K 3		v	v			v					v			
	CPM K 4		v	v			v					v			
Digital Business	CPM K 1	v		v				v			v				
	CPM K 2	v		v								v			
	CPM K 3		v	v					v						v
	CPM K 4			v											v
Islamic Banking	CPM K 1	v		v					v		v				
	CPM K 2	v		v					v		v				

Course	CPM	1	2	3	4	5	6	7	8	9	10	11	12	13
	CPM K 3	v			v				v	v				
Introduction to Economics	CPM K 1	v			v	v				v				
	CPM K 2	v			v		v			v				
	CPM K 3	v			v		v			v				
	CPM K 4	v			v		v			v				
	CPM K 5	v			v		v			v				
Microeconomic Theory	CPM K 1	v			v	v				v				
	CPM K 2	v			v	v				v				
	CPM K 3	v			v	v				v				
	CPM K 4	v			v	v				v				
Macroeconomic Theory	CPM K 1	v			v	v				v				
	CPM K 2	v			v	v				v				
	CPM K 3	v			v	v				v				
	CPM K 4	v			v	v				v				
Islamic Economics	CPM K 1	v			v				v	v				
	CPM K 2	v			v				v	v				
	CPM K 3	v			v				v	v				
Final Project (Publication/Business Project/Thesis)		v			v		v	v		v		v		
Apprenticeship		v			v		v		v	v	v			
Pancasila	CPM K 1		v		v				v				v	
	CPM K 2		v		v				v				v	
	CPM K 3		v		v				v				v	
	CPM K 4		v		v				v				v	
Citizenship	CPM K 1		v		v				v				v	
	CPM K 2		v		v				v				v	
	CPM K 3		v		v				v				v	
	CPM K 4		v		v				v				v	
Islamic education	CPM K 1		v		v				v				v	
	CPM K 2		v		v				v				v	
	CPM K 3		v		v				v				v	
	CPM K 4		v		v				v				v	
Fiqh of Muamalah	CPM K 1		v		v				v				v	
	CPM K 2		v		v				v				v	

	CPM K 3	v				v				v						v
Verses of the Quran and Hadith	CPM K 1		v			v				v						v
	CPM K 2		v			v				v						v
	CPM K 3		v			v				v						v
Fiqh of Worship	CPM K 1		v			v				v						v
	CPM K 2		v			v				v						v
	CPM K 3		v			v				v						v
Indonesian	CPM K 1		v			v				v						v
	CPM K 2		v			v				v						v
	CPM K 3		v			v				v						v
English	CPM K 1		v				v			v						v
	CPM K 2		v				v			v						v
	CPM K 3		v				v			v						v
	CPM K 4		v				v			v						v
Belief and Morals	CPM K 1			v		v				v						v
	CPM K 2			v		v				v						v
	CPM K 3			v		v				v						v
Practice of Islamic Religion	CPM K 1		v			v				v						v
	CPM K 2		v			v				v						v
	CPM K 3		v			v				v						v
KKN			v			v				v						v

3.2. Learning Process

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

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 characteristics. 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 comprehensive and broad thought patterns by internalizing local and national excellence and wisdom.

c. Integrative, as referred to in paragraph (1) states that graduate learning outcomes are achieved through an integrated learning process to fulfill graduate learning outcomes 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 achievements of graduates are achieved through a learning process that prioritizes a scientific approach so that an academic environment is created that is based on a system of values, norms and scientific principles 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 adjusted to the demands of problem-solving abilities in the area of   expertise.

f. Thematic, as referred to in paragraph (1) states that graduate learning outcomes are achieved through a learning process that is adapted 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 achievements of graduates are achieved effectively by prioritizing internalization of the material properly and correctly within an optimum time period.

h. Collaborative, as referred to in paragraph (1) states that graduate learning outcomes are achieved through a joint 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 graduate learning outcomes 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. **Learning Process Planning**

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

b. The Semester Learning Plan or other terms as referred to in paragraph (1) are determined and developed by Lecturers independently or together in expertise groups in a field of science and/or technology in the Study Program.

c. Semester Learning Plan or other terms at least contain: a. name of Study Program, name and code of course, semester, credits, name of Lecturer; b. Learning achievement of graduates assigned to the course; c. final ability planned at each stage of Learning to meet the learning achievement of graduates; d. study materials related to the ability to be achieved; e. Learning method; f. time provided to achieve ability at each stage of Learning; g. student learning experience manifested in the description of tasks that must be done by students during one semester; h. criteria, indicators, and assessment weights; and i. list of references used.

d. Semester Learning Plans or other terms must be reviewed and adjusted periodically with developments in science and technology.

3. Implementation of the Learning Process

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

b. The learning methods as referred to in paragraph (2) that can be selected for implementing learning in courses 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 accommodated in a learning form.

e. The form of learning as referred to in paragraph (4) may be:

   a. studying;

   b. responses and tutorials;

   c. seminar;

   d. practicum, studio practicum, workshop practicum, field practicum, work practicum;

   e. Research, design, or development;

   f. military training

f. The learning process related to student research must refer to research standards and university provisions.

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

4. Extracurricular Learning Process

a. The learning process through curricular activities must be carried out systematically and in a structured manner through various courses and with a measurable study 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 the series of fulfilling graduate learning outcomes.

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 another Study Program at the same Higher Education Institution; (b) Learning in the same Study Program at a different Higher Education Institution; (c) Learning in another Study Program at a different Higher Education Institution; and d. Learning at a non-Higher Education Institution.

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 a lecturer.

d. The Learning Process outside the Study Program is implemented only for undergraduate programs and applied undergraduate programs outside the health sector.

6. **Student Study Load**

Learning process planning is prepared for each course/block and presented in a semester learning plan (RPS) or other terms. Semester learning plans (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 the series of fulfilling graduate learning outcomes. Provisions in implementing learning:

a. The student's study load is expressed in the number of credits.

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

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

d. The intermediate semester as referred to is held:

e. for at least 8 (eight) weeks;

f. The maximum student study load is 9 (nine) credits;

g. according to the student's study load to meet the learning outcomes that have been set.

h. If the interim semester is held in the form of lectures, face-to-face meetings will be at least 16 (sixteen) times including the mid-term exam and the final exam for the interim semester.

Table 2-13 Time Details for 1 SKS of Learning Activities (Minister of Education and Culture Regulation No. 3 of 2020: Article 19)

Definition of 1 credit unit in the form of learning		
a.	Lectures, Responses, Tutorials		
	Face to face	Structured Assignment	Learn to be independent
	50 minutes/week/semester	50 minutes/week/semester	60 minutes/week/semester
b.	Seminars or other similar forms of learning		
	Face to face	Learn to be independent	
	100 minutes/week/semester	60 minutes/week/semester	
c.	Practicums, studio practices, workshop practices, field practices, community service, and/or other equivalent forms of learning 170 minutes/week/semester		

7. **Study Time and Load**implementation of the education program for a maximum of 7 (seven) academic years for undergraduate programs, with a student study load of at least 144 (one hundred and forty four).

8. **Fulfillment of Study Load Period for Students**
    a. Fulfillment of study time and load for undergraduate students is carried out in the following ways:
        - follow the entire learning process in the Study Program at the University according to the study period and load; or
        - follow the learning process in the study program to fulfill part of the study period and load and the rest follow the learning process outside the study program
    b. Higher Education Institutions are required to facilitate the implementation of the fulfillment of the study period and load in the Learning process. Facilitation by Higher Education Institutions for the fulfillment of the study period and load in the Learning process.

2.2.2   Learning Assessment

The definition of assessment standards, as stated in Permendikbud No. 3 of 2020 articles 21-26, is the minimum criteria for assessing the process and learning outcomes of students in order to fulfill the learning outcomes of graduates.

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

a. Encourage reduction of mid-term exams/final exams = increase formative exams

b. Increasing case studies or project based: min 50% of the final grade. Case study: there is discussion/collaboration in the assessment of learning outcomes expected to be able to:

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

- Increasing case studies and assignment projects so that students are proficient in applying the concepts they have learned to be actualized in real life. The percentage of the assessment process is at least 50% of the final grade.

f. Assessment Principles

Table 2-14 Assessment Principles

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

The following are the stages in reviewing questions:

1. Lecturers collect question files to the Study Program according to the course 10 days before the exam takes place.

2. The study program provides the question files to the course coordinator to be checked to see whether they are in accordance with the material or concepts that have been

taught.

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

4. Questions that have been approved by the course coordinator will be signed and forwarded to the Study Program; while questions that are not yet appropriate will be returned to the lecturer who created the questions to be corrected and repeated according to steps 1 to 4 so that they finally get approval from the course coordinator.

5. Questions that have been submitted to the Study Program will be signed by the Head of Study Program and archived and submitted to the relevant lecturer to be uploaded to LAYAR and tested.

g. Assessment Techniques and Instruments

a. Assessment Techniques

Table 2-15 Assessment Techniques and Instruments

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

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

Assessment of the knowledge domain through various forms of written tests and oral tests that 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 exams, theses and dissertations. While indirectly, for example using written exam question sheets.

Assessment of the skills domain through performance assessments that can be carried out through practicums, practice, simulations, field practice, etc. which allow students to improve their skills.

Table 2-16 Percentage of Assessment Standards for Each Domain

Realm	Minimum	Maximum
Knowledge	25%	40-80%
Skills (Specific and General)	40%	40-80%
Attitude	15%	15%

b. Assessment Instrument

2) Rubric

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

- A holistic rubric is a guideline for grading 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 an assessment scale or assessment score.

Table 2-17 Example of a Descriptive Rubric for Grading Paper Presentations

Dimensions	Scale				
	Very good	Good	Enough	Not enough	Very less

	Score ≥ 81	61 – 80	40 – 60	21 – 40	≤ 20
Organizatio n	Organized with serve the fact that supported by	Organized well And serve the fact that	Presentation have focus and serve some evidence	Enough focus, However proof not enough	There isn't any organization clear. Facts do not used

	examples that have been analyzed according to the concept	convincing to support the conclusions.	which supports the conclusions.	sufficient for use in pulling conclusion.	to support the statement.
Contents	Content capable inspiring listener for to float thought	Accurate content and complete. The listener add outlook new about Topic the.	Fill in the form generally accurate, but not complete. The listener Can learn some facts implied, but they No add new insights about the topic the.	The contents not enough accurate, because it does not there is data factual, No add understanding listener.	The content is not accurate or too general. Listener not studying whatever or sometimes misleading.
Style Presentation	Speak with Spirit, transmit spirit and enthusiasm for listener	Speaker calm and use intonation that appropriate, speak without depends on the note, And interact in a way intensive with listener. Speaker always in touch eyes with	In general speaker calm, but with tone the flat and quite often depends on the note. Sometimes eye contact with listener ignored.	Based on on notes, There isn't any the idea that developed an outside notes, voice monotonous.	Speaker anxious and No comfortable, and read various notes than speak. Listener often ignored. Not occur eye contact Because speaker more look at

		listener.			whiteboard or screen.

Table 2-18 examples of other forms of Descriptive Rubrics

Grade	Score	Performance Indicators
Very not enough	< 20	The design presented is disorganized and incomplete problem
Not enough	21 – 40	The plan presented is orderly but less complete problem
Enough	41 – 60	The design presented is systematic, solves the problem, but less implementable
Good	61 – 80	The design presented is systematic, solves problems, can implemented, less innovative
Very Good	>81	The design presented is systematic, solves problems, can implemented and innovative

Table 2-19 Example of a Holistic Rubric

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

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

a. Rubrics can be an objective and consistent assessment guideline with clear criteria;

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

c. Rubrics can motivate students to learn more actively;

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

e. Students get fast 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.

3) Portfolio Assessment

Portfolio assessment is a continuous assessment based on a collection of information that shows the development of student learning outcomes 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. Development portfolio, contains a collection of artifacts of student work that show progress in achieving their abilities according to the stages of learning they have undergone.

b. The showcase portfolio contains artifacts of student work that demonstrate their best learning performance.

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

Learning Outcomes measured:

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

- Ability to summarize journal articles accurately and correctly.

Table 2-20 Example of Portfolio Assessment

No.	Assessment Aspects	Article-1		Article-2		Article-3	
	Score	Tall (6-10)	Low (1-5)	Tall (6-10)	Low (1-5)	Tall (6-10)	Low (1-5)
1.	Articles come from indexed journals within a 3 year period. last year.						
2.	Articles related to the theme of the impact of pollution industry						

3.	The number of articles at least discussing the impact of industrial pollution on humans and environment			51			

4.	Accuracy in summarizing the contents of important parts of article abstract					
5.	Accuracy in summarizing important thought concepts in the article					
6.	Accuracy summarizes the methodology used in article					
7.	The accuracy of 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 research results in article					
10.	Accuracy of providing comments on journal articles the selected one					
Total score for each article summary						
The average score that obtained						

3. Assessment Mechanism and Process

a. Mechanism

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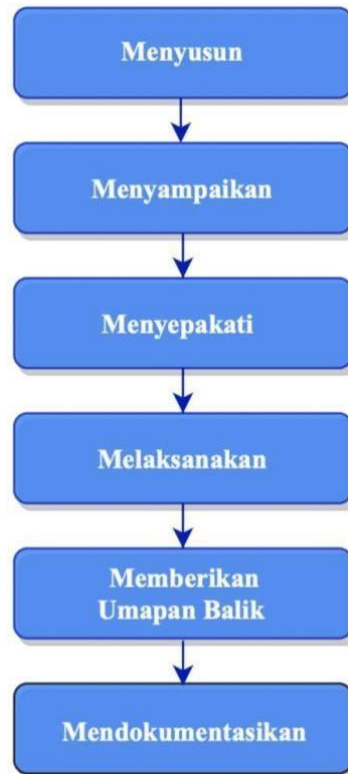

Figure 2-24 Assessment Mechanism

b. Assessment Process

The stages in the assessment process are as follows:

1. Planning (can be done through gradual assessment and/or reassessment),
2. activity of giving assignments or questions,
3. performance observation,
4. return of observation results, and
5. final grade award

c. Implementation of Assessment

The assessment is carried out in accordance with the learning plan and can be carried out by:

1. Supervising lecturer or team of supervising lecturers;

2. The supervising lecturer or team of supervising lecturers including students; and/or

3. The supervising lecturer or team of supervising lecturers by involving relevant stakeholders.

4. Meanwhile, the implementation of assessments for specialist program two, doctoral programs, and applied doctoral programs must include an external assessment team from different universities.

d. Assessment Reporting

The following is the assessment reporting mechanism:

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

Table 4
Management Study Program Assessment System

Value Range	Number	Letter	Meaning
85 – 100	4.00	A	Passed
80 – 84	3.75	A-	Passed
75 – 79	3.50	AB	Passed
70 - 74	3.25	B+	Passed
65 – 69	3.00	B	Passed
60 – 64	2.75	B-	Passed
55 – 59	2.50	BC	Passed
50 – 54	2.25	C+	Passed
45 – 49	2.00	C	Passed
40 – 44	1.75	C-	Not pass
35 – 39	1.50	CD	Not pass
30 – 34	1.25	D+	Not pass
25 - 29	1.00	D	Not pass
0 - 24	0.00	E	Not pass

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

2. The assessment can use letters and numbers for values in the range of 0 (zero) to 4 (four).

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

4. IPS = i = 1nNumber of points X Amount of MK SKS i = 1nAmount of MK SKS 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 stated in the cumulative achievement index (IPK):

GPA = i=1nNumber of points X Amount of MK credits i=1nAmount of MK credits taken at the end of the program

Students with high academic achievement are students who have a semester achievement index (IPS) of more than 3.50 (three point five zero) and fulfill academic ethics.

e. Graduation

Table 2-22 Graduation Predicate

Program	GPA	Predicate Graduation
Bachelor		
Undergraduate students are declared to have graduated if they have completed the entire study load set and have the graduate learning outcomes targeted by the study program with a cumulative achievement index (IPK) of more than or equal to 2.00 (two point zero).	2.76-3.00	Satisfying
	3.01-3.50	Very satisfactory
	>3.50	Praise