MODULE HANDBOOK

Undergraduate Program in Economics Faculty of Economics and Business, Surabaya State University

DAFTAR ISI

SEMESTER 1

Indonesian (Bahasa)

<table>
<tr><td colspan="6">[BAHASA]</td></tr>
<tr>
<td>Module/Course Title

Bahasa</td>
<td>Student Workload

2 Credits x 16 meetings x 170 /60 = 90,6 hours/Semester</td>
<td>Credits (ECTS)

2 Credits x 1.59 = 3,18 ECTS</td>
<td>Semester

2</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
Case study</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Structured Assignment

60/170 x 28,55 x (2 Credits x 1.59) = 32,04</td>
<td>Independent study

60/170 x 28,55 x (2 Credits x 1.59) = 32,04</td>
<td>Class size

35 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Programme Learning Outcomes (PLO)

PLO

PLO 1 Capable of collaborating and taking responsibility for tasks.

PLO 2 Capable of analyzing economic theoretical concepts comprehensively

PLO 3 Capable of communicating effectively both orally and in writing in the field of economics.

PLO 4 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems.

Course Learning Outcomes (CLO)
1. Utilize ICT-assisted learning resources and learning media to explore data, collect information, and solve problems related to the Indonesian language.
2. Mastering theoretical concepts about the characteristics of scientific Indonesian, writing techniques, presentation techniques, language varieties, and editing techniques through various innovative learning models.</td>
</tr>
</table>

	4. Have an attitude that reflects the values of "beautiful dreams" (faith, intelligence, independence, honesty, caring and tough) in completing language skills products (speaking, reading and writing).
	
	Sub - Course Learning Outcomes (CLO)
	    1. Understanding the History, Position and Function of the Indonesian Language
	    2. Understand the characteristics of Scientific Indonesian
	    3. Understand ethics and plagiarism in scientific work
	    4. Understand writing proposals, reports and articles

4	**Subject aims/content** Discussion of (1) history, position and function of the Indonesian language; (2) critical reading; (3) characteristics of scientific Indonesian; (4) EBI; (5) scientific work; (6) proposal writing; (7) research reports; (8) articles and papers; (9) editing; (10) citation and reference list, and (11) presentation.
5	**Teaching methods** Discussion, lectures, problem-based, project-based, reflective practice.
6	**Assessment methods** Case study , guided question-answers, summative assignment, observation, reflective essay.
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Team

9	**Reference**
	
	Main :
	Tim Penulis. 2022. Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia. Surabaya: University Press (Unesa Press).
	Support:
	    1. Tim MPK Bahasa Indonesia. 2022. Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia. Unesa
	    2. Ahmadi, Anas. 2015. Psikologi Menulis. Yogyakarta: Ombak.
	    3. Alwi, Hasan, dkk. 2014. Tata Bahasa Baku Bahasa Indonesia (Edisi 3). Jakarta: Balai Pustaka.
	    4. Arifin, Zaenal dan Amran Tasai. 2004. Cermat Berbahasa. Jakarta: Akademika Pressindo.
	    5. Axelrod, R.B. & Cooper, C.R. 2010. Guide to Writing. Benfork: Boston.
	    6. Dalman. 2014. Keterampilan Menulis. Jakarta: Raja Grafindo Persada.
	    7. Depdiknas. 2015. Ejaan Bahasa Indonesia. Jakarta: Depdiknas. (Peraturan Pemerintah No.50 Tahun 2015)
	    8. Sugono, Dendy, dkk. 2003a. Pengindonesiaan Istilah Asing dalam Bahasa Indonesia. Jakarta: PB.
	    9. Suhertuti, dkk. 2011. Bahasa Indonesia sebagai Sarana Komunikasi Ilmiah. Bogor: Irham Publishing.
	    10. Wijayanti, Sri Hapsari, dkk. 2013. Bahasa Indonesia: Penulisan dan Penyajian Karya Ilmiah. Jakarta: Rajawali Pers.
	
	    11. Badan Bahasa. 2015. Kamus Besar Bahasa Indonesia (daring). www.kbbidaring.kemendikbud.

English

<table>
<tr>
<td colspan="6">[ENGLISH]</td>
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<tr>
<td colspan="2">Module/Cours e Title

ENGLISH</td>
<td>Student Workload

2 Credits x 16 meetings x 170 /60 = 90,6 hours/Semester</td>
<td>Credits (ECTS)

2 Credits x 1.59 = 3,18 ECTS</td>
<td>Semester

2</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
● Case study</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Structured Assignment

60/170 x 28,55 x (2 Credits x 1.59) = 32,04</td>
<td>Independent study

60/170 x 28,55 x (2 Credits x 1.59) = 32,04</td>
<td>Duration
16 meetings</td>
</tr>
<tr>
<td>2</td>
<td colspan="6">Prequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="6">Programme Learning Outcomes (PLO)
PLO 2 Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication.
PLO 3 Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.
PLO 6 Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.
PLO 8 Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

Course Learning Outcomes (CLO)
CLO 2 Being able to appraise key elements of prose works through literary elements.
CLO 3 Being able to reflect on students' cultural identity upon analyzing fictions.
CLO 6 Being able to create original, engaging works that reflect their own unique perspective and style.
CLO 8 Being able to organize original ideas by incorporating references from other sources in written and oral form.</td>
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	Sub-Course Learning Outcomes (CLO) 1. Understand the content of short conversations (dialogues) about problems in detail, idiomatic expressions, suggestions and assumptions given in listening comprehension. 2. Understand the content of long conversations (dialogues) about problems on informal conversations, academic conversations, class discussions given in listening comprehension. 3. Understand the content of the lecture (talk) about problems on radio programs, tours, academic talks given in listening comprehension.
4	**Subject aims/content** This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces a standardized test which contains reading skills, listening comprehension and grammar & vocabulary (structure and vocabulary) exercises which are directed towards TEP preparation.
5	**Teaching methods** Discussion, lectures, problem-based, project-based, reflective practice.
6	**Assessment methods** Case study, guided question-answers, summative assignment, observation, reflective essay.
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Team
9	**Reference** Primary: 1. Azar, B. S. (2002). *Understanding and using English grammar: with answer key* (Third ed.). White Plains, NY: Pearson Education. 2. Gear, Jolene and Robert Gear. (1996). *Cambridge Preparation for the Toefl Test.* Cambridge: Cambridge University Press 3. Sharpe, Pamela. J. (2005) *Barron's How to Prepare for the TOEFL 11th Edition.* Indonesia: Binarupa Aksara.

Pancasila Education

[Pancasila Education]					
Module/Course Title Pancasila Education	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 1	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 2 : Capable of upholding the values, norms, and professional ethics. PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. CLO (CPMK+SUB CPMK) 1. Utilize information technology to search for data/information in order to identify and solve problems of nation and state development in the perspective of the basic values of Pancasila as the ideology and foundation of the Indonesian state. 2. Have knowledge of the basic values of Pancasila as principles and guidelines for living in society, nation and state. 3. Able to make the right decisions in dealing with problems in the life of society, nation and state and can provide solutions based on the values of Pancasila. 4. Have an attitude of responsibility, care, honesty, cooperation, respect for opinions and have a sense of love for the country in implementing and preserving the values of Pancasila in reality and everyday life.				
4	**Subject aims/content** This course will discuss the concept and nature of Pancasila as the basis and ideology of the state, as well as the nation's view of life. This course also examines Pancasila historically, juridically, and philosophically as well as its actualization in national and state life. Pancasila as a foundation in Political				

	Ethics and Development Paradigm and its implementation in the life of society, nation and state through studies, concept exposure, discussions, case studies, and assignments both individual and group.
5	**Teaching methods** Interactive lecture, Case Study
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Wenny Restikasari S.E., M.S.E.
9	**Reference** Primary : **Tim MKU Pendidikan Pancasila Unesa.** 2019. *Pendidikan Pancasila*. Surabaya: Unesa University Press Supporting : 1. **Direktorat Jenderal Pendidikan Tinggi.** 2012. *Materi Ajar Mata Kuliah Pendidikan Pancasila*. Jakarta: Direktorat Pembelajaran dan Kemahasiswaan 2. **Syarbaini, Syahrial.** 2011. *Pendidikan Pancasila: Implementasi Nilai-nilai Karakter Bangsa di Perguruan Tinggi*. Bogor: Ghalia Indonesia 3. **Latif, Yudi.** 2011. *Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila*. Jakarta: PT 4. **Latif, Yudi.** 2014. *Mata Air Keteladanan*. Pancasila dalam Perbuatan 5. **Pusat Studi Pancasila UGM.** 2012. *Pancasila Dasar Negara*. Yogyakarta: PSP Press 6. **Thaib, Dahlan.** 1991. *Pancasila Yuridis Ketatanegaraan*. Yogyakarta: UPP AMP YKPN 7. **Warsono.** 2014. *Pancasila-Isme dalam Dinamika Pendidikan*. Surabaya: Unesa University Press 8. **Majelis Permusyawaratan Rakyat Indonesia (MPR-RI).** 2002. *Undang-Undang Dasar 1945 Hasil Amandemen IV*. 9. **Suplemen Arah Pembangunan (RPJM)** 2014. *-2019*.

Introduction To Microeconomics

<table>
<tr><td colspan="6">[INTRODUCTION TO MICROECONOMICS]</td></tr>
<tr>
<td>Module/Course Title

INTRODUCTION TO MICROECONOMICS</td>
<td>Student Workload

3 Credits x 16 meetings x 170 /60 = 136 hours/Semester</td>
<td>Credits (ECTS)

3 Credits x 1.59 = 4,77 ECTS</td>
<td>Semester

2</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
● Case study</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Structured Assignment

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td colspan="1">Independent study

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td>Class size

40 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO
PLO 1 Capable of collaborating and taking responsibility for tasks.
PLO 3 Capable of analyzing economic theoretical concepts comprehensively
PLO 5 Capable of communicating effectively both orally and in writing in the field of economics.
PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems.

CLO
1. Students are capable of analyzing ICT to access data and information regarding the market structure of a commodity.
2. Students are proficient in analyzing the concepts of consumer behavior theory, firm behavior, and market structures of perfect competition and monopoly.
3. Students can formulate consumption and production activities based on information and data.
4. Students are responsible for communicating the results of information and data analysis effectively, both verbally and in writing.</td>
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</table>

4	**Subject aims/content** Discussion of consumer behavior theory, firm behavior, and an in-depth exploration of the market structures of perfect competition and monopoly. The lectures are conducted through a system of discussions, case study analysis, presentations, and projects.
5	**Teaching methods** Case study, Small Group Discussion, Role-Play & Simulation and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E., M.Si
9	**Reference** Primary: Case, Kael E. & FairRay C.. 2007. Principles of Microeconomics: Seventh Edition. Jakarta: PT Indeks kelompok Gramedia. Mankiw, M. Gregory. 2004. Microeconomics: Third Edition. Nicholson, Walter. 2002. Intermediate Microeconomics and Its Applications. Jakarta: Erlangga. Pindyck Robert S. & Rubinfield Daniel L. 2008. Microeconomics: Sixth Edition, Volume 1 and 2. Jakarta: PT Indeks kelompok. Ricard G. Lipsey and Peter O. Steiner. Introduction to Economics 1 and 2. Jakarta: Bina Aksara. Supporting: Frank, Robert H. 2008. Microeconomics and Behavior: 7th Edition. New York: The McGraw-Hill Companies, Inc.

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Math Economic

[Math Economic]					
Module/Course Title Math Economic	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 1	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems CLO 1. Students are able to apply basic mathematical concepts associated with the field of Economics and utilize information technology in the field of Economic Mathematics 2. Students are able to formulate decisions based on economic mathematical analysis 3. Students are able to show intelligent and meticulous character in economic mathematics learning activities				
4	**Subject aims/content** This subject contains basic concepts of mathematics associated with micro and macroeconomic theory,				

	including: Rows and Series, Linear Functions, Non-Linear Functions, Differentials, Partial Differentials and Integrals and their application in economics
5	**Teaching methods** Case study
6	**Assessment methods** Assignment, participation, meetherms, final examination
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.
9	**Reference** Primary: 1. **Bumulo, Hussain. , Mursito, Djoko.** 2011. *Matematika untuk Ekonomi dan Aplikasinya*. Bayumedia Publishing 2. **Dumairy.** 2010. *Matematika Terapanuntuk Bisnis dan Ekonomi*. edisi ketiga Supporting: 1. **Kalangi, Josep Bintang. 2014.MatematikaEkonomi & Bisnis edisi ke-3. Jakarta:Salemba Empat4. Sarjono,Haryadi. dan Sanny, Lim** 2012. *Aplikasi Matematika Untuk Bisnis Dan Manajemen*. Jakarta: Salemba Empat

Principles Of Accounting

<table>
<tr><td colspan="7">PRINCIPLES OF ACCOUNTING</td></tr>
<tr>
<td colspan="2">Module/Course Title

Principles of Accounting</td>
<td>Student Workload

3 Credits x 16 meetings x 170 /60 = 136 hours/Semester</td>
<td>Credits (ECTS)

3 Credits x 1.59 = 4,77 ECTS</td>
<td>Semester

1</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
● Lecture</td>
<td colspan="2">Contact hours

50/170 x 28,47 x (3 Credits x 1.59) = 39,94</td>
<td>Independent study

60/170 x 28,47 x (3 Credits x 1.59) = 47,93</td>
<td>Class size

Max. 40 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="6">Prequisites for participation (if applicable)</td>
</tr>
<tr>
<td>3</td>
<td colspan="6">Learning outcomes (PLO+CLO)

PLO 1
Capable of collaborating and taking responsibility for tasks.
PLO 4
Capable of analyzing strategies for empowering economic potential
PLO 5
Capable of communicating effectively both orally and in writing in the field of economics
PLO 7
Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems

CLO

CLO 1
Able to utilize ICT to track information, argumentation and have been critical with regard to accounting
CLO 2
Able to master accounting theories
CLO 3
Able to implement accounting theories
CLO 4
Responsible for individual work</td>
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<tr>
<td>4</td>
<td colspan="6">Subject aims/content

In this course, students learn about Accounting concepts in service, trade and manufacturing companies as well as techniques and accounting procedures for service, trade and manufacturing companies.</td>
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5	**Teaching methods**
	Interactive lecture, direct instruction, **case study**
6	**Assessment methods**
	Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well**
	Undergraduate program
8	**Module Coordinator** Prof. Dr.Hariyati, Ak,M.Si.,CA
9	**Reference** 1. Warren,Carl S, James M. Reeve, Jonathan E. Duchac. 2014. Pengantar Akuntansi Adaptasi Indonesia. Edisi 25 2. Weygant, Kieso, and Kimmel. 2018. Accounting Principles, Edisi 2, Jilid 1, Salemba Empat, Jakarta. 3. Akuntansi Dasar 1 Dan 2. Hery, S.E., M. Si. Jakarta: PT Grasindo, 2016 4. Al Haryono Jusuf, Dasar-Dasar Akuntansi, Jilid 1, Penerbit STIE YKPN 5. Standar Akuntansi Keuangan, Ikatan Akuntan Indonesia 6. Carter Usry, Cost Akuntansi. Buku 1, Edisi 14, Edisi 25, Salemba Empat

Principles Of Business

[Introductory Business]					
Module/Course Title Introductory Business	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 1	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaboration and being responsible for work
	PLO 4: Capable of analyzing economic potential empowerment strategies
	PLO 5: Capable of communicating effectively orally and in writing in the field of economics
	PLO 9: Capable of creating creative business ideas in the economic field
	
	CLO
	  5. Students are capable of analyzing global business concepts.
	  6. Students are capable of analyzing business concepts regarding risk & return that business people must face.
	  7. Students are capable of distinguishing the characteristics of business types, business scales, and forms of business entities.
	  8. Students are capable of compiling a business plan
	  9. Students are capable of analyzing the company's business environment.
	  10. Students are capable of analyzing SWOT analysis.				

	11. Students are capable of analyzing the concepts of ethics and corporate social responsibility. 12. Students are capable of analyzing management concepts and organizational governance. 13. Students are capable of applying business aspects such as marketing, human resources, operations, and finance to general business activities.
4	**Subject aims/content** General business concepts in the global era, including business risks and returns that business people must face, types of businesses and forms of business entities, business plans, the business environment, which can be described in SWOT analysis, and the concept of business ethics and responsibility. The social aspects of business actors, management, and organizational concepts, as well as business aspects in the fields of marketing, operations, human resources, and finance, are then integrated into a management information system.
5	**Teaching methods** Small Group Discussion, Role-Play and simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of student's work, and written test
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.
9	**Reference** Primary: Kapoor, 2014. : PengantarBisnis, Salemba Empat. Jakarta. Supporting: 1. Griffin, Ricky, 2003. :Pengantar Bisnis,Jakarta PrehalindoB. Pride, Hughes & Jack R 2. Porter, Micheal, 2001. :StrategiBersaing, Teknik Menganalisis Industri, dan Pesaing, Erlangga, Jakarta. 3. Nickels, Mc.Hugh, 2014. : Understanding Business, 8 th , Mc. Graw-Hill Education (Asia) 4. Kenneth C. Loudon and Jane P. Loudon, 2014. , Management Information Systems: Managing Digital Firm, Pearson, New Jersey..

Principles Of Macroeconomics

[Basic Macroeconomics]					
Module/Course Title Basic Macroeconomics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 1	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaboration and being responsible for work
	PLO 3: Capable of analyzing overall economic theoretical concepts
	PLO 5: Capable of communicating effectively orally and in writing in the field of economics
	PLO 7: Capable of applying logical, critical, systematic, and innovative thinking in solving economic and entrepreneurship problems
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	CLO
	    14. Students are proficient in analyzing the basic concepts of macroeconomics theory and utilizing information technology in the field of macroeconomics theory.
	    15. Students are proficient in analyzing economic activities and economic problems, as well as production factors.
	    16. Students are proficient in analyzing the concepts of demand and supply as well as price formation mechanisms and determining various elasticity coefficients
	    17. Students are proficient in analyzing the mechanism of forming government prices.
	    18. Students are proficient at analyzing consumer and producer behavior.				

		19. Students are proficient in analyzing the concept of national income and describing consumption, savings, and investment. 20. Students are proficient in analyzing the concepts of two-sector economic balance, fiscal policy, three-sector economic balance, international trade, and open economic balance.
4	**Subject aims/content** This course contains basic macroeconomics concepts for analyzing the economy and government policies in the economic sector, which include material about consumer behavior, producer behavior, government price setting, two-sector economic balance, three-sector economic balance, and open economic balance.	
5	**Teaching methods** Small Group Discussion, Role-Play and simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.	
6	**Assessment methods** Project assessment, portfolios of student's work, and written test	
7	**This module is used in the following study program/s as well** Undergraduate Program	
8	**Module Coordinator** Dr. Tony Seno Aji, SE., ME.	

9	**Reference**
	Primary:
	    5. Karl. E Case & Ray. E Fair. 2000. Prinsip-Prinsip Ekonomijilid I dan jilid II(Terjm). Jakarta
	    6. Mankiw, Gregory. 2020. MacroEconomics. New York: Worth Publishers
	Supporting:
	    1. Sukirno, Sadono. 2000. Makro Ekonomi Modern. Jakarta: Rajagrafindo Persada.	

SEMESTER 2

Basic Natural Sciences

[Basic Natural Sciences]					
Module/Course Title Basic Natural Sciences	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 2	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO (CPMK+SUB CPMK) 1. Able to understand the human mind and its development 2. Able to understand the earth and the universe 3. Able to understand the diversity of living things and their distribution 4. Able to understand living things in ecosystems Understand natural resources and the environment 5. Able to understand the development of science and technology for human life 6. Able to understand the sources, countermeasures, and side effects of environmental pollution				
4	**Subject aims/content** This course discusses the implementation of basic concepts of science which include an understanding of the development of the human mind, the scientific method, the earth and the universe, the diversity of				

	living things, ecosystems, natural resources, technology, biotechnology, and environmental pollution through learning carried out by means of discussions, assignments, presentations, questions and answers, and simple experiments on phenomena in nature.
5	**Teaching methods** Interactive lecture, Case Study
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Hendry Cahyono,S.E.,M.E
9	**Reference** Primary : 1. TIM FMIPA. 2013. Sains Dasar. Surabaya: Unipres Unesa.

Civil Education

[Civics]					
Module/Course Title Civics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 2	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 2: Capable of upholding professional values, norms, and ethics PLO 5: Capable of communicating effectively orally and in writing in the field of economics CLO 1. Students are capable of utilizing ICT-assisted learning resources and learning media to search for data and information to find, recognize, and solve problems related to nationality and citizenship. 2. Students are capable of analyzing theoretical concepts about citizenship in the context of nation and state. 3. Students are capable of demonstrating thought patterns, attitude patterns, and action patterns that reflect self-confidence, foster pride as Indonesian citizens and as the Indonesian nation, and foster love for the Indonesian homeland in the context of the values and morals of Pancasila, the 1945 Constitution of the Republic of Indonesia, and the value and commitment of Bhinneka Tunggal. Students are capable of analyzing theoretical concepts about citizenship in the context of nation and state. 4. Students are capable of making decisions guided by the theoretical concepts of citizenship education to solve relevant problems in society, nation, and state. 5. Students are capable of demonstrating responsible attitudes and behaviors that reflect being a good citizen in social, national, and state life.				

4	**Subject aims/content**
	Introduction to the nature of civics, which is continued by discussing the rights and obligations of citizens in accordance with the constitution in the context of national identity, implemented democratically and based on applicable law. Then it deepened with discussions about law enforcement and human rights, gender, and Indonesian insight, which continued with national resilience and ended with anti-corruption education. Lectures are carried out using a system of case study analysis, presentations and discussions, problem-solving tasks, and reflection.
5	**Teaching methods**
	Small Group Discussion, Role-Play and simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods**
	Project assessment, portfolios of student's work, and written test
7	**This module is used in the following study program/s as well**
	Undergraduate Program
8	**Module Coordinator**
	Dr. Rr Nanik Setyowati, M.Si
9	**Reference**
	Primary:
	Tim MKU Pendidikan Kewarganegaraan Unesa. 2019. Pendidikan Kewarganegaraan. Surabaya: Unesa University Press
	Supporting:
	1. Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta : Pusat Penerbitan Universitas Terbuka
	2. Cogan, Johan L danMurry Print. 2012. Civic Education in The Asia Pasific Regional. Roeledge. ISBN - 0415932130
	3. Niemi, Richard G dan Jane Junn. 2005. Civic Education: What Make Student Learn. The University of Chicago Press.
	4. S. Sumarsono, dkk, Pendidikan Kewarganegaraan, Penerbit PT. Gramedia Pustaka Utama, Jakarta, 2001
	5. Tim Dosen UGM. 2002. Pendidikan Kewarganegaraan. Yogyakarta: Paradigma
	6. ....., UU RI No. 3 Tahun 2002 tentang Pertahanan Negara. Penerbit "Citra Umbara", Bandung, 2002
	7. UU No 12 Tahun 2006 tentang Kewarganegaraan RI . Penerbit "Cemerlang", Jakarta, 2006.
	8. UU yang relevan dengan materi pembelajaran.

Digital Literacy

[Digital Literacy]					
Module/Course Title Digital Literacy	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaboration and being responsible for work
	PLO 3: Capable of analyzing overall economic theoretical concepts
	PLO 5: Capable of communicating effectively orally and in writing in the field of economics
	PLO 7: Capable of applying logical, critical, systematic, and innovative thinking in solving economic and entrepreneurial problems
	
	CLO
	    21. Students are capable of understanding how digital data is produced and processed.
	    22. Students are capable of analyzing appropriate and relevant information.
	    23. Students are capable of communicating effectively orally and in writing in the field of economics
	    24. Students are capable of applying logical, critical, systematic, and innovative thinking in solving economic and entrepreneurial problems.				

	Subject aims/content				

	Providing students with an understanding of digital literacy, data processing including programming basics, finding and filtering information, using technology to collaborate, and creating technology-based content. All the lesson activities will be done through discussion, information tracking through ICT, practicing using technology for collaboration, creating data-processing programs, as well as projects to create technologically based content. Assessment is done through testing, product assessment, and project
5	**Teaching methods** Small Group Discussion, Role-Play and simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of student's work, and written test
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Rr Nanik Setyowati, M.Si

9	**Reference**
	Primary:
	    1. Tim. 2019. Literasi Digital: Konsep, Pemanfaatan, dan Pengembangan. Surabaya: Unesa University Press.
	    2. Unesco. 2011. Digital Literacy ini Education. Tersedia: https://unesdoc.unesco.org/ark:/48223/pf0000214485
	
	Supporting:
	    7. Pier Cesare Rivoltella. 2008. Digital Literacy: Tools and Methodologies for Information Society. New York: IGI Publishing

Islamic Education

[**Islamic Education**]					
Module/Course Title **Islamic Education**	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 2	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO (CPMK+SUB CPMK) 1. Utilizing learning resources and ICT-assisted learning media to explore data/information in the context of learning Islamic Religious Education including insight/knowledge of Islam, religious attitudes, skills in practicing Islam, commitment to Islam, confidence as a Muslim, and skills in carrying out religious teachings. 2. commitment to Islam, self-confidence as a Muslim, and proficiency in carrying out religious teachings. In a psycho-social constellation, both as a person, family member, community member, and as an Indonesian citizen. 3. Recognize theoretical concepts about Islamic knowledge in accordance with reference sources. 4. Have a mindset, attitude pattern, and action pattern that reflect a good Muslim personality who has the ability to carry out religious teachings.				

	5. Make decisions based on the theoretical concepts of Islamic teachings to contribute in analyzing cases and solving problems. 6. Have a responsible attitude and behavior that reflects a good Muslim and part of a good citizen in community life. Have responsible attitudes and behaviors that reflect a good Muslim and part of a good citizen in the life of society, nation, and state.
4	**Subject aims/content** Providing provisions for the formation of a complete student personality (kaffah) by making Islamic teachings the basis for thinking, attitude, and behavior in scientific and professional development. A complete personality can only be realized if each student is embedded in faith and piety to Allah SWT. Faith and piety, will only be realized if supported by the development of its elements, namely with the development of its elements, namely: insight / knowledge of Islam (Islamic knowledge), religious disposition / attitude, skills disposition/attitude, skills in practicing Islamic teachings (Islamic skills), commitment to Islam (Islamic commitment), self-confidence as a Muslim (moslem confidence). self as a Muslim (moslem confidence), and proficiency in carrying out religious teachings (Islamic competence). In the constellation of psycho-social constellation, both as individuals, family members, community members, and as Indonesian citizens. This course upholds the values of divinity, humanity, unity, deliberation, and justice within the framework of Pancasila and the Republic of Indonesia. Lectures This course also integrates material on religious moderation, politics, economic activities, gender and sexual violence in the view of Islam. Lectures are carried out with a case study analysis system, presentations and discussions, project assignments / problem solving, and reflection.
5	**Teaching methods** Interactive lecture, Case Study
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Nurul Hanifa, S.E., M.Si.

9	**Reference**
	Primary :
	   1. Tim Dosen Pendidikan Agama Islam Unesa. 2019. Pendidikan Agama Islam Kontekstual di Perguruan Tinggi (Edisi Revisi). Surabaya: Unesa University Press
	Supporting :
	   1. Alquran dan Terjemahannya. 2014. Jakarta : Kementerian Agama Republik Indonesia.
	   2. Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung : Salamadani.
	   3. Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern. Yogyakarta: Sukses Offset.
	   4. Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerpannya di Indonesia. Jakarta: Teraju.
	   5. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin
	   6. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah. Bandung: ADPISI Press.
	   7. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS.

Philosophy of Science

Philosophy of Science					
Module/Course Title Philosophy of Science	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 2	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	  1. Capable of collaborating and taking responsibility for tasks.
	  2. Capable of analyzing economic theoretical concepts comprehensively
	  3. Capable of communicating effectively both orally and in writing in the field of economics.
	  4. Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems.
	
	CLO (CPMK+SUB CPMK)
	  1. Understanding the Basic Concepts of Philosophy (Definition, History, and Benefits).
	  2. Understanding the Definition, History, Differences, and Similarities of Knowledge and Science.
	  3. Understanding the Correlation between Philosophy and the Development of Science.
	  4. Understanding the Relationship between Philosophy and Political Science.
	  5. Understanding the Study of Philosophy of Science: Ontology, Epistemology, and Axiology.
	  6. Understanding Logic, Scientific Methods/Thoughts, Critical Thinking, and Moral Responsibility in Science.				

4	**Subject aims/content** [deskripsi] + bahan kajian This course covers (1) the nature of the philosophy of science; (2) the core teachings in the philosophy of science (materialism, idealism/spiritualism, realism); (3) theories of truth; (4) ontological, epistemological, and axiological aspects; (5) Philosophy of Education (Essentialism, Perennialism, Progressivism, Existentialism, Reconstruction, Critical Pedagogy); (6) Postmodernism Streams (Social Constructionism, Hermeneutics, Deconstruction, Structuralism); (7) Critical Thinking Methods (relativity of reasoning,				

	basic literacy mastery, and critical literacy mastery).
5	**Teaching methods** Interactive lecture**, Case study**
6	**Assessment methods** Assignment, Participation, Project assessment, Mid-term Examination, Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Wenny Restikasari, S.E., M.S.E.
9	**Reference** 1. Fautanu, Idzam. 2012.Filsafat Ilmu. Teori dan Aplikasinya..Jakarta: Referensi. 2. Jerome R. Ravertz. 1982. Philosophyi of Science. London.: University Press. 3. Jujun S. Suriasumantri. 2009.Ilmu Dalam Perspektif. Kumpulan Karangan Tentang Hakekat Ilmu. Jakarta: Obor Indonesia 4. The Liang Gie. 2004. Pengantar Filsafat Ilmu. Yogyakarta: Liberty 5. Surajiyo. 2008. Filsafat Ilmu dan Perkembangannya di Indonesia: Suatu Pengantar. Jakarta: Bumi Aksara

Statistic for Business and Economics

Module Handbook Business and Economic Statistics					
Module/Course Title Business and Economic Statistics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 2nd Semester	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** Activities: 1. Lecture offline and online (lecture, discussion, assignment) 2. Examinations (mid-term and final exam) 3. Independent studies online platform (SiDIA) (quiz, examination, discussion, and private study) This course uses blended learning and student center learning (small group discussion, case based) method	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes PLO : 1) Able to cooperate and be responsible for work 2) Able to analyze theoretical concepts of economics as a whole 3) Able to apply information technology in problem solving 4) Able to make decisions based on information and data analysis in the fields of development planning, monetary economics, and public economics. CLO : 1) Students are able to apply the basic concepts of research statistics in depth and formulate them in problem solving 2) Students are able to analyze decisions based on information and data and provide alternative solutions within the scope of basic research statistics. CLO 1 :				

	1) Students are able to analyze data frequency distribution tables and dadta tables 2) Students are able to analyze various kinds of diagrams 3) Students are able to analyze the size of data dispersion 4) Students are able to analyze parameter estimation CLO 2 : 1) Students are able to analyze various types of index numbers 2) Students are able to analyze time series / trends
4	**Subject aims/content** This course introduces students to basic statistical concepts and methods that are widely used in economics, finance, accountancy, marketing and, more generally, business. Emphasis is placed on applying statistical methods to draw inferences from sample data as an aid to informed decision-making. Course topics include: descriptive statistics, probability distributions, point and interval estimation of parameters, hypothesis testing, and regression models. Students will learn to solve statistical problems in an Excel spreadsheet environment. This course provides the basis for further study of statistical and econometric methods.
5	**Teaching methods** Interactive lecture **practice-based learning**-Exam paper and Presentation
6	**Assessment methods** written test and quiz
7	**This module is used in the following study program/s as well** Undergraduate program in Economics

8	**Module Coordinator**
	   1) Dr. Prayudi S Prabowo, S.E., ST., M.E
	   2) Dr. Lucky Rachmawati, S.E., M.Si
	   3) Kukuh Arisetyawan, S.Pd., M.E

9	**Reference** Solimun, Fernandes, A.A.R, dan Nurjannah. 2017. Metode Statistika Multivariat-Pemodelan Struktural (SEM) Pendekatan WarpPLS. Malang: UB Press Anderson, David R. Dennis J.Sweeney. Thomas A. Williams. et. al. 2014. Statistics for Business and Economics. USA : Cengage Learning. Healey, Joseph F. 2013. The Essential of Statistics: A Tool for Social Research, Third Edition. Wadsworth CENGAGE Learning, Belmont, USA. Levin, Jack and Fox, James A. 2007. Elementary Statistics in Social Research: The Essential, Second Edition. Pearson Education Inc., New York, USA

Intermediate Macroeconommics

Macro Economics					
Module/Course Title Intermediate Macroeconommics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 2	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Students are able to analyze aspects of measurement and definition of macroeconomic variables or indicators; 2. Students are able to analyze the concepts of national income, unemployment, money and inflation; 3. Students are able to analyze the concepts of aggregate supply and demand in open and closed economies; 4. Students are able to analyze the function and role of money in the economy; 5. Students are able to analyze IS-LM's approach to the economy; 6. Students are able to analyze new macroeconomics; The level of consumption and savings; 7. Students are able to analyze investment, fiscal & monetary policies;				

4	**Subject aims/content** This course contains aspects of measurement and definition of macroeconomic variables or indicators; concepts of national income, unemployment, money and inflation; concepts of aggregate supply and demand in open and closed economies; the function and role of money in the economy; the IS-LM approach to a closed economy; new macroeconomics; Consumption and savings rates; investment, fiscal & monetary policy; and debt, stabilization policy and macroeconomic policy implications
5	**Teaching methods** Case study
6	**Assessment methods** Assigment, participations, meetherms examination, final examination
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.

9	**Reference**
	Primary:
	   1. Macroeconomics Tenth Edition, Gregory Mankiw
	   2. Macroeconomics (The Pearson Series in Economics) 6th Edition, Stepehn D Wiliamson
	   3. Advanced Macroeconomics (Mcgraw-hill Economics) 5th Edition
	Supporting:
	   1. Data Sosial Ekonomi Badan Pusat Statistik
	   2. Data Ekonomi Bank Indonesia
	   3. Data Ekonomi Kementrian Keuangan

Intermediate Mathematical Economics

[Intermediate Mathematical Economics]					
Module/Course Title Intermediate Mathematical Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 2	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaboration and being responsible for work
	PLO 3: Capable of analyzing overall economic theoretical concepts
	PLO 5: Capable of communicating effectively orally and in writing in the field of economics
	PLO 7: Capable of applying logical, critical, systematic, and innovative thinking in solving economic and entrepreneurship problems
	
	CLO
	    25. Students are capable of analyzing Matrix concepts.
	    26. Students are capable of analyzing and applying matrix changes
	    27. Students are capable of analyzing and applying the determinants of matrices
	    28. Students are capable of analyzing and applying matrix reversal.
	    29. Students are capable of analyzing and applying solutions to systems of linear equations with matrices.
	    30. Students are capable of analyzing and applying input-output analysis.
	    31. Students are capable of analyzing and applying input-output analysis.
	    32. Students are capable of understanding and applying linear programming.				

4	**Subject aims/content** This course contains the definition of matrix, matrix alteration, matrix determinant, matrix inversion, linear equation with matrix, input-output analysis, and linear programming.
5	**Teaching methods** Small Group Discussion, Role-Play and simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of student's work, and written test
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.
9	**Reference** Primary: 1. Dumairy (2020.), Matematika Terapan untuk Bisnis dan Ekonomi, BPFE, Yogyakarta. Supporting: 8. Chiang, Alpha C. dan Wainwright K. (2006.), Dasar-dasar Matematika Ekonomi: Jilid satu, Edisi Keempat, Penerbit Erlangga, Jakarta

Intermediate Microeconomic

<table>
<tr><td colspan="6">[Microeconomic Theory]</td></tr>
<tr>
<td colspan="2">Module/Course Title

Intermediate Microeconomic</td>
<td>Student Workload

3 Credits x 16 meetings x 170 /60 = 136 hours/Semester</td>
<td>Credits (ECTS)

3 Credits x 1.59 = 4,77 ECTS</td>
<td>Semester

2</td>
<td>Frequency

16 meetings (including Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
● Case study</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Structured Assignment

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td>Independent study

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td>Class size

45 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prerequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO

PLO 1: Capable of collaborating and taking responsibility for tasks
PLO 3: Capable of analyzing economic theoretical concepts comprehensively
PLO 5: Capable of communicating effectively both orally and in writing in the field of economics
PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems

CLO
1. Able to utilize ICT to search for data and information about the market structure of a commodity
2. Able to analyze the concepts of consumer behavior theory, company behavior and market structure of perfect competition and monopoly competition
3. Able to make strategic decisions in the analysis of consumption and production activities based on information and data
4. Responsible for informing the results of information and data analysis both orally and in writing</td>
</tr>
<tr>
<td>4</td>
<td colspan="5">Subject aims/content
Discussion of the concepts of consumer behavior theory, corporate behavior and deepening the market</td>
</tr>
</table>

	structure of perfect competition and monopoly competition. Lectures are carried out with a system of discussions, case study analysis, presentations and projects.
5	**Teaching methods** Case study
6	**Assessment methods** Assignment, participation, meetherms, final examination
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E., M.Si
9	**Reference** Primary: 1. Case, Kael E. & FairRay C.. 2007. Prinsip-prinsipEkonomiMikro: Edisi Ketujuh. Jakarta: PT Indeks kelompok Gramedia 2. Mankiw, M. Gregory. 2004. PengantarEkonomiMikro. Edisi3 3. Nicholson, Walter. 2002. Mikroekonomi Intermediate danAplikasinya. Jakarta: Erlangga 4. Pindyck Robert S. & Rubinfield Daniel L. 2008. Mikroekonomi:Edisi ke enam, Jilid 1 dan 2. Jakarta: PT Indeks kelompok 5. Ricard G. Lipseydan Peter O. Steiner. Pengantar Ilmu Ekonomi 1 dan 2. Jakarta: Bina Aksara Supporting: 1. Frank, Robert H. 2008. Microeconomics and Behavior: 7thedition. New York: The McGraw-Hill Companies, Inc

SEMESTER 3

Physical Education

[PHYSICAL EDUCATION]					
Module/Course Title PHYSICAL EDUCATION	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 2	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project Based Learning	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26.70 **Structured Assignment** 50/170 x 28,55 x (2 Credits x 1.59) = 26.70		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 Capable of collaborating and taking responsibility for tasks. PLO 3 Capable of analyzing economic theoretical concepts comprehensively PLO 5 Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Able to understand the importance of physical education in daily life 2. Able to comprehend the nature and purpose of physical education 3. Able to create a physical education program to maintain an ideal body shape 4. Able to design a physical education program to enhance and maintain personal physical fitness				
4	**Subject aims/content** Physical education is a subject that provides an understanding and mastery of the nature, functions, and objectives of physical education. It introduces and provides experiences in various sports branches and				

	game activities for use in order to enhance physical activity in accordance with recommendations from various research and the WHO. In addition, students gain experience in developing physical education programs for themselves in an effort to enhance and maintain physical fitness. Students have experience in conducting measurements of physical fitness levels using various measurement methods. They have an understanding and experience in determining indicators and measurements of the ideal body shape based on various methods. As an additional competence, students learn about sports management and competition systems	
5	**Teaching methods** Project Based Learning, Small Group Discussion, Role-Play & Simulation and equivalent methods.	
6	**Assessment methods** Project assessment, portfolios of students work,and written test	
7	**This module is used in the following study program/s as well** Undergraduate program	
8	**Module Coordinator** Vega Candra Dinata, S.Pd., M.Pd. Aghus Sifaq, S.Pd., M.Pd.	
9	**Reference** Primary: Kristiyandaru, A., dkk. (2020). Pendidikan Jasmani Sadarkan Arti Hidupku. Sidoarjo: Zifatama Jawara. Supporting: 1. SCY, Hartati, dkk. 2013. Permainan Kecil. Malang: Wineka Media. 2. Hartono,S., dkk. 2013. Pendidikan Jasmani (Sebuah Pengantar). Surabaya: Unesa University Press. 3. Nurhasan, dkk. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani). Surabaya: Unesa University Press. 4. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. Obstetrics and Gynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.009 5. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10A), 1194-1199. 6. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. Jornal de Pediatria, 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003 7. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1017/S1368980007000705 8. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87(8), 1328–1334. https://doi.org/10.2105/AJPH.87.8.1328	

Basics Of Entrepreneurship

<table>
<tr><td colspan="6">[BASICS OF ENTREPRENEURSHIP]</td></tr>
<tr>
<td>Module/Course Title

BASICS OF ENTREPRENEURSHIP</td>
<td>Student Workload

2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester</td>
<td>Credits (ECTS)

2 Credits x 1.59 = 3,18 ECTS</td>
<td>Semester

3</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td>Type of course
● Experience</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Structured Assignment

60/170 x 28,55 x (2 Credits x 1.59) = 32,04</td>
<td>Independent study

60/170 x 28,55 x (2 Credits x 1.59) = 32,04</td>
<td>Class size

40 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO
PLO -7 Able to apply logical, critical, systematic and innovative thinking in solving economic and entrepreneurship problems
PLO-9 Able to create creative business ideas in the field of economics

CLO (CPMK+SUB CPMK)
CLO
1. Students are able to formulate a comprehensive business plan to develop an entrepreneurship.
2. Students are able to properly study entrepreneurship theories.</td>
</tr>
<tr>
<td>4</td>
<td colspan="5">Subject aims/content
This course covers the discussion of the concept of entrepreneurship to develop an entrepreneurial spirit, the ability to motivate themselves to be able to capture business opportunities, create services, production, marketing, partnerships, and management, and be able to improve problem-solving skills in business.</td>
</tr>
</table>

5	**Teaching methods** Interactive lecture, direct instruction, **problem-based learning,** Presentation	
6	**Assessment methods** Project assessment, portfolios of students work,and written test	
7	**This module is used in the following study program/s as well** Undergraduate program	
8	**Module Coordinator** Nurul Hanifa, S.E., M.Si.	
9	**Reference** Leonardus Saiman. 2009. Kewirausahaan, Teori, Praktik dan Kasus kasus. Salemba Empat.	

Basic Econometrics

[BASIC ECONOMETRICS]					
Module/Course Title BASIC ECONOMETRICS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 4	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 Capable of collaborating and taking responsibility for tasks. PLO 3 Capable of analyzing economic theoretical concepts comprehensively PLO 6 Capable of applying information technology in problem-solving PLO 8 Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics. CLO 1. Students understand and explain various basic concepts of Econometrics 2. Students understand and calculate correlation and regression 3. Explaining and applying hypothesis testing 4. Students can explain and apply regression model testing 5. Students can apply testing of regression models 6. Students can explain various classical assumption concepts				
4	**Subject aims/content** The Econometrics II course is a subject covering the fundamentals of statistics, econometric concepts, and econometric models.				

5	**Teaching methods** Case study, Small Group Discussion, Role-Play & Simulation
6	**Assessment methods** Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Tony Seno Aji, SE., ME
9	**Reference** Primary: Wahyudi, S.T. (2016). Concepts and Application of Econometrics using E-Views. PT. Rajawali Press: Jakarta. Supporting: Gujarati, D. (2004). Basic Econometrics. Wooldridge, J.M. Introductory Econometrics. Baltagi, B.H. (2008). Econometrics. Springer.

History of Economic Thought

[History of Economic Thought]					
Module/Cours e Title History of Economic Thought	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO (CPMK+SUB CPMK) 1. Able to utilize science and technology effectively and efficiently to study economic theory. 2. Mastering the basic concepts of Pre-classical, Classical, Marxism / Socialism, Neoclassical, Chamberlin and Robinson, Keynes, Institutionalism, Monetarism and rational expectations, and the Islamic Economic Era. 3. Able to make decisions in utilizing economic theory in decision making to solve economic problems. 4. Responsible in informing the results of information analysis both orally and in writing.				
4	**Subject aims/content** This course discusses economic thought including (1) Pre-classical; (2) Classical; (3) Marxism / Socialism; (4) Neoclassical; (5) Chamberlin and Robinson; (6) Keynes; (7) Institutionalism; (8) Monetarism and rational expectations, and (9) Islamic Economics Era. Learning is carried out using the methods of discussion, presentation, case studies and assignments.				
5	**Teaching methods**				

	Interactive lecture, case study
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Hendry Cahyono, S.E., M.E.
9	**Reference** Primary : 1. Chapra, M. Umer. 2001. The Future of Economics: An IslamicPerspective. Jakarta: Asy Syaamil Press & Grafika 2. Deliarnov. 2012. Perkembangan PemikiranEkonomi. Jakarta: PT Supporting : 1. Anonim. 1981. Studies in Islamic Economics(Edited byKhurshid Ahmad). United Kingdom 2. Ekelund, Jr. Rebert B, Robert FHebert. 1997. A History of EconomicTheory and Method. 6th 3. Landreth, Harry, David CColander.History of Economic Thought. 3rd Boston. Houghton Mifflin Company. New York: The McGraw-HillCompanies, Inc 4. Robbins, Lionel Robbins, Baron. 2000. A History of Economic ThoughtNewy Jersey: Princeton University Press7. Skousen, Mark

International Economics

[INTERNATIONAL ECONOMICS]					
Module/Course Title INTERNATIONAL ECONOMICS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Students are able to understand international trade theory 2. Students are able to analyze international trade policies 3. Students are able to identify the Foreign Exchange Exchange System 4. Students are able to identify Multinational Companies 5. Students are able to identify the international balance of payments 6. Students are able to identify payment methods for international transactions				

4	**Subject aims/content** This course discusses international trade theory, international trade policy, exchange rate systems, international trade balances, multinational companies and international trade organizations, foreign payments, .
5	**Teaching methods** Interactive lecture, **case study**
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Tony Seno Aji, S.E., M.E
9	**Reference** Primary: 1. Hady, Hamdy. 2010. *Ekonomi Internasional, teori dan kebijakan perdagangan internasional.* Jakarta:Ghalia Indonesia 2. Slavatore, Dominick. 2009. *Ekonomi Internasional.* Jakarta: Penerbit Erlangga 3. Rudy, May. 2002. *Bisnis Internasional*. Bandung: refika 4. Ball, Donald A. dkk, 2005.Bisnis Internasional, Buku 1 dan 2 Edisi 9. Jakarta: Salemba Empat. Supporting: 1. Nopirin. 1999. *Ekonomi Internasional*. Yogyakarta:BPFE 2. Boediono. 1992. *Ekonomi Internasional*. Yogyakarta:BPFE 3. Tambunan,Tulus. 2000. *Perdagangan Internasional dan neracaperdagangan*. Jakarta: LP3ES

Economic Research Statistic

Economic Research Statistic					
Module/Course Title Economic Research Statistic	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Interactive lecture	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)**				

3	Learning outcomes (PLO+CLO)
	
	PLO
	  1. Capable of collaborating and taking responsibility for tasks.
	  2. Capable of analyzing economic theoretical concepts comprehensively
	  3. Capable of applying information technology in problem-solving
	  4. Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics.
	
	CLO (CPMK+SUB CPMK)				

4	**Subject aims/content** [deskripsi] + bahan kajian This course covers the understanding of inferential statistics; probability; sampling and sampling distribution; statistical estimation; hypothesis testing; analysis of variance; Chi-Square test; non-parametric statistics. By studying this course, students will be able to make informed decisions in the context of problem-solving in their field of expertise based on the analysis of information and data.				
5	**Teaching methods**				

	Interactive lecture **problem-based learning** Paper Writing and Presentation	
6	**Assessment methods** Assignment, Participation, Project assessment, Mid-term examinaton, Final examination	
7	**This module is used in the following study program/s as well** Undergraduate program	
8	**Module Coordinator** Wenny Restikasari, S.E., M.S.E.	
9	**Reference** Sugiyono. 2016. Statistika untuk Penelitian. Penerbit Alfabeta: Bandung. Supangat, A. 2007. Statistika. Penerbit Kencana: Jakarta. Algifari. 2003. Staistik Induktif.Penerbit UPP AMP YKPN: Yogyakarta Atmaja, L.S.. 2009. Statistika untuk Bisnis dan Ekonomi. Penerbit Andi: Yogyakarta	

Advanced Microeconomic Theory

[ADVANCED MICROECONOMIC THEORY]					
Module/Course Title ADVANCED MICROECONOMIC THEORY	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 Capable of collaborating and taking responsibility for tasks. PLO 3 Capable of analyzing economic theoretical concepts comprehensively PLO 5 Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 33. Students are able to utilize ICT to explore information and data within the input market structure. 34. Students master the theoretical concepts of oligopoly markets, input market supply and demand, externalities and public goods, and general welfare theory. 35. Students can make decisions based on the analysis of information and data, providing guidance in selecting alternative solutions to microeconomic problems. 36. Students are capable of making decisions based on the analysis of information and data, and providing instructions.				

4	**Subject aims/content**
	This course provides a comprehensive understanding and analysis of oligopoly markets, game theory, firm input demand, input supply, externalities and public goods, as well as general welfare theory. Learning is conducted through the utilization of case study analysis, discussions, and projects.
5	**Teaching methods**
	Case study, Small Group Discussion, Role-Play & Simulation.
6	**Assessment methods**
	Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well**
	Undergraduate program
8	**Module Coordinator**
	Dr. Prayudi Setiawan Prabowo, ST., SE., ME
9	**Reference**
	Primary:
	Case, Kael E. & FairRay C.. 2007. Prinsip-prinsipEkonomiMikro: Edisi Ketujuh. Jakarta: PT Indeks kelompok Gramedia
	Mankiw, M. Gregory. 2004. PengantarEkonomiMikro. Edisi3
	Nicholson, Walter. 2002. Mikroekonomi Intermediate danAplikasinya. Jakarta: Erlangga
	Pindyck Robert S. & Rubinfield Daniel L. 2008. Mikroekonomi:Edisi ke enam, Jilid 1 dan 2. Jakarta: PT Indeks kelompok
	Ricard G. Lipseydan Peter O. Steiner. PengantarIlmuEkonomi1 dan2. Jakarta: Bina Aksara
	Supporting:
	Frank, Robert H. 2008. Microeconomics and Behavior: 7thedition. New York: The McGraw-Hill Companies, Inc

Advanced Macroeconomics

[ADVANCED MACROECONOMIC]					
Module/Course Title ADVANCED MACROECONOMICS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes PLO PLO 1 Capable of collaborating and taking responsibility for tasks. PLO 3 Capable of analyzing economic theoretical concepts comprehensively PLO 5 Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Capable to apply ICT to process macroeconomic data for long-term analysis. 2. Capable to analyze theoretical concepts of the long-term real economy, money and prices in the long term, short-term economic fluctuations, and understand macroeconomic policies. 3. Capable to apply analysis based on information and data and provide alternative solutions to long-term macroeconomic analysis problems. 4. Responsible for informing the results of information and data analysis both verbally and in writing. Sub-CLO :				

	2. Students are able to analyze theories and articles that discuss long-term economics related to money and prices 3. Students are able to analyze theories and articles on long-term economic freezes 4. Students are able to analyze macroeconomic policies
4	**Subject aims/content** This course discusses the long-term real economy, money and prices in the long term, short-term economic fluctuations, and theoretical understanding of macroeconomic policy. Learning is done by applying a system of lectures, discussions, case studies and presentations.
5	**Teaching methods** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Tony Seno Aji, S.E.,M.E.
9	**Reference** Primary: 1. **AsfiaMurni,** 2009. *, EKONOMIKA MAKRO, Bandung, RefikaAditama*. 2. **DwiEkoWaluyo,** 2004. *, TEORI EKONOMI MAKRO, Malang, UMM*. 3. **Karel. E Case & Ray. E Fair,** 2000. *, PRINSIP-PRINSIP EKONOMI MAKRO (Terjm), Jakarta, Prinhallindo*. 4. **SadonoSukirno,** 2000. *, MAKROEKONOMI MODERN, Jakarta, RajaGrafindoPersada*. 5. **SoediyonoReksoprayitno,** 2000. *, EKONOMI MAKRO,PengantarAnalisaPendapatan Nasional, Yogyakarta, BPFE*. 6. **William A. McEachern,** 2000. *, EKONOMI MAKRO, Jakarta, SalembaEmpat*. 7. **Ekawarna&Fahruddiansyah.** 2010. *PENGANTAR TEORI EKONOMI MAKRO*. Yakarta: GP Press Supporting: 1. **Mankiw, Gregory,** 2000. *, MACROECONOMICS,New York, Worth Publishers*. 2. **DornbuschRudiger, Stanley Fisher,** 2000. *MACRO ECONOMICS*. New York: McGraw Hill

SEMESTER 4

Central Bank

[CENTRAL BANK]					
Module/Course Title CENTRAL BANK	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 37. Students are able to understand the role of the Central Bank, central bank institutions, 38. Students are able to understand the concept of monetary policy and the monetary policy framework, 39. Students are able to analyze the stability of the financial system and macroprudential policies				

4	**Subject aims/content**
	This course studies the role of the Central Bank, central bank institutions, monetary policy concepts, monetary policy framework, exchange rate management and capital flows, financial system stability and macroprudential policy, monetary and financial system stability linkage, payment system and money circulation, economics and sharia finance, transparency and policy communication strategy, policy coordination, Central Bank Policy Mix
5	**Teaching methods**
	Interactive lecture, **case study**
6	**Assessment methods**
	Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well**
	Undergraduate program
8	**Module Coordinator**
	Dr. Tony Seno Aji, S.E., M.E
9	**Reference**
	Primary:
	Juhro, Solikin M. 2020. Pengantar Kebanksentralan: Teori dan Kebijakan, Rajawali Press dan Bank Indonesia, Jakarta
	Supporting:
	Warjiyo, Perry & Solikin M Juhro. 2018. Kebijakan Bank Sentral: Teori dan Praktek, Rajawali Press dan Bank Indonesia, Jakarta

Public Economics

[Public Economics]					
Module/Course Title Public Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 4	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaborating and taking responsibility for tasks.
	PLO 3: Capable of analyzing economic theoretical concepts comprehensively
	PLO 5: Capable of communicating effectively both orally and in writing in the field of economics.
	PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems.
	
	CLO
	    40. Students are able to be responsible for communicating the results of analysis of the political economy system in Indonesia both orally and in writing
	    41. Students are able to master the basic concepts of public economy.
	    42. Students are able to position in utilizing public economic theory in decision making for solving economic problems				

4	**Subject aims/content**
	This course discusses the function of the government in improving public welfare by analyzing the role of the government in the economy, especially related to the State Budget. Learning is carried out by the method of discussion, presentation, case study and independent assignment.
5	**Teaching methods**
	Case Study
6	**Assessment methods**
	Assignment, participation, meetherms, final examination
7	**This module is used in the following study program/s as well**
	Undergraduate Program
8	**Module Coordinator**
	Dr. Mohammad Wasil, S.Pd., M.E.
9	**Reference**
	Primary:
	1. Kuncoro, Mudrajad. 2004. Otonomi Daerah dan Pembangunan. Jakarta: Erlangga
	2. Khusaini, Muhammad. 2006. Ekonomi Publik: Desentralisasi Fiskal dan Pembangunan Daerah. Malang: Fakultas EKonomi Universitas Brawijaya
	Supporting"
	1. Hyman, David N., 1999. Public Finance : A Contemporary Application of Theory to Policy. The Dryden Press. Harcourt Brace College Publishers
	2. Gullis, John G., Philips R Jones. 1992. Public Finance and Public Choice Analytical Perspectives. New York: McGraw-Hill Book Company
	3. Jonatahan Gruber. 2011. Public Finance And Public Policy. New York: Worth Publisher

Monetary Economics

<table>
<tr><td colspan="6">[MONETARY ECONOMICS]</td></tr>
<tr>
<td>Module/Course Title

MONETARY ECONOMICS</td>
<td>Student Workload

3 Credits x 16 meetings x 170 /60 = 136 hours/Semester</td>
<td>Credits (ECTS)

3 Credits x 1.59 = 4,77 ECTS</td>
<td>Semester

2</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td>Type of course
● Experience

[pilih yang sesuai]</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Structured Assignment

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td>Independent study

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td>Class size

10 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO

CPL 5 Able to use descriptive and applied economic theory in qualitative and quantitative economic analysis.

CLO
1.Students are able to understand monetary economics correctly
2.Students are able to understand the relationship between monetary economics and macroeconomics
3.Students are able to understand monetary economic problems and their solutions</td>
</tr>
<tr>
<td>4</td>
<td colspan="5">Subject aims/content
This course contains the concept of monetary economics, monetary economic problems and the relationship between monetary economics and macroeconomics.
The learning method is carried out in the form of lectures and questions and answers and takes an inquiry approach, namely the completion of tasks and problem solving.
and problem solving.
The concept of monetary economics, monetary economic problems and the relationship between monetary</td>
</tr>
</table>

	economics and macroeconomics
5	**Teaching methods** Interactive lecture, direct instruction, **problem-based learning,** Presentation
6	**Assessment methods** Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Ladi Wajuba Perdini F.,M.Si
9	**Reference** 1. Nopirin. 1992. "Ekonomi Moneter", Buku I dan II. BPFE. Yogyakarta. (NOP) 2. Budiono, 1986. "Ekonomi Moneter". BPFE. Yogyakarta. (BUD) 3. McCallum, Bennet T., 1989. "Monetary Economics : Theory and Policy". Macmillan Publishing Company. New York. (MC) 4. McCallum, Bennet T., 1996. "International Monetary Economics". Oxford University Press. New York. (MC) 5. Pierce, David G. And Peter J. Tymsome. 1985. "Monetary Economics : Theory, Evidence and Policy". 2nd edition. Cambridge University Press. (DAV) 6. Fane, George. 2000. "Capital Mobility, Exchange Rate and Economic Crises". Edward Elgar Publishing Limited. United Kingdom. (GOR) 7. Emil-Maria Claassen, 1996. "Global Monetary Economics", Oxford University Press, New York. (EMIL

Development Economics

[DEVELOPMENT ECONOMICS]					
Module/Course Title DEVELOPMENT ECONOMICS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 4	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 35 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes PLO 1. Capable to collaborate and be responsible for work. 2. Capable to analyze overall economic theoretical concepts. 3. Capable to communicate effectively orally and in writing in the field of economics 4. Capable to apply logical, critical, systematic and innovative thinking in solving economic and entrepreneurship problems CLO 1. Students are able to apply the concept of development economic theory. 2. Students are able to determine the theories used in regional clusters of development, income distribution and poverty, employment and unemployment, international trade and globalization, and environmental sustainability. 3. Students are able to respond to problems of economic growth and equality, as well as national development strategies and national development planning in Indonesia. 4. Students have a responsible and objective attitude in analyzing development strategies and national development planning in Indonesia. Sub-CLO : 1. Understand the nature of development economics. Understand the main theories of development (linear growth and structural change				

	2. Identify the characteristics of medium-sized countries development and development strategies 3. Understand the role of resources in development
4	**Subject aims/content** This course examines various development theories and their application in developing countries, which include, among others: income distribution and poverty, employment and unemployment, international trade and globalization, and the environment. In addition, it also discusses economic growth and equity, development strategy and national development planning in Indonesia.
5	**Teaching methods** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of students work and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, S.E.,M.E.

9	**Reference**
	Primary:
	    1. **Arsyad, Lincolln.** 2002. *Ekonomi Pembangunan*. Yogyakarta: UPP STIM YKPN
	    2. **Abdul Hakim.** 2009. Ekonomika Pembangunan
	    3. **Jhingan, ML.** 2002. *Ekonomi Pembangunan danPerencanaan*. Terjemahan
	    4. **Sukirno, Sadono.** 2006. *Ekonomi Pembangunan*. Proses, Masalah dan Dasar Kebijakan
	
	Supporting:
	    1. **Suparmoko dan Irawan.** 1999. *EkonomiPembangunan*. Edisi Revisi
	    2. **Todaro, Michael. 1999. *Ekonomi Pembangunan Dunia Ketiga*. Terjemahan**
	    3. **Mudrajad Kuncoro.** 2000. *Ekonomi Pembangunan: Teori, Masalahdan Kebijakan*.

Advanced Econometrics

Advanced Econometrics					
Module/Course Title Advanced Econometrics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 5	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 6: Capable of applayinmg information technology in problem-solving PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics. CLO 1. Students are able to elaborate again about advanced econometric models in economic analysis 2. Apply various econometric models to discuss economic problems and phenomena.				
4	**Subject aims/content** The Econometrics II course is a course about the basics of statistics, econometric concepts, and econometric models.				

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5	**Teaching methods** Case study
6	**Assessment methods** Assigment, participations, meetherms, final examination
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.
9	**Reference** Primary: Wahyudi, S.T. (2016). Konsep dan Penerapan Ekonometrika menggunakan E-Views. PT. Rajawali Press: Jakarta.Supporting: 1. Gujarati, D. (2004). Basic Econometrics. 2. Wooldridge, J.M. (). Introductory Econometrics. 3. Baltagi. B.H. (2008). Econometrics. Springer.

International Finance For Economics

[INTERNATIONAL FINANCE FOR ECONOMICS]					
Module/Course Title INTERNATIONAL FINANCE FOR ECONOMICS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 4	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1 : Capable of collaborating and taking responsibility for tasks.
	PLO 3 : Capable of analyzing economic theoretical concepts comprehensively
	PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics.
	PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and
	
	CLO
	   1. Students are able to analyze the balance of payments;
	   2. Students are able to understand the performance of the foreign exchange market;
	   3. Students are able to understand the theory and system of foreign exchange rates;
	   4. Students are able to understand open macroeconomic models				

4	**Subject aims/content** This course discusses the monetary conditions of Bank and Non-Bank financial institutions both conventionally and sharia in both international and national regions. monetary conditions of Bank and Non-Bank financial institutions both conventionally and sharia both in the international and national areas				

5	**Teaching methods** Interactive lecture, **Case Study,** direct instruction, group discussion**,** presentation	
6	**Assessment methods** Project assessment, portfolios of students work,and written test	
7	**This module is used in the following study program/s as well** Undergraduate program	
8	**Module Coordinator** Ladi Wajuba Perdini F.,M.Si	
9	**Reference** Maurice D Levi., 2001., **Buku 1: Keuangan Internasional**., Andi and McGraw-Hill Book Co., Yogyakarta.	

Qualitative Research Methods

[Qualitative Research Methods]					
Module/Course Title Qualitative Research Methods	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 4	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 6 : Capable of applying information technology in problem-solving PLO 8 : Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics. CLO (CPMK+SUB CPMK) 　1.　Students are able to understand and explain the meaning of qualitative research methods; 　2.　Students are able to understand and explain the problem, focus and title of qualitative research; 　3.　Students are able to understand and explain the qualitative theoretical basis; 　4.　Students are able to understand and explain qualitative population and samples; 　5.　Students are able to understand and explain qualitative data collection instruments and techniques; 　6.　Students are able to understand and explain qualitative data analysis techniques; 　7.　Students are able to understand and explain the validity and reliability of qualitative research; 　8.　Students are able to understand how to prepare qualitative research proposals				

4	**Subject aims/content** [deskripsi] + bahan kajian This course contains the definition of qualitative research methods; problems, focus and title of qualitative research; qualitative theoretical basis. Qualitative population and samples; qualitative data collection instruments and techniques; qualitative data analysis techniques; validity and reliability of qualitative research; preparation of qualitative research proposals.
5	**Teaching methods** Interactive lecture, PJBL
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination (Project)
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Hendry Cahyono, S.E., M.E.
9	**Reference** Primary : 1. Sugiyono. 2016. Memahami Penelitian Kualitatif. Penerbit Alfabeta: Bandung 2. Bungin, M.B. 2014. Penelitian Kualitatif: Edisi Kedua. Penerbit Kencana: Jakarta.

Quantitative Economic Research Methods

[Quantitative Economic Research Methods]					
Module/Course Title Quantitative Economic Research Methods	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 4	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project Based Learning	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaborating and taking responsibility for tasks
	PLO 3: Capable of analyzing economic theoretical concepts comprehensively
	PLO 6: Capable of applying information technology in problem-solving
	PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics.
	
	CLO
	  1. Students are able to analyze data using quantitative research methods
	  2. Students are able to compile quantitative research proposals
	  3. Students are able to produce quantitative research
	  4. Students are able to be responsible for quantitative research work that has been made.				

4	**Subject aims/content** This course talks about research methodology that uses a quantitative approach. The discussion includes the basic concepts and characteristics of quantitative research, quantitative research positions, research variables and hypotheses, sampling techniques, collection and analysis methods				

	quantitative data, as well as commonly used quantitative research designs.
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assignment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E., M.Si
9	**Reference** Primary: 1. Creswell, J. W. (2015). Riset Pendidikan: Perencanaan. Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif (5th ed.). (H. P. Soetjipto, & S. M. Soetjipto, Trans.) Yogyakarta: Pustaka Pelajar. 2. Purwanto, E. (2016). Metode Penelitian Kuantitatif. Yogyakarta: Pustaka Pelajar. 3. Sugiyono. (2013). Metode Penelitian: Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. Supporting: 9. Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education (6th ed.). Madison Avenue, NY: Routledge, Taylor and Francis Group. 10. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). Research Design in Counseling (3rd ed.). Belmont, CA: Thomson, Brooks/Cole. 11. Sheperis, C. J., Young, J. S., & Daniels, M. H. (2010). Counseling Research: Quantitative, Qualitative, and Mixed Methods. Upper Saddle River, New Jersey: Pearson. 12. W. Alex Edmonds, T. D. (2013). An Applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods. Thousand Oaks, CA: Sage Publications, Inc.

SEMESTER 5

KKN-Village Project - Program Design

[KKN-Village Project - Program Design]					
Module/Course Title KKN-Village Project - Program Design	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 5	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project Based Learning	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 Capable of collaborating and taking responsibility for tasks PLO 4 Capable of analyzing strategies for empowering economic potential PLO 5 Capable of communicating effectively both orally and in writing in the field of economics PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems CLO 43. Students are capable of designing village project programs and contributing to the improvement of the quality of community life, nation, and civilization progress based on the principles of legality, clear objectives and outcomes; partnership, equality, and togetherness; national and regional interests; mutual respect and benefit; upholding the principle of consensus through deliberation in every decision-making process; planned; accountable; and based on effective and efficient performance indicators.				

	44. Students possess a general and specific theoretical understanding in designing village project programs in depth and are capable of formulating solutions to procedural problems. 45. Students can apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology in designing village project programs that consider and apply humanistic values appropriate to their field of expertise. 46. Students can design village project programs and examine the implications of science and technology development or implementation that consider and apply humanistic values according to their expertise based on scientific norms, procedures, and ethics in order to generate solutions, ideas, designs, or artistic critiques."
4	**Subject aims/content** This course involves students in understanding the stages and enables them to formulate plans / design contextual village project programs to assist rural or remote communities in developing people's economy or infrastructure, for example: (a) developing Village-Owned Enterprises (BUMDes), (b) developing village cooperatives, (c) developing management systems for village business fields, (d) developing community group business projects, (e) developing village tourism projects, (f) establishing flagship businesses in the village, (g) constructing bridges, (h) building tourism facilities, and more.
5	**Teaching methods** Project-Based Learning, Small Group Discussion and other equivalent methods.
6	**Assessment methods** Project assessment and portfolios of students work
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Syamsul Sodiq, M.Pd.
9	**Reference** 1. Junaidi, Aris, et al. 2020. "Guidelines for Developing Higher Education Curriculum in the Era of Industry 4.0 to Support Independent Learning-Campus Independence." Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology. 2. Nurdianti, Shaumu. 2021. "Development Planning and Empowerment of Village and Urban Community in Indonesia." Bogor: Guepedia. 3. Unesa Team. 2020. "Guidelines for the Development and Implementation of Independent Learning-Campus Independence Curriculum." Surabaya: University of Surabaya. 4. Unesa Team. 2020. "Guidelines for the Implementation of Independent Learning-Campus Independence." Jakarta: Directorate General of Higher Education, Ministry of Education and Culture. 5. Minister of Education, Culture, Research, and Technology Regulation No. 3 of 2020 regarding National Standards for Higher Education. 6. Presidential Regulation No. 8 of 2012 regarding the National Qualifications Framework of

.

		Indonesia.
		7. Raharjo, Muhamad Muiz. 2021. "Development and Empowerment of Village and Urban Community." Surakarta: Graha Media.
		8. Suhaime, Ahmad. 2016. "Development and Empowerment of Communities: Participatory Development Concepts in Peripheral and Rural Areas." Yogyakarta: Deepublis

Thematic Community Service - Village Project – Disseminating Progam

[Thematic Community Service - Village Project – Disseminating Progam]					
Module/Course Title Thematic Community Service - Village Project – Disseminating Progam	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 5	**Frequency** Every Even Semester	**Duration** 1 semester
1	**Type of course** ● Project Based Learning	**Contact hours** (4,77 x 28,51) x 0,25 = 34,00 **Practice** (4,77 x 28,51) x 0,75 = 101,99			**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics. CLO 1. Able to apply village project program publication materials by utilizing science, technology and/or art and able to adapt to situations faced in program dissemination. 2. Able to document, store, secure and retrieve village project program publication materials to ensure validity and prevent plagiarism in disseminating the program. 3. Able to determine the appropriate form of publication of village project programs in the form of articles, videos, books together based on analysis of information and data independently and in groups 4. Able to disseminate and publish village project programs with appropriate publication media independently and responsibly.				

4	**Subject aims/content** This course is the application of students' abilities in disseminating the program of a village project contextually to help people in rural or remote areas in building people's economy or infrastructure both offline and online.
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assignment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Team
9	**Reference** Primary: 4. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 5. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa 6. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. 7. -----, 2017. Panduan Penyelenggaraan Kampung Literasi. Jakarta: Ditjen PAUD dan Dikmas. 8. ------, 2017. Konsep Dasar Pendidikan Non-Formal (PKBM dan LKP), Jakarta. 9. -----. 2017. Petunjuk Teknis Pelibatan Keluarga pada Penyelenggaraan Pendidikan Kesetaraan. Jakarta: Ditjen PAUD dan Dikmas. 10. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi. 11. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia.

Thematic Community Service - Village Project – Implementating Progam

[Thematic Community Service - Village Project – Implementating Progam]					
Module/Course Title Thematic Community Service - Village Project – Implementating Progam	**Student Workload** 4 Credits x 16 meetings x 170 /60 = 181 hours/Semester	**Credits (ECTS)** 4 Credits x 1.59 = 6,36 ECTS	**Semester** 5	**Frequency** Every Even Semester	**Duration** 1 semester
1	**Type of course** ● Project Based Learning	**Contact hours** (6,36 x 28,51) x 0,25 = 45,33 **Practice** (6,36 x 28,51) x 0,75 = 135,99			**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 4: Capable of analyzing strategies for empowering economic potential PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics. CLO 1. Able to carry out village project programs and contribute to improving the quality of life in society, nation, state, and civilization progress based on the principles of legality, clarity of goals and results; partnership, equality and togetherness; national and dsaerah interests; mutual respect and benefit; uphold the principle of deliberation for consensus in every decision making; Planned; accountable; and based on effective and efficient performance indicators. 2. Mastering theoretical concepts in general and specifically in the field of implementing village project programs in depth and able to formulate procedural problem solving. 3. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology in implementing village project programs that pay attention to and apply humanities values in accordance with their field				

	of expertise.
	4. Able to apply the field of implementing village project programs and utilizing science, technology, and/or art in solving problems and being able to adapt to the situation faced legally, clearly between goals and results.
4	**Subject aims/content** This subject equips students to be able to develop, implement, and manage village project programs in accordance with the objectives in the village project program such as (a) developing a village business management system, (b) developing community group business projects, (c) developing tourism projects in villages building tourism facilities, and others with a sense of responsibility, professional ethics and able to communicate effectively, (d) through discussions, assignments/projects, practices and presentations to rural or remote communities.
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assignment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Team
9	**Reference** Primary: 12. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa 13. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan 14. ----. 2020. Buku Panduan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Permendikbud 3/2020 tentang SN Dikti 15. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi. 16. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia.

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Thematic Community Service Program Village Project – Developing Report

[Thematic Community Service Program Village Project – Developing Report]					
Module/Course Title Thematic Community Service Program Village Project – Developing Report	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 5	**Frequency** Every Even Semester	**Duration** 1 semester
1	**Type of course** ● Project Based Learning	**Contact hours** (4,77 x 28,51) x 0,25 = 34,00 **Practice** (4,77 x 28,51) x 0,75 = 101,99			**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 6: Capable of applying information technology in problem-solving CLO 5. Able to demonstrate a responsible, thorough and objective attitude in developing project reports independently and uploading them on the college website. (Attitude) 6. Able to apply their field of expertise and utilize science, technology and/or art in their field in developing project reports in accordance with the plans they have made precisely, thoroughly and clearly. (Knowledge) 7. Able to implement technological science that pays attention to and applies humanities values according to his expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compose scientific descriptions of the results of their studies in developing project reports, and upload them on the university website independently. (General skills) 8. Able to develop project reports accurately, thoroughly and clearly as a form of				

		accountability for the research design that has been created. (Specific skills)
4	**Subject aims/content** This course is the application of students' ability to develop good village project reports in accordance with the type of project carried out, which consists of introduction, literature review, objectives and benefits of the project, project methods/techniques/designs, project results and implementation, conclusions and suggestions, reference lists, and project attachments, as well as summarizing project reports appropriately.	
5	**Teaching methods** Interactive lecture, project based learning	
6	**Assessment methods** Assigment, participation, midterm examination, final examination, project assessment, and portfolios of student's work	
7	**This module is used in the following study program/s as well** Undergraduate Program	
8	**Module Coordinator** Team	
9	**Reference** Primary: 17. Slamet, Margono R. 1985. Mahasiswa dalam Membangun: Materi Pembekalan KKN. Lampung: Universitas Lampung. 18. Tim Unesa. 1999. Buku Pedoman Kuliah Kerja Nyata Unesa 2000. Surabaya: Unesa University Press. 19. Tim LPPM Unesa. 2020. Buku Panduan KKN Universitas Negeri Surabaya. Surabaya: LPPM Unesa. 20. Tim Unesa. 2020. Pedoman dan Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM). Surabaya: Universitas Negeri Surabaya. Supporting: 13. Lexy J. Moleong, M.A. 2004. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya. 14. John W Creswell. 2014. Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed. Penerjemah Achmad Fawaid. Jogjakarta: Pustaka Pelajar. 15. Sugiyono. 2007. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Penerbit Alfabeta.	

Thematic Community Service - Village Project – Tools Development

<table>
<tr>
<td colspan="6">[Thematic Community Service - Village Project – Tools Development]</td>
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<tr>
<td>Module/Course Title

Thematic Community Service - Village Project – Tools Development</td>
<td>Student Workload

4 Credits x 16 meetings x 170 /60 = 181 hours/Semester</td>
<td>Credits (ECTS)

4 Credits x 1.59 = 6,36 ECTS</td>
<td>Semester

5</td>
<td>Frequency

Every Even Semester</td>
<td>Duration

1 semester</td>
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<td>1</td>
<td colspan="2">Type of course
● Project Based Learning</td>
<td colspan="2">Contact hours

(6,36 x 28,51) x 0,25 = 45,33

Practice

(6,36 x 28,51) x 0,75 = 135,99</td>
<td>Class size

45 students</td>
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<td colspan="5">Prerequisites for participation (if applicable)
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<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO
PLO 1: Capable of collaborating and taking responsibility for tasks
PLO 4: Capable of analyzing strategies for empowering economic potential
PLO 6: Capable of applying information technology in problem-solving.

CLO
1. Able to develop tools in village project programs and contribute to improving the quality of life in society, nation, state, and the progress of community civilization in rural or remote areas based on the principles of legality, clarity of goals and results; partnership, equality and togetherness; national and regional interests; mutual respect and benefit; uphold the principle of deliberation for consensus in every decision making; Planned; accountable; and based on effective and efficient performance indicators.
2. Mastering theoretical concepts in general and specifically in developing village project program tools in depth and able to formulate procedural problem solving in rural or remote communities.
3. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology in developing village project program tools that pay attention to and apply humanities values in accordance with their field of expertise in rural or remote communities.
4. Able to develop village project program tools and examine 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 in order to produce solutions, ideas, designs or art criticism on problems of rural or remote communities.</td>
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4	**Subject aims/content** In this course, students are able to master the concept of developing village project support tools, identifying, formulating and formulating selected village project support tools including (a) developing BUMdes, (b) developing village cooperatives, (c) developing village business management systems, (d) developing community group business projects, (e) developing tourism projects in the village, (f) developing superior businesses in the village, (g) building bridges, (h) building tourism facilities, etc. with a sense of responsibility, professional ethics and able to communicate effectively, through discussions, assignments / projects, practices and presentations to communities in rural or remote areas.
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assignment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Team
9	**Reference** Primary: 1. Slamet, Margono R. 1985. Mahasiswa dalam Membangun: Materi Pembekalan KKN. Lampung: Universitas Lampung. 2. Tim Unesa. 1999. Buku Pedoman Kuliah Kerja Nyata Unesa 2000. Surabaya: Unesa University Press. 3. Tim LPPM Unesa. 2020. Buku Panduan KKN Universitas Negeri Surabaya. Surabaya: LPPM Unesa. 4. Tim Unesa. 2020. Pedoman dan Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM). Surabaya: Universitas Negeri Surabaya. 5. Fahrurrozi, Muhammad dan Mohzana. 2020. Pengembangan Perangkat Pembelajaran : Tinjauan Teoretis dan Praktik. 2020. Lombok : Universitas Hamzanwadi 6. Jatmiko, Datu dan Jnauarti, Nur Endah. 2021. Model Kegiatan Pembelajaran Membangun Desa. Yogyakarta : Jurusan Pendidikan Sosiologi FIS UNY 7. Kementerian Keuangan RI. 2017. Buku Pintar Dana Desa. Jakarta : Kementerian Keuangan RI Supporting: 1. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 2. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa 3. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. 4. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi. 5. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia.

Thematic Community Service - Village Project – Designing Program

[Thematic Community Service - Village Project – Designing Program]					
Module/Course Title Thematic Community Service - Village Project – Designing Program	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 5	**Frequency** Every Even Semester	**Duration** 1 semester
1	**Type of course** ● Project Based Learning	**Contact hours** (4,77 x 28,51) x 0,25 = 34,00 **Practice** (4,77 x 28,51) x 0,75 = 101,99			**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics. CLO 1. Able to demonstrate a responsible, thorough and objective attitude in developing project reports independently and uploading them on the college website. (Attitude) 2. Able to apply their field of expertise and utilize science, technology and/or art in their field in developing project reports in accordance with the plans they have made precisely, thoroughly and clearly. (Knowledge) 3. Able to implement technological science that pays attention to and applies humanities values according to his expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compose scientific descriptions of the results of their studies in developing project reports, and upload them on the university website independently. (General skills) 4. Able to develop project reports accurately, thoroughly and clearly as a form of accountability for the research design that has been created. (Specific skills)				

4	**Subject aims/content**
	This course is a student activity in understanding the stages and being able to plan / design a village project program contextually to help people in rural or remote areas in building people's economy or infrastructure for example: (a) developing BUMDes, (b) developing village cooperatives, (c) developing village business management systems, (c) developing community group business projects, (d) developing tourism projects in villages, (e) developing excellent businesses in the village, (f) building bridges, (g) building tourist facilities, etc.
5	**Teaching methods**
	Interactive lecture, project based learning
6	**Assessment methods**
	Assignment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well**
	Undergraduate Program
8	**Module Coordinator**
	Team
9	**Reference**
	Primary:
	1. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
	2. Nurdianti, Shaumu. 2021. Perencanaan Pembangunan dan Pemberdayaan Masyarakat Desa dan Kelurahan di Indonesia. Boogor: Guepedia
	3. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
	4. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan
	5. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
	6. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia
	7. Raharjo, Muhamad Muiz. 2021. Pembangunan Dan Pemberdayaan Masyarakat Desa Dan Kelurahan. Surakarta: Graha Media
	8. Suhaime, Ahmad. 2016. Pengembangan dan pemberdayaan masyarakat : konsep pembangunan partisipatif wilayah pinggiran dan desa. Yogyakarta: Deepublish

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Thematic Community Service Program Village Project – Evaluating Programs

<table>
<tr>
<td colspan="6">[Thematic Community Service Program Village Project – Evaluating Programs]</td>
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<tr>
<td>Module/Course Title

Thematic Community Service Program Village Project – Evaluating Programs</td>
<td>Student Workload

3 Credits x 16 meetings x 170 /60 = 136 hours/Semester</td>
<td>Credits (ECTS)

3 Credits x 1.59 = 4,77 ECTS</td>
<td>Semester

5</td>
<td>Frequency

Every Even Semester</td>
<td>Duration

1 semester</td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
● Project Based Learning</td>
<td colspan="2">Contact hours

(4,77 x 28,51) x 0,25 = 34,00

Practice

(4,77 x 28,51) x 0,75 = 101,99</td>
<td>Class size

45 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prerequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO

PLO 1: Capable of collaborating and taking responsibility for tasks
PLO 3: Capable of analyzing economic theoretical concepts comprehensively
PLO 5: Capable of communicating effectively both orally and in writing in the field of economics.
PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics.

CLO
9. Able to show a responsible attitude in evaluating village project programs independently based on the principles of legality, clarity of objectives and results; partnership, equality and togetherness; national and dsaerah interests; mutual respect and benefit; uphold the principle of deliberation for consensus in every decision making; Planned; accountable; and based on effective and efficient performance indicators.
10. Able to master the principles and techniques of planning and evaluating village project programs
11. Able to make decisions appropriately in the context of solving problems resulting from village project program evaluation
12. Able to be responsible for the achievement of group work and evaluate village project</td>
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	programs on activities that have been carried out 13. Able to plan, implement, and evaluate village project programs with the right program evaluation model 14. Able to make strategic decisions based on information and data analysis in the implementation of village project program evaluation.
4	**Subject aims/content** This course is the application of students' abilities in evaluating the program of a village project contextually to help people in rural or remote areas in building people's economy or infrastructure in terms of planning, designing, implementing and post-implementing village project programs.
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assigment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Team
9	**Reference** Primary: 21. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 22. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa 23. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. 24. -----. 2017. Panduan Penyelenggaraan Kampung Literasi. Jakarta: Ditjen PAUD dan Dikmas. 25. -----. 2017. Petunjuk Teknis Pelibatan Keluarga pada Penyelenggaraan Pendidikan Kesetaraan. Jakarta: Ditjen PAUD dan Dikmas. 26. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi. 27. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia. Supporting: 16. Arikunto, Suharsimi dan Cepi Safruddin Abd. Jabar, 2018, Evaluasi Program Pendidikan, Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan. Edisi Kedua. Jakarta: Bumi Aksara. 17. Lee J Cronbach. 1982. Designing Evaluations of Educational and Social Programs. Washington: Jossey-Bass Publisher. 18. Payne, David A. 1994. Designing Educational Project and Program Evaluations: A Practical Overview Based on Research and Experience. Jerman: Springer

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19. Widoyoko, Eko Putro. 2009. Evaluasi Program Pembelajaran. Yogyakarta: Pustaka Pelajar

SEMESTER 6

Banks And Other Financial Institutions

[BANKS AND OTHER FINANCIAL INSTITUTIONS]					
Module/Course Title BANKS AND OTHER FINANCIAL INSTITUTIONS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project Base Learning	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Students are able to differentiate the functions of bank and non-bank financial institutions, 2. Students are able to analyze money and foreign exchange markets 3. Students are able to analyze the role of the capital market in investment activities 4. Students are able to analyze the main problems of Financial Institutions				

4	**Subject aims/content** This course provides students with an initial understanding of bank and non-bank financial institutions, capital markets, the role of capital markets in investment activities and the relationship between institutions in the context of the Indonesian economy.
5	**Teaching methods** Interactive lecture, **Project Base Learning**
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Tony Seno Aji, S.E., M.E
9	**Reference** Primary: 1. Kasmir. 2010. *Manajemen Perbankan*. Rajagrafindo 2. Kasmir. 2008. *Bank dan Lembaga Keuangan Lainnya*. Edisi revisi Ke-8 3. Triandaru, Sigit., Budisantoso, Totok. 2006. *Bank dan Lembaga Keuangan lain*. Jakarta: Salemba Empat 4. Tandelilin, Eduardus. 2001. *Analisis Investasi dan Manajemen Portofolio*. Yogyakarta: BPFE Supporting: 1. Darmadji, Tjiptono dan Hendy M, Fakhruddin. 2006. *Pasar Modal di Indonesia: Pendekatan Tanya Jawab*. Jakarta: Salemba Empat

Computer Applications

[computer applications]					
Module/Course Title computer applications	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 3	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 6 : Capable of applying information technology in problem-solving PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO (CPMK+SUB CPMK) 1. Students are able to apply programs or software related to statistics 2. Students are able to know / read the output of the statistical programs taught 3. Students are able to understand the benefits of studying statistical programs and applying them as one of the analytical tools in the final project / thesis				
4	**Subject aims/content** Mata kuliah Aplikasi Komputer di Bidang Ekonomi merupakan mata kuliah keahlian alat untuk mendukung pembelajaran mata kuliah Statistikia dan atau Ekonometrika. Penekanan pembelajaran pada penggunaan alat-alat bantu Statistika dan Ekonometrika. Materi yang diajarkan meliputi materi-materi dasar Statistika serta materi pilihan Ekonometrika. Berbagai software yang digunakan meliputi Aplikasi Excell, SPSS, E-Views, maupun STATA. Diharapkan mahasiswa semakin terampil dalam mengaplikasikan teori menggunakan alat-alat bantu, serta mampu menginterpretasikan hasil analisa data.				

5	**Teaching methods** Interactive lecture, PJBL
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination (Project)
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Kukuh Arisetyawan, S.Pd., M.E.
9	**Reference** Primary : 1. Lind, Douglas A. 2012. Statistical Techniques in Business & Economics. McGraw-Hill 2. Baum, Christopher F. 2006. An Introduction to Modern Econometric Using Stata. Boston College Baum 3. Field, Andy. 2017. Discovering Statistics Using IBM SPSS Statistic. SAGE Publication.

Cooperation and MSME Economics

[Cooperation and MSME Economics]					
Module/Cours e Title Cooperation and MSME Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 4 : Capable of analyzing strategies for empowering economic potential PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 9 : Capable of generating creative business ideas in the field of economics. CLO (CPMK+SUB CPMK) 7. Students are able to internalize the spirit of independence, struggle, and entrepreneurship as a provision to become entrepreneurs who are able to empower the local economy.				
4	**Subject aims/content** This course contains the concept of Cooperative & SME Economics, which includes: aspects of the economic system and cooperative institutions; analysis using microeconomics; application of economic principles in cooperatives; forms of business entities; principles of cooperatives; forms of cooperatives and their activities; and government regulations and policies concerning cooperatives.				
5	**Teaching methods** Interactive lecture, PJBL				
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination (Project)				

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7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Ladi Wajuba Perdini Fisabilillah, S.Pd., M.SE.

9	**Reference**
	Primary:
	    5. Tiktik Sartika Partomo. 2009. Ekonomi Koperasi. Bogor: Ghalia Indonesia.
	    6. Rio F. Wilantara dan Susilawati. 2016. Strategi dan Kebijakan Pengembangan UMKM.
	       Bandung: Refika Aditama

Digital Economics

[Digital Economics]					
Module/Course Title Digital Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 4: Capable of analyzing strategies for empowering economic potential PLO 6: Capable of applying information technology in problem-solving PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Students are able to write the concept of internet economy 2. Students are able to analyze demand, market and product marketing through the internet 3. Students are able to practice the implementation of cellular technology and the internet in the national economy, government and society 4. Students are able to analyze business prospects and challenges in the digital era.				
4	**Subject aims/content** This course contains the Concept of Internet Economics; an understanding of the development of the				

	internet, Demand, Market and Marketing of economic products through the internet; analysis of the influence or implementation of mobile technology and the internet on the economy, especially the National Economy, government and society; and Business prospects and challenges in the digital age.
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assigment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E., M.Si
9	**Reference** Primary: 1. Noor, H.F. 2015. Ekonomi Media. Penerbit Mitra Wacana Media: Jakarta.

English For Business

[ENGLISH FOR BUSINESS]					
Module/Course Title ENGLISH FOR BUSINESS	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 6	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project Based Learning	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26.70 **Structured Assignment** 50/170 x 28,55 x (2 Credits x 1.59) = 26.70		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 Capable of collaborating and taking responsibility for tasks. PLO 3 Capable of analyzing economic theoretical concepts comprehensively PLO 5 Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 　1. Students are capable of comprehending economic activities in English (working in team skills). 　2. Students are capable of comprehending business activities in English (working in team skills).				
4	**Subject aims/content** This course encompasses the concepts of Economics and Business in English, covering aspects of economic and business concepts along with empirical examples.				
5	**Teaching methods** Project Based Learning, Small Group Discussion, Role-Play & Simulation.				

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6	**Assessment methods** Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME
9	**Reference** Madura, J. (2011). Introduction to business pengantar bisnis (buku 1). Jakarta: salemba empat.

Indonesian Economy

[Indonesian Economy]					
Module/Course Title Indonesian Economy	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project based learning	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems CLO 1. Able to utilize science and technology in analyzing Indonesian economic activities 2. Mastering the basic concepts of the Indonesian economy in depth and formulating them in solving problems related to crisis or controversy issues and economic policies that occur procedurally 3. Able to make decisions based on information and data analysis and provide alternative solutions 4. Responsible for informing the results of information and data analysis both orally and in writing				

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4	**Subject aims/content** This course discusses the characteristics of the Indonesian economy, the structure of the Indonesian economy, the Indonesian economic system, economic development in Indonesia, Indonesia's Industrial Geography, economic development policies, the Controversy of Privatization of SOEs and Foreign Debt, the future of the Indonesian economy. Lectures are carried out with a system of discussion, project assignments and reflection
5	**Teaching methods** Interactive lecture, project based learning
6	**Assessment methods** Assignment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.
9	**Reference** Primary: 1. Harinowo, Cyrillus. 2005. Musim semi perekonomian Indonesia. Jakarta: Gramedia Pustaka Utama 2. Kuncoro, Mudrajad. 2004. Otonomi Daerah dan Pembangunan. Jakarta: Erlangga5 3. Yustika, Ahmad Erani. 2007. Perokonomian Indonesia:Deskripsi, Preskripsi dan Kebijakan. Malang: Bayumedia 4. RPJMN Indonesia Tahun 2015. -2019 Supporting: 1. Analisis perekonomian Indonesia kontemporer. Gorontalo: Mitra Wacana Media7. Prawirokusumo, Sutarto . 2001. Ekonomi Rakyat. Yogyakarta: BPFE 2. Tambunan, Tulus. 2003. Perekonomian Indonsesia: Teori dan Temuan Empiris. Jakarta:Ghalia Indonesia 3. Basri, Faisal. 2002. Perekonomian Indonesia: tantangan dan harapan bagi kebangkitan ekonomi Indonesia. Jakarta: Erlangga2

Institutional Economics

[Institutional Economics]					
Module/Course Title Institutional Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO (CPMK+SUB CPMK) 1. Students are able to understand and utilize institutional theory effectively and efficiently 2. Students are able to understand and explain the basic concepts of institutional economics 3. Students are able to understand and make decisions in utilizing institutional economic theory in decision making for solving economic problems.				
4	**Subject aims/content** This course is to understand and analyze economic phenomena through an alternative approach outside the mainstream economic theory that has been studied in general economic courses. Learning is carried out using discussion methods, presentations, case studies and independent assignments.				

5	**Teaching methods** Interactive lecture, PJBL
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination (Project)
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Hendry Cahyono,S.E.,M.E
9	**Reference** Primary : 1. Arsyad, Lincolin. 2008. *Lembaga Keuangan Mikro*. Yogyakarta: Andi 2. Menard, Claude and Mary M. Shirley. 2005. *Handbook of New Institutional Economics*. New York: Springer 3. Rintuh, C. danMiar. 2005. *Kelembagaan dan Ekonomi Rakyat*. Yogyakarta: BPFE 4. Yustika, A. E. 2006. *Ekonomi Kelembagaan: Definisi, Teori, &Strategi*. Malang: Bayumedia Publishing 5. Mustika, Ahmad Erani. 2010. " Ekonomi Kelembagaan: Definisi, Teori, Dan Strategi. Bayumedia. Malang. Supporting: 1. Caporaso, James A. dan David P. Levine 1992. Theories of Political Economy 2. fzieger, E. Wayne. 1990. the economics of developing countries. Prentice hall Inc. Englewood Cliffs. New Jersey 3. North, Gray. 1992. The Coase Theorem: A Study In Economic Epistimology, Institute fo Christian Economics. Texas 4. Menard, Claude and Mary M. Shirley. 2005. *Handbook of New Institutional Economics*. New York:

Mpk-Economics-Public Budget Planning

[MPK-ECONOMICS-PUBLIC BUDGET PLANNING]					
Module/Course Title Mpk-Economics-Public Budget Planning	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Project Based Learning	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	Able to make decisions based on analysis of information and data in the fields of development planning, monetary economics and public economics
	
	CLO
	    47. Students are able to utilize science and technology effectively and efficiently to analyze public sector budget planning
	    48. Students are able to master the concept of public sector budget planning policy
	    49. Students are able to make decisions by utilizing public sector budget planning analysis in making decisions to solve economic problems				

4	**Subject aims/content** Through this course, students will be able to understand government activities as outlined in a public sector budget document. Understand the system in preparing government budget plans in the form of budget plans following the cycle in preparing an APBN/APBD. Between one budget system and another, there will be differences, advantages and disadvantages, and will be adapted to the goals and needs of public sector organizations.				

5	**Teaching methods** Small Group Discussion, Cooperative Learning, Collaborative Learning
6	**Assessment methods** Project assessment, portfolios of students work,and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Nurul Hanifa, S.E., M.Si.
9	**Reference** Public Finance Administration, By. B.J. Reed & John W. Swain. Prentice Hall, New Jersey:1990.

Regional Finance

[Regional Finance]					
Module/Course Title Regional Finance	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 6	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaboration and being responsible for work PLO 4: Capable of analyzing economic potential empowerment strategies PLO 5: Capable of communicating effectively orally and in writing in the field of economics PLO 7: Capable of applying logical, critical, systematic, and innovative thinking in solving economic and entrepreneurship problems CLO 1. Students are capable of analyzing various aspects of financial management and regional budgets 2. Students are capable of analyzing the financial relationship between the center and the regions. 3. Students are capable to apply various applications of financial management and regional budgets				
	Subject aims/content Regional Finance courses study various aspects and dimensions of regional finance in general and regional budgets in particular in the era of regional autonomy and fiscal decentralization. Apart from theoretical presentations, several results of analytical studies in the context of regional finance in Indonesia are also provided in accordance with existing regulations.				

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5	**Teaching methods** Small Group Discussion, Role-Play and simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of student's work, and written test
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E., M.Si.
9	**Reference** Primary: - Abdul Halim. (2004). Bunga Rampai Manajemen Keuangan Daerah, Edisi Revisi. Yogyakarta: UPP AMP YKPN - Bachrul Elmi. (2003). Keuangan Pemerintah Daerah Otonom di Indonesia. Jakarta: UI-Press. - Dasril Munir, Henry Arys Djuanda dan Hessel Nogi S. Tangkilisan. (2004). Kebijakan dan Manajemen Keuang-an Daerah. Yogyakarta: YPAPI Press. - Juli Panglima Saragih. (2003). Desentralisasi Fiskal dan Keuangan Daerah Dalam Otonomi. Jakarta: Penerbit Ghalia Indonesia. - Mardiasmo. (2003). Otonomi dan Manajemen Keungan Daerah. Yog-yakarta: Penerbit Andi. - Khusaini, (2006) Ekonomi Publik: Desentralisasi fiskal dan pembangunan daerah, Penerbit FEUB, Malang. Supporting: - Ahmad Helmi Fuady, Dati Fatimah, Rinto Andriono dan Wahyu W.Bashir. (2003). Memahami Anggaran Pub-lik. Yogyakarta: Penerbit IDEA. - Akhmad Yani. (2003). Hubungan Keuangan antara Pemerintah Pu-sat dan Daerah di Indonesia, Cetakan Pertama. Jakarta: PT Raja Grafindo Persada. - Atep Adya Barata dan Bambang Trihartanto. (2004). Kekuasaan Pengelolaan Keuangan Negara/Daerah Berdasarkan UU No.17/3003 tentang Keuangan Nagra, Cetakan Pertama. Jakarta: Elex Media Kompu-tindo. - Dirjen PKPD Depkeu. (2004). Bunga Rampai Desentralisasi Fiskal. Jakarta: Dirjen PKPD. _____. (2004). Tinjau-an Pelaksanaan Hubungan Keu-angan Pusat dan Daerah 3001-3003. Jakarta: Dirjen PKPD. - Gede Edy Prasetya. (2005). Penyu-sunan dan Analisis Laporan Keu-angan Pemerintah Daerah. Yogya-karta: Penerbit Andi. - Jamaruddin, Abdul Kholik dan M. Bashori. (2003). Membaca, Menga-nalisis dan Mengadvokasi APBD. Jakarta: Penerbit PSPK. - Mahmudi. (2005). Manajemen Kiner-ja Sektor Publik. Yogyakarta: UPP AMP YKPN. - Sjahruddin Rasul. (2003). Penginteg-rasian Sistem Akuntabilitas Kinerja dan Anggaran dalam Perspekstif UU No.17/3003 tentang Keuangan Negara. Jakarta: Perum PNRI. - Sukanto Reksohadiprodjo. (2001). Ekonomi Publik, Edisi Pertama. Yogyakarta: BPFE-UGM

SEMESTER 7

Political Economy

<table>
<tr><td colspan="6">Political Economy</td></tr>
<tr>
<td>Module/Course Title

Political Economy</td>
<td>Student Workload

3 Credits x 16 meetings x 170 /60 = 136 hours/Semester</td>
<td>Credits (ECTS)

3 Credits x 1.59 = 4,77 ECTS</td>
<td>Semester

7</td>
<td>Frequency

16 meetings (including Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
</tr>
<tr>
<td>1</td>
<td colspan="2">Type of course
● Case study</td>
<td colspan="2">Contact hours

50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Structured Assignment

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td>Independent study

60/170 x 28,55 x (3 Credits x 1.59) = 48,06</td>
<td>Class size

45 students</td>
</tr>
<tr>
<td>2</td>
<td colspan="5">Prerequisites for participation (if applicable)
-</td>
</tr>
<tr>
<td>3</td>
<td colspan="5">Learning outcomes (PLO+CLO)

PLO

PLO 1: Capable of collaborating and taking responsibility for tasks.
PLO 3: Capable of analyzing economic theoretical concepts comprehensively
PLO 5: Capable of ommunicating effectively both orally and in writing in the field of economics.
PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems.

CLO
1. Able to utilize science and technology in analyzing economic decisions based on political policies in Indonesia.
2. Students are able to implement science and technology in analyzing economic decisions based on political policies in Indonesia.
3. Students are able to position a logical analysis of the political economic system prevailing in Indonesia as an alternative solution offer
4. Students are responsible and polite in communicating the results of analysis of the political economy system in Indonesia both orally and in writing</td>
</tr>
</table>

4	**Subject aims/content** This course discusses the relationship between economic theories and political policies in analyzing various macroeconomic and economic cases microeconomics as a basis for making economic decisions in accordance with the political economic system implemented in Indonesia. Lectures carried out with a system of presentations, case studies, debates, project assignments, and reflections
5	**Teaching methods** Case study, Interactive Lecturer, Discussion and presentation
6	**Assessment methods** Assigment, participations, midterm examination, final examination
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.

9	**Reference**
	Primary:
	    1. Deliarnov 2006. *Ekonomi Politik: Mencakup Berbagai Teori dan Konsep Yang Komprehensif.* Jakarta: Erlangga.
	    2. Didik, J. Rachbini. 2003. *Analistis Kritis Politik Ekonomi Indone*sia. Yogyakarta: Pustaka Pelajar
	    3. Hudiyanto. 2005. *Ekonomi Politik..* Jakarta: Bumi Aksara.
	Supporting:
	    1. Caporaso, James., Levine, David. 2008. *Theories of Political Economy.* Cambridge: Cambridge University Press

Bank Management

[BANK MANAGEMENT]					
Module/Course Title BANK MANAGEMENT	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 10 students
2	**Prequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO:
	
	PLO 1 : Capable of collaborating and taking responsibility for tasks.
	PLO 3 : Capable of analyzing economic theoretical concepts comprehensively
	PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics.
	PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and
	
	CLO:
	    1. Understand the basics of the banking world
	    2. Understand the basic pattern and management of banks
	    3. Identify about banking liquidity management
	    4. Identify asset and liability management
	    5. Identify capital management in the banking world
	    6. Identifying Fund Management in the banking world
	    7. Identifying Credit Management in bank.
	    8. Identifying Investment Management
	    9. Identifying Marketing Management
	    10. Identify bank financial statements				

		11. Analyze bank financial performance
4	**Subject aims/content**	
	This course contains about the basics of banking, bank management and financial statements accompanied by an analysis of the performance of the bank through a survey at one of the banks.	
	The basics of banking, bank management and financial statements accompanied by performance analysis on banks through a survey at one of the banks.	
5	**Teaching methods**	
	Interactive lecture, direct instruction, **problem-based learning,** Presentation	
6	**Assessment methods**	
	Project assessment, portfolios of students work,and written test	
7	**This module is used in the following study program/s as well**	
	Undergraduate program	
8	**Module Coordinator**	
	Ladi Wajuba Perdini F.,M.Si	
9	**Reference**	
	1. Abdullah, Faisal. 2003. Manajemen Perbankan. Malang:UMM Press	
	2. Kasmir. 2004. Manajemen Perbankan. Jakarta:PT Raja Grafindo Persada	
	3. Koch W, Timothy and MacDonald, S Scott. 2009 . Bank Management , 7th Edition, South Western Educational Publishing	
	4. Rose, S Peter, and Hudgins Sylvia. 2009. Bank Management and Financial Services, Irwin/McGraw-Hill	
	5. Sinungan, Muchdarsyah. 1994. Strategi manajemen Bank. Jakarta:PT Rineka Cipta	
	6. Triandaru Sigit dan Totok Budisantoso. 2006. Bank dan Lembaga Keuangan Lain. Jakarta: Penerbit Salemba Empat	
	7. Silvanita Ktut. 2009. Bank dan Lembaga Keuangan Lain. Jakarta: Salemba	
	8. Wernz, Johannes. 2014. Bank Management and Control: Strategy, Capital and Risk Management, Springer-Verlag Berlin Heidelberg	

Demographic Economics

[Demographic Economics]					
Module/Cours e Title Demographic Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 20 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes PLO Capable to collaborate and be responsible for work. Capable to analyze overall economic theoretical concepts. Capable to communicate effectively orally and in writing in the field of economics Capable to apply logical, critical, systematic and innovative thinking in solving economic and entrepreneurship problems CLO 1. Student are able to examine the potential of human resources effectively and efficiently. 2. Students are able to explain the basic concepts of demographic economics. 3. Students are able to organize decisions by utilizing the basic economic theory of demography in making decisions to solve economic problems. Sub - CLO : 1. Understand the scope of Human Resource Economics and its theories 2. Explaining Population Dynamics				

	3. Explaining Employment in Indonesia 4. Explaining Employment Structure
4	**Subject aims/content** This course discusses the meaning of demographic economics, population dynamics, population migration and other employment and population issues. Learning is carried out using discussion methods, presentations, case studies and independent assignments.
5	**Teaching methods** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and equivalent methods.
6	**Assessment methods** Project assessment, portfolios of students work, and written test
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E.,M.Si.
9	**Reference** Primary: 1. Arfida. 2003. Ekonomi Sumber Daya Manusia. Jakarta: Ghalia, Indonesia 2. Mulyadi, Subri. 2003. Ekonomi Sumber Daya Manusia. Jakarta: PT. Raja Grafindo Persada. Supporting: 1. Sumarsono, Sony. 2003. EKOnomi Manajemen Sumber Daya Manusia dan Ketenagakerjaan. Yogyakarta: Graha Ilmu.

Economic Development Planning Seminar

Economic Development Planning Seminar					
Module/Course Title Economic Development Planning Seminar	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7th Semeter	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** Contact hours and class size separately for each teaching method: lecture, lesson, practical, project, seminar	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** Depend on the number of students who enrolled this course.
2	**Prequisites for participation (if applicable)**				
3	Learning outcomes (PLO+CLO) PLO 1. Able to cooperate and be responsible for task 2. Able to analyze strategies for empowering economic potential 3. Able to apply information technology in problem solving 4. Able to apply logical, critical, systematic, and innovative thinking in solving economic and entrepreneurial problems. CLO 1. Students are able to identify economic development problems 2. Students are able to express their ideas in the form of scientific papers (thesis guidelines) and delivered in scientific forums (seminars) as a provision to become economic practitioners who are experts in the field of development planning and thesis preparation. CLO 1 1. Explanation of the procedures for conducting seminars and the format for preparing seminar				

	paper.
	2. Exploration of ideas and paper topics
	3. Literature review search
	4. Preparation of papers
	5. Discussion of draft papers
	CLO 2
	1. Paper presentation (conveying ideas as a speaker)
	2. Presentation of papers (as discussants are tasked with conveying opinions and feedback)
	3. Presentation of papers (as a moderator in charge of managing the course of presentations and discussions)
	4. Paper presentation (as a note taker in charge of recording important information in the implementation of the seminar)
	5. Paper presentation (as seminar participants actively criticize, provide comments, criticism, and input)
	Subject aims/content [deskripsi] + bahan kajian This module contains three major parts: consultation processes, results of paper review, and presentation (including the ability of presentation, and understanding of topics). Through the literature corresponding to the title of the study, pour the results of literature in manuscript form in accordance with the guidelines for the preparation of the thesis proposal, presented the manuscript in a seminar in front of the examiner.
5	**Teaching methods** Interactive lecture **problem-based learning**-Paper Writing and Presentation
6	**Assessment methods** Project assessment Form of examination in lectures: • Quality of thesis proposal writing • Slide presentation • Presentation (systematics, clarity, language, attitude and timing management) • Understanding level Final score: understanding level (30%) + Quality of thesis proposal writing (30%) + Slide presentation (10%) + Presentation (systematics & clarity (10%) + Presentation (language) (10%) + Presentation (attitude and timing management) (10%).
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** 1. Dr. Prayudi Setyawan Prabowo, S.E.,S.T., M.E 2. Hendry Cahyono, S.E., M.E 3. Kukuh Arisetyawan, S.Pd., M.E
9	**Reference** 1. The latest related literature (especially development planning) 2. The latest related Journal

	3. Paper being reviewed and related textbooks
	4. Thesis guidance of Faculty of Economics and Business, Universitas Negeri Surabaya
	5. Varies depend on the thesis topics about development planning
	6. Heard, S.B. 2016. The Scientist's Guide to Writing: How to Write More Easily and Effectively throughout Your Scientific Career. Princeton University Press.
	7. Alley, M. 2018. The Craft of Scientific Writing. Springer.

Entrepreneurship Practices

[Entrepreneurship Practices]					
Module/Course Title Entrepreneurship Practices	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 **Structured Assignment** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04		**Independent study** 60/170 x 28,55 x (2 Credits x 1.59) = 32,04	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 4 : Capable of analyzing strategies for empowering economic potential PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 9 : Capable of generating creative business ideas in the field of economics CLO (CPMK+SUB CPMK) 1. Responsible for own work and can be given responsibility for entrepreneurial practices carried out both individually and in groups. 2. Able to master the theory of Entrepreneurship based on Islamic Economics, Islamic Business, and Islamic Finance as a whole. 3. Able to carry out continuous self-development through entrepreneurial practice activities to support entrepreneurial skills based on Islamic economics. 4. Able to design business plans that are in accordance with Sharia concepts, and implement them in entrepreneurial activities.				
4	**Subject aims/content** This course contains the concept and implementation of a business plan that has been made with reference				

	to the concepts of Business Startup Strategy, Salesmanship, Business Performance Measurement, and Business Plan. The learning methods used in the entrepreneurship practice course are discussion, assignment, direct learning, simulation, cooperative learning, group investigation, integrated work learning (Co-op), and entrepreneurship practice.
5	**Teaching methods** Interactive lecture, PJBL
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination (Project)
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Ladi Wajuba Perdini Fisabilillah, S.Pd., M.SE.

9	**Reference**
	Primary :
	  1. Tim Kewirausahaan Unesa. 2016. Kewirausahaan. UNIPRESS
	  2. Tim Kewirausahaan FE Unesa 2015. Kewirausahaan. UNIPRESS
	  3. Kaplan, Robert S. 2010. Conceptual Foundation of the Balance Scorecard Working Paper. Harvard Business School
	Supporting :
	  1. David, Fred R. 2011. Manajemen Strategik: Konsep. Jakarta: Salemba Empat
	  2. Robinson& Pearce. 2008. Manajemen Strategik Edisi 10. Jakarta : Salemba Empat
	  3. Cravens, David W & Nigel F Pearcy. 2006. Strategic Marketing, 8 th edition. McGraw-Hill
	  4. Suryaningsih, Sri Abidah, Abdul Hafidz, Ahmad Ajib Ridlwan, Muhammad Farid Ilhamuddin, and Khusnul Fikriyah. 2021. "Rebranding Dan Peningkatan Kualitas Produk Air Minum Dalam Kemasan 'Maden' Pondok Pesantren Mamba'ul Ma'arif Jombang". *Inspirasi: Jurnal Pengabdian Dan Pemberdayaan Masyarakat* 1 (1):1-13. https://journal.inspirasi.or.id/jppm/article/view/18.

Capital Market Economics

[CAPITAL MARKET ECONOMICS]					
Module/Course Title CAPITAL MARKET ECONOMICS	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks. PLO 3: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Students understand the concept of capital markets. Investment and stock trading mechanisms in Indonesia 2. Students analyze the exchange market, bonds and securities trading in Indonesia 3. Students analyze mutual fund investments, Islamic capital markets and digital currencies 4. Students understand company theory, dividend theory and portfolio theory				
4	**Subject aims/content** Discussion of consumer behavior theory, firm behavior, and an in-depth exploration of the				

	market structures of perfect competition and monopoly. The lectures are conducted through a system of discussions, case study analysis, presentations, and projects.
5	**Teaching methods** Interactive lecture, **case study**
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Dr. Tony Seno Aji, S.E., M.E
9	**Reference** Primary: 1. Y. Sri Susilo, Sigit Triandaru, A. Totok Budi Santoso. 2020. Bank & Lembaga Keuangan Lain. Jakarta: Penerbit Salemba Empat 2. Frank J. Fabossi, Franco Modiglani, Michael G. Ferri. 2019. Pasar & Lembaga Keuangan, Buku Satu. Penerbit Salemba Empat – Prentice Hall Supporting: Dahlan Siamat. 2019. Manajemen Lembaga Keuangan, Edisi Kedua. Lembaga Jakarta: Penerbit Fakultas Ekonomi Universitas Indonesia.

Financial Market Analysis

Financial Market Analysis					
Module/Course Title Financial Market Analysis	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	1. Capable of working together and taking responsibility for tasks.
	2. Capable of analyzing economic theoretical concepts as a whole.
	3. Able to communicate effectively orally and in writing in the field of economics.
	4. Able to apply logical, critical, systematic, and innovative thinking in solving economic and entrepreneurship problems.
	
	CLO (CPMK+SUB CPMK)
	   1. Students are able to explain the definition, structure, and functioning of financial market institutions.
	   2. Students are able to explain the structure, functions, and services of various financial institutions and capital market.
	   3. Students are able to explain various regulations and developments related to financial institutions.				

4	**Subject aims/content** [deskripsi] + bahan kajian This course discusses the business activities of a company related to financial institutions and the capital market. It covers the understanding of financial institutions and the capital market, including basic theories and concepts such as central banks, money markets, stock markets, and bond markets.
5	**Teaching methods** Interactive lecture, **Case study**
6	**Assessment methods** Assignment, Participation, Project assessment, Mid-term Examination, Final Examination
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** Wenny Restikasari, S.E., M.S.E.
9	**Reference** 1. Mishkin& Eakins (2012).Financial Markets and Institutions(7th Edition). Pearson (ME) 2. Madura, J. (2013).Financial Markets and Institutions (10th Edition). Cengage (MJ)

Intermediate Monetary Economics

[Intermediate Monetary Economics]					
Module/Course Title Intermediate Monetary Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 4	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 10 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO PLO 1 Capable of collaborating and taking responsibility for tasks PLO 3 Capable of analyzing economic theoretical concepts comprehensively PLO 5 Capable of communicating effectively both orally and in writing in the field of economics PLO 7 Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems CLO 1.Students are able to refresh the scope of monetary economics and basic monetary theories 2.Students are able to understand and be able to explain the approach and analysis in the demand for money 3.Students are able to explain the methods and analysis used in the supply of money 4.Students are able to understand the theories of interest rates and inflation				

		Students are able to understand the analytical tools and models used in calculating expectations
		7. Students are able to understand how to determine the exchange rate in the calculation of the balance of payments
4	**Subject aims/content**	
	This course contains the concept of monetary economics, monetary phenomena that occur associated with the application of the international monetary system to the national monetary system. The learning method is carried out in the form of lectures and questions and answers and takes an inquiry approach, namely task completion and problem solving.	
	Monetary economic concepts, monetary phenomena that occur are associated with	
5	**Teaching methods**	
	Case study, Interactive lecture, direct instruction, Presentation	
6	**Assessment methods**	
	Project assessment, portfolios of students work, and written test	
7	**This module is used in the following study program/s as well**	
	Undergraduate program	
8	**Module Coordinator**	
	Ladi Wajuba Perdini F.,M.Si	
9	**Reference**	

9. **Reference**
   1. Ghatak, Subrata, 1981. "Monetary Economics in Developing Countries". The Macmillan Press Ltd. London (SUB)
   2. McCallum, Bennet T., 1989. **"Monetary Economics : Theory and Policy"**. Macmillan Publishing Company. New York. **(MC)**
   3. McCallum, Bennet T., 1996. **"International Monetary Economics"**. Oxford University Press. New York. **(MC)**
   4. Pierce, David G. And Peter J. Tymsome. 1985. **"Monetary Economics : Theory, Evidence and Policy"**. 2nd edition. Cambridge University Press. **(DAV)**
   5. Fane, George. 2000. "**Capital Mobility, Exchange Rate and Economic Crises".** Edward Elgar Publishing Limited. United Kingdom. (**GOR)**

Monetary Economics and Banking Seminar

[Monetary Economics and Banking Seminar]					
Module/Course Title Monetary Economics and Banking Seminar	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 6 : Capable of applying information technology in problem-solving PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO (CPMK+SUB CPMK) 1. Students are able to utilize ICT to search for information and learning resources that support the preparation of research proposals in the fields of monetary economics and banking. 2. Students are able to analyze the results of research in the field of monetary economics and banking 3. Students master the basics of making scientific articles in the field of monetary economics and banking 4. Students are able to communicate ideas in scientific forums and seminars				
4	**Subject aims/content** This course contains the development of scientific reasoning power through literature and field studies in the field of monetary economics and banking, making research proposals, systematizing inferences from literature studies, writing in the form of				

	articles and presenting orally.	
5	**Teaching methods** Interactive lecture, PJBL	
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination (Project)	
7	**This module is used in the following study program/s as well** Undergraduate program	
8	**Module Coordinator** Ladi Wajuba Perdini Fisabilillah, S.Pd., M.SE.	

9	**Reference**
	Primary :
	    7. Nopirin. 1992. **"Ekonomi Moneter**", Buku I dan II. BPFE. Yogyakarta. **(NOP)**
	    8. Budiono, 1986. **"Ekonomi Moneter".** BPFE. Yogyakarta. **(BUD)**
	
	Supporting :
	1. McCallum, Bennet T., 1989. **"Monetary Economics : Theory and Policy"**. Macmillan Publishing Company. New York. **(MC)**
	2. McCallum, Bennet T., 1996. **"International Monetary Economics"**. Oxford University Press. New York. **(MC)**
	3. Pierce, David G. And Peter J. Tymsome. 1985. **"Monetary Economics : Theory, Evidence and Policy"**. 2nd edition. Cambridge University Press**. (DAV)**
	4. Fane, George. 2000. "**Capital Mobility, Exchange Rate and Economic Crises".** Edward Elgar Publishing Limited. United Kingdom. (**GOR)**
	5. Emil-Maria Claassen, 1996. **"Global Monetary Economics",** Oxford University Press, New York. (**EMIL)**	

Thesis

[Thesis]					
Module/Course Title Thesis	**Student Workload** 6 Credits x 16 meetings x 170 /60 = 272 hours/Semester	**Credits (ECTS)** 6 Credits x 1.59 = 9,54 ECTS	**Semester** 7	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● PJBL	**Practice** **(9.54 x 28.51) x 1 = 272**			**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaborating and taking responsibility for tasks.
	PLO 3: Capable of analyzing economic theoretical concepts comprehensively
	PLO 6: Capable of applying information technology in problem-solving
	PLO 8: Capable of making decisions based on the analysis of information and data in the fields of development planning, monetary economics, and public economics.
	
	CLO
	    50. Students are able to apply economics, research methodology, and statistics to solve problems related to economics
	    51. Students are able to analyze the basic concepts of economics, research methodology, and data analysis techniques to compile a written idea of solving economic problems and prove it in research activities
	    52. Students are able to analyze decisions based on the results of scientific reasoning analysis of efforts to solve economic problems and write them down in the form of a thesis
	    53. Students are able to show a responsible attitude in applying their written ideas related to solving economic problems in academic forums				

4	**Subject aims/content**
	1.Able to collect, process, and analyze data using relevant research methods
	2.Able to interpret and present research results with systematic arguments
	3.Able to analyze the contributions of their research.
5	**Teaching methods**
	Interactive lecture, project based learning
6	**Assessment methods**
	Assigment, participation, midterm examination, final examination, project assessment, and portfolios of student's work
7	**This module is used in the following study program/s as well**
	Undergraduate Program
8	**Module Coordinator**
	Team
9	**Reference**
	Primary:
	3. Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, PrenticeHall
	4. John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE
	5. Sekaran, Uma: Business Research Method
	6. Thesis Guidelines - Unesa
	7. Updated Article

Tourism Economics

[Tourism Economics]					
Module/Course Title Tourism Economics	Student Workload 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	Credits (ECTS) 3 Credits x 1.59 = 4,77 ECTS	Semester 7	Frequency 16 meetings (include Mid-term Exam and Final Exam)	Duration 16 meetings
1	Type of course ● Case Study	Contact hours 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 Structured Assignment 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		Independent study 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	Class size 45 students
2	**Prequisites for participation (if applicable)** -				
3	**Learning outcomes (PLO+CLO)** PLO PLO 1 : Capable of collaborating and taking responsibility for tasks. PLO 3 : Capable of analyzing economic theoretical concepts comprehensively PLO 5 : Capable of communicating effectively both orally and in writing in the field of economics. PLO 7 : Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems. CLO 1. Students are able to understand students can explain macroeconomic concepts in the phenomenon of tourism both nationally and internationally and its role in development. 2. Students are able to analyze positively and normatively related case studies as a provision to become economic practitioners who are experts in the field of development planning in government.				
4	**Subject aims/content** The Tourism Economics course is a compulsory course taken by undergraduate economics students, Faculty of Economics and Business, Unesa Semester 4. Students will be given the application of various macroeconomic concepts in analyzing the phenomenon of tourism both nationally and internationally and its role in development. Lectures are conducted through face-to-face meetings, assignments and evaluations in the form of, midterm and final semester exams.				

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5	**Teaching methods** Interactive lecture, Case study
6	**Assessment methods** Assignment, Participation, Midterm Examination, and Final Examination
7	This module is used in the following study program/s as well Undergraduate program
8	**Module Coordinator** Hendry Cahyono, S.E., M.E.

9	**Reference**
	Primary:
	   1. Sinclair, M.T and Stabler, M. 2002. The Economics of Tourism. Routledge.
	   2. Cerina, F., Markandya, A. and McAleer, M. (Eds.). 2011. Economics of Sustainable Tourism. Routledge
	
	Supporting:
	   1. Richard, G and Wilson, J. 2007. Tourism, Creativity and Development. Routledge.
	   2. Ritchie, B.W., Burns, P. and Palmer, C. (ed.). 2005. Tourism Research Methods: Integrating Theory with Practices. CABI Publishing.
	   3. Sharpley, R. and Telfer, D.J (ed.). 2002. Tourism and Development: Concepts and Issues. Channel View Publication.
	   4. Spillane, James. 1995.

Natural Resource Economics

[Natural Resource Economics]					
Module/Course Title Natural Resource Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaboration and taking responsibility for work PLO 4: Capable of analyzing economic theoretical concepts comprehensively PLO 5: Capable of communicating effectively both orally and in writing in the field of economics. PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems CLO 54. Analyze the relationship between Economics and Natural Resources for the future. 55. Analyze the allocation of the use of "renewable" and "non-renewable" natural resources 56. Analyze recyclable, replaceable, reproducible, storable and common				

		property.
		57. Analyze the natural resources market, the role of energy, forest management, water resource systems, sustainable development, and natural resource policies in Indonesia.
4	**Subject aims/content**	
	This course explains the utilization / allocation of natural wealth that supports economic growth without damaging the environment.	
5	**Teaching methods**	
	Case Study	
6	**Assessment methods**	
	Assignment, participation, meetherms, final examination	
7	**This module is used in the following study program/s as well**	
	Undergraduate Program	
8	**Module Coordinator**	
	Dr. Lucky Rachmawati, S.E., M.Si	
9	**Reference**	
	Primary:	
	1. Tietenberg, Tom, 1996. "Environmental and Natural Resource Economics". Haper Collinns College Publishers.	
	2. Howe, Charles, 1979, "Natural Resource Economics : Issues, Analysis and Policy", John Willey & Sons, New York.	
	3. Sukanto R & Dibyo, P, 1985, "Pengantar Ekonomi Sumberdaya Alam", BPFE, Yogyakarta.	
	4. Sukanto Reksohadiprojo, 1988, "Ekonomi Energi", PAU-UGM, Yogyakarta.	

Public Economics Seminar

[Public Economics Seminar]					
Module/Course Title Public Economics Seminar	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 7	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case Study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				

3	Learning outcomes (PLO+CLO)
	
	PLO
	
	PLO 1: Capable of collaborating and taking responsibility for tasks.
	PLO 3: Capable of analyzing economic theoretical concepts comprehensively
	PLO 6: Capable of applying information technology in problem-solving
	PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems.
	
	CLO
	    58. Students are able to utilize science and technology effectively and efficiently to analyze public economic policies
	    59. Students are able to master the concept of public economic policy
	    60. Students are able to make decisions in utilizing public economic analysis in decision making for solving economic problems
	    61. Students are able to compile articles on natural public economic				

		policies
4	**Subject aims/content** In this course students discuss, analyze and compile articles about the function of government policy in improving social welfare by analyzing the role of government policy in the economy, especially related to the State Revenue and Expenditure Budget. Learning is carried out using discussion methods, presentations, case studies and independent assignments	
5	**Teaching methods** Case Study	
6	**Assessment methods** Assignment, participation, meetherms , final examination	
7	**This module is used in the following study program/s as well** Undergraduate Program	
8	**Module Coordinator** Dr. Lucky Rachmawati, S.E., M.Si	

9	**Reference**
	Primary:
	    1. Kuncoro, Mudrajad. 2004. Otonomi Daerah dan Pembangunan. Jakarta: Erlangga
	    2. Khusaini, Muhammad. 2006. Ekonomi Publik: Desentralisasi Fiskal dan Pembangunan Daerah. Malang: Fakultas EKonomi Universitas Brawijaya
	Supporting:
	    8. Hyman, David N., 1999. Public Finance : A Contemporary Application of Theory to Policy. The Dryden Press. Harcourt Brace College Publishers
	    9. Gullis, John G., Philips R Jones. 1992. Public Finance and Public Choice Analytical Perspectives. New York: McGraw-Hill Book Company
	    10. Jonatahan Gruber. 2011. Public Finance And Public Policy. New York: Worth Publisher	

Regional Economics

Module Handbook of Regional Economics					
Module/Course Title Regional Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 5th or 7th Semester	**Frequency** 16 meetings (include Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Experience	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 40 students
2	**Prequisites for participation (if applicable)**				

3	Learning outcomes :
	Course Learning Outcome (CLO) :
	    1. CLO1: Students are able to understand various theories of regional economics (PLO-P2)
	    2. CLO2: Students are able to analyze economic development in the regional concept (PLO-KK2, PLO-KK3)
	
	Program Learning Outcome (PLO) :
	    1) P2. Mastering concepts and factual knowledge about tropical agricultural systems, local wisdom, sustainable agribusiness, and global challenges
	    2) KK2. Able to identify and find solutions to problems that arise in the implementation of small and large scale agricultural businesses (national & multinational) through data & information analysis, conclude and provide recommendations with technical approaches, agricultural institutions, socio-cultural characteristics, and agricultural economics by utilizing the latest technology
	    3) KK3. Able to analyze market potential, initiate, and manage agribusiness and its risks based on popular, sustainable agriculture and integrated agriculture systems				

	CLO (CPMK+SUB CPMK)
	CLO 1
	  1. Definition of regional economics (concept and definition of regional economics, regional economics as a sub-discipline of economics, use of regional economics)
	  2. Regional concept (regional concept based on function, regional concept based on homogeneity, concept of administrative region)
	  3. Location theory (Von Thunen's Theory, Alfred Weber's Theory, determinants in choosing location)
	  4. Regional income (export-base theory, interregional income model, economic-base concept)
	  5. Growth theory (Adam Smith's Classical Economic Theory, Harrod Domar's Theory, export-base theory)
	  6. Growth theory (neo-classical theory, cumulative causation theory)
	  7. Regional income inequality and disparity (concept and definition of regional income disparity, causal factors of disparity)
	CLO 2
	  1) Regional income inequality and disparity (calculation method)
	  2) Regional comparative advantage (economic – base theory, loction quotient, dynamic location quotient)
	  3) Regional competitive advantage (shift share analysis, klassen's typology)
	  4) Regional competitive advantage (shift share analysis, klassen's typology)
	  5) Input-Output analysis (concept and definition, calculation method)
	  6) Input-Output analysis (concept and definition, calculation method)
	  7) Regional development policy (concept and definition)
	  8) Application and implication of regional development

4	**Subject aims/content** The course includes discussions on the definition of regional economics, regional concept, regional income calculation, economic-base theory and location theory. In the subsequent discussions, there are topics on growth theory, regional income disparity, shift share analysis and Klassen typology, input-output analysis, Theil index entropy and developing concepts in regional autonomy.
5	**Teaching methods** Interactive lecture **problem-based learning**-Paper Writing and Presentation
6	**Assessment methods** Project assessment, portfolios of students work
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** 1. Hendry Cahyono, SE., M.E 2. Kukuh Arisetyawan, S.Pd., M.E
9	**Reference** Higgins, Benjamin & Savoie, Donald J. 2017. Regional Economic Development : Essays in Honour of Francois Perroux. Routledge. USA

.

Conway Jr,Richard S. 2022. Empirical Regional Economics "Economic Base Theory, Models and Applications". Springer. USA

Avrom, B. 1974. Regional Economic Analysis for Practitioners. Praeger Publishers. USA.

Hoover, EM, and F. Giarratani. 1984. An Introduction to Regional Economics. Knopf Publishers. New York. USA.

Nijkamp, P. 1987. Handbook of Regional and Urban Economics, Volume 1. North-Holland.

Tarigan, R. 2005. Ekonomi Regional Teori dan Aplikasi. Edisi revisi. Bumi Aksara. Jakarta.

Urban and Rural Economics

[Urban and Rural Economics]					
Module/Course Title Urban and Rural Economics	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Semester** 8	**Frequency** 16 meetings (including Mid-term Exam and Final Exam)	**Duration** 16 meetings
1	**Type of course** ● Case study	**Contact hours** 50/170 x 28,55 x (3 Credits x 1.59) = 40,05 **Structured Assignment** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06		**Independent study** 60/170 x 28,55 x (3 Credits x 1.59) = 48,06	**Class size** 45 students
2	**Prerequisites for participation (if applicable)** -				
3	Learning outcomes (PLO+CLO) PLO PLO 1: Capable of collaborating and taking responsibility for tasks PLO 4: Capable of analyzing strategies for empowering economic potential PLO 5: Capable of communicating effectively both orally and in writing in the field of economics PLO 7: Capable of thinking logically, critically, systematically, and innovatively in solving economic and entrepreneurial problems CLO 62. Students are able to understand cases related to Urban and Rural economics (working in team skills) 63. Students are able to analyze positively and normatively related case studies in both rural and urban areas as a provision to become economic practitioners who are experts in the field of development planning in government				

4	**Subject aims/content** This course contains theories of location and growth of cities and villages; Employment opportunities in cities and villages; Settlement problems; racial problems; Urban and rural transportation; Taxation and finance; Urbanization; Public services; and Integrated policies.
5	**Teaching methods** Case study
6	**Assessment methods** Assignment, participation, meetherms, final examination
7	**This module is used in the following study program/s as well** Undergraduate Program
8	**Module Coordinator** Dr. Prayudi Setiawan Prabowo, ST., SE., ME.
9	**Reference** Primary: 1. O'sullivan, 2003, Urbans Economics, McGraw-Hill 2. Sjafrizal. 2012. Ekonomi Wilayah dan Perkotaan.Rajawali Pers. Jakarta. 3. Krugman, Paul R, Obstfeld, M, dan Melitz, M. 2017. "International Economics Theory and Policy, Eleventh Edition".Pearson Education International. United State of America. (KRU) Supporting: 1. Laporan tahununan SDG's 2. Artikel Ekonomi Perkotaan dan Perdesaan