



**UNIVERSITAS AHMAD DAHLAN
FACULTY OF ECONOMICS AND BUSINESS
MANAGEMENT STUDY PROGRAM MASTER PROGRAM**

Document Code:
FM-UAD-PBM-08-02/R1

SEMESTER LESSON PLAN

Courses	Course Code	Lecture Points	Weight (SKS)		Semester	Drafting Date
Banking Risk Management	205121130	Banking Management	T = 3	P =	2	January 02, 2022
Authentication	RPS Development Lecturer		RMK Coordinator		Head of Study Program	
	Dr. Taufik Hidayat, M.Ec. ; Desta Risky Kusuma, S.E., M.Si.		Dr. Taufik Hidayat, M.Ec		Dr. Aftoni Sutanto, S.E., M.Si.	
apaian Learning	CPL-Prodi charged on lecture points					
	CPL-01	Fear the One God and be able to show religious attitude;				
	CPL-02	Mastering the theory of corporate organizational functions, including HR strategy and operations, assets, finance, marketing, and production;				
	CPL-03	Able to make organizational decisions including planning, organizing, staffing, directing, implementing and controlling as well as evaluation at the managerial level in various types of corporate organizations based on research using multidisciplinary concepts and methods;				
	Course Learning Outcomes (CPMK)					
	CPMK1	Fear the One God and be able to show religious attitude; (CPL-01)				
	CPMK2	Mastering the theory of corporate organizational functions, including Banking Risk strategy and operations; (CPL-02)				
	CPMK3	Able to develop logical, critical, systematic, and creative thinking through scientific research, in the field of banking management science; (CPL-04)				
	Final ability of each learning stage (Sub-CPMK)					
	Sub-CPMK1	Students are able to compile and analyze in the field of banking based on honesty of devotion to God Almighty. (CPMK1)				
	Sub-CPMK2	Students are able to master the theory of Basic Concepts in banking management, Assets, Capital Budgeting, Liabilities, Capital Structure And Dividend Policy, Working Capital Management, Debt Financing, Mergers, Corporate Control and Governance, Bankruptcy, Reorganization And Liquidation. (CPMK2)				
	Sub-CPMK3	Students are able to analyze Basic Concepts in bank management, Assets, Capital Budgeting, Liabilities, Capital Structure And Dividend Policy, Working Capital Management, Debt Financing, Mergers, Corporate Control and Governance, Bankruptcy, Reorganization And Liquidation. (CPMK3)				
	Correlation of CPMK to Sub-CPMK					

		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3
	CPMK1	V		
	CPMK2		V	
	CPMK3			V
Course brief description	Managers in a risk function in banks must understand the nature and sources of risks that depositors, equity holders and debt holders are subject to. The aim of this course is to give the student a detailed knowledge of the nature of these risks, how to measure the exposure that a bank has to such risks and an understanding of some ways in which such risks can be managed by a bank.			
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Risks of financial institutions 2. Interest rate risk (Part I) 3. Interest rate risk (Part II) 4. Market Risk (Part I) 5. Market Risk (Part II) 6. Credit Risk 7. Off balance Sheet 8. Foreign Exchange risk (I) 9. Foreign Exchange risk (Part II) 10. Liquidity risk 11. Sovereign risk and operational risk (Part I) 12. Sovereign risk and operational risk (Part I) 13. Securitisation 14. Case Study 			
Pustaka	Main:	1. Saunders, A & Cornett, M (2011) A Financial Institutions Management: A Risk Management Approach. McGraw Hill, 7th ed.		
	Supporter	<ol style="list-style-type: none"> 1. Timothy W. Koch, Steven Scott MacDonald, Vic Edwards, Randall E. Duran, 2014. Bank Management: A Decision-Making Perspective. CENGAGE Learning Asia, 2014 2. Basis J. 2015. Risk Management and Bangking Vourth Edicions. Wiley and sons Ltd United Kingdom. 		
Lecturer	Dr. Taufik Hidayat, M.Ec. ; Desta Risky Kusuma, S.E., M.Si.			
Prerequisite Lecture Points	Banking Risk Management			

Week to	Expected capability (Sub-CPMK)	Study materials/learning materials	Learning forms, methods, and experiences	Time (minutes)	Valuation		
					Technical	Indicator	Weight (%)
1	Sub-CPMK 1	Risks of financial institutions	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students can: give Analyze this process Financial Risk Management	10%
2	Sub-CPMK 1	Interest rate risk (Part I)	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students can: Analyze concepts Basic Management Related operations with productivity	15%
3	Sub-CPMK 1	Interest rate risk (Part II)	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students can: Exemplifies Product and Service Design	10%
4	Sub-CPMK 2	Market Risk (Part I)	lectures and <i>Active learning</i> Q&A and		1. Liveliness and attitude 2. Observation 3. Ability with	Students can: exemplifying a variety Operating model	15%

			Discussion		ask answer material	quality	
5	Sub-CPMK 2	Market Risk (Part II)	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students can: Discuss the material in groups	10%
6	Sub-CPMK 2	Credit Risk	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students can: Discuss the material in groups	15%
7	Sub-CPMK 3	Off balance Sheet	Prepare kan naskah Quiz Questions Answering all Quiz Questions		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Ability student Answering the quiz	10%
8	MIDTERM 25%						
9	Sub-CPMK 3	Foreign Exchange risk (I)	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation	Students can: Analyze Chain Management supply properly and precise	15%

					and test ability 3. Quizzes		
10	Sub-CPMK 3	Foreign Exchange risk (Part II)	lectures and <i>Active learning</i> Q&A and Discussion		1 Liveliness and attitude 2. Assignment Manufacture question related materials and Observation and test ability	Students can: Analyze Problems Management Setup	15%
11	Sub-CPMK 3	Liquidity risk	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability	Students are able to Describe necessity aggregate planning company	10%
12	Sub-CPMK 4	Sovereign risk and operational risk (Part I)	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability	Students are able to Describe Sovereign risk and operational risk (Part I)	10%

13	Sub-CPMK 4	Sovereign risk and operational risk (Part II)	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students can: give examples implementation Term Scheduling Short process production	15%
14	Sub-CPMK 4	Securitisation	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Students can: give examples implementation of Securitisation	15%
15	Sub-CPMK 4	Case Study	Prepare kan naskah Quiz Questions Answering all Quiz Questions		1 Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Ability student Answering the quiz	10%
16	30% SEMESTER END TEST						

Appendix 2: Student CPL Achievement Assessment and Evaluation Portfolio

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question form – Weight (%)		Weight (%) Sub-CPMK	Mhs value (0-100)	$\Sigma((\text{Value mhs}) \times (\text{Bobot } \%))$	Attainment CPL on MK (%)
1	CPL3	CPMK 1	Sub-CPMK-1	I-1.1	Oil-1	5	15			
				I-1.2	Oil-2	5				
				I-1.3	Swale Ace Quis-1	5				
2	CPL3	CPMK 1	Sub-CPMK-1	I-2.1	Tugas-3	5	15			
				I-2.2	Tugas-4	5				
					Soal Esay AMABLE	5				
3	CPL3	CPMK 1	Sub-CPMK-1	I-3.1	Task-5	10	15			
				I-3.2	Soal Esay AMABLE	5				
4	CPL3	CPMK 1	Sub-CPMK-2	I-4.1	Task-6	5	5			
				I-4.2						
5	CPL3	CPMK 1	Sub-CPMK-2	I-4.1	Task-6	5	5			
				I-4.2						
6	CPL3	CPMK 1	Sub-CPMK-2	I-4.1	Task-6	5	5			
				I-4.2						


7	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-6	5	5			
8	Midterm Evaluation									
9	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
10	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
11	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
12	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			
13	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			
14	CPL4	CPMK 2	Sub-CPMK-4	I-5.1 I-5.2 I-5.3	Task-7 Soal Esay WHO	5 5	10			

				I-5.4						
15	CPL4	CPMK 2	Sub-CPMK-4	I-6.1	Task-8ABC	20	40			
				I-6.2						
				I-6.3						
				I-6.4						
				I-6.5						
				I-6.6	Soal Esay WHO	10				
				I-6.7	Observation	5				
				I-6.8	Observation	5				
16	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Grade ($\Sigma(\text{MHS Score}) \times (\text{Weight } \%)$)										

Student CPL Achievement Assessment and Evaluation Portfolio

No.	CPL on MK – Operations Management	Access value (0 s.d. 100)	CPL accessibility to MK (%)
1	CPL3 : Applying scientific thinking in decision making and scientific descriptive studies of science and technology by taking into account human values according to their fields of expertise		
2	CPL 4: Apply leadership principles in teamwork		

Appendix 3: Sample Student Assignment Plan Form

	UNIVERSITAS AHMAD DAHLAN FACULTY OF TEACHER TRAINING AND EDUCATION AUTOMOTIVE TECHNOLOGY VOCATIONAL EDUCATION STUDY PROGRAM				
	STUDENT ASSIGNMENT PLAN				
COURSES		RESEARCH METHODS			
CODE	193540620	Credits	2	Semester	6
LECTURER	Dr. Hulya Nirmala, M.Sc.				
TASK FORM					
Final Project					
TASK TITLE					
Task 8ABC: Prepare a research proposal and present independently.					
SUB LEARNING OUTCOMES OF COURSES					
Sub-CPMK6: able to design research in the form of TA research proposals & present them with responsibility and ethics. [C6,A3,P3] (CPMK1, CPMK3, CPMK4)					
TASK DESCRIPTION					
<p>This task aims to enable students to compile research proposals in accordance with international standards. Students learn to read and summarize journal articles according to the desired research theme. Then formulate the problem, and make a hypothesis, compile a research framework, and finally make a research proposal. Then students design proposal presentation slides and present them to improve communication skills</p> <p>scientific in the form of presentations</p>					
TASK EXECUTION METHOD					
<ol style="list-style-type: none"> 1. Select and review at least 10 national and international journals according to the field of interest; 2. Make a summary of at least 10 selected journals; 3. Determine the title of the research proposal; 4. Formulate research problems and hypotheses; 5. Select and design research methodologies; 6. Prepare a research proposal; 7. Compile research proposal presentation materials and slides; 8. Presentation of research proposals in class. 					
EXTERNAL SHAPES AND FORMATS					
a. Object of Cultivation: Preparation of thesis research proposal (final project)					

b. External forms:

1. A collection of journal summaries written with Ms Word with the systematics of writing journal summaries, collected in extension format (*.rtf), with filename systematics: **(Task-9-Summary-NIM-Name Depan.rtf)**;
2. Proposals are written with Ms Word with systematics and format according to standard proposal writing guidelines, collected with extension format (*.rtf), with filename systematics: **(Task-9-Proposal-NIM-Name Depan.rtf)**;
3. PowerPoint presentation slides, consisting of: text, graphics, tables, images, animations, minimum 10 slides. Collected in the form of *softcopy* format extension (*.ppt) with filename systematics: **(Task-9-Slide-NIM-Name Depan.ppt)**;

INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS**a. Summary of journal study results (weight 20%)**

Jornal summary with systematics and predetermined format, journal updates (last 5 years), clarity and sharpness of summarizing, consistency and neatness in writing presentation.

b. Research Proposal (weighted 30%)

1. The accuracy of the systematics of proposal preparation in accordance with the booth of the proposal writing guide;
2. The accuracy of the proposal writing in accordance with the correct spelling of the Indonesian and in accordance with APA standards in the presentation of tables, figures, reference writing and citation writing;
3. Consistency in the use of terms, colors (if any) of symbols and emblems;
4. The regularity of the collected proposal books;
5. Completeness of the use of features in MS Word in writing and presenting research proposals.
6. The proposal is written in A4 format, margin 3-2-2-2, Cambria font, size 12 (main text), 11 (image caption, table, graph, table content).
7. Present colors in the proposal only when necessary.

c. Presentation Slide Preparation (20% weight)

Clear and consistent, simple and innovative, displaying images and system blocks, writing using easy-to-read fonts, if needed supported with relevant images and video clips.

d. Presentation (30% weight)

Communicative language, mastery of the material, mastery of the audience, control of time (10 minutes of presentation + 5 minutes of discussion), clarity & sharpness of exposure, mastery of presentation media.

- e. The assessment weight is 30% of the overall assessment of this course

SCHEDULE

Determination of Research Title and Framework	May 1, 2020
Summarizing the Journal	April 25 - 1 From 2020
Drafting proposals & Assistance	April 25 - 9 From 2020
Presentation of proposal for Task Output Collection	17-24 May 2020 May 17, 2020

OTHER

The assessment weight of this task is 30% of the 100% assessment of this course; Tasks are worked on and presented independently;

REFERENCE LIST

Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4 ed.). Boston: PEARSON.

Katz, M. (2006). From Research to Manuscript: A Guide to Scientific Writing. London: Springer.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques (Second Revised ed.). New Delhi: New Age International (P) Limited.

Singh, Y. (2006). Fundamental of Research Methodology and Statistics. New York: New Age International.

Tuckman, B. W., & Harper, B. E. (February 9, 2012). Conducting Educational Research (6 ed.). Maryland, USA: Rowman & Littlefield Publishers.

Appendix 4: Examples of Holistic Rubric Forms for Proposal Plans

Grade	Score	Judging Criteria
Very lacking	<20	The design presented is irregular and does not solve the problem
Less	21 - 40	The design presented is orderly but does not solve the problem
Enough	41 - 60	The design presented is systematic, solves problems, but is less implementable
Good	61 - 80	The presented design is systematic, solves problems, can be implemented, lacks innovation
Excellent	>81	The presented design is systematic, solves problems, is implementable and innovative

Student Grade List

No	NIM	Name	Score (0-100)
1			
2			
3			
...			

Appendix 5: Sample Analytical Rubric Form for Paper Presentation Assessment

Assessed Aspects/ Dimensions	Rating Scale				
	Very Less	Less	Enough	Good	Excellent
	(< score 20)	(21-40)	(41-60)	(61-80)	(≥ score 81)
Organisasi	None organisasi which is obvious. Facts are not Used to support statement.	Simply focus, But the evidence less Sufficient to Used deep pull conclusion.	Presentation Have focus and Serves some evidence that support conclusion.	Organized well and Serves The facts Convince to support conclusion.	Organized with Serves The facts Powered by Examples that already Analyzed according to the concept.
Fill	The content is not accurate or too common. Listeners not learning any or sometimes misleading.	The content is lacking accurate, because No data factual, no Add understanding Listeners	Fill in general accurate, but no complete. The Listeners can Learn some facts between the lines, but they not Add New insights On the topic aforementioned	Accurate contents and complete. The Listeners Add New insights On the topic aforementioned	Contents capable Evocative Listeners to floating an mind.
Style Presentation	Speaker anxiety and uncomfortable, and reading Various Note From speak. Listeners often Ignored. Not happening Eye contact because speaker more look to	Benchmarked On a note, no idea that Developed outside notes, voice Monotonous	In general speaker calm, but in tone which is flat and quite often Depend on a note. Sometimes- sometimes contact eyes with Listeners Ignored.	Speaker calm and use The intonation true speak without depending on the record, and Interact intensively with Listeners. Speaker Always Contact eyes with	Speak with spirit Pass spirit and Antisiasm at Listeners.

	whiteboard d or screen.			Listeners.	
--	-------------------------------	--	--	------------	--

List of Analytical Rubric Grades for Paper Presentation Assessment

No	NIM	Name	Score (0-100)			
			Organs - quant ity	Fill	Style Presen t	Total
			(... %)	(...%)	(....%)	100%

Appendix 6: Example of Perception Scale Rubric Shape for Oral Presentation Assessment

Assessed Aspects/Dimensions	Very Lacking	Less	Enough	Good	Excellent
	< 20	(21-40)	(41-60)	(61-80)	≥ 81
Communication Skills					
Material Mastery					
Ability to Face Questions					
Use of Presentation Props					
Accuracy of Problem Solving					