



MASTER OF MANAGEMENT STUDY PROGRAM, FACULTY OF ECONOMICS AND BUSINESS, AHMAD DAHLAN UNIVERSITY

Document Code:

SEMESTER LESSON PLAN

Courses	Course Code	Lecture Points	Weight (SKS)		Semester	Drafting Date
Business Creativity and Innovation	205121430	Entrepreneurship	T = 3	P = 0	2	January 02, 2022
Authentication	RPS Development Lecturer		RMK Coordinator		Head of Study Program	
	Dr. Sukardi, M.M.; Dr. Purwoko, M.M.; Dr. Zunan Setiawan, S.E., M.M		Dr. Sukardi, M.M.		Dr. Aftoni Sutanto. IF. Msi	
Learning Outcomes	CPL-Prodi charged on lecture points					
	CPL 1 (S1)	Be wary of the One God and be able to uphold the value of humanity in carrying out tasks based on the values of Al Islam and the Greatness				
	CPL 2 (S2)	Able to act as citizens who have a sense of nationality and love for the country, obey the law and discipline, respect diversity, are independent and responsible based on Pancasila				
	CPL 3 (KU1)	Able to study, develop and apply science and technology scientifically in their field of expertise				
	CPL 4 (KU2)	Apply leadership principles and be able to take decisions on problems in their fields, manage and be responsible for the performance of the work units under them				
	CPL 5 (KU3)	Apply scientific thinking and descriptive scientific studies of science, technology with attention to values humanity according to its field of expertise and able to compile scientific works (Thesis, publication) that can be accounted for				

	Answer Scientifically and Ethically
CPL 6 (PP1)	Mastering entrepreneurship / entrepreneurship creation process and growing new businesses from theoretical and practical sides
CPL 7 (PP2)	Mastering the concepts of business creativity and innovation and the preparation of strategic plans and plans
CPL 8 (PP3)	Master how to manage innovation in organizations and develop the ability to initiate innovative business ideas
CPL 9 (PP4)	Mastering the concepts of quantitative and qualitative research methodology and communicating innovative business concepts.
CPL 10 (KK1)	Able to identify, formulate, implement and make decisions related to business creativity and innovation able to contribute to the preparation of strategic plans and plans.
CPL 11 (KK2)	Able to identify and provide solutions to problems of business creativity and innovation
CPL 12 (KK3)	Able to conduct empirical studies and modeling using scientific methods, creativity, business, and innovation
CPL 13 (KK4)	Able to provide sensitivity to implement innovative business ideas and motivate strong ones to become young and successful entrepreneurs
Course Learning Outcomes (CPMK)	
CPMK1	Able to apply scientific thinking, master concepts, theoretical, methods, and tools of business creativity and innovation CPL3, CPL 8
CPMK2	Able to evaluate, review and formulate business creativity and innovation CPL5, CPL12
CPMK3	Able to identify managerial problems and take appropriate solutive actions based on developed alternatives, by applying business creativity and CPL 13 innovation
CPMK4	Able to take managerial decisions and execute appropriately based on business creativity and innovation CPL 12
Final ability of each learning stage (Sub-CPMK)	
Sub-CPMK1	Understand concepts, theories, and demonstrate the ability to communicate effectively, persuasively, and professionally CPMK1
Sub-CPMK2	Identify, explain, and translate business knowledge into CPMK2 actions
Sub-CPMK3	Identify and analyze in implementing business creativity and innovation CPMK3, CPMK4

	Sub-CPMK4	Sub-CPMK4: Understand decision-making that explains concepts, process elements, changes in ethical process status, and responsible CPMK3, CPMK4					
	Sub-CPMK5	Identify, understand, and provide solutions of practical business problems with CPMK4 innovation creative business ideas					
	Sub-CPMK6	Analyze and demonstrate the ability to become a strategic business leader CPMK3, CPMK4					
	Correlation of CPMK to Sub-CPMK						
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6
	CPMK1	V					
	CPMK2	V	V				
	CPMK3			V	V		V
	CPMK4			V	V	V	V
Course brief description	The business creativity and innovation course is a development of business ideation renewal that leads to entrepreneurial character attitude patterns including cognitive, affective and psychomotor learning. Some of the themes discussed consist of the basic concepts of entrepreneurship, business development processes, creativity, innovation, managing innovation, and business ethics.						
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Introduction to Innovation 2. Introduction to Innovation Management 3. The Role of the Public Sector in Promoting Creativity, Innovation and Competitiveness 4. Innovation as a Management Process 5. Innovation Systems 6. Introduction to Technological Entrepreneurship 7. Entrepreneurship and Innovation Practices 8. Opportunity Recognition 9. Business Decisions & the Economics of One Unit 10. Staffing Your Business 11. Protecting Your Business 12. Managing Production, Distribution, & Operations 13. Making Your Business Grow 14. Franchising & Exit Strategies 						
Pustaka	Main:	1. Elias G. Carayannis, Elpida T. Samara, Yannis L. Bakouros (2014) <i>Innovation and Entrepreneurship Theory, Policy and Practice</i> .					

	<p>Springer ISBN 978-3-319-11242-8</p> <p>2. Steve Mariotti and Tony Towle (2010) <i>Entrepreneurship Owning Your Future</i> Pearson Education, Upper Saddle River, New Jersey</p> <p>3. Donald F. Kuratko, Howard Frederfd, Allan O'Connor (2017). <i>Entrepreneurship: theory/process/practice</i>. Cengage Learning Australia Pty Lmltd. ISBN: 9780170352550</p>
	<p>Supporter</p> <p>4. James C. Barrood (2010) <i>Entrepreneurship and Innovation: Global Insights from 24 Leaders</i>. Rothman Institute of Entrepreneurship</p> <p>5. Sarri, Katerina K.; Bakouros, Ioannis L.; Petridou, Eugenia (2010). <i>Entrepreneur training for creativity and innovation</i>. Journal of European Industrial Training, 34(3), 270–288. doi:10.1108/03090591011031755</p> <p>6. Cook, Peter James (2016). <i>Leading innovation, creativity and enterprise</i>. <i>Industrial and Commercial Training</i>, 48(6), 294–299. doi:10.1108/ICT-01-2016-0006</p> <p>7. Martins, E.C.; Terblanche, F. (2003). Building organisational culture that stimulates creativity and innovation. <i>European Journal of Innovation Management</i>, 6(1), 64–74. doi:10.1108/14601060310456337</p>
Lecturer	Dr. Zunan Setiawan SE. MM
Prerequisite Lecture Points	-

Week to -	Expected capability (Sub-CPMK)	Study materials/Learning materials	Forms, methods of learning and experience learn	Time (minutes)	Valuation		
					Technical	Indicator	Weight (%)
1	<p>Sub-CPMK1 Understand concepts, theories, and demonstrate the ability to communicate effectively, persuasively, and professionally (C1:C2)</p> <p>Sub-CPMK2 Identify, explain, and translate business knowledge to in action(C1:C2)</p>	<p>(1) Introduction Innovation Basic Concepts and Definitions Technology Management Invention Creativity Innovation The Concept of Technological Innovation Posture, Propensity and Performance</p>	<p>Discussion Lecture</p> <p>Students: Group Presentations and Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen, give related opinions with study materials and crevices</p>	<p>PB 3x50</p> <p>KM 3x50</p> <p>PT 3x50</p>	<p>Written test in the midterm exam</p> <p>Group task assessment: Group Discussion / Form Simulation: Lecture / Practicum</p> <p>Assessment of individual tasks:</p>	<p>1. Students are able to explain the concepts and functions of the material and create concepts taught about differences, innovation models and the advantages and disadvantages of innovation</p>	10%

		Innovation Measurement Competitiveness Perspective on Innovation Common Frameworks Typologies to Characterize Innovations Process	Problems that arise during lectures and discussions based on innovation design Listen, study and discuss business creativity innovation		Activeness in class: by asking questions in class Written assignment		
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2, 3,4	<p>Sub-CPMK2 Identify, explain, and translate business knowledge into action (C1:C2,C3)</p> <p>Sub-CPMK3 Identify and analyze in implementing business creativity and innovation (C2, C4)</p>	<p>(2) Introduction to Innovation Management Innovation Management Through Management of Knowledge and Education The Role of Knowledge in Innovation Knowledge/Meta-Knowledge Knowledge–Learning Relation The Model of Organizational Cognition Spiral Difference Between Innovation–Invention Types and Characteristics of Innovation Types of Technological (and Non-technological) Innovation Characteristics of Innovation</p> <p>(3) Innovation and Competitiveness: Background and History Innovation: Sequence of Errors Creativity, Innovation</p>	<p>Discussion Lecture</p> <p>Students: Presentations and Group Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen, give opinions related to study materials and problem gaps that arise during lectures and discussions based on innovation design Listen, study and discuss business creativity innovation</p>	<p>PB 9x50</p> <p>KM 9x50</p> <p>PT 9x50</p>	<p>Written test in the midterm exam</p> <p>Group task assessment:</p> <p>Group Discussion / Form Simulation: Lecture / Practicum</p> <p>Assessment of individual tasks:</p> <p>Activeness in class: by asking questions in class</p> <p>Written assignment</p>	<p>Can: (1) Explain the definition of knowledge management-based innovation, identify, drivers and barriers of knowledge-based innovation, organizational model capacity in environmentally friendly innovation, and manage innovation (2) Able to explain the role and competence of individuals in the organization, challenges and obstacles in increasing the creativity of each individual, things that must be observed in the process of managing creativity and innovation. (3) Explain the definition of the relationship between innovation and innovation competition, creativity, technology management.</p>	15%
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		<p>and Competitiveness (CIC) in Public and Private Sector Concepts and Empirical Observations: Case Studies Subject 1: Key Figures of Innovation and Creativity The Role of the Public Sector in Promoting Creativity, Innovation and Competitiveness (CIC) Public-Private Partnerships Promoting CIC The Role of Multilateral Development Banks such as the World Bank in Promoting CIC</p> <p>(4) Innovation as a Management Process Introduction to Technological Innovation Management How Could a Company Enhance Its Capacity for Innovation What Is the Management of</p>					
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		<p>Technological Innovation and Why Is It Important?</p> <p>A Corporate Perspective</p> <p>A National Perspective</p> <p>A Theoretical Perspective-</p> <p>Evolutionary Economy</p> <p>Significant Characteristics of the New Growth Theory</p> <p>An Individual Perspective</p>					
5,6	<p>Sub-CPMK3 Identify and analyze in implementing business creativity and innovation (C2, C3)</p> <p>Sub-CPMK4: Understand creation decisions that explain the concept,</p>	<p>(5) Innovation Systems</p> <p>What Is a System?</p> <p>The Concept of Innovation Systems</p> <p>Types of Innovation Systems</p> <p>Basic Principles of Innovation Systems</p> <p>Innovation and Simulation</p> <p>System Dynamics as a</p>	<p>Discussion Lecture</p> <p>Students: Group Presentations and Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask and answer, hear,</p>	<p>DC 6x50</p> <p>KM 6x50</p> <p>PT</p>	<p>Written test on midterm exam</p> <p>Group assignment assessment: Group Discussion/ Simulation Form: Lecture / Practicum</p> <p>Individual assignment assessment: Classroom activity:</p>	<p>Can: (1) Explain the system model of innovation and creativity in today's business, identify the dynamics of overcoming obstacles and design engineering solutions</p> <p>Increase creativity, the importance of innovation in</p>	15%

	<p>process elements, changes in the status of ethical, and responsible processes (C2)</p>	<p>Concept, Tool, and Process Building a System Dynamics Model Innovation Systems: Regional, National—Case Studies Innovation Systems Innovation Systems National Innovation Application of Dynamics in Innovation Systems</p> <p>(6) Introduction to Technological Entrepreneurship Types of Entrepreneurship Mixed Entrepreneurship Pure Entrepreneurship Social Entrepreneurship Collaborative Entrepreneurship Internal Entrepreneurship External Entrepreneurship Sustainable Entrepreneurship The Model of the Learning Life cycle and the Learning Strategy Environmental Context Learning Strategy</p>	<p>Provide opinions related to study materials and problem gaps that arise during lectures and discussions based on innovation design Listen, study and discuss business creativity innovation</p>	<p>6x50</p>	<p>by asking questions in class Written assignment</p>	<p>entrepreneurship, protecting ideas from the results of creativity & innovation</p> <p>(2) Describe the management of creativity and innovation of individuals, companies and challenges in creativity and innovation</p>	
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		Incubators What is a Business Incubator (BI) Determination of the Five Incubator Services					
7	Sub-CPMK6 Analyze and demonstrate the ability to become a strategic business leader (C4; C5)	Case Study Case Study in Technological Innovation Management Biotechnology Company New Mexico Federal Laboratories Originating Case Studies Innovation-Case Study XEROX	Discussion Lecture Students: Presentations and Group Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen, give opinions related to study materials and problem gaps that arise during lectures and discussions based on innovation design Listen, study and discuss innovation Business Creativity	PB 3x50 KM 3x50 PT 3x50	Written test on midterm exam Group assignment assessment: Group Discussion / Simulation Form: Lecture / Practicum Individual assignment assessment: Activity in class: by asking questions in class Written assignment	Can: Explain and create the management of creativity and innovation of individuals, companies and challenges in managing creativity and innovation	10%
8	Midterm Exam			90	Written test		
9,10,11	Sub-CPMK4 Sub-CPMK4: Understand decision making that explains concepts, process elements,	(9) Opportunity Recognition What Is a Business Plan? Entrepreneurship Issues: Elevator	Discussion Lecture	Sc 9x50	Written test at the end of semester exam Group assignment assessment:	Students are able to: Apply planning strategies in business and business opportunities. Analyze segments, positions, and targets for	

	<p>change in the status of ethical, and responsible processes (C2; C4)</p>	<p>Pitches What Is a Business Opportunity? Your Business Career: Respect Entrepreneur Profile: Challenges of Being a Student Entrepreneur Entrepreneurs & Technology: Web Design Business Decisions & the Economics of One Your Business Career: Self-Esteem Entrepreneurship</p> <p>(10) Business Decisions & the Economics of One Unit The Cost of Doing Business Your Business Career: Self Esteem Entrepreneurship Issues: Carbon Credits The Economics of One Unit of Sale Entrepreneur Profile The Write Business</p>	<p>Students: Presentations and Group Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen, give opinions related to study materials and problem gaps that arise during lectures and discussions based on innovation design Listen, study and discuss business creativity innovation</p>	<p>KM 9x50</p> <p>PT 9x50</p>	<p>Group Discussion / Simulation Form: Lecture / Practicum Assessment of individual assignments: Activeness in class: by asking questions in class Written assignment</p>	<p>Completing a business plan includes decisions and opportunities to win competition challenges</p> <p>Understand the basic concepts, characteristics, understanding of business concepts and definitions of entrepreneurship that are able to reveal creativity and innovation in oneself</p>	<p>20%</p>
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		<p>Entrepreneurs & Technology: Web Content</p> <p>(11) Staffing Your Business Hiring Decisions Entrepreneurship Issues: Staffing Training & Motivating Employees Your Business Career: Comfort with Diversity Entrepreneurs & Technology: Internet Promotion</p>				
12,13,14	<p>Sub-CPMK4 Sub-CPMK4: Understand decision making that explains concepts, process elements, changes in ethical process status, and responsible CPMK3, CPMK4 (C2)(C2; C4)</p> <p>Sub-CPMK5 Identify</p>	<p>(12) Protecting Your Business Entrepreneurship Issues: Federal Funding for Startups Your Business Career: Honesty Entrepreneur Profile: Entrepreneurs & Technology: Internet Networking</p> <p>(13) Managing</p>	<p>Discussion Lecture</p> <p>Students: Presentations and Group Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen,</p>	<p>Sc 9x50</p> <p>KM 9x50</p> <p>PT 9x50</p>	<p>Written test at the end of semester exam Group assignment assessment: Group Discussion / Simulation Form: Lecture / Practicum Individual assignment assessment: Activity in class: by asking questions in class Written assignment</p>	<p>Students are able to: (1) Understand studies and be able to conduct analysis to make investments (2) See the problems commonly faced by entrepreneurs (3) Examining the role of business presentations for entrepreneurs</p>

	<p>understand, and provide solutions of practical business problems with innovative creative business ideas (C2:C4)</p>	<p>Production, Distribution, & Operations Managing Production & Distribution Entrepreneurship Issues: Ideagoras—New Ways to Solve Problems Managing Operations Your Business Career: Integrity Entrepreneur Profile: Saving Memories with Technology Entrepreneurs & Technology: Spam</p> <p>(14) Making Your Business Grow Planning for Business Growth Entrepreneurship Issues: Increasing Use of Online Surveys Challenges of Growth Your Business Career: Motivation Entrepreneur Profile: Making Inner Leaf Grow: Spreading the Seeds Entrepreneurs & Technology: Affiliate</p>	<p>Provide opinions related to study materials and problem gaps that arise during lectures and discussions based on innovation design Listen, study and discuss business creativity innovation</p>		<p>(4) Creating the management of individual, corporate innovation and challenges in managing creativity and innovation</p>	<p>20%</p>
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		Marketing					
15	Sub-CPMK6 Analyze and demonstrate the ability to become a strategic business leader CPMK3, CPMK4 (C4; C5)	(15) Franchising & Exit Strategies Franchising & Licensing Entrepreneurship Issues: Market Saturation Exit Strategies Your Business Career: Setting Boundaries Entrepreneur Profile: The Sweet Taste of Success Entrepreneurs & Technology: Outsourcing	Discussion Lecture Students: Presentations and Group Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen, give opinions related to study materials and problem gaps that arise during lectures and discussions based on innovation design Listen, study and discuss innovation Business Creativity	PB 3x50 KM 3x50 PT 3x50	Written test at the end of semester exam Group assignment assessment: Group Discussion / Form Simulation: Lecture / Practicum Assessment of individual tasks: Activeness in class: by asking questions in class Written assignment	Can: Explain franchise strategies in entrepreneurship and apply business risk analysis Reviewing business creativity and looking for business opportunity ideas.	10%
16	Final Semester Test			90	Written test		

Student CPL Achievement Assessment and Evaluation Portfolio

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question form – Weight (%)		Bobot (%) Sub-CPMK	Stand: (0-100)	$\Sigma((\text{mhs value}) \times (\text{Weight \%}))$	CPL accessibility to MK (%)
1	CPL3 CPL8 CPL5 CPL12	CPMK1 CPMK2	Sub-CPMK-1 Sub-CPMK-2	I-1.1 I-1.2	Task-1 UTS Essay Questions	5 5	10			


2-4	CPL5 CPL12 CPL13	CPMK2 CPMK3	Sub- CPMK-2 Sub- CPMK-3	I-2.1 I-2.2 I-2.3	Task-2 UTS Essay Questions	5 10	15		
5-6	CPL13 CPL12	CPMK3 CPMK4	Sub- CPMK-3 Sub- CPMK-4	I-3.1 I-3.2 I-3.3	Task-3 UTS Essay Questions	5 10	15		
7	CPL12 CPL13	CPKM3 CPMK4	Sub- CPMK- 6	I-4.1 I-4.2	Task-4	5	10		
8	Midterm Evaluation								
9-11	CPL12 CPL13	CPMK3 CPMK4	Sub- CPMK-4	I-5.1 I-5.2 I-5.3 I-5.4	Task-5 Soal Esai WHO	5 15	20		
12-14	CPL12 CPL13	CPMK3 CPMK4	Sub- CPMK-4 Sub- CPMK-5	I-6.1 I-6.2 I-6.3 I-6.4	Task-6 Soal Esai WHO	5 15	20		
15	CPL12 CPL13	CPKM3 CPMK4	Sub- CPMK6	I-7.1 I-7.2	Task-7	10	10		
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 in MK – Research Methods	Access value(o s.d. 100)	Attainment CPL on MK (%)
1	CPL 3 (S3): Able to study, develop and apply science and technology scientifically in their field of expertise.		
2	CPL5 (KU1): Able to study, develop and apply science and technology scientifically in their field of expertise.		

3	CPL7 (KU3): Able to compile scientific papers (Thesis, publication) that can be scientifically and ethically accountable.		
4	CPL 8(PP1): Mastering the concepts and knowledge of consumer behavior		
5	CPL 12 (KK 1): Able to conduct empirical studies and modeling using scientific methods of consumer behavior analysis		
6	CPL13 (KK 2): Able to provide sensitivity to consumer behavior analysis		

Example of Student Assignment Plan Form

	MASTER OF MANAGEMENT STUDY PROGRAM, FACULTY OF ECONOMICS AND BUSINESS, AHMAD DAHLAN UNIVERSITY				
STUDENT ASSIGNMENT PLAN					
COURSES	Business Creativity And Innovation				
CODE		Credits	3	Semester	2
LECTURER	Dr. Zunan Setiawan, S.E., M.M.				
TASK FORM					
Written Assignments					
TASK TITLE					
<i>Business start-ups</i> based on creative innovation					
SUB LEARNING OUTCOMES OF COURSES					
Sub-CPMK4: Understand decision making that explains concepts, process elements, change of ethical process status, and responsible CPMK3, CPMK4					
TASK DESCRIPTION					
Object: Preparation of business plans by implementing their creative business ideas into an innovative strategy and product innovation needed in their business.					
TASK EXECUTION METHOD					
<ol style="list-style-type: none"> 1. Read textbooks, see videos related to the theme of discussing Freudian concepts and the application of personality theory of consumer behavior 2. Apply their creative ideas into an innovative, unique, and marketable product/service for their business 3. Analyze opportunity identification and business plan from those opportunities 4. Analyze problems in depth and apply technology in business (on-line marketing, applications) 5. Make a plan for 1 semester for the business process and trial with the "action" start-up business to be able to create innovation 					
EXTERNAL SHAPES AND FORMATS					
a. Objects of Garapan: -					

b. External forms:

1. Written report

Business planning that will be carried out for 8 weeks to develop the value of creativity and innovation by including product / business titles, classes, group numbers, names, Student Identification Numbers

INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS

- a. Implementation of implementing creative ideas by creating innovative products/services (35%)
- b. SWOT analysis to make business planning more focused and sustainable (35%)
- c. Analytical acumen (30%)

SCHEDULE

Title Designation and Task	May 09, 2022
External Collection Framework	May 20, 2022

OTHER

The assessment weight of this task is 5% of the 100% assessment of this course;
Tasks are worked on and presented independently;

REFERENCE LIST

1. Emilia Karpinskaia (2021) Make me act rapidly: identity perspective to the dynamics of start-up creation process *Journal of Entrepreneurship in Emerging Economies*. DOI: <https://doi.org/10.1108/JEEE-11-2021-0450>
2. Bala Subrahmanya Mungila Hillemane, Krishna Satyanarayana and Deepak Chandrashekar (2019) Technology business incubation for start-up generation: A literature and conceptual framework *International Journal of Entrepreneurial Behavior & Research*, vol. 25 no. 7
DOI: <https://doi.org/10.1108/IJEER-02-2019-0087>
3. Clare Gately and James Cunningham (2014) The Contributions and Disconnections Between Business Plan and Startup Process for Profitable Enterprise Academic Entrepreneurship Center Entrepreneurial Research *Journal* DOI: <https://doi.org/10.1108/S1074-754020140000016007>. ISBN: 978-1-78350-984-3

Holistic Rubric Assignment: Business Creativity And Innovation

Grade	Score	Judging Criteria
Very lacking	<20	Task reports presented are irregular and unable to answer questions ² given.
Less	21 - 40	The task report is presented poorly and is only able to answer a small part from the questions ² given.
Enough	41 - 60	The assignment report is presented well enough and is capable enough to answer half of the questions ² given.
Good	61 - 80	The task report is well presented and able to answer most of the questions given
Excellent	>81	The task report is very well presented and able to comprehensively answer questions ² given.

Student Grade List

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

Example of Perception Scale Rubric Form for Presentation Assessment

Assessed Aspects/Dimensions	Very Lacking	Less	Enough	Good	Very Good
	< 20	(21-40)	(41-60)	(61-80)	≥ 81
Preparation Ensure that there will be no technical problems during the presentation. Ensure presentations start on time					
Presentation Media Ensure that media presentas (canva, ppt, video, mic) are attractive					
Material Mastery Ensure the content of the presentation is in accordance with the theme of discussion Ensure depth of the theme					
Presentation Mastering Skills Respond to questions Answer questions Maintain presentation conditions					
Alignment of the topic of discussion with the phenomenon of business creation and innovation Able to give real examples ² of the theme of discussion					

This Semester Learning Plan (RPS) applies to Master of Management students, Faculty of Business Economics, Universitas Ahmad Dahlan. This RPS is evaluated periodically every semester and improvements will be made if the implementation is still needed