



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

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

SEMESTER LESSON PLAN

Courses		Course Code	Lecture Points	Weight (SKS)		Semester	Drafting Date
Business Modeling		205121530	Entrepreneurship	T = 3	P = 0	2	January 2, 2022
Authentication		RPS Development Lecturer		RMK Coordinator		Head of Study Program	
		Dr. Sukardi, M.M.; Dr. Purwoko, M.M.; Dr. Zunan Setiawan SE. MM		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 by paying attention to human values according to their fields of expertise and being able to compile scientific works (theses, publications) that can be scientifically and ethically accounted for					

	CPL 6 (PP1)	Mastering the rules and techniques of business modeling
	CPL 7 (PP2)	Mastering the concepts of business modeling and the preparation of strategic plans and plans
	CPL 8 (PP3)	Mastering business modeling concepts and knowledge
	CPL 9 (PP4)	Mastering the concepts of quantitative and qualitative research methodology
	CPL 10 (KK1)	Able to identify, formulate, implement and make decisions ² related to business modeling and able to contribute to the preparation of strategic plans and plans
	CPL 11 (KK2)	Able to identify and provide solutions to business modeling problems
	CPL 12 (KK3)	Able to conduct empirical studies and modeling using scientific methods of business modeling
	CPL 13 (KK4)	Able to provide business modeling sensitivity
	Course Learning Outcomes (CPMK)	
	CPMK1	Able to apply scientific thinking, master concepts, theoretical, methods, and business modeling tools CPL3, CPL 8
	CPMK2	Able to evaluate, review and formulate business modeling CPL5, CPL12
	CPMK3	Able to identify managerial problems and take appropriate solutive actions based on developed alternatives, by applying CPL 13 business modeling analysis
	CPMK4	Able to take managerial decisions and execute appropriately based on CPL 12 business modeling
	Final ability of each learning stage (Sub-CPMK)	
	Sub-CPMK1	Understand the concept, theory of business modeling, and the significance of business models for an organization CPMK1
	Sub-CPMK2	Identify, explain business modeling, and have a design of mind creating CPMK2 values
	Sub-CPMK3	Identify antecedents of business modeling and develop CPMK3, CPMK4 companies
	Sub-CPMK4	Understand entrepreneurial spirit-based business modeling CPMK3, CPMK4
	Sub-CPMK5	Identify, understand, and initiate new CPMK4 business modeling trends
	Sub-CPMK6	Analyze, evaluate, and formulate innovative new business models 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	This course discusses how companies determine business models to create value that generates profits. Helping management or entrepreneurs systematically analyze the success factors of adaptation of the company's business activities, describe simple forms, help identify production operations and company services. Course discussion includes business modeling Canvas to describe, analyze and design business modeling, business model pattern style based on leading business thinkers, business model techniques in order to design business models, business model strategies can make re-interpretation of strategies based on the point of view of business model lenses, and business model processes through generic processes to design innovative business models based on modeling and analysis concepts and techniques Business process flows based on real conditions, and design from the analysis that has been done.						
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Striving for Customer Benefit: The Case of Aldi Business Model 2. Canvas Pure Beauty: The Case of The Body Shop Market 3. Design Globalizing Coffee Culture: The Case of Starbucks 4. Evolve Customized and Built to Order: The Case of Dell 5. Test Value Proposition Design Creating the Global Shopping Mall: The Case of Amazon 6. Beyond the Search Engine: The Case of Google 7. Making People Happy: The Case of the Walt Disney Company 8. The Requirements and Method to Vitalize Open Innovation 9. Dynamics of the Open Innovation 10. The Key Activities Building 11. The Business Model Canvas, a tool for describing, analyzing, and designing business models, 12. Re-interpreting strategy through the business model lens 13. Five business model topics for future exploration. 						

	14. Canvas Definition of a Business 15. Model Building Blocks
Pustaka	<p>Main:</p> <ol style="list-style-type: none"> 1. Kai-Ingo Voigt, Oana Buliga, Friedrich-Alexander, Kathrin Michl (2017). <i>Business Model Pioneers How Innovators Successfully Implement New Business Models</i>. Springer International Publishing Switzerland. ISBN 978-3-319-38845-8 (eBook) DOI 10.1007/978-3-319-38845-8 2. JinHyo Joseph Yun (2017) Business Model Design Compass Open Innovation Funnel to Schumpeterian New Combination Business Model Developing. Springer Nature Singapore Pte Ltd. ISBN 978-981-10-4128-0. DOI 10.1007/978-981-10-4128-0 3. Osterwalder, A. dan Pigneur, Y. (2009), <i>Business Model Generation</i>, Self-Published, Modderman Drukwerk, Amsterdam, The Netherlands. <p>Supporter</p> <ol style="list-style-type: none"> 4. Tom Hiis Bergh & Kristoffer Berg Kahrs Supervisor: Sven A. Haugland (2015) Business Models and Business Model Innovation <i>Theoretical development of a conceptual, general business model framework illustrated with a case on Norwegian marine technology company Sea-Hawk Navigation AS</i>. Norwegian School of Economics Bergen 5. Marcos Lima, Patricia Baudier, (2017) Business Model Canvas Acceptance among French Entrepreneurship Students: Principles for Enhancing Innovation Artefacts in Business Education, Journal of Innovation Economics & Management. Vol. 8, No. 8, pp. 27-42 6. Zalewska-Kurek et al. (2016), Development of market-driven business models in the IT industry. How firms experiment with their business models?, Journal of Business Models, Vol. 4, No. 3, pp. 48-67
Lecturer	Dr. Zunan Setiawan SE. MM
Courses Prerequisite	-

Week to -	Expected capability (Sub-CPMK)	Study materials/Learning materials	Forms, learning methods and experiential learning	Time (minutes)	Valuation		
					Technical	Indicator	Weight (%)
1	Sub-CPMK1 Understand the concepts, theories of business modeling, and the importance of business models for an organization (C1: C2)	Striving for Customer Benefit: The Case of Aldi Founders Market Demand Pioneer Business Model Current Business Model	Discussion Lecture Students: Group Presentations and Discussions/ Simulations/ Case Studies/ Learning	PB 3x50 MI LES	Written test in the midterm exam Group task assessment: Presentation	Able to understand the basic concepts and analyze components in Business Process Management	10%

	<p>Sub-CPMK2 Identify, explain business modeling, and design value creation thinking (C1: C2)</p>	<p>Industry Outline and Future Perspectives Business Process Management, Enterprise Process Management,BPM Business Process management, Enterprise Process Management,BPM Basic concepts Business Process Management Enterprise Process Management Organizational BPM History Process</p>	<p>reading, taking notes, asking questions, listening, giving opinions related to study materials and problem gaps that arise during lectures and discussions based on business modeling</p>	<p>3x50 PT 3x50</p>	<p>Assessment of individual assignments: Activity in class: by asking questions in class reviewing material Written assignments</p>	<p>Understand Enterprise concepts Process Management and explain business modeling</p>	
2, 3,4	<p>Sub-CPMK2 Identify, explain business modeling, and design value creation thinking (C1: C2, C3)</p> <p>Sub-CPMK3 Identify antecedents of business modeling and develop the company. (C2, C4)</p>	<p>(2) Pure Beauty: The Case of The Body Shop Market Demand Pioneer Business Model Current Business Model Industry Future Perspectives</p> <p>(3) Globalizing Coffee Culture: The Case of Starbucks Market Demand Pioneer Business Model Current Business Model</p>	<p>Lecture Presentation on Discussion</p> <p>Students: Presentation and Group Discussion/ Simulation/ Case Study/ Learning to read, take notes, ask questions, listen, give opinions related to study materials and gaps</p>	<p>Sc 9x50 KM 9x50 PT 9x50</p>	<p>Written test on midterm exam Group assignment assessment: Presentation Individual assignment assessment: Class activity: by asking questions in class reviewing material Written assignment</p>	<p>Can: Understand and know case examples from The Body Shop and market demand Today's pioneering business model</p>	15%

		<p>Industry Future Perspectives</p> <p>(4) Customized and Built to Order: The Case of Dell Market Demand Pioneer Business Model Current Business Model Industry Future Perspectives</p>	<p>Problems that arise during lectures and discussions based on business modeling</p>				
5,6	<p>Sub-CPMK3 Identify antecedents of business modeling and develop the company (C2, C3)</p> <p>Sub-CPMK4 Understand entrepreneurial spirit-based business modeling (C2)</p>	<p>(5) Creating the Global Shopping Mall: The Case of Amazon . Market Demand Pioneer Business Model Current Business Model Industry Future Perspectives</p> <p>(6) Beyond the Search Engine: The Case of Google Market Demand Pioneer Business Model Current Business Model Industry Future Perspectives</p>	<p>Lecture Presentati on Discussio n</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 business modeling</p>	<p>PB 6x50</p> <p>KM 6x50</p> <p>PT 6x50</p>	<p>Written test on midterm exam Group assignment assessment: Presentation Individual assignment assessment: Class activity: by asking questions in class reviewing material Written assignment</p>	<p>Can: Explain Stages in business modeling Explain and identify existing activities, stakeholders involved in activities, flows / stages in each activity based on Resources</p> <p>Identify existing internal and external regulations & policies</p>	15%

7	Sub-CPMK6 Analyze, evaluate, and formulate innovative new business models (C4:C5)	Case Study Making People Happy: The Case of the Walt Disney Company Entertainment on Demand: The Case of Netflix Passion for Music: The Case of Spotify Pioneer in the Skies: The Case of Southwest Airlines Driving Against the Tide: The Case of Tesla Motors	Lecture Presentati on Discussio n 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 business modeling	DC 3x50 KM 3x50 PT 3x50	Written test at the end of semester exam Group assignment assessment: Presentation Individual assignment assessment: Activity in class: by asking questions in class reviewing material Written assignment	Can: Explain process decomposition in business process modeling Accuracy in explaining: Definition of business model Thinking Business model: Adapting to a changing world	10%
8	Midterm Exam			90	Written test		
9,10,11	Sub-CPMK4 Understand entrepreneurial spirit-based business modeling (C2; C4)	(9) The Requirements and Method to Vitalize Open Innovation Why Do We Need Open Innovation? How Can We Vitalize Open Innovation at the National Level or Higher? Locus of Open Innovation	Lecture Presentati on Discussio n Students: Group Presentations and Discussions/ Simulations/ Case Studies/ Learning to read, take notes, ask questions, listen, give related opinions	Sc 9x50 KM 9x50 PT 9x50	Written test at the end of semester exam Group assignment assessment: Presentation Individual assignment assessment: Activity in class: by asking questions in class reviewing material Written assignment	Students are able to: Accurately explain and implement business process modeling	

		<p>Concrete Existence of Open Innovation Diverse Measures of Open Innovation New Measure of Open Innovation</p> <p>(10) Dynamics of the Open Innovation Economy System. Reasons Behind the Growth Limits Open Innovation Economic System with a Good Balance Relationships in Open Innovation Economy System</p> <p>(11) The Key Activities Building Block describes the most important things a company must do to make its business model work</p>	with study materials and problem gaps that arise during lectures and discussions based on business modeling				20%
12,13,14	Sub-CPMK4 Understand entrepreneurial spirit-based business modeling (C2; C4)	(12) The Business Model Canvas, a tool for describing, analyzing, and designing business	Student Discussion Presentation Lecture: Presentation and	PB	Written test at the end of semester exam Task assessment	Students are able to: Accuracy in explaining Practice personal business model canvas	

	<p>Sub-CPMK5 Identify, understand, and initiate new business modeling trends (C2:C4)</p>	<p>models, Business Model Patterns, based on concepts from leading business thinkers,</p> <p>(13) Re-interpreting strategy through the business model lens, and Generic process to help design innovative business models, tying together all the concepts, techniques, and tools in Business Model Generation.</p> <p>(14) Five business model topics for future exploration. Open Business Models Customer Insights Idea Visual Thinking</p>	<p>Group Discussion / Simulation / Case Study / 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 business modeling</p>	<p>9x50</p> <p>KM 9x50</p> <p>PT 9x50</p>	<p>group: Presentation</p> <p>Assessment of individual assignments: Activity in class: by asking questions in class reviewing material Written assignments</p>		20%
15	<p>Sub-CPMK6 Analyze, evaluate, and formulate innovative new business models (C4; C5)</p>	<p>(15) Canvas Definition of a Business Model Building Blocks The Business Model Canvas Patterns</p>	<p>Lecture Presentation on Discussion</p> <p>Students: Presentations and Group Discussion/</p>	<p>DC 3x50</p> <p>KM 3x50</p> <p>PT</p>	<p>Written test at the end of semester exam Group assignment assessment: Presentation Task assessment</p>	<p>Can:</p> <p>Build a personal business model Document activities that already exist in an organization</p>	10%

		Bundling Business Models The Long Tail Multi-Sided Platforms Prototyping Storytelling Scenarios Strategy Business Model Environment Evaluating Business Models Business Model Perspective on Blue Ocean Strategy Managing Multiple Business Models Process	Simulation / Case Study / Learning to read, take notes, ask questions, listen, give opinions related to study materials and gaps in problems that arise during lectures and discussions based on business modeling	3x50	individual: Activity in class: by asking questions in class reviewing material Written assignment	to make it easier for all stakeholders to understand the processes and services in the organization; Measure how optimal the processes in the organization are in order to achieve optimal performance and performance; Create standard operating procedures for the activities and services of an organization;	
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)	$\Sigma((mhs\ value) \times (Weight\ %))$	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 (0 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 business modeling concepts and knowledge		
5	CPL 12 (KK 1): Able to conduct empirical studies and modeling using scientific methods of business modeling		
6	CPL13 (KK 2): Able to provide business modeling sensitivity		

Example of Student Assignment Plan Form

	MASTER OF MANAGEMENT STUDY PROGRAM, FACULTY OF ECONOMICS AND BUSINESS, AHMAD DAHLAN UNIVERSITY				
	STUDENT ASSIGNMENT PLAN				
COURSES	Business Modeling				
CODE		Credits	3	Semester	2
LECTURER	Dr. Zunan Setiawan, S.E., M.M.				
TASK FORM					
Company Proposal Written Assignment					
TASK TITLE					
Enterprise Business Process Creation					
SUB LEARNING OUTCOMES OF COURSES					
Sub-CPMK4: Understanding entrepreneurial spirit-based business modeling					
TASK DESCRIPTION					
Object: Business processes in companies that are created and manage companies by applying previously learned theories based on designing business development documents					
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. Answering questions given related to the theme of discussing the Freudian concept and the application of consumer behavior personality theory 					
EXTERNAL SHAPES AND FORMATS					
a. Object of Arable: business proposal and business process modeling concept					

b. Forms of external format:	
a. Obyek Garapan: reference book	
b. Output Form: Business Proposal	
INDICATORS, CRETERIA AND ASSESSMENT WEIGHTS	
a. Completeness and correctness of proposal identification (50%)	
b. Analytical acuity (50%)	
SCHEDULE	
Title and Framework Setting	May 09, 2022
Task External Collection	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	
<ol style="list-style-type: none"> 1. Zuhaira, Behjat; Ahmad, Naveed (2020). Business process modeling, implementation, analysis, and management: the case of business process management tools. <i>Business Process Management Journal</i>, ahead-of-print(ahead-of-print), -. doi:10.1108/BPMJ-06-2018-0168 2. Batista Duarte, Rafael; Silva da Silveira, Denis; de Albuquerque Brito, Vinacius; Lopes, Charlie Silva (2020). A systematic literature review on the usage of eye-tracking in understanding process models. <i>Business Process Management Journal</i>, ahead-of-print(ahead-of-print), -. doi:10.1108/BPMJ-05-2020-0207 3. Hajiheydari, Nastaran; Talafidaryani, Mojtaba; Khabiri, SeyedHossein; Salehi, Masoud (2019). Business model analytics: technically review business model research domain. <i>foresight</i>, 21(6), 654–679. doi:10.1108/fs-01-2019-0002 	

Holistic Rubric Tasks: Enterprise Business Process Creation

Grade	Score	Judging Criteria
Very lacking	<20	The task reports presented are irregular and unable to answer the questions given.
Less	21 - 40	Task reports are presented poorly and only able to answer a small part of the questions given.
Enough	41 - 60	The assignment report is presented quite well and is quite capable of answering half the questions 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 answer comprehensively the questions 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	Excellent
	< 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 theme of discussion with the phenomenon of business modeling Able to provide real examples of applications from the theme of business modeling 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