



**Kampus  
Merdeka**  
INDONESIA JAYA

# SEMESTER LEARNING PLAN

## SEMESTER I

**COURSE :**

**ECONOMIC MATHEMATICS**

**CODE :**

**BW6023110**

**ISLAMIC ECONOMIC STUDY PROGRAM  
FACULTY OF ECONOMIC AND BUSINESS  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



**MAKASSAR MUHAMMADIYAH  
UNIVERSITY**

**Code** : LP-UNISMUH-02.2

**Date** :

**RPS form**

**Revision** : 0

**Page**

**Used For complete**

**: LP-UNISMUH-02.2 Learning Process standard**

<b>Process</b>	<b>Person responsible</b>			<b>Date</b>
	<b>Name</b>	<b>Position</b>	<b>Signature</b>	
1. Formulation				
2. Inspection				
3. Consent				
4. Determination				
5. Control				

**SEMESTER LEARNING PLAN**  
**(BLENDED LEARNING MODEL – FLIPPED LEARNING TYPE)**

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**SUBJECT : MATHEMATICS ECONOMICS I**

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**ISLAMIC ECONOMIC STUDIES PROGRAM**

**SEMESTER LEARNING PLAN**

COURSE NAME	MK CODE	MK RUMPU	WEIGHT (CREDITS)		SEMESTER	DATE OF COMPILATION
Mathematics 1	BW6023110		T=3	P =..	I	2021-2022
GKM FEB UNISMUH	NAME OF RPS PREPAITOR	RMK COORDINATOR		KA PRODI		
Asri Jaya, SE., MM	Dr. Asriati , SE, M.Sc	Dr. Asriati , SE, M.Sc		Dr. H. Muhammad Najib Kasim, SE, M.Sc		
<b>LEARNING OUTCOMES (CPL – CPMK – Sub CPMK)</b>	<b>GRADUATE LEARNING OUTCOMES CHARGED AT MK (CPL)</b>					
	CPL 1 ( S)	Have integrity in the order of academic values, norms and ethics				
	CPL2 (P)	Mastering basic concepts, definitions and economic theories in an integrated manner both orally and in writing				
	CPL3 (KU)	Mastering models and analysis economy in describe phenomenon development economics contemporary , as well capable apply methods _ _ quantitative applied in it				
	CPL4 (KK)	Able to apply principles _ _ base economy For analyze issues and policies development economy contemporary , fine regional, national level				
	<b>COURSE LEARNING CAPAIN (CPMK)</b>					
	CPMK1	Explaining the Form and Concept of Series and Their Application in Economics				
	CPMK2	Explain Form and Concept Linear Functions and Application in the Economic Field				
	CPMK3	Explain Form and Concept Function Non-Linear and its Application in Economics				
	CPMK4	Explain Form and Concept Function Differentials and their Application in Economics				



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**SEMESTER LEARNING PLAN**

**FINAL CAPABILITY OF EACH LEARNING STAGE (Sub-CPMK)**

Sub-CPMK1	Students can understand and master economic mathematical concepts and their applications
Sub-CPMK2	Explain _ Form and Concept Row Arithmetic and Series Measuring
Sub-CPMK3	Explain About Simple Interest , Business Development Models, Compound Interest , and Growth Models Resident
Sub-CPMK4	Explain about Slope Point Cut Axis , Formation Linear Equations , Relationship between Two Straight Lines , Finding Roots Linear Equations
Sub-CPMK5	Explain and calculate the Demand Function, Supply Function, Market Equilibrium Function, and Break-Off Analysis
Sub-CPMK6	Explain about Quadratic Functions and Triple Power Functions
Sub-CPMK7	Explain about Function Request , Function Offers , Functions Balance Market,Function Production
Sub-CPMK8	Explain about Understanding Limits, Limit Propositions, Continuity
Sub-CPMK9	Explain _ about derivative concept _ derivative First , the arguments Differentiation

<b>CORRELATION</b>	<b>Sub-CPMK1</b>	<b>Sub-CPMK2</b>	<b>Sub-CPMK3</b>	<b>Sub-CPMK4</b>	<b>Sub-CPMK5</b>	<b>Sub-CPMK6</b>
<b>CPMK1</b>	✓					
<b>CPMK2</b>		✓				
<b>CPMK3</b>			✓			
<b>CPMK4</b>				✓		

**COURSE DESCRIPTION**

Economic Mathematics is a course that discusses or solves economic problems using mathematical concepts/postulates through mathematical symbols. In this course, students will solve economic problems using the concepts of series, linear and non-linear functions, differential and integral functions.



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**STUDY  
MATERIALS  
(TOPICS)**

1. Draft Economic math
2. Row Arithmetic and Series Measuring
3. Application Row Arithmetic and Series Measure in Economics \_
4. Linear Functions
5. Application Linear Functions in Economics
6. Analysis Opportunity Tree
7. Function Non-Linear
8. Application Function Non - Linear in Economics
9. Function Differential Simple
10. Application Function Differential in Economics \_
11. Limit Concept
12. Integral Concept
1. Application of Integrals in Economics \_

**REFERENCE**

**References :**

- Assauri , Sofjan . *Economic math* . Jakarta : Rajawali Press. 2009.
- Chiang, C .Alpha.Fundamental Methods of Mathematical Economics. 3rd ed. New York: Mc Graw-Hill, 1984.
- D. Cashmere. *Introduction to Financial Management* .
- Daus , Paul h. & william m. *introduction to mathematical analysis with application to problems of economics* . Reading massachusetts.usa : addison welsey publishing company inc. p.64 Paul p. Daus & William M. *introduction to mathematical analysis with application to problems of economics* . Reading massachusetts.usa : addison welsey publishing company inc.
- Dumairy . *Mathematics Applied For Business and Economics* . Edition Second . Yogyakarta: BPFE.2012.
- Handoko, T. Hani. *Basics of Management and Operations* . 7th Edition. Yogyakarta : BPFE. 1999.
- Josep Bintang Kalangi. *Economics and Business Mathematics*, 4th edition Book 1. Jakarta: Salemba Four , 2018.
- Schroeder, Roger. *Decision Making in an Operation* . 3rd Edition. Jakarta : Erlangga.2001.
- Weber JE (1982). *Mathematical analysis : business and economic applications* (4th ed.). Harper & Row.
- Zahri, Syahrman Yusi Imron. *Economic Mathematics (Theory and Applications)* . Jakarta: Mitra Discourse Media. 2017.



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**SEMESTER LEARNING PLAN**

	<b>Reference Addition</b> 1. Internet 2. Journal of Education
<b>LECTURER NAME</b>	Dr. Asriati , SE, M.Si
<b>REQUIRED COURSES</b>	-

## 1. 1<sup>ST</sup> MEETING

LESSON PLAN: 1 <sup>ST</sup> MEETING								
ASPECT	ONLINE			OFFLINE				
<b>SUB-CPMK</b>	Student capable analyze draft mathematics economy							
<b>INDICATOR</b>	After learning the concepts mathematics economy students can: <ol style="list-style-type: none"> <li>1. Understanding about variables , constant , coefficient , And parameter</li> <li>2. Understand about equality And inequality</li> <li>3. Understand about draft And theory set</li> <li>4. Understand about system number real</li> </ol> Understand about rule rank , rooting And factoring							
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy							
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	.....					Learning class : Laptops, LCD Projectors, and Tools	
	LMS Features	Page	√	Lessons		Slides		
		URLs		Forum		Quiz		√
		Dock		Task		Meetings		
Videos			Survey		Other			
Other Media								
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>				
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>				
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>							
	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>		



### LESSON PLAN: 1<sup>ST</sup> MEETING

ASPECT	ONLINE		OFFLINE	
<b>LEARNING ASSESSMENT</b>	<i>Assignment</i>	<i>Literature Review</i> Forum = <i>Feedback</i>	Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric
	<b>Weight : 3.5%</b>			

## 2. 2<sup>ND</sup> MEETING

LESSON PLAN: 2 <sup>ND</sup> MEETING							
ASPECT	ONLINE			OFFLINE			
<b>SUB-CPMK</b>	Students can explain the definition of series, the concept of arithmetic series, the concept of geometric series, and complete calculations related to the concept of arithmetic series and the concept of geometric series.						
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>1. Understand and explain the definition of a series</li> <li>2. Understand and explain the concept of arithmetic series</li> <li>3. Understand and explain the concept of geometric series</li> <li>4. Solve problems related to the concept of arithmetic series and the concept of geometric series.</li> </ol>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>			
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>			
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>	
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric	

<b>LESSON PLAN: 2<sup>ND</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 3.5%</b>	

### 3. 3<sup>RD</sup> MEETING

LESSON PLAN: 3 <sup>RD</sup> MEETING							
ASPECT	ONLINE			OFFLINE			
<b>SUB-CPMK</b>	Students can explain the definition of series, the concept of arithmetic series, the concept of geometric series, and complete calculations related to the concept of arithmetic series and the concept of geometric series.						
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>1. Understand and explain the definition of a series</li> <li>2. Understand and explain the concept of arithmetic series</li> <li>3. Understand and explain the concept of geometric series</li> <li>4. Solve problems related to the concept of arithmetic series and the concept of geometric series.</li> </ol>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>			
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>			
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>	
	<i>Assignment</i>		<i>Literature Review</i> Forum = <i>Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric	

<b>LESSON PLAN: 3<sup>RD</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 3.5%</b>	

#### 4. 4<sup>TH</sup> MEETING

LESSON PLAN: 4 <sup>TH</sup> MEETING							
ASPECT	ONLINE			OFFLINE			
<b>SUB-CPMK</b>	Students can explain simple interest, business development models, compound interest and population growth models. Students are also expected to be able to calculate simple interest, business development models, compound interest, and population growth models.						
<b>INDICATOR</b>	1. Explain and calculate the concept of simple interest 2. Explain and calculate business development models 3. Explain and calculate the concept of compound interest 4. Explain and calculate population growth models						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>			
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>			
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>	
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric	

<b>LESSON PLAN: 4<sup>TH</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 3.5%</b>	

## 5. 5<sup>TH</sup> MEETING

LESSON PLAN: MEETING 5 <sup>TH</sup>							
ASPECT	ONLINE			OFFLINE			
<b>SUB-CPMK</b>	Students can explain the meaning of linear functions, presentation of functions and graphs, formation of linear equations and the relationship between two straight lines.						
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>1. Understand and explain the meaning of linear functions</li> <li>2. Understand and explain the presentation of functions and graphs</li> <li>3. Understand and explain the formation of linear equations</li> <li>4. Understand and explain the relationship between two straight lines</li> </ol>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>			
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>			
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		<i>Presentation ( Group Work )</i> <i>Group discussion</i>		
						<b>Instruments</b> Holistic Assessment Rubric	



<b>LESSON PLAN: MEETING 5<sup>TH</sup></b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 3.5%</b>	

## 6. 6<sup>TH</sup> MEETING

LESSON PLAN: 6 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students can explain the meaning of the demand function, supply function, market balance, the effect of taxes and subsidies on market balance and complete calculations related to the application of linear functions in economics						
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>Understand and explain about understanding function request</li> <li>Understand and explain about understanding function offer</li> <li>Understand and explain about understanding market balance</li> <li>Understand and explain about application inner linear function knowledge economy</li> <li>Finish related problems _ with application inner linear function Economics</li> </ol>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i>			Presentation ( <i>Group Work</i> )	Holistic Assessment Rubric

LESSON PLAN: 6 <sup>TH</sup> MEETING			
ASPECT	ONLINE		OFFLINE
		Forum = <i>Feedback</i>	Group discussion
	Weight : 3.5%		

## 7. 7<sup>TH</sup> MEETING

LESSON PLAN: 7 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students can explain the meaning of cost function, revenue function, profit/profit, break-even (BEP) and solve problems related to break-even analysis						
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>1. Understand and explain about understanding function cost</li> <li>2. Understand and explain about understanding function reception</li> <li>3. Understand and explain about understanding profit / profit</li> <li>4. Understand and explain about analysis go home principal</li> <li>5. Finish related problems _ with Analysis go home principal</li> </ol>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i>		<i>Presentation ( Group Work )</i>		<i>Holistic Assessment Rubric</i>

LESSON PLAN: 7 <sup>TH</sup> MEETING			
ASPECT	ONLINE		OFFLINE
		Forum = <i>Feedback</i>	Group discussion
	<b>Weight : 3.5%</b>		

## 8. 8<sup>TH</sup> MEETING

LESSON PLAN: 8 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	The Mid-Semester Examination (UTS) is carried out to measure students' level of understanding of the material that has been presented. UTS is carried out to assess the success of students' studies specifically on the programmed course material. Achievements regarding the success of the lecture material during the previous 7 meetings were seen from achievements starting from correctness and accuracy in answering questions, timeliness of work, etc.						
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>1. Measuring students' understanding of the concept of sequences and series</li> <li>2. Measuring students' abilities and accuracy in determining arithmetic series and geometric series</li> <li>3. Measures understanding and accuracy in creating linear functions</li> <li>4. Measures understanding and accuracy in creating linear graphs</li> <li>5. Measuring understanding and accuracy in analyzing breakeven</li> </ol>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>

LESSON PLAN: 8 <sup>TH</sup> MEETING			
ASPECT	ONLINE		OFFLINE
LEARNING ASSESSMENT	<i>Assignment</i>	<i>Literature Review</i> Forum = <i>Feedback</i>	Presentation ( <i>Group Work</i> ) Group discussion
	<b>Weight : 30%</b>		

## 9. MEETING 9

LESSON PLAN: MEETING 9							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	The achievement in learning this topic is that students are expected to be able to explain quadratic functions, cube functions and rational functions.						
<b>INDICATOR</b>	1. Understand and explain the meaning of quadratic functions 2. Understand and explain the cube function 3. Understand and explain rationality						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric
	<b>Weight : 3.5%</b>						



## 10. 10<sup>TH</sup> MEETING

LESSON PLAN: 10 <sup>TH</sup> MEETING								
ASPECT	ONLINE			OFFLINE				
<b>SUB-CPMK</b>	Students can explain the application function non-linear form function square in economics , that is in function demand , supply and market balance .							
<b>INDICATOR</b>	After studying the material at this meeting, students able to describe the functions of demand, supply and market balance non linear.							
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy							
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					Learning in class : Laptops, LCD Projectors, and Stationery	
	LMS Features	Page	√	Lessons		Slides		√
		URLs	√	Forum	√	Quiz		√
		Dock	√	Task	√	Meetings		
		Videos		Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube							
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>				
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>				
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>							
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>	<b>Instruments</b>		
	<i>Assignment</i>		<i>Literature Review</i> Forum = <i>Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric		
	<b>Weight</b> : 3.5%							

## 11. 11<sup>TH</sup> MEETING

LESSON PLAN: 11 <sup>TH</sup> MEETING								
ASPECT	ONLINE			OFFLINE				
SUB-CPMK	Student capable analyze differential function simple							
INDICATOR	Understand differential function simple is method or pattern think knowledge economics and business with nature analysis _ quantitative . Differential function simple as branch which discuss about quotations and derivatives , rules rule differentiation , derivative with more levels _ tall .							
STUDY MATERIALS	- Text - PPT Slides Related videos mathematics economy							
INSTRUCTIONAL MEDIA	SPADA URL	-					Learning in class : Laptops, LCD Projectors, and Stationery	
	LMS Features	Page	√	Lessons		Slides		√
		URLs	√	Forum	√	Quiz		√
		Dock	√	Task	√	Meetings		
		Videos		Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube							
LEARNING MODEL	Scenarios & Features			Scenario				
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>				
LEARNING EXPERIENCE	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>							
LEARNING ASSESSMENT	LMS Features		Instruments		Type	Instruments		
	<i>Assignment</i>		<i>Literature Review</i> Forum = <i>Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric		
	<b>Weight</b> : 3.5%							

## 12. 12<sup>TH</sup> MEETING

LESSON PLAN: 12 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
SUB-CPMK	<ol style="list-style-type: none"> <li>1. Student capable analyze elasticity</li> <li>2. Student capable analyze cost</li> <li>3. Student capable analyze cost marginal</li> </ol>						
INDICATOR	<ol style="list-style-type: none"> <li>1. Accuracy analyze elasticity .</li> <li>2. Accuracy analyze cost .</li> <li>3. Accuracy analyze cost marginal</li> </ol>						
STUDY MATERIALS	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos mathematics economy</li> </ul>						
INSTRUCTIONAL MEDIA	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
LEARNING MODEL	Scenarios & Features				Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
LEARNING ASSESSMENT	LMS Features		Instruments		Type		Instruments
	Assignment		Literature Review		Presentation ( <i>Group Work</i> )		Holistic Assessment Rubric

LESSON PLAN: 12 <sup>TH</sup> MEETING			
ASPECT	ONLINE		OFFLINE
		Forum = <i>Feedback</i>	Group discussion
	<b>Weight : 3.5%</b>		

### 13. 13<sup>TH</sup> MEETING

LESSON PLAN: 13 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	1. Capable capable analyze integral or not Of course 2. Capable capable analyze integral of course						
<b>INDICATOR</b>	1. Accuracy analyze integral or not Of course 2. Accuracy analyze integral of course .						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		<i>Presentation ( Group Work )</i> <i>Group discussion</i>		<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 3.5%						

## 14. 14<sup>TH</sup> MEETING

LESSON PLAN: 14 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	1. Capable capable analyze integral or not Of course 2. Capable capable analyze integral of course						
<b>INDICATOR</b>	1. Accuracy analyze integral or not Of course 2. Accuracy analyze integral of course .						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		<i>Presentation ( Group Work )</i> <i>Group discussion</i>		<i>Holistic Assessment Rubric</i>
	<b>Weight : 3.5%</b>						

## 15. 15<sup>TH</sup> MEETING


LESSON PLAN: 15 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	1. Student capable apply Integral economics no Of course . 2. Student capable apply integral economics of course .						
<b>INDICATOR</b>	1. Accuracy apply Integral economics no Of course . 2. Accuracy apply integral economics of course .						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos mathematics economy						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion		Holistic Assessment Rubric
	<b>Weight</b> : 3.5%						

## 16. 16<sup>TH</sup> MEETING

LESSON PLAN: 16 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
SUB-CPMK	Semester Final						
INDICATOR	- Able to complete the question given related topic meeting 9-15						
STUDY MATERIALS	- Text - PPT Slides Related videos mathematics economy						
INSTRUCTIONAL MEDIA	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
LEARNING MODEL	Scenarios & Features				Scenario		
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
LEARNING EXPERIENCE	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
LEARNING ASSESSMENT	LMS Features		Instruments		Type		Instruments
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		<i>Presentation ( Group Work )</i> <i>Group discussion</i>		<i>Holistic Assessment Rubric</i>
	Weight : 30%						



## RENCANA TUGAS PROYEK

		<b>MAKASSAR MUHAMMADIYAH UNIVERSITY</b> <b>ECONOMICS AND BUSINESS</b> <b>ISLAMIC ECONOMICS</b>		
STUDENT ASSIGNMENT PLAN				
COURSE IDENTITY	MK's name	Code	Semester	SKS
		ECONOMIC MATH	CC 70307	I
TASK DESIGN	Form of Assignment		Task Completion Time	
	Practice Papers and Questions		Adjusted to the time spent discussing or working on assignments, or the amount of contribution an ability makes to achieving competency in this course.	
ASSIGNMENT TITLE	Explain concepts, estimates and projections based on study topics at meetings 1-7 and 9-15 Task URL in LMS:			
Sub-CPMK	Students can understand basic concepts mathematics , images and functions ; linear and quadratic equations , equations dynamic and differential , functions exponential , growth and equality differential algebra matrices and mathematics finance .			
DESCRIPTION	Explaining concepts base math and solve problem economy with approach mathematics			
ASSIGNMENT METHODS	Assignments are carried out in accordance with the instructions of the teaching lecturer			
TASK OBJECT	Calculation practice papers and questions linear and quadratic equations			
TASK OUTPUT	Papers and calculation results			
EVALUATION	Criteria & Indicators		Assessment Techniques	Weight (%)
	- Retention of material		Holistic Rubric	- 40%
	- Quiz/Practice Questions			- 30%
	- Independent task			- 30%
Note : This assignment as a whole has a weight of 50% of the assessment for this course				
TIMETABLE	Stages		Time	
	<ul style="list-style-type: none"> <li>- Topics 1 – 5</li> <li>- Midterm exam</li> <li>- Topics 7 – 10</li> <li>- Final exams</li> <li>- Inputting Exam Result Values</li> </ul>		<ul style="list-style-type: none"> <li>- March 15, 2021 – April 26, 2021</li> <li>- May 4, 2021</li> <li>- May 10, 2021 – June 21, 2021</li> <li>- July 26, 2021</li> <li>- 27 July – 15 August 2021</li> </ul>	

<b>ETC</b>	
<b>REFERENCES</b>	<p>Rosser, Mike. 2003 . " <i>Basic Mathematics for Economics</i> " 2<sup>ed</sup> , Routledge. Taylor &amp; Francis Group. London and New York.</p> <p>Chiang, Alpha C. And Kevin Wainwright. 2005. " <i>Fundamental Methods of Mathematics Economics</i> " 4<sup>years</sup> mcgraw-Hill . Inc.</p> <p>Hoy, Michael et al. 2001. " <i>Mathematics for Economics</i>" 2nd, MIT Press. Cambridge.Massachusetts.</p> <p>Assauri , Sofjan . <i>Economic math</i> . Jakarta : Rajawali Press. 2009.</p> <p>Chiang, C .Alpha.Fundamental Methods of Mathematical Economics. 3rd ed. New York: Mc Graw-Hill, 1984.</p> <p>D. Cashmere. <i>Introduction to Financial Management</i> .</p> <p>Daus , Paul h. &amp; william m. <i>introduction to mathematical analysis with application to problems of economics</i> . Reading massachusetts.usa : addison welsey publishing company inc. p.64 Paul p. Daus &amp; William M. <i>introduction t mathematical analysis with application to problems of economics</i> . Reading massachusetts.usa : addison welsey publishing company inc.</p> <p>Dumairy . <i>Mathematics Applied For Business and Economics</i> . Edition Second . Yogyakarta: BPFE.2012.</p> <p>Handoko, T. Hani. <i>Basics of Management and Operations</i> . 7th Edition. Yogyakarta : BPFE. 1999.</p> <p>Josep Bintang Kalangi. <i>Economics and Business Mathematics</i>, 4th edition Book 1. Jakarta: Salemba Four , 2018.</p> <p>Schroeder, Roger. <i>Decision Making in an Operation</i> . 3rd Edition. Jakarta : Erlangga.2001.</p> <p>Weber JE (1982). <i>Mathematical analysis : business and economic applications</i> (4th ed.). Harper &amp; Row.</p> <p>Zahri, Syahruman Yusi Imron. <i>Economic Mathematics (Theory and Applications)</i> . Jakarta: Mitra Discourse Media. 2017.</p>

## CPL ASSESSMENT AND ACHIEVEMENTS

TOPIC	SUNDAY	CPL	CPMK	Sub-CPMK	ASSESSMENT	WEIGHT (%)	CATEGORY
I	1	1,2,3,4	1	1	<i>Assignment , Group Presentation ( Work Group )</i>	3.5%	Online
II	2	1,2,3,4	1	2	<i>Assignments , Group Presentations ( Work Group</i>	3.5 %	Online
III	3	1,2,3,4	1,2	3	<i>Assignments , Group Presentations ( Work Group</i>	3.5 % _	Online
IV	4	1,2,3,4	1,2	4	<i>Assignments , Group Presentations ( Work Group</i>	3.5%	Online
V	5 – 7	1,2,3,4	1,2	5 -7	<i>Assignments , Group Presentations ( Work Group</i>	6.5%	Online
VI	8	1,2,3,4	1,2	1,2,3,4,5 ,6,7	<i>Assignment</i>	30%	Online
VII	9 – 11	1,2,3,4	1	9,10,11	<i>Assignments , Group Presentations ( Work Group</i>	6.5%	Online
IX	12 – 13	1,2,3,4	1	12,13	<i>Assignments , Group</i>	6%	Online

TOPIC	SUNDAY	CPL	CPMK	Sub-CPMK	ASSESSMENT	WEIGHT (%)	CATEGORY
					Presentations ( <i>Work Group</i> )		
X	14	1,2,3,4	1	14	<i>Assignments , Group Presentations (Work Group)</i>	3.5%	Online
XI	15	1,2,3,4	1	15	<i>Assignments , Group Presentations (Work Group)</i>	3.5%	Online
XI	16	1,2,3,4	1	9,10,11,12,13,14,15	<i>Assignment</i>	30%	Online

## ASSESSMENT AND ASSESSMENT SCALE

EVALUATION			SCORING SCALE	
ASPECT	TYPE	PROPORTION (%)	INTERVALS	LETTER
Absence	-	5	80 – 100	A
Activity completion	-	10	65 – < 80	B
Formative Assessment	Quiz	5	50 – <65	C
	Task 1	5	40 – <50	D
	Task other	5	0 – <40	E
Summative Assessment	Task project	40		
	UTS	15		
	UAS	15		

## BIBLIOGRAPHY

- Rosser, Mike. 2003 . " *Basic Mathematics for Economics* " 2<sup>ed</sup> , Routledge. Taylor & Francis Group. London and New York.
- Chiang, Alpha C. And Kevin Wainwright. 2005. " *Fundamental Methods of Mathematics Economics* " 4<sup>years</sup> mcgraw-Hill . Inc.
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- Assauri , Sofjan . *Economic math* . Jakarta : Rajawali Press. 2009.
- Chiang, C .Alpha.Fundamental Methods of Mathematical Economics. 3rd ed. New York: Mc Graw-Hill, 1984.
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- Dumairy . *Mathematics Applied For Business and Economics* . Edition Second . Yogyakarta: BPFE.2012.
- Handoko, T. Hani. *Basics of Management and Operations* . 7th Edition. Yogyakarta : BPFE. 1999.
- Josep Bintang Kalangi. *Economics and Business Mathematics*, 4th edition Book 1. Jakarta: Salemba Four , 2018.
- Schroeder, Roger. *Decision Making in an Operation* . 3rd Edition. Jakarta : Erlangga.2001.
- Weber JE (1982). *Mathematical analysis : business and economic applications* (4th ed.). Harper & Row.
- Zahri, Syahrman Yusi Imron. *Economic Mathematics (Theory and Applications)* . Jakarta: Mitra Discourse Media. 2017.

Makassar, 20 June 2021

RPS compiler

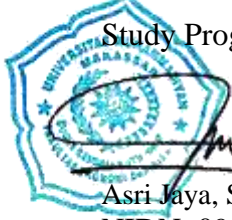
Course Coordinator \_



Dr. Asriati, SE, M.Sc  
NIDN.001126303

Reviewer

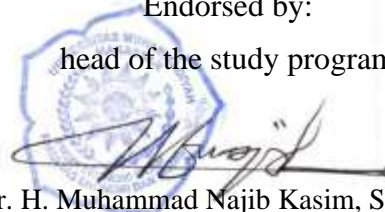
Study Program Quality Guarantee



Asri Jaya, SE., MM  
NIDN. 0926088303

Endorsed by:

head of the study program



Dr. H. Muhammad Najib Kasim, SE, M.Sc  
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