SEMESTER LEARNING PLAN
SEMESTER III

COURSE :

ISLAMIC MICRO ECONOMIC

CODE :

CW6602023309

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

	MAKASSAR MUHAMMADIYAH UNIVERSITY		Code	:	LP-UNISMUH-02.2
			Date	:	
	RPS form		Revision	:	0
			Page		

Used to complete	:	**LP-UNISMUH-02.2 Learning Process standard**

Process	Person responsible			Date
	Name	**Position**	**Signature**	
1. Formulation				
2. Inspection				
3. Consent				
4. Determination				
5. Control				

SEMESTER LEARNING PLAN

(BLENDED LEARNING MODEL – FLIPPED LEARNING TYPE)

SUBJECT : ISLAMIC MICRO ECONOMICS

LIST OF CONTENTS

MAKASSAR MUHAMMADIYAH UNIVERSITY
FACULTY OF ECONOMICS AND BUSINESS
ISLAMIC ECONOMIC STUDIES PROGRAM

SEMESTER LEARNING PLAN

COURSE NAME	MK CODE	MK RUMPU	WEIGHT (CREDITS)		SEMESTER	DATE OF COMPILATION
Islamic Microeconomics	CW6602023309		T=3	P= ..	III	**2021-2022**

GKM FEB UNISMUH	NAME OF RPS PREPAITOR	RMK COORDINATOR	KA PRODI
Asri Jaya, SE, MM	Sri Wahyuni, SE, ME	Sri Wahyuni, SE, ME	Dr. H. Muhammad Najib Kasim, SE, M.Si

<table>
<tr><td rowspan="11">LEARNING OUTCOMES (CPL – CPMK – Sub CPMK)</td><td colspan="2">GRADUATE LEARNING OUTCOMES CHARGED AT MK (CPL)</td></tr>
<tr><td>CPL1(S)</td><td>Have faith in God Almighty and be able to show a religious attitude</td></tr>
<tr><td>CPL2 (P)</td><td>-</td></tr>
<tr><td>CPL3 (KU)</td><td>Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise. Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis</td></tr>
<tr><td>CPL4 (KK)</td><td>Master the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific parts of that field of knowledge in depth, and be able to formulate procedural problem solving</td></tr>
<tr><td colspan="2">COURSE LEARNING CAPAIN (CPMK)</td></tr>
<tr><td>CPMK1</td><td>Students are able to understand microeconomics</td></tr>
<tr><td>CPMK2</td><td>Students are able to understand Islamic supply theory and demand theory</td></tr>
</table>

	MAKASSAR MUHAMMADIYAH UNIVERSITY
	FACULTY OF ECONOMICS AND BUSINESS
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SEMESTER LEARNING PLAN

CPMK3	Students are able to understand perfect competition markets	
CPMK4	-	

FINAL CAPABILITY OF EACH LEARNING STAGE (Sub-CPMK)

Sub-CPMK1	Students will be able to analyze developments in scientific scope and analytical models
Sub-CPMK2	Students will be able to analyze consumer behavior using a cardinal theory approach
Sub-CPMK3	Students will be able to analyze consumer behavior using an ordinal theory approach
Sub-CPMK4	Students will be able to analyze the level of consumer balance
Sub-CPMK5	Students will be able to analyze demand curves and their factors
Sub-CPMK6	Students can find out the various types of demand elasticity by calculating elasticity and how to carry out simulations
Sub-CPMK7	Students can analyze the theory of production to one (production factors)
Sub-CPMK8	Students can analyze production theory using two inputs
Sub-CPMK9	Students can analyze production cost theory and its various types
Sub-CPMK10	Students can analyze the origin and use of supply theory
Sub-CPMK11	Students can analyze perfect competition markets
Sub-CPMK12	Students can analyze equilibrium in a perfectly competitive market
Sub-CPMK13	Students can analyze monopoly competition
Sub-CPMK14	Students can analyze oligopoly markets

CORRELATION	Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6
CPMK1						

<table>
<tr><td colspan="8" align="center">MAKASSAR MUHAMMADIYAH UNIVERSITY
FACULTY OF ECONOMICS AND BUSINESS
ISLAMIC ECONOMIC STUDIES PROGRAM</td></tr>
<tr><td colspan="8" align="center">SEMESTER LEARNING PLAN</td></tr>
<tr><td></td><td>CPMK2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>CPMK3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>CPMK4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>COURSE DESCRIPTION</td><td colspan="7">This course discusses the philosophical concepts of Islamic Economics, markets and prices, needs and rationality in Islamic economics, consumption theory, production theory, distribution theory, demand theory, supply theory, Islamic market mechanisms, market structure and price competition, market distortion and justice , efficient allocation and distribution of income, and reconstruction of Islamic microeconomics..</td></tr>
<tr><td>STUDY MATERIAL (TOPIC)</td><td colspan="7">1. Development of economics; Scope, microeconomics, and models of economic analysis
2. Consumer behavior with a cardinal theory approach; Measures of satisfaction with utility theory, marginal utility, consumer budget and graphs.
3. Consumer behavior with an ordinal theory approach; Measurement of satisfaction with ordinal theory, formation of curves from ordinal theory as well as slop indifference curve and budget curve
4. Consumer balance level; Difference curve analysis, budget line curve analysis, consumer balance analysis, and analysis of the number of goods consumers need to maximize satisfaction
5. Demand curve and its factors; The origin of demand using a graphic approach and the factors that influence demand
6. Production theory; Production function (output), input and its types, classic production curve, total production, average and marginal production
7. Production theory based on two inputs; Isoguant and scope, isocost and scope, as well as production balance with graphs and mathematical formulas
8. Theory of production costs and their various types; Production costs and cost functions in mathematical form.</td></tr>
</table>

	MAKASSAR MUHAMMADIYAH UNIVERSITY FACULTY OF ECONOMICS AND BUSINESS ISLAMIC ECONOMIC STUDIES PROGRAM
	SEMESTER LEARNING PLAN
	9. Supply theory of origin and use; The origins of supply either graphically or mathematically and the factors that influence supply 10. Perfect competition market; Characteristics of perfect competition and the formation of a perfectly competitive market 11. Equilibrium in the market in a perfectly competitive market 12. Monopoly competition market; The formation of a monopoly competitive market and its characteristics 13. Oligopoly Market; Characteristics of oligopoly markets and the philosophy of oligopoly markets

REFERENCE	**Main Reference**
	
	1. Sellgren, A. W. (2000). Matthias Doepke. *Policies* .
	2. Blanchard, O. (2006). *Macroeconomics 4th Edition. Pearson Prentice Hall, New Jersey* .
	3. Mankiw, N., Goh, SK, Ong, HB, Yen, SH, Cheng, MY, Mohd. Mustafa, M., & Lee, Y. L.E. (2013). *Principles of Macroeconomics* . **Additional References**
	1. Internet
	2. Educational journals :
	    - Pakkanna, M., Rasulong, I., Akhmad, &Wahjono, S. I. (2020). Microfinance institutions and women empowerment: Evidence in the rural areas of Tangerang, Indonesia. *International Journal of Scientific and Technology Research*, *9*(2), 3994–3999.
	    - Haeruddin, Ibrahim, Jamali, H., Salim, A., &Asriati. (2021). Preparation of Financial Statements for Village- Owned Enterprises (BUMDes) Based on Financial Accounting Standards for Micro, Small and Medium Entities (SAK EMKM). Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 4(4), 10012–10025

	<table><tr><td><table><tr><td>![logo]</td></tr></table></td></tr></table>**MAKASSAR MUHAMMADIYAH UNIVERSITY** **FACULTY OF ECONOMICS AND BUSINESS** **ISLAMIC ECONOMIC STUDIES PROGRAM**

SEMESTER LEARNING PLAN

	- Rayyani, WO, Arizah, A., & Abbas, A. (2019). The Coaching Assistance of Preparing of Financial Statements based on SAK EMKM Integrated. Proceedings of Community Development, 2, 818. https://doi.org/10.30874/comdev.2018.193 - Surya, B., Hernita, H., Salim, A., Suriani, S., Perwira, I., Yulia, Y., Ruslan, M., & Yunus, K. (2022). Travel-Business Stagnation and SME Business Turbulence in the Tourism Sector in the Era of the COVID-19 Pandemic. Sustainability (Switzerland), 14(4), 1–37.
LECTURER NAME	S ri Wow h y un i, S.E. , M.E
REQUIRED COURSES	**-**

1. 1ST MEETING

LESSON PLAN:1st MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students will be able to analyze developments in scientific scope and analytical models	
INDICATOR	– Gain knowledge about the development of economics – Get clear scope & boundaries between micro & macro economics – Obtain & know about models in competitive science while in the role	
STUDY MATERIALS	1. Development of economics 2. Scope of microeconomics 3. Use of economic analysis models	

INSTRUCTIONAL MEDIA	SPADA URL	-					
	LMS Features	Page		Lessons		Slides	
		URLs		Forum		Quiz	
		Dock		Task		Meetings	
		Videos		Survey		Other	
	Other Media						

LEARNING MODEL	**LMS Scenarios & Features**	**Scenario**
	- Discussion - Question and answer - Assignment of assignments	- Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes	▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**

LEARNING ASSESSMENT	**LMS Features**	**Instruments**	**Type**	**Instruments**
	Weight : 5%			

2. 2ND MEETING

LESSON PLAN: 2nd MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students will be able to analyze consumer behavior using a cardinal theory approach	
INDICATOR	– Gaining knowledge about customer satisfaction can be measured – Measurement of consumer satisfaction with utility units using numerical measures – The level of consumer satisfaction decreases as the number of goods consumed increases – Consumer satisfaction can be met but there are constraints on the consumer's budget	
STUDY MATERIALS	1. Consumer behavior with a cardinal theory approach 2. A measure of satisfaction with utility theory 3. Marginal utility 4. Consumer budget and its graph	
INSTRUCTIONAL MEDIA	SPADA URL: - LMS Features: <table><tr><td>Page</td><td></td><td>Lessons</td><td></td><td>Slides</td><td></td></tr><tr><td>URLs</td><td></td><td>Forum</td><td></td><td>Quiz</td><td></td></tr><tr><td>Dock</td><td></td><td>Task</td><td></td><td>Meetings</td><td></td></tr><tr><td>Videos</td><td></td><td>Survey</td><td></td><td>Other</td><td></td></tr></table> Other Media	

	LMS Scenarios & Features		**Scenario**	
LEARNING MODEL	- Discussion - Question and answer - Assignment of assignments		- Discussion - Question and answer - Assignment of assignments	
LEARNING TIME BURDEN	▪ **Independent Study** : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes		▪ **Face to face** : 3 x 50 minutes	
LEARNING EXPERIENCE	- **Make a summary related to the material explained**		- **Make a summary related to the material explained**	
LEARNING ASSESSMENT	**LMS Features**	**Instruments**	**Type**	**Instruments**
	Weight : 5%			

3. 3ʳᴰ MEETING

LESSON PLAN:3rd MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students will be able to analyze consumer behavior using an ordinal theory approach	
INDICATOR	− Consumer behavior with an ordinal theory approach − Ordinal is a ranking to measure satisfaction − Ordinals can form indifference curves − Knowing the slope indifference curve & budget curve	
STUDY MATERIALS	1. Consumer behavior with an ordinal theory approach 2. Ordinal is a ranking to measure satisfaction 3. Ordinals can form indifference curves 4. Knowing the slope indifference curve & budget curve	

	SPADA URL	-					
INSTRUCTIONAL MEDIA	LMS Features	Page		Lessons		Slides	
		URLs		Forum		Quiz	
		Dock		Task		Meetings	
		Videos		Survey		Other	
	Other Media						

	LMS Scenarios & Features		**Scenario**	
LEARNING MODEL	- Discussion - Question and answer - Assignment of assignments		- Discussion - Question and answer - Assignment of assignments	
LEARNING TIME BURDEN	▪ **Independent Study** : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes		▪ **Face to face** : 3 x 50 minutes	
LEARNING EXPERIENCE	- **Make a summary related to the material explained**		- **Make a summary related to the material explained**	
LEARNING ASSESSMENT	**LMS Features**	**Instruments**	**Type**	**Instruments**
	Weight : 5%			

4. 4ᵀᴴ MEETING

LESSON PLAN: 4th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students will be able to analyze the level of consumer balance	
INDICATOR	– Gain knowledge about customer satisfaction as measured by ranking (ordering) – Parallel ranks can form indifferent curves & know the PHILOSOPHY of indifferent curves – Can find out the slope of the curve – Can find out the slope of the budget line curve – Can create difference curve graphs and budget graphs (Budjet line)	
STUDY MATERIALS	1. Indifferent curve analysis 2. Budget line curve analysis 3. Consumer balance analysis 4. Analyze the number of goods consumers need to maximize satisfaction	
INSTRUCTIONAL MEDIA	SPADA URL : - LMS Features: Page / Lessons / Slides / URLs / Forum / Quiz / Dock / Task / Meetings / Videos / Survey / Other Other Media	
LEARNING MODEL	**LMS Scenarios & Features**	**Scenario**
	- Discussion - Question and answer - Assignment of assignments	- Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes	▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features** | **Instruments**	**Type** | **Instruments**

LESSON PLAN: 4th MEETING		
ASPECT	ONLINE	OFFLINE
	Weight : 5%	

5. 5TH MEETING

LESSON PLAN: 5th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students will be able to analyze demand curves and their factors	
INDICATOR	– Know the philosophy of curves and indifferents and their functions – Understand the philosophy of the budget curve and its functions – Knowing maximum consumer satisfaction and the number of goods consumed – Knowing the impact of changes in the price of goods on price balance	
STUDY MATERIALS	1. The origin of demand with a graphical approach 2. Factors that influence demand	
INSTRUCTIONAL MEDIA	SPADA URL: - LMS Features: <table><tr><td>Page</td><td></td><td>Lessons</td><td></td><td>Slides</td><td></td></tr><tr><td>URLs</td><td></td><td>Forum</td><td></td><td>Quiz</td><td></td></tr><tr><td>Dock</td><td></td><td>Task</td><td></td><td>Meetings</td><td></td></tr><tr><td>Videos</td><td></td><td>Survey</td><td></td><td>Other</td><td></td></tr></table> Other Media	
LEARNING MODEL	**LMS Scenarios & Features**	**Scenario**
	- Discussion - Question and answer - Assignment of assignments	- Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes	▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features** / **Instruments**	**Type** / **Instruments**
	Weight : 5%	

6. 6ᵀᴴ MEETING

<table>
<tr><th colspan="3">LESSON PLAN: 6th MEETING</th></tr>
<tr><th>ASPECT</th><th>ONLINE</th><th>OFFLINE</th></tr>
<tr><td>SUB-CPMK</td><td colspan="2">Students can find out the various types of demand elasticity by calculating elasticity and how to carry out simulations</td></tr>
<tr><td>INDICATOR</td><td colspan="2">– Obtain and understand the impact of rising and falling prices on consumer balance
– Knowing what and where the demand curve is based on a graphical approach
– Know the 4 factors that influence demand, namely price, income, quantity, population, and tastes
– Knowing the shift in the demand curve</td></tr>
<tr><td>STUDY MATERIALS</td><td colspan="2">1. The origins of demimind with a graphical approach
2. Factors that influence demand</td></tr>
<tr><td rowspan="2">INSTRUCTIONAL MEDIA</td><td>SPADA URL: -</td><td rowspan="3"></td></tr>
<tr><td>LMS Features:

| Page | | Lessons | | Slides | |
| URLs | | Forum | | Quiz | |
| Dock | | Task | | Meetings | |
| Videos | | Survey | | Other | |

Other Media</td></tr>
<tr><td rowspan="2">LEARNING MODEL</td><td>LMS Scenarios & Features</td><td>Scenario</td></tr>
<tr><td>- Discussion
- Question and answer
- Assignment of assignments</td><td>- Discussion
- Question and answer
- Assignment of assignments</td></tr>
<tr><td>LEARNING TIME BURDEN</td><td>▪ Independent Study : 3 x 50 minutes
▪ Structured Assignments : 3 x 50 minutes</td><td>▪ Face to face : 3 x 50 minutes</td></tr>
<tr><td>LEARNING EXPERIENCE</td><td>- Make a summary related to the material explained</td><td>- Make a summary related to the material explained</td></tr>
<tr><td rowspan="3">LEARNING ASSESSMENT</td><td colspan="2"></td></tr>
<tr><td>| LMS Features	Instruments
	|</td><td>| Type	Instruments
	|</td></tr>
<tr><td colspan="2">Weight : 5%</td></tr>
</table>

7. 7TH MEETING

LESSON PLAN: 7th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students can analyze the theory of production to one (production factors)	
INDICATOR	− Can find out the various elasticities of demand − Can perform elasticity calculations − And how to do the simulation	
STUDY MATERIALS	1. Production function (output) 2. Input & miscellaneous 3. Classic production curve 4. Total average and marginal production	
INSTRUCTIONAL MEDIA	SPADA URL | - LMS Features: <table><tr><td>Page</td><td></td><td>Lessons</td><td></td><td>Slides</td><td></td></tr><tr><td>URLs</td><td></td><td>Forum</td><td></td><td>Quiz</td><td></td></tr><tr><td>Dock</td><td></td><td>Task</td><td></td><td>Meetings</td><td></td></tr><tr><td>Videos</td><td></td><td>Survey</td><td></td><td>Other</td><td></td></tr></table> Other Media	
LEARNING MODEL	**LMS Scenarios & Features** - Discussion - Question and answer - Assignment of assignments	**Scenario** - Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes	▪ **Face to Face** : : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features** | **Instruments**	**Type** | **Instruments**
	Weight : 5%	

The INSTRUCTIONAL MEDIA and LEARNING ASSESSMENT cells contain nested tables as rendered above.

8. 8TH MEETING

LESSON PLAN: 8th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	MIDTERM EXAM	
INDICATOR	MIDTERM EXAM	
STUDY MATERIALS	MIDTERM EXAM	
INSTRUCTIONAL MEDIA	SPADA URL : ...... LMS Features: Page / Lessons / Slides / URLs / Forum / Quiz / Dock / Task / Meetings / Videos / Survey / Other Other Media	
LEARNING MODEL	**LMS Scenarios & Features**	**Scenario**
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes	▪ **Face to Face** : : 3 x 50 minutes
LEARNING EXPERIENCE		
LEARNING ASSESSMENT	**LMS Features** / **Instruments**	**Type** / **Instruments**
	Weight : 15%	

9. 9TH MEETING

LESSON PLAN: 9th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students will be able to analyze production theory using two inputs	
INDICATOR	– Able to know the physical relationship between input and output – Know the various inputs (factors of production) – Know the various types of total, average and marginal production – Know classic production curves & relationships between products	
STUDY MATERIALS	1. Isoguants and their scopes 2. Isocost and scope 3. Production balance with graphs and mathematical formulas	
INSTRUCTIONAL MEDIA	SPADA URL: - LMS Features: <table><tr><td>Page</td><td></td><td>Lessons</td><td></td><td>Slides</td><td></td></tr><tr><td>URLs</td><td></td><td>Forum</td><td></td><td>Quiz</td><td></td></tr><tr><td>Dock</td><td></td><td>Task</td><td></td><td>Meetings</td><td></td></tr><tr><td>Videos</td><td></td><td>Survey</td><td></td><td>Other</td><td></td></tr></table> Other Media	
LEARNING MODEL	**LMS Scenarios & Features**	**Scenario**
	- Discussion - Question and answer - Assignment of assignments	- Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : 3 x 50 minutes	▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features**	**Instruments**	**Type**	**Instruments**
	Weight : 5%		

10. 10TH MEETING

LESSON PLAN: 10th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students can analyze production cost theory and its various types	
INDICATOR	– Get & know the impact of rising and falling prices on consumer balance – Knowing what and where the demand curve is based on a graphical approach – Know the 4 main factors that influence demand, namely price, income, population and taste – Knowing the shift in the demand curve	
STUDY MATERIALS	1. Various production costs 2. Cost function in mathematical form	
INSTRUCTIONAL MEDIA	SPADA URL: - LMS Features: Page / Lessons / Slides / URLs / Forum / Quiz / Dock / Task / Meetings / Videos / Survey / Other Other Media	
LEARNING MODEL	**LMS Scenarios & Features** - Discussion - Question and answer - Assignment of assignments	**Scenario** - Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes	▪ **Face to Face** : : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features** / **Instruments**	**Type** / **Instruments**

LESSON PLAN: 10th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
	Weight : 5%	

11. 11TH MEETING

LESSON PLAN: 11th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students can analyze the origin and use of supply theory	
INDICATOR	– Know the various types of lurve costs and their formulas – Knowing costs in the form of a mathematical model – Knowing production costs, total revenue and profits	
STUDY MATERIALS	1. The origin of the offer is either graphical or mathematical 2. Factors that influence supply	
INSTRUCTIONAL MEDIA	SPADA URL : - LMS Features: <table><tr><td>Page</td><td></td><td>Lessons</td><td></td><td>Slides</td><td></td></tr><tr><td>URLs</td><td></td><td>Forum</td><td></td><td>Quiz</td><td></td></tr><tr><td>Dock</td><td></td><td>Task</td><td></td><td>Meetings</td><td></td></tr><tr><td>Videos</td><td></td><td>Survey</td><td></td><td>Other</td><td></td></tr></table> Other Media	
LEARNING MODEL	**LMS Scenarios & Features** - Discussion - Question and answer - Assignment of assignments	**Scenario** - Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes	▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features** / **Instruments**	**Type** / **Instruments**
	Weight : 5%	

12. 12ᵀᴴMEETING

LESSON PLAN: MEETING 12		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students can analyze perfect competition markets	
INDICATOR	– Know the origin of the supply curve – Knowing how to form mathematics – Knowing the optimal output from the lowest average cost sacrificed	
STUDY MATERIALS	1. Characteristics of perfect competition 2. A perfectly competitive market is formed	
INSTRUCTIONAL MEDIA	SPADA URL - LMS Features: Page / Lessons / Slides / URLs / Forum / Quiz / Dock / Task / Meetings / Videos / Survey / Other Other Media	
LEARNING MODEL	**LMS Scenarios & Features** - Discussion - Question and answer - Assignment of assignments	**Scenario** - Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes	▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**	- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features** / **Instruments** **Weight** : 5%	**Type** / **Instruments**

12. 12ᵀᴴMEETING

LESSON PLAN: MEETING 12		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	Students can analyze perfect competition markets	
INDICATOR	– Know the origin of the supply curve – Knowing how to form mathematics – Knowing the optimal output from the lowest average cost sacrificed	
STUDY MATERIALS	1. Characteristics of perfect competition 2. A perfectly competitive market is formed	

INSTRUCTIONAL MEDIA

SPADA URL: -

LMS Features					
Page		Lessons		Slides	
URLs		Forum		Quiz	
Dock		Task		Meetings	
Videos		Survey		Other	

Other Media:

LEARNING MODEL

LMS Scenarios & Features	**Scenario**
- Discussion - Question and answer - Assignment of assignments	- Discussion - Question and answer - Assignment of assignments

LEARNING TIME BURDEN

- **Independent Study** : : 3 x 50 minutes
- **Structured Assignments** : : 3 x 50 minutes
- **Face to face** : 3 x 50 minutes

LEARNING EXPERIENCE

- **Make a summary related to the material explained**	- **Make a summary related to the material explained**

LEARNING ASSESSMENT

LMS Features	**Instruments**	**Type**	**Instruments**

Weight : 5%

13. 13TH MEETING

ASPECT	ONLINE		OFFLINE	
	**LESSON PLAN: MEETING 13**
SUB-CPMK		Students can analyze equilibrium in a perfectly competitive market
INDICATOR		– Know the characteristics of a perfectly competitive market – Understand the mechanism for the formation of PPS graphically regarding costs and profits in a perfectly competitive market
STUDY MATERIALS		1. Equilibrium in perfect competition
INSTRUCTIONAL MEDIA	SPADA URL - LMS Features: Page, Lessons, Slides, URLs, Forum, Quiz, Dock, Task, Meetings, Videos, Survey, Other Other Media		
LEARNING MODEL		**LMS Scenarios & Features** - Discussion - Question and answer - Assignment of assignments		**Scenario** - Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN		▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes		▪ **Face to Face** : : 3 x 50 minutes
LEARNING EXPERIENCE		- **Make a summary related to the material explained**		- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features**	**Instruments**	**Type**	**Instruments**
		**Weight** : 5%

14. 14TH MEETING

<table>
<tr><td colspan="4" align="center">LESSON PLAN: 14th MEETING</td></tr>
<tr><td align="center">ASPECT</td><td colspan="2" align="center">ONLINE</td><td align="center">OFFLINE</td></tr>
<tr><td>SUB-CPMK</td><td colspan="3">Students can analyze monopoly competition</td></tr>
<tr><td>INDICATOR</td><td colspan="3">– Get to know the institutions on pps
– Knowing the total revenue, total costs & profits on PPS</td></tr>
<tr><td>STUDY MATERIALS</td><td colspan="3">1. Characteristics – monopoly competition
2. A monopoly competition market is formed</td></tr>
<tr><td rowspan="4">INSTRUCTIONAL MEDIA</td><td colspan="2">SPADA URL   -</td><td rowspan="4"></td></tr>
<tr><td>LMS Features</td><td>

Page		Lessons		Slides	
URLs		Forum		Quiz	
Dock		Task		Meetings	
Videos		Survey		Other	

</td></tr>
<tr><td colspan="2">Other Media</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="2">LEARNING MODEL</td><td colspan="2" align="center">LMS Scenarios & Features</td><td align="center">Scenario</td></tr>
<tr><td colspan="2">- Discussion
- Question and answer
- Assignment of assignments</td><td>- Discussion
- Question and answer
- Assignment of assignments</td></tr>
<tr><td>LEARNING TIME BURDEN</td><td colspan="2">▪ Independent Study : : 3 x 50 minutes
▪ Structured Assignments : : 3 x 50 minutes</td><td>▪ Face to face : 3 x 50 minutes</td></tr>
<tr><td>LEARNING EXPERIENCE</td><td colspan="2">- Make a summary related to the material explained</td><td>- Make a summary related to the material explained</td></tr>
<tr><td rowspan="3">LEARNING ASSESSMENT</td><td align="center">LMS Features</td><td align="center">Instruments</td><td align="center">Type</td><td align="center">Instruments</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Weight : 5%</td></tr>
</table>

15. 15ᵀᴴ MEETING

<table>
<tr><th colspan="4" style="background:cyan">LESSON PLAN:15th MEETING</th></tr>
<tr><th>ASPECT</th><th colspan="2">ONLINE</th><th>OFFLINE</th></tr>
<tr><td>SUB-CPMK</td><td colspan="3">Students can analyze oligopoly markets</td></tr>
<tr><td>INDICATOR</td><td colspan="3">− Get to know the Institutions at PPS
− Knowing the total revenue, total costs & profits on PPS</td></tr>
<tr><td>STUDY MATERIALS</td><td colspan="3">1. Characteristics of an oligopoly market
2. The philosophy of oligopoly markets</td></tr>
</table>

ASPECT	ONLINE			OFFLINE
SUB-CPMK	Students can analyze oligopoly markets			
INDICATOR	− Get to know the Institutions at PPS − Knowing the total revenue, total costs & profits on PPS			
STUDY MATERIALS	1. Characteristics of an oligopoly market 2. The philosophy of oligopoly markets			
INSTRUCTIONAL MEDIA	SPADA URL	-		
	LMS Features	Page / Lessons / Slides URLs / Forum / Quiz Dock / Task / Meetings Videos / Survey / Other		
	Other Media			
LEARNING MODEL	**LMS Scenarios & Features**			**Scenario**
	- Discussion - Question and answer - Assignment of assignments			- Discussion - Question and answer - Assignment of assignments
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes			▪ **Face to face** : 3 x 50 minutes
LEARNING EXPERIENCE	- **Make a summary related to the material explained**			- **Make a summary related to the material explained**
LEARNING ASSESSMENT	**LMS Features**	**Instruments**	**Type**	**Instruments**
	Weight : 5%			

16. 16TH MEETING

LESSON PLAN:16th MEETING		
ASPECT	**ONLINE**	**OFFLINE**
SUB-CPMK	FINAL EXAMS	
INDICATOR	FINAL EXAMS	
STUDY MATERIALS	FINAL EXAMS	
INSTRUCTIONAL MEDIA	SPADA URL : ...... LMS Features: Page / Lessons / Slides / URLs / Forum / Quiz / Dock / Task / Meetings / Videos / Survey / Other Other Media	
LEARNING MODEL	**LMS Scenarios & Features**	**Scenario**
LEARNING TIME BURDEN	▪ **Independent Study** : : 3 x 50 minutes ▪ **Structured Assignments** : : 3 x 50 minutes	▪ **Face to Face** : : 3 x 50 minutes
LEARNING EXPERIENCE		
LEARNING ASSESSMENT	**LMS Features** / **Instruments**	**Type** / **Instruments**
	Weight : 15%	

PROJECT TASKS PLAN

1. Summarizing the nature of individual thematic learning
2. Analyze the characteristics of thematic learning based on the videos presented (group)
3. Summarize the basis of group thematic learning
4. Defining the principles of thematic learning and their application in groups
5. Creatively create *a mind map of 10 thematic learning models*
6. Create theme networks with a *connected model*
7. Create theme networks with an *integrated model*
8. Create theme nets with a *webbed model*
9. Analyze the differences and create examples of learning with conventional approaches and learning by accessing the potential of students' brains
10. UTS
11. Analyze thematic learning elements in groups
12. Create a project (thematic learning technique design in the 2013 curriculum) as a group
13. Analyzing videos about thematic (group) learning management
14. Analyzing assessments in the 2013 curriculum teacher and student books and making 2013 curriculum assessments
15. Create a thematic learning project

PROJECT TASKS PLAN

	MAKASSAR MUHAMMADIYAH UNIVERSITY FACULTY OF ECONOMICS AND BUSINESS ISLAMIC ECONOMIC STUDIES PROGRAM			
	STUDENT ASSIGNMENT PLAN			
COURSE IDENTITY	**MK's name**	**Code**	**Semester**	**SKS**
TASK DESIGN	**Form of Assignment**		**Task Completion Time**	
ASSIGNMENT TITLE	Task URL in LMS:			
Sub-CPMK				
DESCRIPTION				
ASSIGNMENT METHODS				
TASK OBJECT				
TASK OUTPUT				
EVALUATION	**Criteria & Indicators**		**Assessment Techniques**	**Weight (%)**
	Note: This assignment as a whole has a weight of 50% of the assessment for this course			
TIMETABLE	**Stages**		**Time**	
ETC				
REFERENCES				

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CPL ASSESSMENT AND ACHIEVEMENTS

TOPIC	SUNDAY	CPL	CPMK	Sub-CPMK	ASSESSMENT	WEIGHT (%)	CATEGORY
I	1						
II	2 – 4						
III	5 – 6						
IV	7 – 8						
V	9 – 11						
VI	12 – 13						
VII	14 – 16						

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
	Other tasks	5	0 – <40	E
Summative Assessment	Project assignments	40		
	UTS	15		
	UAS	15		

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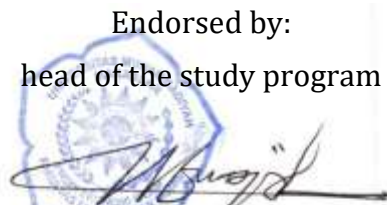
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