



**Kampus  
Merdeka**  
INDONESIA JAYA

# SEMESTER LEARNING PLAN

## SEMESTER IV


**COURSE :**

**ISLAMIC MACRO ECONOMICS**

**CODE :**

**CW6602023410**

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

	<b>MAKASSAR MUHAMMADIYAH UNIVERSITY</b>	<b>Code</b> : LP-UNISMUH-02.2
	<b>RPS form</b>	<b>Date</b> :
		<b>Revision</b> : 0
		<b>Page</b>

<b>Used to complete</b>	<b>:</b>	<b>LP-UNISMUH-02.2 Learning Process standard</b>		
<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)**  
**COURSE: ISLAMIC MACROECONOMICS**

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**SEMESTER LEARNING PLAN**

COURSE NAME	MK CODE	MK RUMPU	WEIGHT (CREDITS)		SEMESTER	DATE OF COMPILATION
Islamic Macroeconomics	CW6602023410		T=3	P=..	IV	2021-2022
POSTGRADUATE GKM	NAME OF RPS PREPAITOR	RMK COORDINATOR		KA PRODI		
Asri Jaya, SE, MM	Sri Wahyuni, SE, ME	Sri Wahyuni, SE, ME		Dr. H Najib Kasim, SE, MM		
<b>LEARNING OUTCOMES (CPL – CPMK – Sub CPMK)</b>	<b>GRADUATE LEARNING OUTCOMES CHARGED AT MK (CPL)</b>					
	CPL1(S)	Have faith in God Almighty and be able to show a religious attitude;				
	CPL2 (P)	-				
	CPL3 (KU)	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				
	CPL4 (KK)	Master the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of a specific part of that field of knowledge in depth, and be able to formulate procedural problem solving				
	<b>COURSE LEARNING CAPAIN (CPMK)</b>					
CPMK1	Students are able to describe national and international economic conditions with a comprehensive economic approach;					



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CPMK2	Students are able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values appropriate to their field of expertise;
CPMK3	Students are 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.
CPMK4	-
<b>FINAL CAPABILITY OF EACH LEARNING STAGE (Sub-CPMK)</b>	
Sub-CPMK1	Students are expected to be able to explain macroeconomic content; Scope and subject matter
Sub-CPMK2	Students are expected to be able to explain macroeconomic content; Scope and subject matter
Sub-CPMK3	Students are expected to be able to explain National Income
Sub-CPMK4	Students are expected to be able to explain the Determination of Economic Activities proposed by Classics and Keynes
Sub-CPMK5	Students are expected to be able to explain the balance of 2 sectors
Sub-CPMK6	Students are expected to be able to explain the balance of 3 sectors
Sub-CPMK7	Students are expected to be able to explain about Inflation and Unemployment
Sub-CPMK8	Students are expected to be able to explain money exchange rates
Sub-CPMK9	Students are expected to be able to explain money from an Islamic perspective
Sub-CPMK10	Students are expected to be able to explain money from an Islamic perspective
Sub-CPMK11	Students are expected to be able to explain fiscal and monetary policy
Sub-CPMK12	Students are expected to be able to explain fiscal and monetary policy
Sub-CPMK13	Students are expected to be able to explain foreign trade, protection and globalization



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	Sub-CPMK14	Students are expected to be able to explain foreign trade, protection and globalization					
	<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>						✓
<b>COURSE DESCRIPTION</b>							
<b>STUDY MATERIALS (TOPICS)</b>	<ol style="list-style-type: none"> <li>1. Macroeconomics; Scope and subject matter</li> <li>2. National Income</li> <li>3. Determination of Economic Activities</li> <li>4. Balance of 2 sectors and 3 sectors</li> <li>5. Inflation and Unemployment</li> <li>6. Money in an Islamic Perspective</li> <li>7. Money exchange rate</li> <li>8. Fiscal and monetary policy</li> <li>9. Foreign trade, protection, and globalization</li> </ol>						
<b>REFERENCE</b>	<p><b>Main Reference</b></p> <ol style="list-style-type: none"> <li>1. Sellgren, A. W. (2000). Matthias Doepke. <i>Policies</i> .</li> <li>2. Blanchard, O. (2006). <i>Macroeconomics 4th Edition</i>. Pearson Prentice Hall, New Jersey .</li> <li>3. Mankiw, N., Goh, SK, Ong, HB, Yen, SH, Cheng, MY, Mohd. Mustafa, M., &amp; Lee, Y. L.E. (2013). <i>Principles of Macroeconomics</i> .</li> </ol>						



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**Additional References**

1. Akhmad, Achsan, NA, Tambunan, M., & Mulyo, SA (2012). Impact of fiscal policy on the agricultural development in an emerging economy: Case study from the south of Sulawesi, Indonesia. *International Research Journal of Finance and Economics* , 96 (August 2018), 101–112
2. Salim, A., Rustam, A., Haeruddin, H., Asriati, A., & Putra, AHPK (2020). Economic strategy: Correlation between macro and microeconomics on income inequality in Indonesia. *Journal of Asian Finance, Economics and Business*, 7(8), 681–693.
3. Amir, F., & Zuhroh, I. (2018). the Impacts of Afta- Common Effective Preferential Tariffs on the Trade Diversion and Trade Creation of Synthetic Rubber and Factice From Oil in Indonesia. *Muhammadiyah International Journal of Economics and Business*, 1(1), 1– 12. <https://doi.org/10.23917/mijeb.v1i1.7299>
4. Jusriadi, E., Rusydi, M., & Muttalib, A. (2018). Construction Dimensions of Intellectual Capital in Supporting the Performance of Muhammadiyah Higher Education Lecturers in South Sulawesi. *BALANCE: Economic, Business, Management and Accounting Journal*, 15(02). <https://doi.org/10.30651/blc.v15i02.1781>
5. Romadhoni, BR, Akhmad, A., Khalid, I., & Muhsin, A. (2022). Empowerment of MSMEs in the Context of Improving Community Welfare in Gowa Regency. *Scientific Journal of Management, Economics & Accounting (MEA)*, 6(3), 1074–1088



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**SEMESTER LEARNING PLAN**

<b>LECTURER NAME</b>	Sri Wahyuni, SE, MM
<b>REQUIRED COURSES</b>	-



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

LESSON PLAN:1 <sup>st</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain macroeconomic content; Scope and subject matter						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Lecture contract</li> <li>•History of development,</li> <li>•issues,</li> <li>•tools for economic achievement,</li> <li>•macroeconomic tasks</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Group discussion</li> </ul>						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about Macroeconomics						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight : 5%</b>						

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

LESSON PLAN: 2 MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain macroeconomic content; Scope and subject matter						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Lecture contract</li> <li>•History of development,</li> <li>•issues,</li> <li>•tools for economic achievement,</li> <li>•macroeconomic tasks</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Group discussion</li> </ul>						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about Macroeconomics						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight : 5%</b>						

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

LESSON PLAN: 3 <sup>rd</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain National Income						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Definition of national income,</li> <li>•how to calculate national income,</li> <li>•calculation problem</li> <li>•Use of national income data</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about National Income						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight : 5%</b>						

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

LESSON PLAN: 4 <sup>th</sup> MEETING								
ASPECT	ONLINE				OFFLINE			
<b>SUB-CPMK</b>	Students are expected to be able to explain the Determination of Economic Activities proposed by Classics and Keynes							
<b>INDICATOR</b>	- Accuracy in explaining the material - Systematic and presentation style							
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Keynesian and Classical views of interest, savings, and wage rates</li> <li>•Current approaches in determining economic activity</li> </ul>							
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-						
	LMS Features	Page	√	Lessons		Slides		
		URLs		Forum		Quiz	√	
		Dock		Task		Meetings		
		Videos		Survey		Other		
Other Media	Microsoft Office Word and Power Point							
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>			
	•Lecture •Group discussion							
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper regarding Determining Economic Activities							
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>		<b>Instruments</b>
	<b>Weight : 5%</b>							

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

LESSON PLAN: 5 <sup>th</sup> MEETING									
ASPECT	ONLINE				OFFLINE				
<b>SUB-CPMK</b>	Students are expected to be able to explain the balance of 2 sectors								
<b>INDICATOR</b>	Accuracy in explaining the material - Systematics and presentation style								
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Characteristics of household consumption and savings;</li> <li>•consumption and savings function;</li> <li>•the importance of consumption and savings;</li> <li>•determinants of the level of investment and the level of economic activityI</li> </ul>								
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					Writing board, markers, laptop, LCD projector		
	LMS Features	Page	√	Lessons		Slides			
		URLs		Forum		Quiz			√
		Dock		Task		Meetings			
		Videos		Survey		Other			
Other Media	Microsoft Office Word and Power Point								
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>				
	•Lecture •Group discussion								
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper regarding the balance of 2 sectors								
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>		
	<b>Weight : 5%</b>								

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

LESSON PLAN:6 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain the balance of 3 sectors						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Income and expenditure flows of 3 sectors;</li> <li>•types of taxes;</li> <li>•determinants of government spending</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about the 3 sectors of balance						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 5%						

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

LESSON PLAN: 7 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain about Inflation and Unemployment						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Definition and types of inflation;</li> <li>•Definition and types of unemployment;</li> <li>•as well as the problems</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about Inflation and Unemployment						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 5%						

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

LESSON PLAN: 8 <sup>th</sup> MEETING									
ASPECT	ONLINE				OFFLINE				
<b>SUB-CPMK</b>	Midterm Exam (UTS)								
<b>INDICATOR</b>	-								
<b>STUDY MATERIALS</b>	Exam Material: meeting material 1 – 7								
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-							
	LMS Features	Page	√	Lessons		Slides			
		URLs		Forum		Quiz	√		
		Dock		Task		Meetings			
		Videos		Survey		Other			
Other Media	Microsoft Office Word and Power Point					Writing board, markers, laptop, LCD projector			
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>				
	•Lecture •Group discussion								
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 30 minutes</li> </ul>				
<b>LEARNING EXPERIENCE</b>									
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>		
	<b>Weight : 15%</b>								



## 9. 9<sup>th</sup> MEETING

LESSON PLAN: 9 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain money exchange rates						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Definition of money exchange rate;</li> <li>•sources and functions of foreign exchange</li> <li>•money exchange rate system;</li> <li>•factors that influence the exchange rate of money</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about money exchange rates						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight : 5%</b>						

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

LESSON PLAN: MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain money from an Islamic perspective						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Definition of money, characteristics of money;</li> <li>•history of money development;</li> <li>•money in Islamic and conventional perspectives</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about Money in an Islamic Perspective						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	Weight : 5%						

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

LESSON PLAN: 11 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain money from an Islamic perspective						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Definition of money, characteristics of money;</li> <li>•history of money development;</li> <li>•money in Islamic and conventional perspectives</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper about Money in an Islamic Perspective						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 5%						

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

LESSON PLAN:12 <sup>th</sup> MEETING								
ASPECT	ONLINE				OFFLINE			
<b>SUB-CPMK</b>	Students are expected to be able to explain fiscal and monetary policy							
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>							
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Understanding fiscal and monetary policy,</li> <li>•functions, and forms of fiscal and monetary policy</li> </ul>							
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-						
	LMS Features	Page	√	Lessons		Slides		
		URLs		Forum		Quiz	√	
		Dock		Task		Meetings		
		Videos		Survey		Other		
Other Media	Microsoft Office Word and Power Point							
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>			
	<ul style="list-style-type: none"> <li>•Lecture •Group discussion</li> </ul>							
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper on fiscal and monetary policy							
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>		<b>Instruments</b>
	<b>Weight : 5%</b>							

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

LESSON PLAN: 13 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain fiscal and monetary policy						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Understanding fiscal and monetary policy,</li> <li>•functions, and forms of fiscal and monetary policy</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper on fiscal and monetary policy						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> :5%						

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

LESSON PLAN:14 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain foreign trade, protection and globalization						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>•Understanding foreign trade, protection and globalization;</li> <li>•factors that encourage protection;</li> <li>•advantages and disadvantages of globalization</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper on foreign trade, protection and globalization						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<b>Weight</b> : 5%						

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

LESSON PLAN: 15 <sup>th</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Students are expected to be able to explain foreign trade, protection and globalization						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Accuracy in explaining the material</li> <li>- Systematics and presentation style</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>• Understanding foreign trade, protection and globalization;</li> <li>• factors that encourage protection;</li> <li>• advantages and disadvantages of globalization</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	
		URLs		Forum		Quiz	√
		Dock		Task		Meetings	
		Videos		Survey		Other	
Other Media	Microsoft Office Word and Power Point						
<b>LEARNING MODEL</b>	<b>LMS Scenarios &amp; Features</b>				<b>Scenario</b>		
	•Lecture •Group discussion						
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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>	Prepare a summary in the form of a paper on foreign trade, protection and globalization						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	Weight : 5%						

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


LESSON PLAN: 16 <sup>th</sup> MEETING									
ASPECT	ONLINE				OFFLINE				
SUB-CPMK	Final exams								
INDICATOR	-								
STUDY MATERIALS	Meeting materials 9-15								
INSTRUCTIONAL MEDIA	SPADA URL	-							
	LMS Features	Page	√	Lessons		Slides			
		URLs		Forum		Quiz	√		
		Dock		Task		Meetings			
		Videos		Survey		Other			
Other Media	Microsoft Office Word and Power Point					Writing board, markers, laptop, LCD projector			
LEARNING MODEL	LMS Scenarios & Features				Scenario				
	•Lecture •Group discussion								
LEARNING TIME BURDEN	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Structured Assignments</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									
LEARNING ASSESSMENT	LMS Features		Instruments			Type		Instruments	
	Weight : 25%								



## 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

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

## 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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Quality Assurance of Study Program



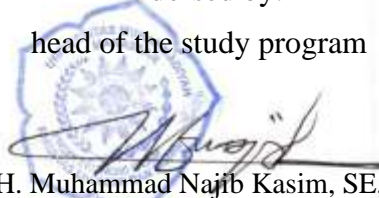
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