

DESCRIPTION OF COURSE UNIT
according to the ECTS User's Guide 2015

Course unit title	Entrepreneur Models
Course unit code	22010112E15
Type of course unit (compulsory, optional)	Optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimest	4 th year
Semester/trimester when the course unit is delivered	Seventh Semester
Number of ECTS credits allocated	2.88 ECTS 3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 4.32 x 27.5 hours per semester = 118.8 hours per semester
Name of lecturer(s)	Imron Rossidy, M.Th., M.Ed
Learning outcomes of the course unit	<p>CLO-1: Able to Interpret the basic concepts of entrepreneurship and entrepreneurship</p> <p>CLO-2: Able to Discover the basic concepts of edupreneur and technopreneur and skilled at analyzing entrepreneurial opportunities in educational institutions/schools using new technology</p> <p>CLO-3: Able to inference basic sociopreneur concepts and analyze opportunities and challenges in social entrepreneurship.</p> <p>CLO-4: Able to list and determine the opportunities and challenges faced to create an environmentally friendly business/green entrepreneur/ecopreneur.</p> <p>CLO-5: Able to categorize the challenges faced by entrepreneurs in the digital era.</p> <p>CLO-6: Able to describe the development of business ethics based on Islamic values.</p>
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	

Course Content	<ol style="list-style-type: none"> 1. Basic concepts of entrepreneur vs entrepreneurship: definition, characteristics, types/models, functions and roles, profile of successful entrepreneurs. 2. Edupreneur: basic concepts, potential development, edupreneur management, the role of cooperation, and challenges in developing entrepreneurship in educational institutions/schools 3. Technopreneur: basic concepts, business feasibility studies, and business model analysis 4. Sociopreneur: basic concepts, supporting ecosystem and challenges faced, as well as measuring social impacts/benefits 5. Ecopreneur: basic concept, green business for a sustainable economy 6. Digitalpreneur: basic concepts, opportunities and challenges in the digital era <p>Islamic/muslimpreneur: basic concepts, business ethics and challenges</p>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Isaak, R. (2016). <i>The making of the ecopreneur. In Making Ecopreneurs</i>. Routledge. 2. Juliana, J., Ropi, M., Udin, S., & Husnul, K. (2017). <i>Syariapreneur: The New Paradigm of Islamic-Based Entrepreneurship</i>. In 1st International Conference On Islamic Economics, Business, And Philanthropy (Iciebp 2017). 3. Nordic Council of Ministers. (2015). Social entrepreneurship and social innovation in the Nordic countries : Initiatives to promote social entrepreneurship and social innovation. TemaNord, Nordic Council of Ministers, Copenhagen. 4. Ropposch, C., Stiegler, E., & Gubik, C. (2021). Digital entrepreneurs and the origin of their business models. <i>Journal of Business Models</i>, 9(1), 43-51. 5. Affolderbach, J., & Krueger, R. (2017). "Just" ecopreneurs: re- conceptualising green transitions and entrepreneurship. <i>Local Environment</i>, 22(4), 410-423. 6. Ammirato, S., Sofo, F., Felicetti, A. M., Helander, N., & Aramo- Immonen, H. (2019). A new typology to characterize Italian digital entrepreneurs. <i>International Journal of Entrepreneurial Behavior & Research</i>. 7. Olaniran, S. O., & Perumal, J. (2021). Edupreneurship: Preparing Young Education Graduates Beyond The Classroom Teaching. <i>Multicultural Education</i>, 7(8). 8. Portales, L. (2019). Social innovation: origins, definitions, and main elements. In Social innovation and social entrepreneurship (pp. 1-14). Palgrave Macmillan, Cham. 9. Rameli, M. F. P., Aziz, M. R. A., Wahab, K. A., & Amin, S. M. (2014). The Characteristics of Muslimpreneurs from the view of Muslim Scholars and Academicians. <i>International journal of teaching and education</i>, 2(2), 47-59. 10. Santini, C. (2017). Ecopreneurship and ecopreneurs: Limits,

	<p>trends and characteristics. <i>Sustainability</i>, 9(4), 492.</p> <p>11. Smith, C., Smith, J. B., & Shaw, E. (2017). Embracing digital networks: Entrepreneurs' social capital online. <i>Journal of Business Venturing</i>, 32(1), 18-34.</p> <p>12. Van Welsun, D. (2016). Enabling digital entrepreneurs. World Bank.</p> <p>13. Juliana, J., Rahayu, A., & Wardhani, Y. P. (2020). Muslimpreneur Intentions: Analysis of Family Background. <i>Jurnal Kajian Peradaban Islam</i>, 3(1), 10-15.</p> <p>14. Mulyatiningsih, S., & Purwanti, S. (2014). <i>Pengembangan Edupreneurship Sekolah Kejuruan</i>. Yogyakarta: Universitas Negeri Yogyakarta.</p> <p>15. Hendro, I. M. (2011). <i>Dasar-Dasar Kewirausahaan: Panduan Bagi Mahasiswa Untuk Mengenal, Memahami, dan Memasuki Dunia Bisnis</i>. Jakarta: Erlangga.</p> <p>16. Kemendikbud. (2016). Apa Itu Kewirausahaan Sosial?. Diakses di http://repositori.kemdikbud.go.id/4651/1/Model%202016-Kursus-Model%20Kewirausahaan%20Sosial-Bahan%20ajar-Apa-w.pdf</p> <p>17. Kemendikbud. Social entrepreneurship. Diakses di https://lmsspada.kemdikbud.go.id/pluginfile.php/637626/mod_resource/content/1/Modul%206.pdf</p> <p>18. Lembaga Pengembangan Pendidikan, Kemahasiswaan dan Hubungan Alumni (LP2KHA). (2015). <i>Technopreneurship</i>. Surabaya: Institut Teknologi Sepuluh November.</p> <p>19. Berbagai jurnal terkait dengan materi perkuliahan</p>
Planned learning activities and teaching methods	Lecture, Group Discussion, Case Study, Collaborative Learning, Cooperative Learning, Project Based Learning, Problem Based Learning.
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, Presentation, Observation, Written Test, Portfolio

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i-th task
- $Substanses_i$ is the weight (in fractional form) of the i-th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/Cas Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$N_a = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$N_a = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \left(\text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \text{Task Accumulation II} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task
I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25