



**CURRICULUM OF THE MANAGEMENT STUDY
PROGRAM BASED ON
OUTCOME-BASED EDUCATION (*OBE*)**

**FACULTY OF ECONOMICS
UNIVERSITAS TIDAR
2022**

CERTIFICATION








Title : Curriculum Document of Management Study Program
Degree : Bachelor
Faculty : Economics

Verified in Magelang on:

Day : Friday
Date : July 22nd, 2022

PENGESAHAN

KURIKULUM PROGRAM STUDI S1 MANAJEMEN

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FOREWORD

We give thanks to the presence of God Almighty for the preparation of the Draft Curriculum of the Management Study Program of the Faculty of Economics, Tidar University which was prepared based on the *Outcome-Based Education (OBE) approach*. The preparation of this curriculum is a strategic step in an effort to improve the quality of education at Tidar University, focusing on developing graduates who have superior competencies and are able to compete at the national and international levels.

This curriculum is designed by prioritizing the achievement of Graduate Learning Outcomes (CPL) that have been adjusted to the needs of the current world of work, as well as future challenges and opportunities. With *the OBE* approach, the curriculum of the Management Study Program is expected to be able to produce graduates who are results-oriented, namely professionals who are competent in the field of management, have critical thinking skills, be creative, and have ethical leadership and decision-making skills.

The curriculum preparation process involves various parties, including lecturers, practitioners, and alumni, as well as *industry stakeholders*, to ensure harmony between theory and practice in the field. We also refer to various national and international education standards, as well as recommendations from associations of management study programs to ensure that this curriculum is relevant to the development of management science and the dynamic needs of the business world.

We realize that the success of the implementation of this curriculum is highly dependent on good collaboration between lecturers, students, and all parties involved in the educational process. Therefore, we expect active participation from all parties to support the optimal implementation of this curriculum.

Finally, we would like to thank the entire drafting team, lecturers, practitioners, and other parties who have contributed to the preparation of this curriculum. Hopefully the curriculum prepared can run well and bring great benefits to the development of the Management Study Program, the Faculty of Economics, and Tidar University in general.

Universitas Tidar, *July 20th, 2022*

Management Study Program

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I. IDENTITY OF THE STUDY PROGRAM

1. University Name : Universitas Tidar (Untidar)
2. Learning Process
 - a. Faculty Name : Economics
 - b. Department Name : Management
 - c. Study Program Name : Management (S1)
 - d. Study Program Name in English : Management
3. BAN-PT Accreditation
 - a. Number : 10011/SK/BAN-PT/Akred/S/VIII/2021
 - b. Accreditation Rating : Good
4. Graduate Degree of Study Program : S.M. (Bachelor of Management)

II. CURRICULUM EVALUATION AND *TRACER STUDY*

1. Curriculum Evaluation.

The form of curriculum evaluation in the S1 Management Study Program is a *Focus Group Discussion (FGD)* which focuses on an Outcome-Based Education (OBE) Based Curriculum through a *penta helix* approach involving five key elements: academics, government, industry, community, and the media. This approach aims to ensure that the curriculum developed is able to produce graduates who are oriented towards learning outcomes (*outcomes*), in accordance with the needs of community development and the dynamic industrial world.

Evaluators	Evaluation
Academics	<ul style="list-style-type: none">• Lecturers of the FE Management Study Program at Tidar University play a central role in directing curriculum evaluation towards <i>the OBE</i> approach. They are responsible for ensuring that the curriculum is designed and implemented with a focus on CPL, which includes the knowledge, skills, and attitudes expected of graduates.• Lecturers of the FE Management Study Program, Tidar University also evaluated the effectiveness of teaching and assessment methods in achieving the desired outcomes, including the use of authentic assessments and problem-based projects. <i>Feedback</i> from students is also considered to increase the relevance of the curriculum.
Government	<ul style="list-style-type: none">• Government involvement, through educational institutions and accreditation, provides policy guidance and regulatory standards to ensure that <i>the OBE</i> curriculum is aligned with national and international standards.

	<ul style="list-style-type: none"> • In the evaluation, the government helps educational institutions to adapt to policy changes, such as adjustments to the Indonesian National Qualifications Framework (KKNI) or other global standards, to ensure that graduates have relevant competencies and are able to compete internationally.
Industry	<ul style="list-style-type: none"> • Industry plays an important role in ensuring that <i>the OBE curriculum</i> is aligned with the needs of the job market. Through the participation of New Armada (representing the national industry), Bank BTN and Bank BNI (representing SOEs), PT. Nirwana Tirta (representing the industry) and PT. Sagata (representing national-scale MSMEs) in the evaluation process, the industry provides feedback related to graduate profiles, skills needed, and technological developments that must be anticipated in the world of work. • Companies and industry players also collaborate with educational institutions on internship programs, research collaborations, and practical case studies to ensure that the expected learning outcomes can be directly applied in real-world situations.
Community	<ul style="list-style-type: none"> • The community, including alumni, the Alliance of Indonesian Management and Business Study Programs (APSMBI) as a professional group, plays a role in evaluating the impact of the curriculum. The community can provide views on the relevance of <i>the OBE curriculum</i> to the development of skills needed by the community. • These community-based evaluations also help ensure that graduates not only have technical skills, but also social skills, leadership, and social responsibility oriented toward community development.
Media	<ul style="list-style-type: none"> • The media serves as a platform to disseminate information related to the <i>evaluation of the OBE curriculum</i> to the public. The media also helps create transparency in the transition process to <i>the OBE curriculum</i>. • In addition, digital media and online learning platforms play a role in supporting the continuous assessment process and providing <i>real-time</i> feedback to teachers and students, so that learning outcomes can be more easily monitored and evaluated dynamically.

The transition to *the OBE* curriculum emphasizes the change from a content-based approach (*input*) to an outcome-based approach (*outcome*), where the evaluation process is not only focused on the material taught, but on the achievement of competencies that are measured concretely.

- *Clear and measurable outcomes*: Within the OBE framework, the curriculum should formulate specific, measurable, and relevant CPLs. Each course is evaluated based on its contribution to the achievement of the set outcomes, both at the level of knowledge, skills, and attitudes.
- *Outcome-based evaluation method*: Curriculum evaluation focuses on whether teaching methods, assessments, and lecture materials are effective in achieving the desired outcomes. Assessment methods are changed to support outcome-based learning, for example through *project-based learning* (PjBL) which reflects real skills needed in the world of work.
- *Continuous Improvement*: Periodic evaluation of the curriculum is carried out to ensure quality improvement. Feedback from stakeholders, both from industry, students, and the community, is used to continuously improve the curriculum in accordance with the OBE (Plan, Do, Check, Act - PDCA) evaluation cycle.

Through this *penta helix approach*, the curriculum evaluation process is carried out comprehensively and inclusively. The collaboration between the five elements ensures that the curriculum is not only oriented towards academic achievement, but also able to prepare graduates who are relevant to the needs of the industry, have a positive impact on society, and are able to adapt to technological developments and future changes.

The results of *the Focus Group Discussion* (FGD) are summarized through the following points:

1. Input for graduate profiles;
2. Addition of entrepreneurship concentration in the specialization concentration path, and;
3. The composition of the weight of practical courses in the course structure to improve *the soft skills* of graduates.

2. *Tracer Study*.

Tracer study is an evaluation method used by educational institutions to track and assess the educational outcomes of graduates after they enter the workforce. The S1 Management Study Program makes *tracer study* one of the focuses in the implementation of *the OBE curriculum*. *Tracer studies* play an important role in measuring whether the CPLs designed in the curriculum have been achieved and are relevant to the needs of the job market and society.

Tracer Study *Objectives* of FE Management Study Program Untidar:

1. Evaluation of curriculum effectiveness: *Tracer studies* help evaluate the extent of competencies and skills that have been taught to graduates in accordance with those needed by industry and the world of work. Thus, the Study Program can assess whether the expected outcomes of the *OBE curriculum* are achieved.
2. Alignment with industry needs: Through *tracer studies*, study programs can find out whether graduates have been equipped with skills and knowledge that are in accordance with current industry needs. This includes *hard skills* such as managerial and analytical skills, as well as *soft skills* such as leadership, communication, and collaboration, which are essential in the modern world of work.
3. Increasing curriculum relevance: By collecting data from graduates related to their work experience, *tracer studies* provide an idea of whether the curriculum implemented is relevant to the changes that occur in the world of work. This allows the Study Program to dynamically adjust the curriculum to remain relevant and produce competitive graduates.
4. Feedback from graduates: *Tracer studies* provide an opportunity for graduates to provide feedback on the learning process they experienced during their studies. This data can be used to assess the strengths and weaknesses of the OBE curriculum, as well as provide valuable input for Study Programs to make improvements in certain aspects of teaching and assessment.
5. Increase in graduate *employability*: One of the main goals of OBE is to increase graduate *employability or job readiness*. *Tracer studies* allow Study Programs to measure the employment level of graduates in various industry sectors, the time it takes to get a job after graduation, and the relevance of the job to the field of study they are taking.

Steps of *tracer study* of FE Management Study Program Untidar:

1. Graduate data collection: Conducting a survey of graduates who have worked for a certain period of time (1 to 3 years after graduation). The data collected includes employment status, the sector where you work, position/position, income level, and the relevance of the job to the field of study.
2. Competency data analysis: Analyze the competencies of graduates based on feedback from the companies they work for. This helps measure whether the *learning outcomes* applied in *the OBE curriculum* have been internalized by graduates in the workforce.
3. Evaluation of CPL suitability: Examining the conformity between the CPL set and the reality experienced by graduates in work. It is important to assess whether graduates are able to apply the skills they have learned in the context of daily work.
4. Industry involvement in the evaluation process: In addition to obtaining *feedback* from graduates, *tracer studies* also involve graduate user stakeholders to provide assessments of graduate performance. Thus, the Study Program can understand the industry's expectations for the graduates produced.
5. Recommendations for curriculum improvement: Based on the results of *the tracer study*, the Study Program can formulate recommendations for curriculum improvement and development. This can be in the form of adjustments to courses, teaching methods, assessments, or practice-based learning programs, such as internships and fieldwork, to increase *educational output and outcomes*.

III. FOUNDATION OF CURRICULUM DESIGN AND DEVELOPMENT.

1. Philosophical Foundation.

The philosophical foundation for curriculum development of the S1 Management Study Program provides philosophical guidelines for the design, implementation, and improvement of education quality activities. This foundation is sourced from the general purpose of national education, which is to educate the life of the nation and develop Indonesian people who have faith and devotion to God Almighty and have noble ethics, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility.

The general goal of national education is realized through UNTIDAR's vision "Becoming a Superior University in the Field of Resource-Based Entrepreneurship and Local Wisdom". UNTIDAR's mission is: (1) To produce graduates who excel in the field of resource-based entrepreneurship and local wisdom; (2) Producing superior innovations in developing resource-based entrepreneurship and local wisdom; (3) Producing superior services to the community in developing resource-based entrepreneurship and local wisdom; and (4) Realizing credible, transparent, accountable, responsible, and fair university governance.

The objectives of UNTIDAR include: (1) Producing graduates who excel in the field of resource-based entrepreneurship and local wisdom; (2) Producing superior innovations in developing resource-based entrepreneurship and local wisdom; (3) Producing superior services to the community in developing resource-based entrepreneurship and local wisdom; and (4) Realizing credible, transparent, accountable, responsible, and fair university governance.

2. Sociological Foundation.

Tidar University is a university located in Magelang Regency, Central Java with considerable potential for natural and cultural wealth. The S1 Management Study Program develops a curriculum by looking at regional potential, especially in the context of management and business as a reference for setting goals, materials, learning activities and learning environments. This is expected to provide a positive learning experience for students that is relevant to the personal and social development of students.

The curriculum of the S1 Management Study Program is expected to be able to become a central facility for human resource development around Tidar University. The curriculum must be able to release students from the confines of their own cultural capsule (*capsulation*) that is biased, and not aware of their own cultural weaknesses. Several courses in the S1 Management Study Program are designed to be able to assess the potential of the environment around Tidar University. These courses include Small and Medium Business Management, Entrepreneurial Practices, and Business Feasibility Studies.

3. Psychological Foundation.

The psychological foundation provides the foundation for the development of the S1 Management Study Program curriculum, so that the curriculum is able to continuously encourage students' curiosity and can motivate lifelong learning. The curriculum of the S1 Management Study Program can facilitate students to learn so that they are able to realize their role and function in their environment as professional and entrepreneurial management. The curriculum of the S1 Management Study Program was developed to facilitate students to live in a civilization that continues to develop, especially today in the life of the 21st century.

The curriculum is also developed to facilitate students to learn to become human beings with character, namely the character of an *innovation exploiter* (the ability to take advantage of existing innovations by developing existing products or services, as well as increasing business excellence through the development of ideas that have been proven to be effective), *opportunity exploiters* (the ability to see and take advantage of the opportunities that are around them, and then turn them into profits with the right strategy, hard work, and resilience), risk handlers (the ability to face the risks that exist in every decision, while still having the courage to act while considering the best way to mitigate the adverse impact of the risk), *resource optimizer* (the ability to use available resources in the most efficient and effective way, so that business goals can be achieved by minimizing waste), *strategic decision maker* (the ability to make important decisions by considering various strategic factors, so that the results can have a positive long-term impact on the organization).

In addition, the curriculum was also developed to be able to equip students with entrepreneurial spirits including tenaciousness, not easily discouraged, daring to take

risks, having high confidence, innovative, and forward-oriented. These entrepreneurial spirits are integrated in every course in the S1 Management Study Program. The character and entrepreneurial spirit integrated in the curriculum are supported by students' ability to face life in the 21st century, namely life with an ICT perspective. One form of integration in the curriculum can be seen in the Computer Application, Digital Business and Innovation Management courses.

4. Jurisprudence.

Juridical foundation is the legal basis that becomes the basis or reference at the stages of design, development, implementation, and evaluation, as well as the quality assurance system of higher education that will ensure the implementation of the curriculum and the achievement of curriculum goals. The following are some of the legal foundations needed in the preparation and implementation of the curriculum of the S1 Management Study Program.

1. Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers (Statute Book of the Republic of Indonesia No. 157 of 2005, Supplement to Statute Book of the Republic of Indonesia No. 4586);
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (Statute Book of the Republic of Indonesia Number 158 of 2012, Supplement to Statute Book of the Republic of Indonesia Number 5336);
3. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning the Indonesian National Qualifications Framework (KKNI);
4. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013, concerning the Implementation of KKNI in the Higher Education Sector;
5. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System;
6. Regulation of the Minister of Research, Technology, and Higher Education Number 59 of 2018, concerning Diplomas, Competency Certificates, Professional Certificates, Degrees and Procedures for Writing Degrees in Higher Education;
7. Decree of the Minister of Research, Technology, and Higher Education No. 123 of 2019 concerning Internship and Recognition of Industrial Internship Semester Credit Units for Undergraduate and Applied Undergraduate Programs;
8. Regulation of the Minister of Education and Culture No. 3 of 2020, concerning National Standards for Higher Education;
9. Regulation of the Minister of Education and Culture No. 5 of 2020, concerning Accreditation of Study Programs and Universities;
10. Regulation of the Minister of Education and Culture No. 7 of 2020 concerning the

- Establishment of Changes, Dissolution of State Universities, and the Establishment, Change, and Revocation of Private University Licenses;
11. Regulation of the Minister of Education and Culture No. 22 of 2020, concerning the Strategic Plan of the Ministry of Education and Culture;
 12. Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education
 13. Regulation of the Rector of Tidar University Number 9 of 2021 concerning Academic Regulations of Tidar University;

IV. THE FORMULATION OF THE VISION, MISSION, GOALS, STRATEGIES, FORMULATED BY THE STUDY PROGRAM.

1. Vision of the S1 Management Study Program FE Untidar:

To become a resilient, integrative, and reputable Management Study Program in Southeast Asia through exploitative innovation and sustainable business development that is active and responsive to the needs of society and industry by 2029.

2. Mission of the S1 Management Study Program FE Untidar:

1. Organizing resilient and integrative management education in developing exploitative innovation and sustainable business management.
2. Producing active, creative, and competitive graduates at the Southeast Asian level through an *adaptive and innovative* Outcome-Based Education (OBE)-based curriculum.
3. Carry out research that is applicable and responsive to sustainable business development, in order to support exploitative innovation in the field of management.
4. Playing an active role in community service through collaboration with industry, government, and community, in order to create an inclusive and sustainable business ecosystem.
5. Strengthen strategic partnerships with industry, government, and communities to create an inclusive and sustainable business ecosystem.

3. Objectives of the S1 Management Study Program FE Untidar:

1. To produce high-quality graduates who have innovative, competitive, and adaptive abilities to contribute to the business world and industry at the Southeast Asian level.
2. Strengthening academic excellence through international standard management education, focusing on an adaptive Outcome-Based Education (OBE) curriculum and supporting exploitative innovation.
3. Encourage applied research in the field of management that focuses on business sustainability and responsiveness to industry needs.
4. Develop strong and sustainable collaborations with industry, government, and communities to increase their contribution and active role in inclusive economic development.

5. To be a center for the development of sustainable management science with a recognized reputation in Southeast Asia.
4. Strategy of the S1 Management Study Program FE Untidar:
 1. Improving the Quality of Education
 - Implementation of an innovative and oriented OBE curriculum that achieves graduate competencies according to industry needs.
 - Improvement of educational facilities that support practice-based learning and projects in business innovation.
 - Development of students' soft and hard skills through internship programs, workshops, and certifications that are relevant to the latest industry trends.
 2. Research and Publication Development
 - Facilitation of lecturer and student research in the field of innovation and business sustainability that can be adopted by the industry.
 - Publication of research results in reputable journals and increased contribution to international conferences in Southeast Asia.
 - Collaboration with industry partners in applied research projects that can provide solutions to sustainable business problems.
 3. Empowerment and Collaboration with the Community and Industry
 - Preparation of community service programs that focus on empowering local businesses and developing sustainable MSMEs.
 - Continuous cooperation with local governments and communities for inclusive business capacity building programs.
 - The initiation of business forums and start-up incubation as a bridge for students and the community in creating an innovative business ecosystem.
 4. Strengthening International Strategic Cooperation
 - Building a network of cooperation with universities and companies in Southeast Asia for student and lecturer exchange programs.
 - Developing dual degree programs or international certifications that provide added value for graduates.
 - Host regional conferences or workshops in the field of sustainable management and exploitative innovation, to strengthen international reputation.
 5. Strengthening Governance and Human Resources Development
 - Developing the competence of lecturers and education staff through training and further studies in the field of innovation and sustainability.
 - Implementation of a responsive and adaptive quality assurance system to achieve superior accreditation.
 - Optimization of resource management that supports the efficiency and effectiveness of achieving the vision of the Study Program.

The ideals of the FE Untidar Management Study Program are realized in the vision and mission. To realize these ideals, the right goals and objectives are needed so that each planned activity is easy to understand and measure. In line with the vision and mission set by Tidar University, the FE Management Study Program Untidar sets a vision and mission based on the values set and practiced by all academics and education staff in the Untidar environment. Based on the philosophy, cultural values of the community and the academic culture of Untidar, the values that are upheld are formulated, namely "Resilient, Integrative, Dedicative, Active, and Responsive". This value formulation is a crystallization of various

values that are seen positively in realizing Untidar's vision. Therefore, this value formulation should be understood in a broader context. The meaning of these values is described through the following points:

1. T (Tough)

Tough is a value that contains the meaning of being difficult to beat, strong, and reliable. In carrying out their activities, the academic community and education staff have a strong determination to carry out the principles of a healthy, independent organization (*independent*), have autonomy (*autonomous*) and able to direct themselves (*self-directed*) in order to be able to improve the welfare and competitiveness of Higher Education.

2. I (Integrative)

Integrative is a value that contains the meaning of honesty, objectivity, courage, consistency and consequential. The value of Higher Education, in addition to depending on the competence of the academic community, is also greatly influenced by integrative or a strong desire to do something. Integrative is the intention to combine and maintain principles, ethics of professionalism, and consistency in guarding the consequences of the performance of duties, and the ability to be responsible based on honesty, objectivity, and courage. Therefore, integrative is the most fundamental thing and will affect the overall behavior of individuals and groups in carrying out every obligation and assigning responsibility for the tasks entrusted to them.

3. D (Dedicative)

Dedicative is a value that contains the meaning of the word devotion. This dedicative value leads Tidar University scholars to have a high level of devotion to the nation and state in general and institutions in particular. The service carried out by the academic community is expected to give birth to behavioral values that reflect the values embraced by Tidar University. The implementation of the service value system can be carried out by the academic community who are still active in activities within Tidar University and the community who have become alumni.

4. A (Active)

Active is a value that contains elements of enterprising, dynamic, and energetic. Active values associated with the intellect of a trusted person are a component of the good governance process. This aims to improve public services and public trust and create an effective and efficient management climate.

5. R (Responsive)

Responsive is a value that contains elements of quick (like) to respond, responsive, evocative, and responsive (not stupid). This responsive value is associated with an ethical sense, where universities apply ethics to obey regulations and performance efficiency.

The implementation of the TIDAR value system is the basis for determining the ideals of the Management Study Program, Faculty of Economics Untidar which is outlined in the vision, mission, goals, and strategic objectives through strategic planning documents.

V. FORMULATION OF GRADUATE COMPETENCY STANDARDS (SKL).

1. Profile of graduates of the S1 Management Study Program FE Untidar:

- a. *Young entrepreneur* : Graduates who have the competence to pioneer and develop businesses independently with management science-based innovations. They are equipped with skills in identifying business opportunities, creating sustainable business plans, and making optimal use of resources to create new value in the market.
- b. *Financial management professionals* : Graduates who are ready to become professionals in financial management, have the analytical and strategic ability to manage company finances in a sustainable manner. They are able to make decisions that are data-driven and support the achievement of the organization's financial goals, with an emphasis on innovation in financial strategy.
- c. *Human resource management professionals* : Graduates who are able to manage human resources in organizations with a strategic approach that supports sustainable business development. They have competencies in recruitment, employee development, performance management, and succession planning, as well as ensuring employee well-being is aligned with innovative business goals.
- d. *Marketing professionals* : Graduates who are experts in designing and executing innovative marketing strategies, with a focus on business sustainability. They have the ability to understand consumer behavior, develop brands, and utilize digital technology and data analysis to achieve a competitive advantage in the global market.

2. Educational Objectives of the S1 Management Study Program FE Untidar:

The Education Objective (PEO) Program of the Management Study Program produces young entrepreneurs, professionals in the field of finance, professionals in the field of human resource management, and professionals in the field of marketing who have the following characteristics.

- PEO 1 Have the ability to apply management concepts and theories in various fields such as Human Resources (HR), Marketing, and Finance in the context of relevant work professionals.
- PEO 2 Committed to continuous self-development through formal and informal education to improve professional competence.
- PEO 3 Deeply understand the principles of business ethics and have superior managerial skills, equipped with an innovative and entrepreneurial leadership spirit.

3. Graduate learning outcomes at the program/ *learning objectives* (PLO) program level of the FE Untidar Management S1 Study Program:

On March 15, 2022 in Labuan Bajo, eight Graduate Learning Outcomes (CPL) for the APSMBI standard S1 Management Study Program have been ratified. The CL formulation

process can be accessed on [the https://apsmbi.org/kurikulum/cpl-standar-apsmbi/](https://apsmbi.org/kurikulum/cpl-standar-apsmbi/) page. The eight CPLs include the following:

No.	Graduate Learning Outcomes	Bloom's <i>Taxonomy</i>
1.	Graduates are able to show good character.	Attitude.
2.	Graduates are able to apply management theory well.	Knowledge.
3.	Graduates are able to communicate effectively.	General skills.
4.	Graduates are able to use information technology appropriately.	General skills.
5.	Graduates are able to work well for self-development.	General skills.
6.	Graduates are able to solve business problems appropriately.	Special skills.
7.	Graduates are able to design a business plan well.	Special skills.
8.	Graduates are able to conduct research well and ethically.	Special skills.
9.	Graduates are able to innovate in sustainable business development (Distinctiveness of the Study Program)	Special skills

VI. DETERMINATION OF STUDY MATERIALS

The study material for the S1 Management Study Program FE Untidar uses the results of the agreement of the Alliance of Indonesian Management and Business Study Programs (APSMBI). The APSMBI standard study material has been ratified at the APSMBI Plenary Session in Purwokerto on October 24, 2023. The APSMBI standard study materials consist of:

1. Management
2. Accountancy
3. Economics
4. Business
5. Entrepreneurship
6. Communication
7. Technology and Information
8. Research Methodology and Scientific Work
9. Business Law
10. Peculiarities of Study Programs
11. Character Development

The minutes of the ratification of the APSMBI standard study materials and the Attendance List of Participants of the APSMBI Plenary Session in Purwokerto can be downloaded on [the https://apsmbi.org/bahan-kajian-standar-apsmbi/](https://apsmbi.org/bahan-kajian-standar-apsmbi/) page.

VII. COURSE FORMATION (MK) AND CREDIT WEIGHT.

1. PEO and PLO Matrix of the S1 FE Untidar Management Study Program.

	Cognitive aspects/knowledge	Affective aspects/attitude	Psychomotor aspects/skills
(PEO1) Have the ability to apply management concepts and theories in various fields such as Human Resources (HR), Marketing, and Finance in the context of relevant work professionals.	(PLO 2) Graduates are able to apply management theory well.		(PLO 1) Graduates are able to show good character. (PLO 3) Graduates are able to communicate effectively.
(PEO2) Committed to continuous self-development through formal and informal education to improve professional competence.			(PLO 4) Graduates are able to use information technology appropriately. (PLO 5) Graduates are able to work well for self-development. (PLO 6) Graduates are able to solve business problems appropriately. (PLO 7) Graduates are able to design a business plan well.
(PEO3) Deeply understand the principles of business ethics and have superior managerial skills, equipped with an innovative and entrepreneurial leadership spirit.		(PLO 8) Graduates are able to conduct research well and ethically. (PLO 9) Graduates are able to innovate exploitatively in sustainable business development.	

2. Course Structure of the S1 Management Study Program FE Untidar

It	Course Name	Activity Credits				Status		Semester	Prerequisite
		Theory		Practical		Common	Choice		
		Credits	ECTS	Credits	ECTS				
1	Pancasila	2	3.2	-	-	√	-	1	
2	English	2	3.2	-	-	√	-	1	
3	Indonesian Language	2	3.2	-	-	√	-	1	
4	Business Introduction	3	4.8	-	-	√	-	1	
5	Introduction to Management	3	4.8	-	-	√	-	1	
6	Introduction to Accounting	3	4.8	-	-	√	-	1	
7	Business Mathematics	3	4.8	-	-	√	-	1	
8	Introduction to Economic Theory	3	4.8	-	-	√	-	1	
9	Religious Education	2	3.2	-	-	√	-	2	
10	Civic Education	2	3.2	-	-	√	-	2	
11	Cost Accounting	3	4.8	-	-	√	-	2	Introduction to Accounting
12	Computer Applications	2	3.2	-	-	√	-	2	
13	Microeconomics	3	4.8	-	-	√	-	2	Introduction to Economic Theory
14	Macroeconomics	3	4.8	-	-	√	-	2	Introduction to Economic Theory
15	Business Law	2	3.2	-	-	√	-	2	
16	Business Communication	2	3.2	-	-	√	-	2	
17	Leadership	2	3.2	-	-	√	-	2	Introduction to Management
18	Management Accounting	3	4.8	-	-	√	-	3	Cost Accounting
19	Business Statistics I	3	4.8	-	-	√	-	3	

20	Operations Management I	3	4.8	-	-	√	-	3	Introduction to Business, Introduction to Management
21	Financial Management I	3	4.8	-	-	√	-	3	Introduction to Business, Introduction to Management
22	Marketing Management I	3	4.8	-	-	√	-	3	Introduction to Business, Introduction to Management
23	HR Management I	3	4.8	-	-	√	-	3	Introduction to Business, Introduction to Management
24	Small and Medium Business Management	3	4.8	-	-	√	-	3	Introduction to Business, Introduction to Management
25	Taxation	2	3.2	-	-	√	-	4	
26	Fundamentals of Entrepreneurship	2	3.2	-	-	√	-	4	
27	Business Statistics II (pkt)	-	-	3	4.8	√	-	4	Business Statistics I
28	Operations Management II (pkt)	-	-	3	4.8	√	-	4	Operations Management I
29	Financial Management II (pkt)	-	-	3	4.8	√	-	4	Financial Management I
30	Marketing Management II (pkt)	-	-	3	4.8	√	-	4	Marketing Management I
31	HR Management II (PKT)	-	-	3	4.8	√	-	4	HR Management I
32	Financial Institution Management	3	4.8	-	-	√	-	4	Introduction to Management
33	Entrepreneurship Practice II (pkt)	-	-	2	3.2	-	-	5	Entrepreneurship Basics
34	Business Ethics	2	3.2	-	-	√	-	5	Business Introduction

35	Strategic Management	3	4.8	-	-	√	-	5	Operations Management II, Financial Management II, Marketing Management II, HR Management II
36	Research Methods	3	4.8	-	-	√	-	5	Business Statistics II, Operations Management II, Financial Management II, Marketing Management II, HR Management II
37	Organizational Theory and Behavior	3	4.8	-	-	√	-	5	HR Management II
38	Corporate Budgeting	3	4.8	-	-	√	-	5	Financial Management II
39	Management Information Systems	3	4.8	-	-	√	-	5	Business Introduction
40	Business Feasibility Study (PKT)	-	-	3	4.8	√	-	5	Operations Management II, Financial Management II, Marketing Management II, HR Management II
41	Financial Management, Small and Medium Enterprises (PKT)**	-	-	3	4.8	√	-	6	Financial Management II
42	Investment Management**	3	4.8	-	-	√	-	6	Financial Management II
43	Financial Statement Analysis**	3	4.8	-	-	√	-	6	Financial Management II
44	Sharia Banking**	3	4.8	-	-	√	-	6	Financial Management II

45	Behavioral Finance**	3	4.8	-	-	√	-	6	Financial Management II
46	International Financial Management**	3	4.8	-	-	√	-	6	Financial Management II
47	Business Valuation***	3	4.8	-	-	√	-	-	-
48	Strategic Marketing (PKT) ***	-	-	3	4.8	√	-	6	Marketing Management II
49	Consumer Behavior (pkt) ***	-	-	3	4.8	√	-	6	Marketing Management II
50	Product and Brand Management (pkt) ***	-	-	3	4.8	√	-	6	Marketing Management II
51	Digital Marketing for Small and Medium Enterprises (PKT) ***	-	-	3	4.8	√	-	6	Marketing Management II
52	Service Marketing (pkt) ***	-	-	3	4.8	√	-	6	Marketing Management II
53	Sales and Entrepreneurship Management (pkt) ***	-	-	3	4.8	√	-	6	Marketing Management II
54	International Marketing Management (pkt)***	-	-	3	4.8	√	-	6	Marketing Management II
55	Performance Management****	3	4.8	-	-	√	-	6	HR Management II
56	Talent Management****	3	4.8	-	-	√	-	6	HR Management II
57	Industrial and Organizational Psychology****	3	4.8	-	-	√	-	6	HR Management II
58	HR Management Audit****	3	4.8	-	-	√	-	6	HR Management II

59	Organizational Culture****	3	4.8	-	-	√	-	6	HR Management II
60	Change and Development Management****	3	4.8	-	-	√	-	6	HR Management II
61	International HR Management****	3	4.8	-	-	√	-	6	HR Management II
62	Startup Business*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
63	Digital Business*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
64	Social Entrepreneurship*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
65	Franchise Management*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
66	Business Model Development*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
67	Competitive Advantage Strategy*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
68	Innovation Management*	3	4.8	-	-	√	-	6	Entrepreneurship Practice II (pkt)
69	Field Work Practice (PKT)	-	-	2	3.2	-	-	7	Min 100 credits
70	Risk Management	3	4.8	-	-	√	-	7	Financial Institution Management
71	Community Service Lecture (KKN)	3	4.8	-	-	√	-	7	Min 110 credits
72	Management Control System (MPU)	3	4.8	-	-	-	√	7	Strategic Management
73	Quality Management (mpu)	3	4.8	-	-	-	√	7	Operations Management II

74	Introduction to Multivariate Analysis (MPU)	3	4.8	-	-	-	√	7	Business Statistics II
75	Money Market and Capital Market (MPU)	3	4.8	-	-	-	√	7	Financial Management II
76	Financial Management Seminar (pkt)	-	-	3	4.8	√	-	7	Research Methods
77	Marketing Management Seminar (pkt)	-	-	3	4.8	√	-	7	Research Methods
78	HR Seminar (pkt)	-	-	3	4.8	√	-	7	Research Methods
79	Entrepreneurship Seminar (PKT)	-	-	3	4.8	-	√	7	Research Methods
80	Thesis	-	-	6	9.6	√	-	-	-

Note:

Students must take 5 credits of elective courses from the 13 credits provided in the chosen specialization.

* Entrepreneurship Course Package

** Finance Course Package

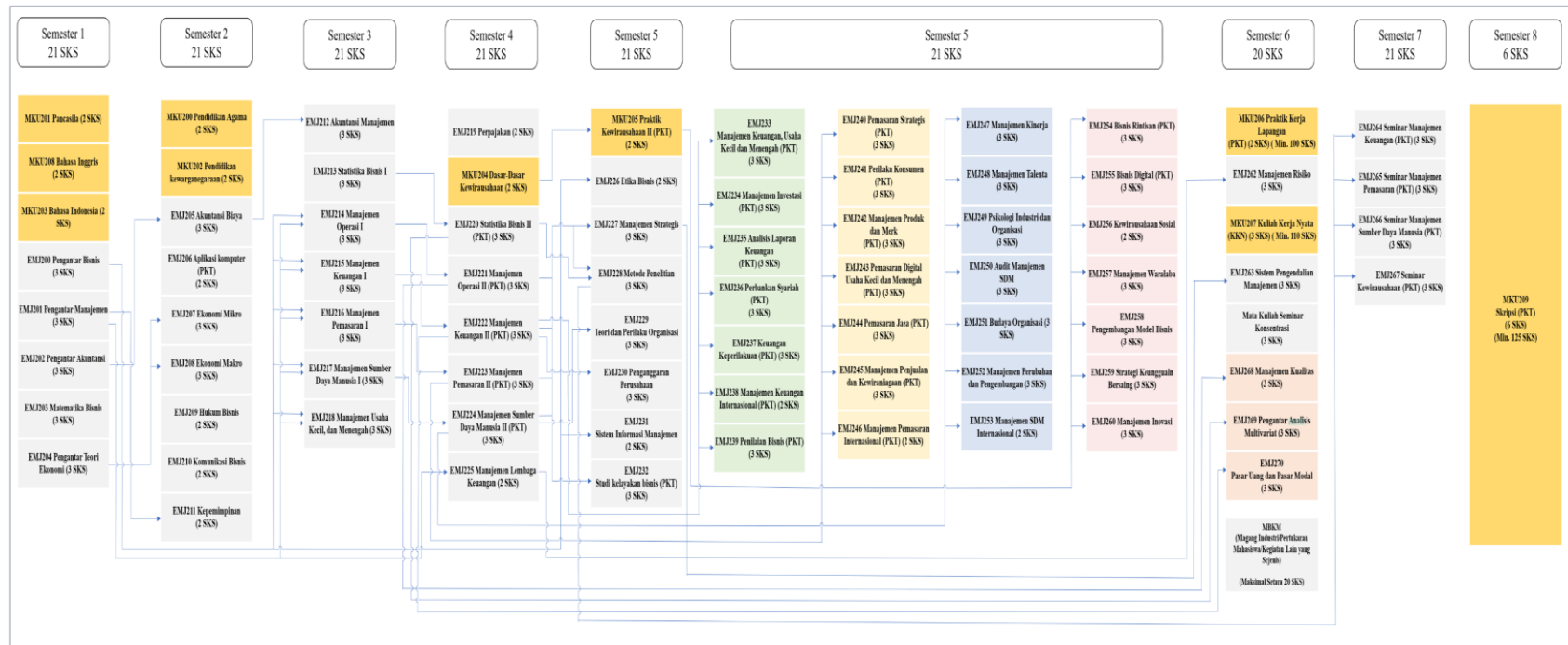
Human Resources Course Package

Marketing Course Package

VIII. MATRIC, CURRICULUM MAP, AND TRAVEL TIME

This section presents the matrix, curriculum map, and study program duration as a guide for the preparation of structured academic activities. The matrix and curriculum map are designed to facilitate the gradual achievement of graduate competencies, from basic to advanced skills in the field of management. The study period is arranged so that students can complete the program on time, with optimal preparation for the world of work.

PETA KURIKULUM PROGRAM STUDI S1 MANAJEMEN



- Mata Kuliah Universitas
- Mata Kuliah Wajib Fakultas dan Prodi
- Mata Kuliah Konsentrasi Keuangan
- Mata Kuliah Konsentrasi Pemasaran
- Mata Kuliah Konsentrasi Sumber Daya Manusia
- Mata Kuliah Konsentrasi Kewirausahaan
- Mata Kuliah Pilihan Umum

*Lama Studi 8 Semester = 4 Tahun

IX. LEARNING MODALITIES IN LEARNING PROCESS PLANNING OR SEMESTER LEARNING PLAN (RPS) OF THE S1 MANAGEMENT STUDY PROGRAM FE UNTIDAR.

This section explains the various learning modalities used in the preparation of the Semester Learning Plan (RPS) for the FE Untidar Management S1 Study Program. Learning modalities include face-to-face methods, online learning, and *blended learning methods* designed to support effective interaction between lecturers and students. Each course is equipped with learning strategies and methods that are in accordance with the competencies to be achieved, ranging from interactive discussions, case studies, group projects, to practical simulations. Through a combination of these modalities, RPS is designed to equip students with a learning experience that is relevant, applicable, and supports the mastery of competencies in the field of management in accordance with the needs of industry and society.

X. THE IMPLEMENTATION PLAN IS FOR A MAXIMUM OF 3 SEMESTERS OUTSIDE THE S1 MANAGEMENT STUDY PROGRAM FE UNTIDAR.

SMT	SKS	Jumlah MK	Kelompok Mata Kuliah							MBKM				
			MK Wajib							MK Pilihan*	MKWU	Dalam PT**	PT Lain***	Non-PT
8	6	1									MKU209			
7	17	6	EMJ262	EMJ263	S.KON ¹					MPU	MKU206, MKU207		KT162211341	
6	20	8								P.Konsentrasi		SIK217		EMJ261
5	21	8	EMJ226	EMJ227	EMJ228	EMJ229	EMJ230	EMJ231	EMJ232		MKU205		KT16221347, KT16221337.	
4	21	8	EMJ219	EMJ220	EMJ221	EMJ222	EMJ223	EMJ224	EMJ225		MKU204		KT16621223, KT16621227, KT16621221, KT16621225.	
3	21	7	EMJ212	EMJ213	EMJ214	EMJ215	EMJ216	EMJ217	EMJ218			EAK224		
2	21	9	EMJ205	EMJ206	EMJ207	EMJ208	EMJ209	EMJ210	EMJ211		MKU200, MKU202	EAK208		
1	21	8	EMJ200	EMJ201	EMJ202	EMJ203	EMJ204				MKU201, MKU208, MKU203			

Information:

¹ S.KON is a seminar course for each concentration that must be taken by students.

* MK Elective is an elective course of study program consisting of elective courses for concentration and general elective courses (MPU). The name and code of the Elective MK are listed in the Course Structure Table section.

**MBKM in PT means other courses taken by students in other study programs of Tidar University, the course code follows the relevant study program.

MBKM other universities means other courses taken by students in other study programs outside Tidar University, the course code follows the study program in question.

XI. CURRICULUM MANAGEMENT AND IMPLEMENTATION MECHANISM

Curriculum management is the main management at Tidar University which is basically an effort so that the learning process can run well. The curriculum management stages at Tidar

University are carried out with an internal quality assurance system (SPMI) to achieve curriculum effectiveness with a number of processes and activities as an effort to achieve goals.

1. Curriculum Implementation Plan

The implementation plan of the Tidar University curriculum follows a quality assurance system that begins with the determination of the curriculum. This curriculum is applied to students of the class of 2022 by facilitating the right to study for three semesters for students. The implementation of the curriculum is carried out through the learning process, by paying attention to the achievement of CPL, both in graduates (CPL), CP at the MK level (CPMK) or CP at each stage of learning in lectures (Sub-CPMK).

The implementation of the curriculum refers to the RPS prepared by the lecturer or the lecturer team, by paying attention to the achievement of CPL at the Constitutional Court level. Sub-CPMK and CPMK at the course level must support the achievement of CPL charged in each course. The curriculum of the S1 Management Study Program is the 2nd revision of the previous curriculum. The 1st revision is related to changes in the course structure. The 2nd revision is needed to accommodate the Independent Learning Independent Campus (MBKM) activities.

2. Internal Quality Assurance System (SPMI)

The curriculum quality assurance system at Tidar University follows the cycle in SPMI which consists of 5 elements, namely PPEPP. The five elements are a cycle consisting of (i) Curriculum determination, (ii) Curriculum implementation, (iii) Curriculum evaluation, (iv) Curriculum control, and (v) Curriculum improvement. In detail, the explanation related to PPEPP is as follows.

- 1) **The determination of the curriculum** is carried out every 4-5 years by the Rector, by following the standard operating procedures for preparing the curriculum and the curriculum evaluation process involving internal and external stakeholders, and reviewed by experts in the field of study program science, industry, associations, and according to the development of science and technology and user needs.
- 2) **The implementation of the curriculum** is carried out through the learning process, by paying attention to the achievement of CPL, both in graduates (CPL), CP at the MK level (CPMK) or CP at each stage of learning in lectures (Sub-CPMK). The implementation of the curriculum refers to the RPS prepared by the lecturer or the lecturer team, by paying attention to the achievement of CPL at the Constitutional Court level. Sub-CPMK and CPMK at the course level must support the achievement of CPL charged in each course.
- 3) **Curriculum evaluation** aims to improve sustainability in the implementation of the

curriculum. The first evaluation is carried out through monitoring and evaluation or monev carried out by the fakultas quality assurance group coordinated by the university-level education quality assurance once a semester. This Monev is an evaluation activity on the form of learning, learning methods, assessment methods, RPS, supporting learning tools and the achievement of CPL through the achievement of CPMK and Sub-CPMK, which is determined at the beginning of the semester by lecturers/lecturer teams and Study Programs. The second evaluation is carried out once a year in Internal Quality Audit (AMI) activities. The activity is carried out by a team of auditors and managed by the Tidar University Education Quality Assurance Center. The AMI is an evaluation activity on learning effectiveness which is reflected in GPA, student study period, and tracer study. Meanwhile, evaluation as a review of the curriculum is carried out periodically every 4-5 years. This evaluation involves internal and external stakeholders, and is reviewed by experts in the field of study program science, industry, associations, and according to the development of science and technology and user needs.

- 4) **Control of** curriculum implementation is carried out by RTM or management review meetings. In the RTM activity, the auditor team explained the results of the evaluation and recommendations to the leaders. Curriculum control is carried out by the faculty quality assurance group in coordination with the university-level education quality assurance center.
- 5) **Curriculum improvement** is based on the results of curriculum evaluations, both lecture monitoring and internal quality audits. The complete Tidar University curriculum quality assurance cycle refers to the Higher Education Curriculum Cycle. The cycle quotes from the guidelines for the preparation of the university curriculum published by the Director General of Higher Education of the Ministry of Education and Culture in 2020 as follows.

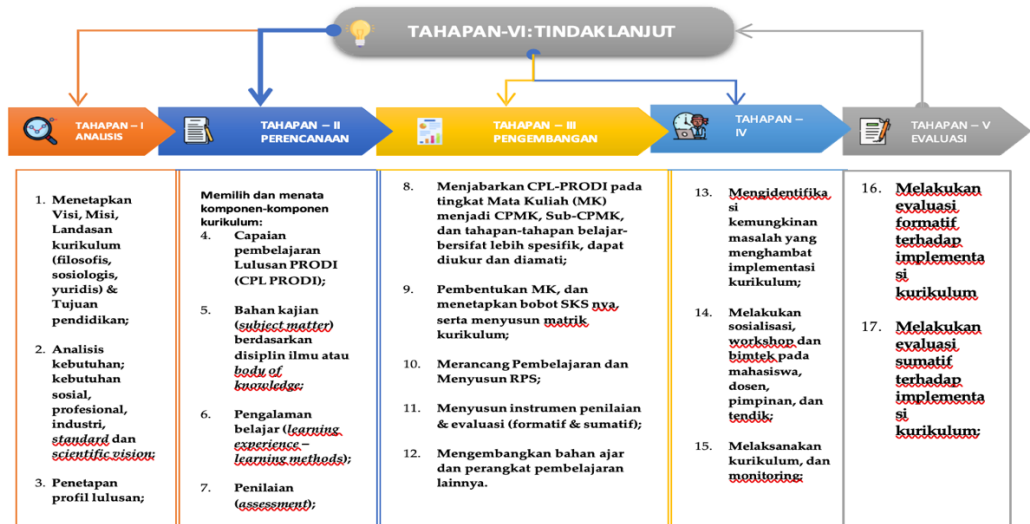


Figure 1. Higher Education Curriculum Cycle

Changes to the curriculum of Tidar University can be made based on several things, including scientific developments, government policies, the needs of graduate users, and the results of ongoing curriculum evaluations. The following is the CPL evaluation mechanism for Study Programs by taking the standards of KKNI Descriptors, SN-Dikti, and Graduate Profiles.

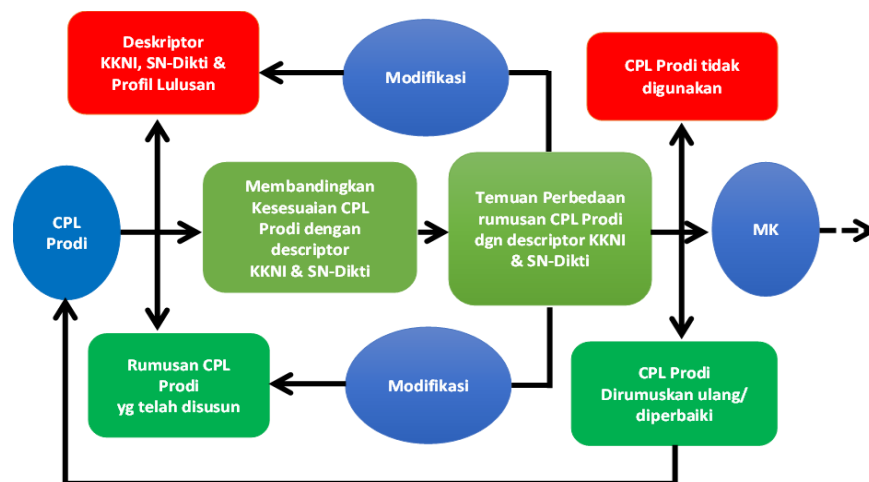


Figure 2. CPL Study Program Evaluation Mechanism

The CPL Study Program that has been formulated is compared to the standard, in this case the KKNI Descriptor, SN-Dikti, and the graduate profile that has been determined. The formulation of the CPL Study Program is in accordance with the KKNI descriptor according to the level of the study program, especially in the aspect of knowledge, and the aspect of special skills. The stages of curriculum evaluation can be based on the order according to SN-

Dikti: (1) Graduate Competency Standards (SKL) or Graduate Learning Outcomes (CPL); (2) Standards of learning content; (3) Learning process standards; (4) Learning assessment standards, and so on.

XII. PROCEDURES FOR STUDENT ADMISSION AT VARIOUS STAGES OF THE CURRICULUM

1. New Student Admissions (Initial Stage)

- Requirements: Students who are newly admitted to the management study program through the applicable selection pathway (such as entrance exams, achievement paths) will start from the first semester, where they take basic courses such as Introduction to Management, Introduction to Accounting, and Business Mathematics.
- The initial stages of the curriculum are designed to provide a foundation of basic management theories and concepts. All new students must take compulsory courses in semesters I and II with no choice for specific courses or concentrations.

2. Student Admission at the Advanced Stage (Semester III-IV)

- Prerequisite: Students who have completed semesters I and II will be accepted at the advanced stage in semesters III-IV. At this stage, students begin to take more specific and applicable courses such as Operations Management I, Financial Management I, and Marketing Management I.
- Students must complete prerequisite courses before proceeding to advanced courses. For example, to take Management Accounting in the third semester, students must first complete Cost Accounting.

3. Student Admissions in Specific Concentrations (Semesters V-VI)

- At this stage, students will enter a specialized concentration (e.g. Finance, Marketing, Human Resources, or Entrepreneurship).
- Prerequisite: Students must complete core courses in the previous semester, such as Financial Management II before they can take advanced concentration courses such as Investment Management or Sharia Banking.
- Concentration Options: Students can choose from several courses that support their academic focus according to their career interests.

4. Student Admission for the Final Stage (Semester VII-VIII)

- Students at this stage will take seminar and practical courses. In semester VII, they take courses such as Financial Management Seminar, Marketing Seminar, or Human Resource Management Seminar.
- In addition, students are required to take Field Work Practice (PKL) or Industrial Internship which is part of the application of theory into the real world.
- Requirements for Thesis: Students who have completed a minimum of 125 credits can be accepted to prepare a thesis in semester VIII. The thesis is the culmination of the curriculum stage, where students apply all the knowledge they have acquired.

6. Evaluation and Monitoring of Student Readiness

- **Periodic Evaluation:** At the end of each semester, students will be evaluated based on the Cumulative Grade Point Average (GPA) and graduation of prerequisite courses. Students who do not meet certain GPA requirements may have to repeat the course before proceeding to the next stage.
- **Progress Monitoring:** Admission at various stages of the curriculum also involves monitoring student progress, including involvement in practical activities, exam results, and participation in field activities.

With this clear admission structure, the course can ensure that students develop systematically and meet all academic prerequisites before progressing to higher levels.