



## SEMESTER LEARNING PLAN (RPS)

Courses	Macroeconomics
Semester	V (five)
Course Code	
College Courses	
MK Preconditions	
RPS Developer Lecturer	Dr. Ir. Masyhuri Mahfudz,MP
Mk Master Lecturer	
Authentication Date	
Courses	Agribusiness
Faculty	Agriculture

**ISLAMIC UNIVERSITY OF MALANG  
FACULTY OF AGRICULTURE  
2019**



**ISLAMIC UNIVERSITY OF MALANG**  
**FACULTY OF AGRICULTURE**  
**AGRIBUSINESS** STUDY PROGRAM

SEMESTER LEARNING PLAN (RPS)

Courses/Semesters	Master Lecturer	Course Code	Credit Weight: 3 (Three)
Macroeconomics	Dr. Ir. Masyhuri Mahfudz,MP		
Authorization/Endorsement	RPS Developer Lecturer	Head of Study Program	Vice Dean I/Asdir I
	Dr. Ir. Masyhuri Mahfudz,MP	Dr. Dwi Susilowati, SP., MP.	Dr. Ir. Anis Solikhah, MP.
Learning Achievements	Graduate Learning Achievement (CPL) Study Program Charged in Courses		
	ILO 6 Able to evaluate projects in accordance with the techniques, methods, constrains, interpret data, and conclude it		
	ILO 9 Able to work efficiently, independently and teams work using a variety of methods to communicate effectively with in the scientific community and society		
	ILO 4 Able to understand project management methods of business practices, risks and changes in an increasingly competitive environment		
	Learning Achievement Courses (CP-MK)		
	CPMK 1	Able to Understand Economics, Economic Behavior, Scope, Material Needs, Scarcity, Resources and Technology, Natural Resources and Human Resources	
CPMK 2	Able to understand macroeconomics, basic concepts, macroeconomic objectives, macroeconomic problems, schools of thought and inflation and unemployment		
CPMK 3	Able to understand national distribution, calculation of national income, GNP in closed and open economy		
CPMK 4	Able to understand the balance of the goods market and and the balance of the money market		

	CPMK 5 Able to understand the analytical basis of aggregate demand, alternative fist of aggregate demand, analytical basis of aggregate supply, alternative approach
Course Output	Students understand macroeconomics and how macroeconomics
Expected Outcome	Students can simulate macroeconomic policy
Brief Description of Course	This course studies how macroeconomics is and its application to economic policy.
Learning Materials:	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Macroeconomics and Its Scope</li> <li>3. National Income</li> <li>4. Closed Economy 2 Sectors</li> <li>5. Closed Economy 3 Sectors</li> <li>6. Open Economy 4 Sectors</li> <li>7. Economic Multiplier Figures</li> <li>8. Consumption and Investment Theory</li> <li>9. Balance of Goods and Services Market (IS)</li> <li>10. Money Market Balance (LM)</li> <li>11. Aggregate Demand (AD)</li> <li>12. Aggregate Offer (US)</li> </ol>
Book	<p>Main:</p> <ol style="list-style-type: none"> <li>1. Mankiw N. Gregory., 2010. Macroeconomics, 7th ed. Worth Plubishers, 41 Madison Avenue, New York.</li> <li>2. Sudiyono R., 1992. Macroeconomics, Introduction to National Income Analysis 5th edition. Liberty Yogyakarta</li> <li>3. Sudiyono R., 1995. Macroeconomics: ANALYSIS OF IS – LM and Demand-Supply Aggregators. 3rd Edition liberty Yogyakarta</li> </ol> <p>Supporter:</p> <ol style="list-style-type: none"> <li>1. Dornbush, R., Fischer, S,. Starnz, R,. 2011. Macroeconomics, 11th ed. Mc. Graw-Hill Companies Inc. Avenue of America, New York. .</li> <li>2. Ari Sudarman and Alghifari, 1999. Microeconomics – Macro (Theory, Questions and Answers), BPFE Yogyakarta</li> <li>3. Bronson, William H, 1983, Macroeconomy theory and Policy, New York Harper &amp; Row</li> </ol>

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
1	Sub CP-MK 1	1. Students are able to explain	1. Accuracy in explaining the	Form of Learning: Self-task	Form of Learning: College	100 minutes	INTRODUCTION	10

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
	Able explained Economics, Economic Behavior, Scope, Material Needs, Scarcity, Resources and Technology, Natural Resources and Human Resources	<p>Economics, Behavioral Economics, Scope,</p> <p>2. Students understand the Needs of Material, Scarcity, Resources and Technology</p> <p>3. Students are able to explain Natural Resources and Human Resources</p>	<p>meaning of Economics, Economic Behavior, Scope,</p> <p>2. Accuracy in explaining the Needs of Material, Scarcity, Resources and Technology</p> <p>3. Accuracy in explaining Natural Resources and Human Resources</p>	<p><b>Learning Methods:</b> Journal review assignment</p> <p><b>Student Learning Experience:</b> Do self-task review of agribusiness marketing journal</p>	<p><b>Learning Methods:</b> Pnyampaian material and discussion</p> <p><b>Student Learning Experience:</b> Listen to explanations of Economics, Economic Behavior, Scope, Material Needs, Scarcity, Resources and Technology, Natural Resources and Human Resources</p>		<p>1. Economics and Scope</p> <p>2. Material Needs, Scarcity, Resources and Technology</p> <p>3. Natural Resources and Human Resources</p>	
2	Sub CP-MK 2 Able to explain. Macroeconomics and Its Scope	<p>1. Students can explain. concept of macroeconomics</p> <p>2. Students can explain the scope of macroeconomics</p>	<p>1. Accuracy in explaining macroeconomics</p> <p>2. Accuracy in explaining the scope of macroeconomics</p>	<p><b>Form of Learning:</b> Self-task</p> <p><b>Learning Methods:</b> Paper review assignment</p> <p><b>Student Learning Experience:</b> Doing independent tasks review paper concepts Agribusiness</p>	<p><b>Form of Learning:</b> Lecture</p> <p><b>Learning Methods:</b> Explai material and discussion</p> <p><b>Student Learning Experience:</b> Listen to explanations and discussions of concepts,</p>	100 minutes	<p><b>Macroeconomics and ItsScope:</b></p> <p>1. Macroeconomic concepts and macroeconomic issues</p> <p>2. Macroeconomic scope</p>	

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
				marketing as a system	Macroeconomics and Their Scope			
<b>3</b>	Sub CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	<ol style="list-style-type: none"> <li>Students can explain the understanding of national income</li> <li>Students can explain the approach of calculating national income</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining the understanding of national income</li> <li>Accuracy in explaining the approach of calculating national income</li> </ol>	<p><b>Form of Learning:</b> self-task</p> <p><b>Learning Methods:</b> Assignment review marketing margins</p> <p><b>Student Learning Experience:</b> Work on self-task of calculating marketing margin, margin distribution and marketing margin share</p>	<p><b>Form of Learning:</b> College</p> <p><b>Learning Methods:</b> Pnyampaian material and discussion</p> <p><b>Student Learning Experience:</b> Listen to the explanation and discussion of national income and the approach of calculating national income</p>	<b>100 minutes</b>	<p><b>National Income:</b></p> <ol style="list-style-type: none"> <li>Understanding national income</li> <li>National Income Calculation Approach</li> </ol>	<b>5</b>
<b>4</b>	Sub CP-MK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	<ol style="list-style-type: none"> <li>Students can explain the economy of 2 sectors</li> <li>Students can explain the closed economy 2 sectors mathematical approach</li> <li>Students can explain the closed</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy describes the economy of 2 sectors</li> <li>Accuracy describes the closed economy 2 sectors mathematical approach</li> <li>Accuracy describes the closed economy 2 sectors graphical approach</li> </ol>	<p><b>Form of Learning:</b> self-task</p> <p><b>Learning Methods:</b> Assignment review activities, costs and marketing efficiency</p> <p><b>Student Learning Experience:</b> Doing self-help tasks calculates the cost of added value</p>	<p><b>Form of Learning:</b> College</p> <p><b>Learning Methods:</b> Pnyampaian material and discussion</p> <p><b>Student Learning Experience:</b> Listening to the explanation and</p>	<b>100 minutes</b>	<p><b>Closed Economy 2 Sectors</b></p> <ol style="list-style-type: none"> <li>Closed Economy 2 sectors mathematical approach</li> <li>Closed economy 2 sectors graphical approach</li> </ol>	<b>5</b>

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
		economy 2 sectors graphical approach		and efficiency of marketing	discussion on the Closed Economy 2 Sectors			
5	Sub CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	<ol style="list-style-type: none"> <li>Students can explain the economy of 3 sectors</li> <li>Students can explain the closed economy 3 sectors mathematical approach</li> <li>Students can explain the closed economy 3 sectors graphical approach</li> </ol>	<ol style="list-style-type: none"> <li>Ketepatan explained the economy of 3 sectors</li> <li>Accuracy describes the closed economy 3 sectors mathematical approach</li> <li>Accuracy describes closed economy 3 sectors graphical approach</li> </ol>	<p><b>Form of Learning:</b> self-task</p> <p><b>Learning Methods:</b> Assignment review of market prices and price behavior of agricultural products / Agribusiness</p> <p><b>Student Learning Experience:</b> Do the task of independently reviewing market prices and price behavior of agricultural products / Agribusiness</p>	<p><b>Form of Learning:</b> College</p> <p><b>Learning Methods:</b> Material delivery and discussion</p> <p><b>Student Learning Experience:</b> Listening to the explanation and discussion on the Closed Economy 3 Sectors</p>	100 minutes	<p><b>Closed Economy 3 Sectors</b></p> <ol style="list-style-type: none"> <li>Closed Economy 3 sectors mathematical approach</li> <li>Closed economy 3 sectors graphical approach</li> </ol>	5
6	Sub CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept	<ol style="list-style-type: none"> <li>Students can explain the open economy of 4 sectors</li> <li>Students can explain the open</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy describes the open economy of 4 sectors</li> <li>Accuracy describes the open economy 4 sectors</li> </ol>	<p><b>Form of Learning:</b> self-task</p> <p><b>Learning Methods:</b> Market review assignment</p>	<p><b>Form of Learning:</b> College</p> <p><b>Learning Methods:</b> Explain material and discussion</p>	100 minutes	<p><b>Economy Open 4 Sectors</b></p> <p><b>Closed Economy 3 sectors mathematical approach</b></p>	5

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
	of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	economy 4 sectors mathematical approach 3. Students can explain the open economy 4 sector graphical approach	mathematical approach 3. Accuracy describes open economy 4 sectors graphical approach	between regions and distribution optimization (Markets over Space)  <b>Student Learning Experience:</b> Perform self-reviewing markets between regions and optimize distribution (Markets over Space)	<b>Student Learning Experience:</b> Listening to the explanation and discussion of the Open Economy 4 Sectors		1. Open Economy 4 sectors mathematical approach 2. Economy 4 sectors graphical approach	
<b>7</b>	Sub CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	1. Students can understand the Economic Multiplier Numbers 2. Students can review the Economic Multiplier Figures of 2 sectors 3. Students can understand the Economic Multiplier Figures of 3 sectors and 4 sectors	1. Accuracy in explaining the number of economic multipliers 2. Accuracy in understanding and calculating the number of economic multipliers 2 sectors, 3 sectors and 4 sectors	<b>Form of Learning:</b> self-task  <b>Learning Methods:</b> Assignment of market and physical risk management mechanisms Students can explain the role of standardization, grading and market information <b>Student Learning Experience:</b> Market and physical risk	<b>Form of Learning:</b> Lecture  <b>Learning Methods:</b> Virtual sync (submission of material and discussion)  <b>Student Learning Experience:</b> Understand the explanation and calculation of economic multiplier numbers	<b>100 minutes</b>	<b>Economic Multiplier Figures</b>  1. Economic Multiplier Figures 2. Calculate the economic multiplier number of 2 sectors, 3 sectors and 4 sectors	<b>10</b>

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
				management mechanisms Students can explain the role of standardization, grading and market information				
<b>Midle Exam</b>								
<b>8</b>	Sub-CPMK 4 Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, the Money Market Balance (LM) mathematical and	1. Students are able to understand the theory of consumption. 2. Students understand investment theory.	1. Accuracy in explaining the theory of consumption 2. Accuracy in explaining investment theory	<b>Form of Learning:</b> self-task  <b>Learning Methods:</b> Assignment  <b>Student Learning Experience:</b> working on group tasks of Market and Institutional Structure Analysis in Agribusiness Marketing	<b>Form of Learning:</b> College  <b>Learning Methods:</b> 1, Q&A and <i>small group discussion</i> 2. Submission of material  <b>Student Learning Experience:</b> Listening to explanations and discussions teori konsumsi Dan investasi	<b>100 minutes</b>	<b>Theory of Consumption and Investment</b>  1. Consumption Theory 2. Investment Theory	<b>10</b>



Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
	graphical approach							
9	Sub-CPMK 4 Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach	<ol style="list-style-type: none"> <li>Students can explain the understanding of goods market balance</li> <li>Students can explain the understanding of service market balance</li> <li>Students can explain balance Market Goods and Services (IS)</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining the sense of the goods market</li> <li>Accuracy in explaining the sense of the service market</li> <li>Accuracy explains the balance of the goods and services market (IS) mathematical approach</li> </ol>	<b>Form of Learning:</b> self-task  <b>Learning Methods:</b> Product life cycle (PLC) Review Assignment and Marketing Strategy <b>Student Learning Experience:</b> doing self-help tasks reviewing Product life cycle Marketing Strategies (PLC)	<b>Form of Learning:</b> College  <b>Learning Methods:</b> Material delivery and discussion  <b>Student Learning Experience:</b> Listen to explanations and discussions and practice about the balance of goods and services market (IS) mathematical approach	100 minutes	<b>Keseimbangan Goods and Services Market (IS)</b>  <ol style="list-style-type: none"> <li>Understanding the balance of the goods market and the service market</li> <li>Balance of goods market and service market (IS) mathematical approach</li> </ol>	
10	Sub-CPMK 4 Students can explain and understand the Theory of	<ol style="list-style-type: none"> <li>Students can explain the understanding of goods market balance</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining the understanding of the goods market</li> </ol>	<b>Form of Learning:</b> self-task  <b>Learning Methods:</b>	<b>Form of Learning:</b> College  <b>Learning Methods:</b>	100 minutes	<b>Keseimbangan Goods and Services Market (IS)</b>	

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
	Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach	2. Students can explain the understanding of service market balance 3. Students can explain theeseimbanga Market of Goods and Services (IS) graphical approach	2. Accuracy in explaining the sense of the service market 3, Accuracy explains the Balance of The Goods and Services Market (IS)	Product life cycle (PLC) Review Assignment and Marketing Strategy <b>Student Learning Experience:</b> doing self-help tasks reviewing Product life cycle Marketing Strategies (PLC)	Material delivery and discussion  <b>Student Learning Experience:</b> Listen to explanations and discussions and practice about the balanceof goods and services market (IS) graphical approach		1. Understanding the balance of the goods market and the service market 2. Balance of goods market and service market (IS) graphical approach	
<b>11</b>	Sub-CPMK 4 Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach,	1. Students can explain the understanding of money market balance (LM) 2. Students can explain the balanceof money markets (LM) mathematical approaches	1. Accuracy in explaining consumer preferences 2. Kcoincides in explaining marketing strategies through the establishment of S-T-P	<b>Form of Learning:</b> self-task  <b>Learning Methods:</b> Paper review assignment  <b>Student Learning Experience:</b> self-task marketing strategy review of	<b>Form of Learning:</b> College  <b>Learning Methods:</b> Material delivery and discussion  <b>Student Learning Experience:</b> discussion of money market balance (LM)	<b>100 minutes</b>	<b>Money Market Balance (LM)</b> 1. Understanding Money Market Balance (LM) 2. Money market balance (LM) (mathematical approach)	

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
	the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach			consumer preference identification and S-T-P assignment	and mathematical analysis exercises			
<b>12</b>	Sub-CPMK 4 Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM)	3. Students can explain the understanding of money market balance (LM) 4. Students can explain the balance of money market (LM) graphical approach	3. Accuracy in explaining consumer preferences 4. Kcoincides in explaining marketing strategies through the establishment of S-T-P	<b>Form of Learning:</b> self-task  <b>Learning Methods:</b> Paper review assignment  <b>Student Learning Experience:</b> self-task marketing strategy review of consumer preference identification and S-T-P assignment	<b>Form of Learning:</b> College  <b>Learning Methods:</b> Material delivery and discussion  <b>Student Learning Experience:</b> discussion of money market balance (LM) and graphical analysis exercises	<b>100 minutes</b>	<b>Money Market Balance (LM)</b> 1. Understanding Money Market Balance (LM) 2. Money market balance (LM) (graphical approach)	

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
	mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach							
13	Sub-CPMK 5 Students can explain aggregate demand (AD) and the factors that affect it, aggregate offers (AS) and the factors that affect them	<ol style="list-style-type: none"> <li>Students are able to explain the understanding of Aggregate Demand (AD) graphical approach</li> <li>Students can understand the factors affecting Aggregate Demand (AD)</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining and understanding aggregate demand (AD)</li> <li>Accuracy in explaining and understanding the factors affecting Aggregate Demand (AD)</li> </ol>	<p><b>Form of Learning:</b> self-task</p> <p><b>Learning Methods:</b> Material review assignment</p> <p><b>Student Learning Experience:</b> doing the task of independently reviewing the effectiveness of SCM implementation material</p>	<p><b>Form of Learning:</b></p> <p><b>Learning Methods:</b> Virtual sync (Q&amp;A and <i>small group discussion</i>)</p> <p><b>Student Learning Experience:</b> listening to explanations and discussions of the effectiveness of SCM implementation</p>	100 minutes	<p><b>Evaluation of the Effectiveness of SCP Implementation</b></p> <ol style="list-style-type: none"> <li>SCM Concept</li> <li>Effectiveness of SCM implementation</li> </ol>	
14	Sub-CPMK 5 Students can explain aggregate demand (AD) and the factors that affect it, aggregate offers (AS) and the factors that affect them	<ol style="list-style-type: none"> <li>Students are able to explain the understanding of the Supply Aggregate (AS) graphical approach</li> </ol>	<ol style="list-style-type: none"> <li>Accuracy in explaining and understanding aggregate supply (AS)</li> <li>Accuracy in explaining and understanding the</li> </ol>	<p><b>Form of Learning:</b> self-task</p> <p><b>Learning Methods:</b> Assignments create a program</p>	<p><b>Form of Learning:</b></p> <p><b>Learning Methods:</b> Virtual sync (Q&amp;A and <i>small group discussion</i>)</p>	100 minutes	<p><b>Menganalisis on empirical studies on agribusiness marketing</b></p> <ol style="list-style-type: none"> <li>Identify the focus of agribusiness marketing studies</li> <li>Analysis of the conclusions of</li> </ol>	

Week	Final Ability of Each Learning Stage (Sub CPMK)	Assessment		Form of Learning; Learning Methods and Media; Student Learning Experience		Estimated Time	Details of Learning Materials; Book	Assessment Weights
		Assessment Indicator	Assessment Criteria and Techniques	Offline	Online			
		4. Students can understand the factors affecting aggregate Supply (AS)	factors affecting aggregate Supply (AS)	<b>Student Learning Experience:</b> analyzing empirical studies on agribusiness marketing	<b>Student Learning Experience:</b> analyzing empirical studies on agribusiness marketing		agribusiness marketing studies	
<b>Final Exam</b>								



## ASSESSMENT OF COURSE LEARNING ACHIEVEMENT

Courses	Macroeconomics
Semester	3 (three)
Course Code	
Mk Master Lecturer	Dr. Ir. Masyhuri Mahfudz,MP.
Courses	Agribusiness
Faculty	Agriculture

**ISLAMIC UNIVERSITY OF MALANG  
2019**

## MATRIC ASSESSMENT OF LEARNING ACHIEVEMENT COURSES (CP-MK)

Course: Macroeconomics

Semester: 3 (three)

Teacher: Dr. Ir. Masyhuri Mahfudz,MP.

Study Program: Agribusiness

Week	CPL	CPMK	Sub-CPMK	Indicators	Assessment Technique - Assessment Instrument- Weight (%)	Weight (%) Sub-CPMK	Student Grades (0-100)	Σ (Student Grade) X (Weights %)	CPL's ability to MK (%)	
1	CPL 1 (S6) Bcooperates and has social sensitivity and concern for the community and the environment CPL 2 (S10) Minternalizes the spirit of independence, shock and entrepreneurs hip	CPMK 1 Able to understand Economics, Economic Behavior, Scope, Material Needs, Scarcity, Resources and Technology, Natural Resources and Human Resources	Sub-CPMK 1 Able explained Economics, Economic Behavior, Scope, Material Needs, Scarcity, Resources and Technology, Natural Resources and Human Resources	Indicators: 1. Students are able to explain Economics, Behavioral Economics, Scope, 2. Students understand the Needs of Material, Scarcity, Resources and Technology 3. Students are able to explain Natural Resources and Human Resources  Assessment Criteria: 1. Accuracy in explaining the meaning of Economics, Economic Behavior, Scope, 2.Accuracy in explaining the Needs of Material, Scarcity, Resources and Technology	Assessment Techniques: 1. <b>Performance Assessment</b> (Observation of performances during discussions) 2. <b>Quiz</b> (Multiple-Choise)  Assessment Instruments: 1. Rubric of job performance assessment 2. Quiz questions	3  2	5	77,84	3,89	78 %

				Accuracy in explaining Natural Resources and Human Resources						
2	CPL 1(S6) Cooperates and has social sensitivity and concern for society and the environment CPL 2 (S10) Internalizes the spirit of independence, shock and entrepreneurship	CPMK 2 Able to understand macroeconomics, basic concepts, macroeconomic objectives, macroeconomic problems, schools of thought and inflation and unemployment	Sub CPMK 2. Able to explain. Macroeconomics and Its Scope	Indicators: 1. Students can explain macroeconomic concepts. 2. Students can explain the scope of macroeconomics	Assessment Techniques: <b>1. Job Performance Assessment</b> (Observation during discussion) <b>2. Assignment</b> (Creating a Summary)  Assessment Instruments: 1. Rubric of job performance assessment <b>2. Assignment</b> assessment rubric	3  2  10	15	77,84	11,68	78%
Week 1	CPL	CPMK	Sub-CPMK	Indicators	Assessment Technique - Assessment Instrument- Weight (%)	Weight (%) Sub-CPMK	Student Grades (0-100)	$\Sigma$ (Student Grade) X (Weights %)	CPL's ability to MK (%)	
				Assessment Criteria: 1. Accuracy in explaining macroeconomics 2. Accuracy in explaining the scope of macroeconomics						



				3. Performance and scapin discussions						
3-4	CPL 3 (KU1) is 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 the application of humanities values in accordance with their area of expertise.	CPMK 3 Able to understand national distribution, calculation of national income, GNP in closed and open economy	Sub-CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	Indicators: 1. Students can explain the understanding of national income 2. Students can explain the approach of calculating national income 3. Students can explain the economy of 2 sectors 4. Students can explain the closed economy 2 sectors mathematical and graphical approach  Assessment Criteria: 1. Accuracy in explaining the understanding of national income 2. Accuracy in explaining the approach of calculating national income 3. Accuracy describes the economy of 2 sectors 4. Accuracy describes the closed economy 2 sectors mathematical and graphical approach	Assessment Techniques: 1. <b>Assignment:</b> a. Exercise in calculating national income b. Simulation 2. <b>Performance Assessment</b> (Simulation of results)  Assessment Instruction: 1. Assignment assessment rubric 2. Rubric of job performance assessment	10  2  3	15	80,4 0	12,0 6	80 %
Week 1	CPL	CPMK	Sub-CPMK	Indicators	Assessment Technique - Assessment Instrument- Weight (%)	Weight (%) Sub-CPMK	Student Grades (0-100)	Σ (Student Grade) X (Weights %)	CPL's ability to MK (%)	

5-6	CPL 3 (KU1) is 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 the application of humanities values in accordance with their area of expertise.	CPMK 3 Able to understand national distribution, calculation of national income, GNP in closed and open economy	Sub-CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	Indicators: Students can explain the economy of 3 sectors  Students can explain the closed economy 3 sectors mathematical and graphical approach 3. Mahasiswa can explain the open economy of 4 sectors 4..Students can explain the open economy 4 sectors mathematical and graphical approach  Assessment Criteria: Accuracy describes the economy of 3 sectors Accuracy describes the closed economy 3 sectors mathematical and graphical approach Accuracy describes the open economy of 4 sectors 4. Accuracy describes the open economy 4 sectors mathematical and graphical approach	Assessment Techniques: 1. <b>Assignment</b> (resumeassignment ) 2. <b>Job Performance Assessment</b> (quiz)  Assessment Instruction: 1. Task results 2. Quiz scores	2  3	5	76,1 7	3,8 1	76 %
Week 1	CPL	CPMK	Sub-CPMK	Indicators	Assessment Technique - Assessment Instrument- Weight (%)	Weight (%) Sub-CPMK	Student Grades (0-100)	Σ (Student Grade) X (Weights %)	CPL's ability to MK (%)	

7	CPL 3 (KU1) is 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 the application of humanities values in accordance with their area of expertise.	CPMK 3 Able to understand national distribution, calculation of national income, GNP in closed and open economy	Sub-CPMK 3 Students can explain the concept, National Income, the concept of Closed Economy 2 Sectors, the concept of Closed Economy 3 Sectors, the concept of open economy 4 sectors, Economic Multiplier Figures	Indicators: 1. Students can understand the Economic Multiplier Numbers 2. Students can review the Economic Multiplier Figures of 2 sectors 3. Students can understand the Economic Multiplier Figures of 3 sectors and 4 sectors Assessment Criteria: 1. Accuracy in explaining the number of economic multipliers 2. Accuracy in understanding and calculating the number of economic multipliers 2 sectors, 3 sectors and 4 sectors	Assessment Techniques: 1. <b>Assignment</b> 2. (Reume college) 3. <b>Performance Assessment</b> (Evaluating resume results) 4. <b>Attitude Assessment</b> (participation during discussion)  Assessment Instruction: 1. Task assessment rubric 2. Rubric attitude assessment	3  2  15	2 0	74,86	14,97	75 %
Midle Exam										
8	CPL 5 (KU4) Able to make decisions appropriately in the context of problem solving in the field of science based on the results of information and data analysis	CPMK 4 Able to understand the balance of the goods market and and the balance of the money market	Sub-CPMK 4 Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM)	Indicators: Students are able to understand the theory of consumption Students understand investment theory  Assessment Criteria: 1. Accuracy in explaining the theory of consumption 2. Accuracy in explaining investment theory	Assessment Techniques: <b>Assignment</b> (Training about) 5. <b>Valuation Quis</b> 6. <b>Attitude Assessment</b> (when discussing and expressing opinions)  Assessment Instruction:	1  2  2	5	74,43	3,72	74 %

			<p>mathematical and graphical approach, explain the Money Market Balance (LM)</p> <p>mathematical and graphical approach, the Money Market Balance (LM)</p> <p>mathematical and graphical approach</p>		<p>1. Quis value</p> <p>2. Rubric attitude assessment</p>					
9-10	<p>CPL 5 (KU4)</p> <p>Able to make decisions appropriately in the context of problem solving in the field of knowledge based on the results of information and data analysis</p>	<p>CPMK 4</p> <p>Able to understand the balance of the goods market and and the balance of the money market</p>	<p>Sub-CPMK 4</p> <p>Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM) mathematical and graphical approach, the Money Market</p>	<p>Indicators:</p> <p>Students can explain the balance of the Goods and Services Market (IS) mathematical and graphical approach</p> <p>Assessment Criteria:</p> <p>Accuracy in explaining the sense of the goods and services market (IS)</p> <p>Mathematical and graphical approach</p>	<p>Assessment Techniques:</p> <p>1. <b>Assignment</b> (taskof creating presentation materials)</p> <p>2. <b>Job Performance Assessment</b> (Evaluating the presentation material exposure)</p> <p>Assessment Instruction:</p> <p>1. Presentation material assessment rubric</p> <p>2. Rubric of job performance assessment</p>	3	5	74,4 3	3,72	74 %

			Balance (LM) mathematical and graphical approach							
11-12	CPL 5 (KU4) Able to make decisions appropriately in the context of problem solving in the field of knowledge based on the results of information and data analysis	CPMK 4 Able to understand the balance of the goods market and and the balance of the money market	Sub-CPMK 4 Students can explain and understand the Theory of Consumption and Investment, the balance of the Goods and Services Market (IS) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach, explain the Money Market Balance (LM) mathematical and graphical approach, the Money Market Balance (LM) mathematical and graphical approach	Indicators: Students can explain the balance of the Money Market (LM) mathematical and graphical approach  Assessment Criteria: Accuracy in explaining the sense of the Money market (LM) Mathematical and graphical approach	Assessment Techniques: 1. <b>Valuation Project</b> (Participation in discussions) 2. <b>Attitude Assessment</b> (When discussing)  Assessment Instruction: 1. Ability to discuss and express opinions 2. Rubric attitude assessment	2 3 5	10	72,72	7,27	73%

13-14	CPL 5 (KU4) Able to make decisions appropriately in the context of problem solving in the field of science based on the results of information and data analysis.	CPMK 5 Able to understand the analytical basis of aggregate demand, the alternative fist of aggregate demand, the analytical basis of aggregate supply, alternative approaches	Sub CPMK 5 Students can explain aggregate demand (AD) and the factors that affect it, aggregate offers (AS) and the factors that affect them	Indicators: <ol style="list-style-type: none"> <li>Students are able to explain the understanding of Aggregate Demand (AD) graphical approach</li> <li>Students can understand the factors affecting Aggregate Demand (AD)</li> <li>Students are able to explain the understanding of Aggregate Offering (US) graphical approach</li> <li>Students can understand the factors affecting Aggregate Offerings (AS)</li> </ol> Assessment Criteria: <ol style="list-style-type: none"> <li>Accuracy in explaining and understanding aggregate demand (AD)</li> <li>Accuracy in explaining and understanding the factors affecting Aggregate Demand (AD)</li> <li>Accuracy in explaining and understanding aggregate monitoring requests (AS)</li> </ol>	Assessment Techniques: <ol style="list-style-type: none"> <li><b>Assignment</b> (Training about)</li> <li><b>Attitude Assessment</b> (When discussing and expressing opinions)</li> </ol> Assessment Instruction: <ol style="list-style-type: none"> <li>Training results</li> <li>Rubric attitude assessment</li> </ol>	5 5 5 5	20	74,43	14,82	74%

				4. Accuracy in explaining and understanding the factors affecting aggregate (US) offerings						
Final Exam										
Total Weight (%)						100	100			
									Average CPL Design	

## MATRIC RECAP FINAL GRADE STUDENTS

NO.	NPM	NAMA	SUB-CPMK/BOBOT (NILAI HARIAN)																		NILAI HARIAN		UTS	UAS	NILAI AKHIR **		
			1		2		3		4		5		6		7		8		9		Skala 4	Skala 100			ANGKA	HURUF	
				5%		15%		15%		5%		20%		5%		5%		10%		20%							
1	21.501.031.005,00	NOVA ARDIANSAH	1,00	0,05	1,00	0,15	1,00	0,15	1,00	0,05	1,20	0,24	1,00	0,05	1,00	0,05	1,00	0,10	1,00	0,20	1,19	29,75	45,00	40,00	37,41	E	
2	21.501.031.064,00	BIMBI DANIANR PUDYANING TYAS	3,00	0,15	3,50	0,53	3,00	0,45	3,00	0,15	2,00	0,40	3,50	0,18	2,00	0,10	2,50	0,25	3,50	0,70	3,03	75,63	70,00	66,00	70,61	B	
3	21.601.031.030,00	FARIDH ADE MAIZAKUSUMA	3,50	0,18	4,00	0,60	3,00	0,45	3,34	0,17	2,00	0,40	3,00	0,15	3,00	0,15	3,75	0,38	3,00	0,60	2,89	72,30	70,00	89,00	77,99	B	
4	21.601.031.055,00	RIZAL HABIBI	2,00	0,10	2,00	0,30	3,67	0,55	2,00	0,10	3,00	0,60	2,00	0,10	2,50	0,13	2,00	0,20	2,00	0,40	2,48	61,89	80,00	85,00	75,08	B	
5	21.601.031.057,00	MOHAMMAD PENDI	2,00	0,10	2,00	0,30	3,00	0,45	2,00	0,10	3,00	0,60	2,00	0,10	3,00	0,15	2,00	0,20	2,00	0,40	2,50	62,50	75,00	77,00	71,06	B	
6	21.601.031.061,00	ABDUL FATTAH	3,00	0,15	2,50	0,38	3,00	0,45	3,34	0,17	3,00	0,60	3,00	0,15	3,00	0,15	3,00	0,30	3,00	0,60	2,92	72,93	80,00	79,00	76,97	B	
7	21.701.031.046,00	MUHAMMAD ZAHIR ALWITRI	3,00	0,15	3,00	0,45	3,00	0,45	3,00	0,15	3,00	0,60	3,50	0,18	3,00	0,15	2,75	0,28	3,50	0,70	3,13	78,13	70,00	20,00	25,00	E	
8	21.801.031.019,00	FAKHRURRAZI	2,00	0,10	2,00	0,30	2,67	0,40	2,00	0,10	2,67	0,53	3,00	0,15	2,50	0,13	3,00	0,30	3,00	0,60	2,41	60,24	75,00	77,00	70,21	B	
9	21.801.031.072,00	ARDENANSA DAMARIO ALFAREL	4,00	0,20	3,50	0,53	4,00	0,60	2,00	0,10	1,00	0,20	1,00	0,05	1,00	0,05	1,00	0,10	1,00	0,20	2,28	56,88	88,00	20,00	35,00	E	
10	21.801.031.077,00	AJENG WISTIKA DEWI	3,50	0,18	4,00	0,60	3,67	0,55	4,00	0,20	4,00	0,80	3,50	0,18	4,00	0,20	3,50	0,35	3,50	0,70	3,80	95,01	95,00	90,00	93,13	A	
11	21.801.031.085,00	SAHIDA REZA WARDANA	4,00	0,20	3,50	0,53	4,00	0,60	4,00	0,20	3,67	0,73	4,00	0,20	3,75	0,19	4,00	0,40	4,00	0,80	3,75	93,66	86,00	86,00	75,00	B	
12	21.801.031.086,00	MUHIIBBATUS LUBABAH	3,00	0,15	3,00	0,45	2,67	0,40	2,67	0,13	3,00	0,60	3,00	0,15	3,00	0,15	3,00	0,30	3,00	0,60	3,01	75,23	80,00	79,00	77,83	B	
13	21.801.031.089,00	NUR IFFATUS SAHIYAH	4,00	0,20	4,00	0,60	4,00	0,60	4,00	0,20	4,00	0,80	4,00	0,20	3,50	0,18	3,75	0,38	4,00	0,80	3,98	99,38	88,00	86,00	91,52	A	
14	21.801.031.090,00	PUJI RAHAYU LESTARI	3,50	0,18	4,00	0,60	4,00	0,60	3,67	0,18	4,00	0,80	4,00	0,20	4,00	0,20	4,00	0,40	4,00	0,80	3,86	96,46	90,00	86,00	90,92	A	
15	21.801.031.091,00	FLORYANT ABBY NOAHFAREL	3,00	0,15	3,00	0,45	3,00	0,45	4,00	0,20	3,00	0,60	2,50	0,13	3,00	0,15	3,00	0,30	2,50	0,50	2,93	73,13	88,00	82,00	80,17	A	
16	21.801.031.094,00	ARIS	4,00	0,20	4,00	0,60	4,00	0,60	3,00	0,15	3,67	0,73	3,00	0,15	3,50	0,18	3,00	0,30	3,00	0,60	3,58	89,60	75,00	78,00	75,00	B	
17	21.801.031.096,00	JUPRIYADI	4,00	0,20	4,00	0,60	3,67	0,55	3,67	0,18	4,00	0,80	4,00	0,20	4,00	0,20	3,75	0,38	4,00	0,80	3,63	90,85	90,00	89,00	75,00	B	
18	21.801.031.102,00	ALFIAN NASRUDIN	1,00	0,05	1,00	0,15	1,00	0,15	1,00	0,05	1,00	0,20	1,00	0,05	1,00	0,05	1,00	0,10	1,00	0,20	1,30	32,50	10,00	65,00	65,00	C	
19	21.801.031.103,00	WANDI	4,00	0,20	4,00	0,60	4,00	0,60	4,00	0,20	4,00	0,80	4,00	0,20	3,75	0,19	4,00	0,40	4,00	0,80	3,94	98,44	90,00	88,00	92,41	A	
20	21.801.031.104,00	HIDAYATUL FIRDA	4,00	0,20	3,50	0,53	3,40	0,51	4,00	0,20	4,00	0,80	3,50	0,18	4,00	0,20	3,50	0,35	3,50	0,70	3,61	90,25	95,00	86,00	89,84	A	
21	21.801.031.105,00	AISYAH IZZA VIRAHANA	3,00	0,15	3,00	0,45	3,00	0,45	3,34	0,17	3,00	0,60	3,00	0,15	3,00	0,15	3,00	0,30	3,00	0,60	3,07	76,68	85,00	79,00	79,63	B	
22	21.801.031.106,00	DWI RADITA INDAYANI	4,00	0,20	4,00	0,60	4,00	0,60	4,00	0,20	3,67	0,73	4,00	0,20	4,00	0,20	3,50	0,35	4,00	0,80	3,82	95,62	85,00	88,00	90,11	A	
Rata-rata			3,11	0,16	3,11	0,47	3,22	0,48	3,05	0,15	2,99	0,60	2,98	0,15	2,98	0,15	2,91	0,29	2,98	0,60							
Konversi			77,84	3,892	77,841	11,68	80,4	12,06	76,17	3,8085	74,864	14,973	74,432	3,7216	74,43	3,722	72,73	7,2727	74,43	14,886							
Persentase																											86,36 %
																											Persentase Mahasiswa Tidak Lulus 13,64 %
																											Persentase nilai mahasiswa A 31,82 %
																											Persentase nilai mahasiswa B 50,00 %
																											Persentase nilai mahasiswa C 4,55 %

**NOTE: THIS END VALUE IS IN ACCORDANCE WITH THE FINAL ASSESMENT IN SISFO**

Information:

\* : Student Daily Score =  $\Sigma$  Student Score (which has been multiplied by the weight of each sub-CPMK)

\*\* : Final Grade of Course =  $((3 \times \text{Average Daily Value}) + (2 \times \text{Midle Exam Assesment}) + (3 \times \text{Final Exam Assesment}))/8$