COURSE PORTFOLIO

Study Program	:	MATHEMATICS - S1
Semester	:	ODD 2024/2025
Course Code	:	23H01120802
Course Name	:	Entrepreneurship
Coordinator	:	Prof. Dr. Hasmawati, M.Si.
Lecturer Team Member	:	Dr. Khaeruddin, M.Sc., Prof. Dr. Hasmawati, M.Si.

Implementation of Learning

Description of the implementation of the lecture, the suitability of what was planned in the RPS with what was done:

Number and percentage of lecturer and student attendance
(data source: monitoring the attendance of lecturers and students)

	Lecturer Attendance			Student Attendance
Entrepreneurship B	Prof. Dr. Hasmawati, M.Si.	:	8 times	Number of students: 31 persons
	Dr. Khaeruddin, M.Sc.	:	8 times	
	Total Meeting : 16 times.			Presence ≥ 80% : 30 persons (96.77 %) Presence < 80% : 1 person (3.23 %)
Entrepreneurship A	Prof. Dr. Hasmawati, M.Si.	:	8 times	Number of students: 49 persons
	Dr. Khaeruddin, M.Sc.	:	8 times	
	Total Meeting : 16 times.			Presence ≥ 80% : 47 persons (95.92 %) Presence < 80% : 2 persons (4.08 %)

Materials/practicum provided

1. Learning Cons, RPS and Understanding Entrepreneurship.
2. Basic Principles of Entrepreneurship and Business Motivation
3. Entrepreneurship Concepts
4. Character of Entrepreneurship, Relationship between Entrepreneurship Science and Entrepreneurship.
5. Business Opportunities
6. Entrepreneurial Financial Management
7. Promotion and Marketing

The learning methods implemented

Meeting 1

Offline

Lecture: Group discussion (Small Group Discussion) 3 people per group

TM: 2x40 minutes

Online

Other Forms: Other methods discussion via WA group

TM: 1x50 minutes

Meeting 2

Offline

Lecture: Self-Directed Learning

TM:2x40

Lectures: Case Study

TM:1x50

Online

Other Forms: Other methods

TM:1x50

Meeting 3

Offline

Lecture: Discovery Learning

TM:2x40

4-6 Meetings

Offline

Lecture: Case Study

TM:2x40

Meeting 6-7

Lecture: Discovery Learning, Learning collaborative (Collaborative Learning)

TM:2x40

8-9 Meetings

Offline

Lecture: Other methods practice making and selling cakes

TM:2x40

Meeting 10

Lecture: Based Learning Project (Project-based Learning)

TM:2x40

11-12 Meeting

Offline

Lecture: Group discussion (Small Group Discussion)

TM:2x40

13-14 Meeting

Offline

Lecture: Group discussion (Small Group Discussion)

TM:2x40

15-16 Meeting

Offline

Lecture: Other methods selling cakes 3x2x60

The assessment method implemented

1. Case Studies
2. Project Report
3. Group task
4. Presentation
5. Short Q&A
6. Independent Assignment

Supplementary information (if available)

None

2. Learning Outcomes

Measurement results of CLO

Assessment and Evaluation of Student Achievement of CLO[a]

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
ILO 1	CLO-3	Case Studies	10.00 %	77.25
ILO 1	CLO-3	Independent Assignment	15.00 %	79.50
ILO 1	CLO-3	Presentation	20.00 %	75.27
KK3	CLO-4	Project Report	30.00 %	75.67
KK3	CLO-4	Presentation	20.00 %	75.27
S2	CLO-2	Group task	20.00 %	76.69
S2	CLO-2	Case Studies	10.00 %	77.25
S2	CLO-2	Independent Assignment	15.00 %	79.50
S2	CLO-2	Project Report	30.00 %	75.67
S1	CLO-1	Short Q&A	5.00 %	34.25

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
S1	CLO-1	Group task	20.00 %	76.69

a: result criteria: very satisfactory if the average score is ≥ 80; satisfactory if the average score is 70 - 79.9; unsatisfactory if the average score is < 70.

Percentage of students who achieved a very satisfactory CLO score [b]

(data source: student scores per assessment according to CLOs)

CLO	% of students who achieved a CLO score of at least 80
CLO-1	32.50%
CLO-2	71.25%
CLO-3	76.25%
CLO-4	70.00%

b: result criteria: very satisfactory if ≥80% of students score ≥80; satisfactory if 70%-79.9% of students score ≥80; less satisfactory if < 70% of students score ≥80.
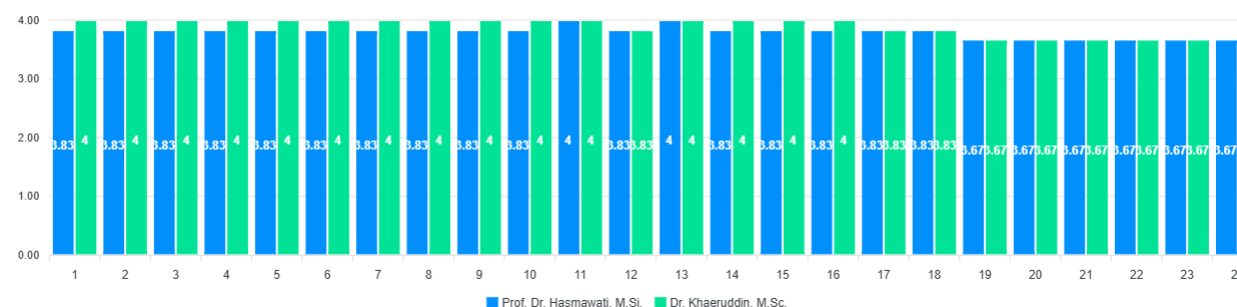
Course Grade

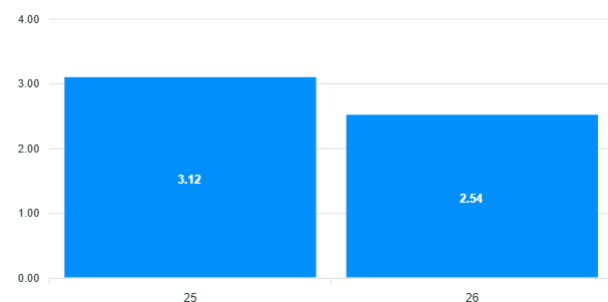| Course Grade	Number and Percentage of Students
A	48 (60.0%)
A-	10 (12.5%)
B+	4 (5.0%)
B	4 (5.0%)
B-	0 (0.0%)
C+	1 (1.2%)
C	0 (0.0%)
D	1 (1.2%)
E	12 (15.0%)

3. Learning evaluation (survey) results

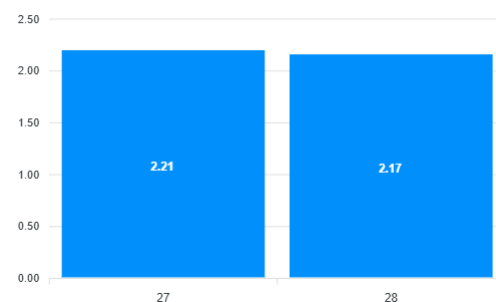*(data source: items / narratives of the results of the MK evaluation questionnaire by students)*

Grafik Kuisioner Pembelajaran Matakuliah Kewirausahaan

Legend: Prof. Dr. Hasmawati, M.Si. ; Dr. Khaeruddin, M.Sc.

Grafik Kuisioner Pembelajaran

Grafik Kuisioner Pembelajaran

Informasi Pertanyaan Kuisioner

1. Dosen Menyampaikan Rancangan Pembelajaran Semester (RPS) dan Kontrak Perkuliahan di awal Perkuliahan dengan Jelas

2. Dosen Menjalankan Proses Pembelajaran yang berpusat pada mahasiswa (Student Centered Learning)

3. Dosen Menyiapakan materi Pemebelajaran dan sumber daya pensukung pwmbelajaran (diktat, slide, kasus, tugas, bahan ujian, dsb)

4. Dosen menjelaskan materi dengan baik dan jelas

5. Dosen memberikan materi setiap minggu sesuai dengan Rancangan Pembelajaran Semester (RPS) matakuliah

6. Dosen mempunyai kepedulian dan membantu mahasiswa dalam pemahama penguasaan suatu materi

7. Dosen Memberikan Penilaian dengan jelas dan sesuai dengn kontrak perkuliahan yang telah disepakati

8. Dosen memberikan umpan balik dengan memberikan komentar secara lengkap

9. Saya memahami materi kuliah setelah menyelesaikan perkuliahan ini

10. Matakuliah yang diberikan menstimulasi kemampuan intelektual saya

11. Tingkat kehadiran saya dalam matakuliah ini sangat tinggi (lebih dari 80% pertemuan)

12. Dosen menggunakan lebih dari satu metode penilaian (Assessment Metho

13. Jadwal matakuliah telah diinformasikan di SIM secara jelas sebelum perkuliahan dimulai

14. Dosen memberikan kuliah sesuai dengan jadwal kuliah yang telah ditetapkan

15. Dosen hadir tepat waktu sesuai dengan jadwal kuliah yang telah ditetapka

16. Dosen menyelesaikan perkuliahan tepat waktu sesuai dengan jadwal kuliah yang telah ditetapkan

**17.** Tersedia buku acuan/modul/ringkasan materi/slide matakuliah untuk semua materi yang diberikan

18. Buku acuan/modul/ringkasan materi/slide matakuliah yang diberikan berr dan uptodate dangan perkembangan yang ada

19. Selama Kualiah daring, fasilitas perkuliahan cukup memadai

20. Saya menggunakan SIKOLA sebagai wadah pembelajaran

21. Layanan Perpustakaan Prodi/Departemen/Fakultas/Universitas sangat me dalam proses pembelajaran

22. Beban sks matakuliah ini sudah sesuai dengan kompetensi yang akan dicapai (Catatan : 1 sks setara dngan 170 menit kegiatan belajar setiap pekan per semester)

23. Saya menggunakan SIKOLA sebagai wadah pembelajaran

24. Layanan Perpustakaan Prodi/Departemen,Universitas sangat membantu c proses pembelajaran

25. Rata-rata Waktu Efektif (dalam menit) yang anda habiskan dalam seminggu (di luar jam perkuliahan)untuk menyelesaikan tugas terstrukturpada matakuliah ini

26. Rata-rata Waktu Efektif (dalam menit) yang anda habiskan dalam seminggu (di luar jam perkuliahan) unuk belajar mandiri pada matakuliah ini

27. Dibandingkan dengan matakuliah yang lainnya, jumlah waktu yang anda h khusus untuk matakuliah ini

28. Alokasi waktu yang digunakan untuk menyelesaikan tugas yang diberikan matakuliah ini

Grafik CPL MK (Kewirausahaan)
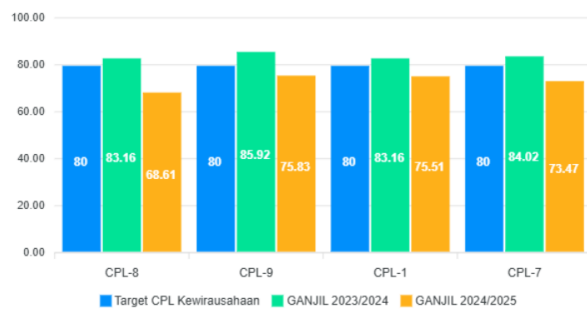
Hasil Pengukuran CPL MK Kewirausahaan

4. Analysis and Reflection

Analysis and reflection

Analysis

1. Significant Performance Decline from Superior Level

Data analysis shows a significant and overall decline in performance in the ODD semester 2024/2025. The performance of courses which in the previous period (ODD 2023/2024) was very superior with all CPLs exceeding the target of 80 (average score 84), has now fallen substantially, with all CPLs below the target.

2. There is an Area of the Sharpest Decline

Even though the decline occurred in all areas, a more detailed analysis shows that there is a point of the most severe decline. CPL-8 experienced the most drastic decline, falling more than 14 points from 83.16 to 68.61. Other CPLs also experienced significant declines, but CPL-8 was the most prominent area of weakness in the last period.

Reflection

1. Indication of Fundamental Changes that Have a Negative Impact

The even decline in all CPLs reflects the high possibility that fundamental changes have occurred that have a negative impact between the two lecture periods, especially because this is a practice-oriented course. This reflection directs suspicion towards systemic factors such as significant changes to the final project design (business plan), assessment criteria, or practitioner involvement that may be less effective than the previous year.

2. The Need for Focused Investigation for Effective Intervention

Data indicating CPL-8 as the most severe area of impairment provides a clear direction for follow-up. The reflection is that improvement efforts should begin with focused investigations of learning or assessment elements specific to CPL-8. By understanding the root of the problem at this weakest point, designed interventions can be more targeted and effective in restoring overall performance.

5. Follow-up Plan

In response to the significant and even decline in CPL achievement in the Entrepreneurship Course, where performance is far from the target of 80, the action plan will focus on changing the RPS. This investigation will specifically review differences in learning methods, project assignment design and assessment criteria. The aim is to rediscover the key elements that drove previous success and re-implement them in order to restore student achievement so that they can consistently exceed the target score of 80.

6. Follow-up results on the previous semester's evaluation

Following up on the findings of the previous semester evaluation for the Entrepreneurship Course, which showed a significant decline in performance from superior level (average 84 in Odd 2023/2024) to below target level (average 73 in Odd 2024/2025) with CPL-8 as the point of sharpest decline, an intervention plan that focuses on comparative analysis of practical aspects and evaluation has been implemented. The importance of consistency in the design of project tasks and practical assessment criteria, and recommends that standards from high performance periods be maintained to maintain quality.

Makassar, 15 Oktober 2025

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