

Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	<i>Agricultural Entrepreneurship</i>
Semester(s) in which the module is taught	4
Person responsible for the module	<i>Ir. Rusli M. Rukka, S.P., M.Si.</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory / elective / specialisation</i>
Teaching methods	<i>Face-to-face lectures and independent learning</i>
Workload (incl. contact hours, self-study hours)	<ol style="list-style-type: none"> 1. Lectures: $2 \times 50 \times 16 = 1,600$ minutes (26.67 hrs) 2. Structured assignments: (total $2 \times 60 \times 16$) = 1,920 minutes (32 hrs) <ul style="list-style-type: none"> - Individual assignments: $2 \times 120 \times 3 = 720$ minutes (12 hrs) - Group assignments: $2 \times 120 \times 3 = 720$ minutes (12 hrs) - Quiz: $2 \times 15 \times 8 = 240$ minutes (4 hrs) - Discussion: $2 \times 30 \times 4 = 240$ minutes (4 hrs) 3. Independent study: (total $2 \times 60 \times 16$) = 1,920 minutes (32 hrs) <ul style="list-style-type: none"> - Accessing SIKOLA, participating in online discussion forums, reading materials, etc.
Credit points	<i>3 credits equal to 4.86 ECTS</i>
Required and recommended prerequisites for joining the module	-

Module objectives/intended learning outcomes	<p><i>In terms of:</i></p> <ul style="list-style-type: none"> - <i>Students are able to explain the concept of existential entrepreneurship as a pathway for self-actualization.</i> - <i>Students are able to recognize their own potential and project it into the characteristics of an entrepreneur.</i> - <i>Students are able to identify agribusiness opportunities that align with their personal potential while considering the social capital available in their environment.</i> - <i>Students are able to develop a business plan in the field of agribusiness, actualize their product, and effectively communicate the business plan to relevant stakeholders.</i>
Content	<ol style="list-style-type: none"> 1. <i>The concept of entrepreneurship in the context of career choice</i> 2. <i>Self-potential analysis</i> 3. <i>Characteristics and traits of potential entrepreneurs</i> 4. <i>Business opportunity identification</i> 5. <i>Business model and Business Model Canvas</i> 6. <i>Marketing aspects</i> 7. <i>Production aspects</i> 8. <i>Environmental impact control aspects</i> 9. <i>Organizational and management aspects</i> 10. <i>Financial aspects</i> 11. <i>Business plan proposal</i>
Examination forms	<p><i>Quiz, individual assignment, group assignment, discussion</i></p>
Study and examination requirements	<p><i>To successfully pass the module, students must attend at least 80% of the classes, complete all assignments and exams, and obtain a final grade of at least 45% (minimum passing grade: D).</i></p>
Reading list	<ol style="list-style-type: none"> 1. <i>Tim PPM Manajemen. (2012). Business Model Canvas: Application in Indonesia. Jakarta: Center for Management Development.</i> 2. <i>Rukka, R. M., Busthanul, N., & Fatonny, N. (2018). Business Development Strategy for Spinach Chips. Journal of Agricultural Socio-Economics, 14(1), 41–54. Retrieved from http://journal.unhas.ac.id/index.php/jsep/article/view/3622.</i> 3. <i>Related publications on entrepreneurship.</i>