

Description of Course Unit

Course unit title	Digital Entrepreneurship
Course unit code	-
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Fourth year
Semester/trimester when the course unit is delivered	Seventh semester
Number of ECTS credits allocated	4.8
Name of lecturer(s)	-
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students are able to develop skills to identify and analyze digital-based business ideas. 2. Encourage students entrepreneurial thinking with an understanding of entrepreneurial mindset, motivation and behavior. 3. Students are able to develop entrepreneurship by paying attention to the business environment. 4. Students are able to understand and identify business opportunities in the digital era. 5. Students are able to understand innovation in digital business. 6. Students are able to analyze a business with Business Model Canvas. 7. Students are able to utilize data in accordance with ethics to create and develop businesses.
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	Consumer Behavior, Integrated Marketing Communication
Course content	<ol style="list-style-type: none"> 1. Innovation and Entrepreneurship: The concept of Business Model Canvas and its innovations 2. Digital marketing canvas: Concept of Digital Marketing Canvas 3. Framing the Digital Business: Google email creation-Online single submission registration of UMKM KBLI-Introduction to Google Business, website and SEO 4. Five basic types of Digital Business: Content-Based Business, Community-Based Business, Online Store, Matchmaking Business, Promotion Business. 5. Pillars of Digital Transformation Beyond Technology 6. Characteristics, functions and role of social media for digital business

	<ol style="list-style-type: none"> 7. Sources of funds: debt and equity, Financial planning and control 8. Business Model Canvas: Nine basic building blocks, Five stages of BMC, Types of BMC Channels (Distribution Channels and Communication Channels) 9. Content Marketing: Basic foundation of content marketing - Copywriting -Content marketing practice - Canvas graphic design guide - Canvas practice -Content marketing product photography guide 10. Web Analytics and Online Store Management: Online store concept - Online store practice
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Allen, J.A . 2019. <i>Digital Entrepreneurship</i>. New York: Routledge 2. Budiarta, K., Ginting, S. O., & Simarmata, J. 2020. <i>Ekonomi dan Kewirausahaan Digital</i>. Yayasan Kita Menulis. 3. Harmayanti, Marpaung, D., Hamzah, A., Mulyani, N., & Hutapean, J. 2020. <i>E-COMMERCE: Suatu Pengantar Kewirausahaan Digital</i>. Yayasan Kita Menulis. 4. Hasibuan, A., Jamaludin, Yuliana, Y., Sudirman, A., Wirapraja, A., Kusuma, A. H. P., Hwee, T. S., Napitupulu, D., Afriany, J., & Simarmata, J.2020. <i>E-Business: Implementasi, Strategi dan Inovasinya</i>. Yayasan Kita Menulis. 5. Whittington, D., 2018. <i>Digital innovation and entrepreneurship</i>. Cambridge University Press. 6. Salmiah, Fajrillah, Sudirman, A., Siregar, M. N. H., Simarmata, J., Suleman, A. R., Saragih, L. M., Hasibuan, A., Sudarso, A., Hasibuan, A. F. H., & Jamaludin. 2020. <i>Online Marketing</i>. Yayasan Kita Menulis. 7. Saputra, D. H., Sutiksno, D. U., Kusuma, A. H. P., Romindo, Wahyuni, D., Purnomo, A., & Simarmata, J. 2020. <i>Digital Marketing: Komunikasi Kewirausahaan Menajdi Lebih Mudah</i>. Yayasan Kita Menulis.
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project based learning, self-learning and relating to real life examples and experiences.
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, digital entrepreneurship project outcomes, quizzes, mid and final semester exams.

Digital Entrepreneurship Assessment Rubric

Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Compile a summary in the form of a paper on digital-based business ideas. The content is printed and presented.
2. Creating a digital business framework. The content is printed and presented.
3. Creating a funding proposal for SMEs (digital entrepreneurship). The content is printed and presented.

Writing project on digital platform.

Direction: chose one of the following topics as writing project topic.

1. Creating basic business content, how to create an online store/digital marketplace and its various promotions. The content is recorded and presented.
2. Creating Google Email - KBLI UMKM Online Single Submission Registration Introduction to Google Business, website and SEO. The content is recorded and presented.
3. Creating marketing content - Copywriting, and creating photography attractive products on digital business platforms. The content is recorded and presented.

Mid-term test for Digital Entrepreneurship course.

Direction: Choose one of the following topics as theme.

1. Test of teaching materials that have been taught and discussed with multiple choice questions.
2. Write content on the topic of “promotion through social media” with a minimum of 1000 words.

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.

