


**DK184603 - Applied Regional Planning**

 <b>SEMESTER LEARNING PLAN</b>																
<b>DEPARTMENT: URBAN AND REGIONAL PLANNING</b>																
<b>FACULTY: CIVIL, PLANNING, AND EARTH</b>																
<b>COURSES NAME</b>		<b>APPLIED REGIONAL PLANNING</b>														
<b>COURSES CODE</b>		<b>DK184603</b>														
<b>SEMESTER</b>		<b>VI</b>														
<b>CREDITS</b>		<b>4/ 6,40</b>														
<b>LECTURER</b>		<b>Dr. Ir. Eko Budi Santoso, Lic. Rer. Reg Belinda Ulfa Aulia, ST, MSc</b>														
	BK7	BK8	BK9	BK10	BK11	BK12	BK13	BK14	BK15	BK18	BK19	BK22	BK30	BK40	BK44	BK49
<b>Bahan Kajian:</b>	Regional planning approaches &	Regional planning analysis techniques	Formulation of regional planning	Formulation of regional planning	Data concept	Quantitative analysis approaches and	Approach and technical qualitative	Projection, forecasting & vision formulation -	Decision making process	Interaction and social system	Population dynamics	Physical environmental analysis	Analysis of needs & provision	Thematic analysis	Economic analysis	Spatial optimization model
<b>Program Learning Outcome (PLO)</b>																
<b>SPECIFIC SKILL</b>	2.2	Able to utilize ICT in the management of data to produce information that is easily understood by the public and the decision makers														
	2.3	Able to analyze the spatial characteristics of urban, regional and coastal area through the linkage between of spatial and aspatial aspects to provide information as the basis for planning and modelling														
	2.4	Able to compile an alternative spatial model through a qualitative and quantitative approach in the form of scenarios setting the pattern of space and structure of urban, regional, and coastal area as well as propose the appropriate solutions														
	2.5	Able to produce creative, innovative, sustainable planning that are accommodating public interest in which the resulted plans are reviewed on the rules and theories of planning and communicating them visually, verbally and in writing so that can be accounted academically														
<b>PROFESSIONAL ATTITUDE</b>	3.1	Able to demonstrate the professional skills necessary to be effective and succeed in the modern workforce including work well in multi-disciplinary teams, the ability to create job opportunities the ability to formulate and solve problems, and the ability to communicate effectively, and to uphold standards of planning ethics and professionalism														
<b>Course Learning Outcomes (CLO)</b>																
Students able to apply the principles and theories of regional planning proses																

Students able to conduct primary survey according to planning necessities												
Students able to identify the potencies and issues within the region												
Students able to analyze and synthesize regional development models												
Students able to compose regional development concept												
Students able to communicate planning product well												
<b>MAPPING OF PLO-CLO</b>	<b>CLO</b>	<b>PLO-1</b>	<b>PLO-2</b>	<b>PLO-3</b>	<b>PLO-4</b>	<b>PLO-5</b>	<b>PLO-6</b>	<b>PLO-7</b>	<b>PLO-8</b>	<b>PLO-9</b>	<b>PLO-10</b>	<b>PLO-11</b>
	CPMK-1. Students are able to apply the theories and principles of the regional planning process				1			1				
	CPMK-2. Students are able to conduct field survey activities in accordance with the needs of planning information					1	1		1			
	CPMK-3. Students are able to identify the potential and problems of a region.					1	1	1	1			
	CPMK-4. Students are able to analyze and synthesize regional development models				1	1	1	1				
	CPMK-5. Students are able to develop a region.				1		1	1	1			
	CPMK-6. Students are able to communicate regional planning products well and appropriately				1	1			1			
<b>MODULE LEARNING OUTCOMES</b>												
Able to explain the principles and basic concepts of regional planning and development												
Able to explain the preparations in formulating regional development plan with the orientation of regional spatial planning												
Able to conduct primary survey and collect necessary informations and data												
Able to display data and the information of potencies and issues within the region in the form of table and graphics												
Able to formulate the dynamics of development based on related municipal policies												
Able to display spatial data and information of field condition in the form of graphic and table												
Able to create data tabulation and compilation based on the aspects of regional planning												
Able to analyze the data and informations acquired from primary survey with regional development analysis techniques												
Able to analyze regional growth typologies based on data and spatial informations												
Able to compare the concepts of regional development with proper technique and methods												

Able to utilize ICT in order to create creative and innovative planning products
Able to formulate regional development concepts and plans based on the analysis of existing data and informations
Able to apply regional planning processes in order to give solutions for regional development
<b>MODULE</b>
Formulation of planning background and purposes
Formulation of planning purposes
Regional planning theory application
Formulation of planning methods
Deliniation of planning area
Formulation of survey design
Formulations of action plan
Primary and secondary survey
Indentification of regional potencies and issues
Identification of development policy review
Compilation of data in the form of infographics
Data analysis of economic aspect
Data analysis of ecological footprint aspect
Data analysis of socio-culture aspect
Data analysis of infrastructure aspects
Analysis spatial convertion trends
Formulation of regional planning concepts and scenario
Formulation of regional development plans
Formulation of programs and action plans
Composing regional planning infographics

**APPLIED REGIONAL PLANNING COURSE LEARNING PLAN  
EVEN SEMESTER OF ACADEMIC YEAR 2021–2022**

Lecture	Course Learning Outcome	Module Learning Outcome / Lesson Learning Outcome	Module	Expected Learning Outcome	Scope	Learning Methods	Course Duration (min)	Modes of Delivery	Grading Policy	Assesment (%)
1	2	3	4	5	6	7	8	9	10	11
Week 1	Students able to apply regional planning theories and principles	Able to explain the principles and basic concepts of regional planning and development	Formulation of planning background and purposes	1. Understanding the processes of regional planning practices 2. Understanding the field area of planning	1. Regional Planning Procedures 2. Regional theory review	M1, M3, M7	200	Lecture, Discussion, Presentation	Individual Activeness & Teamwork	
			Formulation of planning purposes							
Week 2		Able to explain the principles and basic concepts of regional planning and development	Regional planning theory application	1. Understanding the processes of regional planning practices 2. Understanding the field area of planning	1. Regional Planning Procedures 2. Regional theory review	M1, M3, M7	200	Lecture, Discussion, Presentation	Individual Activeness & Teamwork	
			Formulation of planning methods							

Lecture	Course Learning Outcome	Module Learning Outcome / Lesson Learning Outcome	Module	Expected Learning Outcome	Scope	Learning Methods	Course Duration (min)	Modes of Delivery	Grading Policy	Assesment (%)
1	2	3	4	5	6	7	8	9	10	11
Week 3		Able to explain the preparations in formulating regional development plan with the orientation of regional spatial planning	Deliniation of planning area	1. Students able to compose survey design and prepare 2. Students able to deliniate planning boundaries	Determining qualitative and quantitative approach	M1, M3, M7	200	Lecture, Discussion, Presentation	Individual Activeness & Teamwork	20% (10% Individual & 10% Teamwork)
			Formulation of survey design							
			Formulations of action plan							
Week 4	Students able to conduct primary survey according to planning necessities	Able to conduct primary survey and collect necessary informations and data	Primary and secondary survey	Students able to conduct survey according to the survey design that has been made	Survey Techniques	M1, M3, M7	200	Primary survey	Individual Activeness & Teamwork	
Week 5		Able to conduct primary survey and collect necessary informations and data	Primary and secondary survey	Students able to conduct survey according to the survey design that has been made	Survey Techniques	M1, M3, M7	200	Primary survey	Individual Activeness & Teamwork	

Lecture	Course Learning Outcome	Module Learning Outcome / Lesson Learning Outcome	Module	Expected Learning Outcome	Scope	Learning Methods	Course Duration (min)	Modes of Delivery	Grading Policy	Assesment (%)
1	2	3	4	5	6	7	8	9	10	11
Week 6		Able to display data and the information of potencies and issues within the region in the form of table and graphics	Identification of regional potencies and issues	Students able to compile the acquired data	Data Display	M1, M3, M7	200	Lecture, Discussion, Presentation	Individual Activeness & Teamwork	
Week 7		Able to formulate the dynamics of development based on related municipal policies	Identification of development policy review	Students able to review the relevant policies within the boundaries of planning	Review of relevant policies	M1, M3, M7	200	Lecture, Discussion, Presentation	Individual Activeness & Teamwork	
Week 8		Able to display spatial data and information of field condition in the form of graphic and table	Compilation of data in the form of infographics	Students able to presentate data compilations	Presentatin g the Display of Data	M1, M3, M7	200	Presentation and Discussion	Individual Activeness & Teamwork	30% (20% Individual & 10% Teamwork)
Week 9		Able to create data tabulation and compilation based on the aspects of regional planning	Data analysis of economic aspect	Students able to analyze every planning aspects with the proper analysis techniques	Analysis of planning data	M1, M3, M7	200	Lecture, Discussion, Case Study	Individual Activeness & Teamwork	
			Data analysis of infrastructure aspects							

Lecture	Course Learning Outcome	Module Learning Outcome / Lesson Learning Outcome	Module	Expected Learning Outcome	Scope	Learning Methods	Course Duration (min)	Modes of Delivery	Grading Policy	Assesment (%)
1	2	3	4	5	6	7	8	9	10	11
Week10		Able to analyze the data and informations aquired from primary survey with regional development analysis techniques	Data analysis of ecological footprint aspect Data analysis of socio-culture aspect	Students able to analyze the corelation between plannng aspects	Analysis of planning data	M1, M3, M7	200	Lecture, Discussio n, Case Study	Individ ual Activen ess & Teamw ork	
Week 11		Able to analyze regional growth typologies based on data and spatial informations	Analysis spatial convection trends	Students able to analyze the corelation between planning aspects in order to formulate the	Analysis of planning data and synthesis	M1, M3, M7	200	Lecture, Discussio n, Case Study	Individ ual Activen ess & Teamw ork	
				potencies and issues of regional development						
Week 12		Able to compare the concepts of regional development with proper technique and methods	Formulation of regional planning concepts and scenario	Students able to formulate planning concepts and scenarios based on the trend of regional development	Planning scenario	M1, M3, M7	200	Lecture, Discussio n, Case Study	Individ ual Activen ess & Teamw ork	

Lecture	Course Learning Outcome	Module Learning Outcome / Lesson Learning Outcome	Module	Expected Learning Outcome	Scope	Learning Methods	Course Duration (min)	Modes of Delivery	Grading Policy	Assesment (%)
1	2	3	4	5	6	7	8	9	10	11
Week13		Able to formulate regional development concepts and plans based on the analysis of existing data and informations	Formulation of regional development plans	Students able to formulate regional spatial planning based on proper analysis	Spatial Pattern, Spatial Structure, Utilization, and Space Utilization Monitoring	M1, M3, M7	200	Lecture, Discussion, Case Study	Individual Activeness & Teamwork	
Week14		Able to formulate regional development concepts and plans based on the analysis of existing data and informations	Formulation of regional development plans	Students able to presentate the result of spatial planning based on proper analysis	Spatial Pattern, Spatial Structure, Utilization, and Space Utilization Monitoring	M1, M3, M7	200	Presentation and Discussion	Individual Activeness & Teamwork	30% (10% individual & 20% Teamwork)
Week 15		Able to apply regional planning processes in order to give solutions for regional development	Formulation of programs and action plans	Students able to compose the report of spatial planning	Spatial Pattern, Spatial Structure, Utilization, and Space Utilization Monitoring	M1, M3, M7	200	Lecture, Discussion, Case Study, Report Submission	Teamwork	
Week 16		Able to apply regional planning processes in order to give solutions for regional development	Composing regional planning infographics	Students able to compose the report of spatial planning and to communicate it well	Spatial Pattern, Spatial Structure, Utilization, and Space Utilization Monitoring	M1, M3, M7	200	Report and Poster Submission	Individual Activeness & Teamwork	20% Teamwork



**REFERENCE :**

1. Dimitriou, Harry T. dan Thompson, Robin. 2007. *Strategic Planning for Regional Development in the UK*. Routledge. London,UK.
2. Nurzaman, Siti Sutriah. 2012.
3. Rustiadi, E., Saefulhakim, S., dan Panuju, DR. 2009. *Perencanaan dan Pengembangan Wilayah*. Crestpent Press dan Yayasan Obor Indonesia. Jakarta.
4. Wang, Xinhao, dan Hofe, v. Rainer. 2007. *Research Methods in Urban and Regional Planning*. Springer. Berlin.
5. Wong, Cecilia. 2013. *Indicators for Urban and Regional Planning: The Interplay of Policy and Methods*. Routledge. London,UK.









		mampu bekerja di dalam tim secara multidisiplin dengan kemampuan memecahkan masalah, mengkomunikasikan gagasan secara efektif, dan menjunjung etika perencanaan dan profesi.	Mampu bekerja di dalam tim secara multidisiplin	mampu berbagi peran dan mendiskusikan permasalahan untuk dipecahkan	10 %					20 %			
			Mahasiswa mampu mendemonstrasikan profesionalitas dan menjunjung etika perencanaan	Mahasiswa tidak melakukan plagiarisme dari produk perencanaan lainnya									Mahasiswa mampu mengumpulkan tugas tepat waktu
SPECIFIC SKILL 2.3	2.2 Mampu memanfaatkan TIK dalam pengelolaan data untuk menghasilkan informasi yang mudah difahami oleh publik dan para pengambil keputusan.		Mahasiswa mampu melakukan kegiatan survei lapangan sesuai dengan kebutuhan perencanaan	Mampu melaksanakan survey lapangan dan pengumpulan data dan informasi untuk kebutuhan perencanaan wilayah					15%				
			Mahasiswa mampu mengidentifikasi potensi dan permasalahan wilayah	Mampu menyajikan data dan informasi potensi dan permasalahan wilayah dalam bentuk tabel dan grafis.									
				Mampu membuat tabulasi dan kompilasi data berdasarkan aspek-aspek untuk perencanaan wilayah (ekonomi, daya dukung lingkungan, sosial-budaya, dan									

SPECIFIC SKILL 2.3	2.3 Mampu mendeskripsikan karakteristik keruangan (spatial) kota, wilayah, pesisir melalui analisis keterkaitan aspek-aspek aspasial dan spasial sehingga tersedia informasi sebagai dasar untuk menyusun model perencanaan.		infrastruktur) dan merumuskan potensi permasalahan wilayah								
		Mampu memanfaatkan ICT untuk menghasilkan karya perencanaan yang kreatif dan inovatif	Mampu menyajikan data dan informasi spasial kondisi wilayah dalam bentuk infografis								
		Mahasiswa mampu melakukan analisa dan sintesa model-model pengembangan wilayah	Mampu menganalisa data dan informasi yang diperoleh dari hasil kunjungan lapangan dengan menggunakan teknik analisa perencanaan untuk pengembangan wilayah								





			aan										
	SPECIFIC SKILL 2.1	2.1 Mampu menyusun konsep perencanaan dan arahan rencana melalui kajian masalah strategis dalam konteks kota, wilayah, pesisir dengan pemahaman masalah perencanaan melalui pengamatan dan pemanfaatan data fisik/spasial, social, ekonomi dan lingkungan.	Mahasiswa mampu menyusun konsep pengembangan suatu wilayah	Mampu membandingkan beberapa konsep pengembangan wilayah dengan menggunakan teknik dan metoda yang akurat									
	SPECIFIC SKILL 2.4	2.4 Mampu menyusun alternatif model keruangan/spasial melalui pendekatan kualitatif dan kuantitatif dalam bentuk skenario pengaturan pola ruang dan struktur kota, wilayah, pesisir serta mengusulkan solusi sesuai konteks.	Mahasiswa mampu menyusun skenario pengembangan suatu wilayah	Mampu mengembangkan konsep terpilih dan menyusun rencana pengembangan wilayah berdasarkan hasil analisa data dan informasi yang ada							10%		
	SPECIFIC SKILL 2.5	2.5 Mampu mengasiasikan rencana tata ruang yang kreatif, inovatif, keberlanjutan, dan mengakomodasi kepentingan publik yang hasilnya terkaji terhadap kaidah dan teori perencanaan dan mengkomunikasikannya secara visual, verbal dan tertulis yang dapat dipertanggungjawabkan secara akademik.	Mahasiswa mampu menyusun rencana pengembangan suatu wilayah	Mampu menerapkan proses perencanaan wilayah untuk memberikan solusi pengembangan wilayah									
			Mampu memanfaatkan ICT untuk menghasilkan karya perencanaan yang kreatif dan inovatif	Mampu menyajikan rencana spasial wilayah dalam bentuk infografis									5%
	PROFESIONAL ATTITUDE	3.1 Mampu mendemonstrasikan profesionalitas yang efektif	Mampu mengkomunikasikan gagasan	Mampu menjawab pertanyaan									
				Mampu menjelaskan berdasarkan data dan analisa							10%		



L O	CLO	Learning Outcome	Evaluation 1 (20%)		Evaluation 2 (30%)		Evaluation 3 (20%)		Evaluation 4 (30%)			
			Presentasi Laporan Pendahuluan (10%)	Laporan Pendahuluan (10%)	Presentasi Laporan Fakta dan Analisa (15%)	Laporan Fakta dan Analisa (15%)	Presentasi Laporan Akhir (10%)	Laporan Akhir (10%)	Quis (20%)	Asistensi (5%)	Poster (5%)	
	secara efektif, dan menjunjung etika perencanaan dan profesi.	Mampu menggugah pendengar										
		Mampu bekerja di dalam tim										
		Mahasiswa mampu mendemonstrasikan profesionalitas dan menjunjung etika perencanaan										
		Mahasiswa mampu mengumpulkan tugas tepat waktu										
	Mampu menjaga kualitas hasil karya perencanaan	Mahasiswa mampu menjaga kualitas tugas dengan kecukupan asistensi								5%		

## EVALUATIONS

### Evaluations of The Course

Mechanism and propotional of the assessment for the course “AppliesRegionalPlanning” arranged as follows:

Evaluation I (20%): Presentation and Preliminary Report

- The liveliness of the individual (10%)
- Preliminary Report(10%)

Evaluation II (40%): Presentation and Mid Report

- The liveliness of the individual (20%)
- Mid Report (20%)

Evaluation III (20%): Presentation and Final Report

- The liveliness of the individual (10%)
- Final Report (10%)

Evaluation IV (20%): QUIZ

- Individual assessment

**1. Presentation (The liveliness of the individual)**

**EVALUATION  
I**

<b>Name of Course</b>	Applied Regional Planning
Credits	4
<b>M o d u l e</b>	1 - 2
The Purpose of the Learning Module	1. Being able to explain the principles and basic concepts of the planning and development of the region 2. Being able to formulate the dynamics of development based on a review of related policies the territory planning
Learning Objectives of the Evaluation I	1. The students are able to compile the survey design and to prepare the licensing survey 2. The students are able to define the territory planning 3. The students are able to review related policies the territory planning
The Depth Level Task (C1-C6)	C6 (Creating & Planning)
Detail of the Task/ Exam/Quiz/ Presentation	<b>Task: Compiled and presented the Preliminary Report</b>  The preliminary report is a response to TOR which outlines the framework of thought, methods of study, work plan and support experts. Outline the required include: 1. Background of the problem. 2. The purpose of the planning. 3. Theories and concepts. 4. Formulation of the method of approach. 5. The schedule of implementation activities. 6. Design Survey

<b>Name</b>	
<b>NRP</b>	
<b>Member</b>	1. 2. 3. 4. 5. 6.
<b>Members Absent and the reason</b>	

Dimension	Excellent	Good	Enough	Bad	Very Bad	Score
<b>Presentation Technique</b>	Organized presentations by presenting facts supported by	The presentation is well organized and	The presentation has a focus and provides some evidence that	Focus enough, but the evidence is insufficient to be	There is no clear organization. Facts are not	

	examples examined in accordance with the concepts presented	presents convincing facts to support conclusions	supports conclusions	used in drawing conclusions	used to support the statements	
	86-100	76-85	66-75	56-65	0-55	
<b>Substance</b>	Content is able to inspire listeners to develop their minds and contain elements of creativity and/or uniqueness	Complete accurate contents. Listeners add new insights to the topic	Accurate but incomplete contents. Listeners are less active in discussing the topic	The contents are not accurate because there are no supporting facts data	Contents are inaccurate and too general. Listeners don't get anything to learn	
	86-100	76-85	66-75	56-65	0-55	
<b>Discussion</b>	Right arguments with examples or facts	Right arguments with less fact	Arguments are incorrect, there are facts or examples	Arguments are not precise, there are no examples	The argument is incorrect or wrong	
	86-100	76-85	66-75	56-65	0-55	
<b>TOTAL SCORE</b>						

## 2. Report (Quality of The Report)

### EVALUATION II

<b>Name of Course</b>	Applied Regional Planning
<b>Credits</b>	4
<b>M o d u l e</b>	3 - 8
<b>The Purpose of the Learning Module</b>	<ol style="list-style-type: none"> <li>1. Being able to carry out a survey of the field and the collection of data and information for planning areas</li> <li>2. Being able to create and compile data tabulations based on aspects for planning regions (economic, socio-cultural environment, support resources, and infrastructure) and formulate potential problem areas</li> <li>3. Capable of presenting data and information area in the form of conditions of spatial graphical and table</li> <li>4. Able to utilize ICT to produce a work of creative and innovative planning</li> <li>5. Able to analyze the data and information obtained from the results of field visits by using the technique of analysis of planning for the development of the region</li> <li>6. Able to analyze data-based region growth typology and spatial information</li> </ol>
<b>Learning Objectives of the Evaluation II</b>	<ol style="list-style-type: none"> <li>1. The student is able to compile data to be obtained</li> <li>2. Students are able to carry out the survey in accordance with the design of the survey have been compiled</li> <li>3. The student is able to compile data that has been obtained</li> <li>4. Students are able to present the results of the compilation of data that has already been done</li> <li>5. The student is able to analyze every aspect of the planning with the right analysis techniques (analysis of the economic aspects of the data, analyzing the data aspects of the infrastructure, data Analysis aspects of power support environment, analysis of socio-cultural aspects of the data, and Analysis of the tendency of changes in keruangan area)</li> <li>6. Students are able to analyse the intergovernmental aspects of planning to formulate potential and problems of development of the region</li> </ol>
<b>The Depth Level Task (C1 - C6)</b>	C6 (Creating & Planning)
<b>Detail of the Task/</b>	<b>Task II: Compiled and Presented The Report of the F</b>

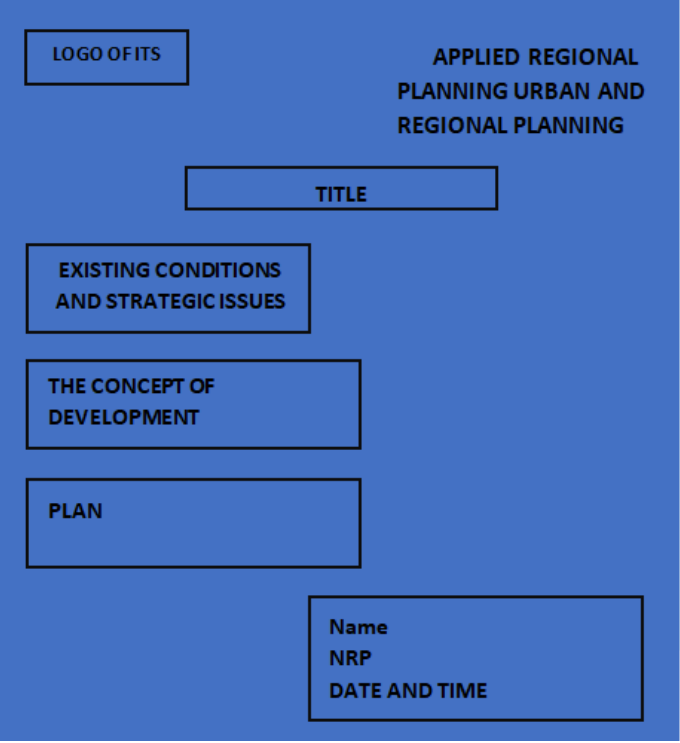
Exam/Quiz/ Presentation	<p><b>acts and Analysis</b></p> <p>Report the facts and Analysis is a report that provides an overview of the profile of the region, the potential and the problems of the region the results of the analysis process and direction of the concept of development of the region. Outline the required include:</p> <ol style="list-style-type: none"> <li>Policy of spatial planning related products by</li> <li>Characteristics of each aspect of the planning</li> <li>Outline of the potential and the problems of areas of study</li> <li>The concept of spatial locality studies</li> </ol>
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### EVALUATION III

<b>Name of Course</b>	Applied Regional Planning
Credits	4
Module	9 - 13
The Purpose of the Learning Module	<ol style="list-style-type: none"> <li>Being Able To Compare Some Of The Concept Of Development Of The Region By Using Techniques And Methods Are Accurate</li> <li>Capable Of Drawing Up Concepts And Area Development Plans Based On The Results Of The Analysis Of Existing Data And Information</li> <li>Capable Of Putting Together A Concept And Plan Development Of The Region Based On The Results Of The Analysis Of Existing Data And Information</li> <li>Being Able To Implement A Planning Process To Provide The Solution Area Development Of The Region</li> <li>Being Able To Implement A Planning Process To Provide The Solution Area Development Of The Region</li> </ol>
Learning Objectives of the Evaluation III	<ol style="list-style-type: none"> <li>Students are able to draw up concepts and planning scenarios based on the tendency of development of region</li> <li>Students are able to draw up the plan of spatial areas based on proper analysis results</li> <li>Students are able to present the results of a spatial plan area based on proper analysis</li> <li>Students are able to draw up a report on the plan of spatial planning regions</li> <li>The student is able to compile reports on the plan of spatial planning in the region and communicate with both</li> </ol>
The Depth Level Task (C1 - C6)	C6 (Creating Planning)
Detail of the Task/ Exam/Quiz/ Presentation	<p><b>Task III: Compile and Present The Final Report</b></p> <p>The final report is a report that presents the referral</p>



	<p>concept development of the region and the results of the planning region development. Outline the required include:</p> <ol style="list-style-type: none"> <li>a. Introduction (background, goal planning, scope planning, methods of planning approaches)</li> <li>b. Review of policies related to the area of Study</li> <li>c. Detailed description of Study Area</li> <li>d. Policy and strategy Structuring Space</li> <li>e. Spatial Plan (a plan structure the space, plan the pattern of utilization of space, plan the intensity of use of space, plans an in-flight transportation plan, the provision of facilities and infrastructure)</li> <li>e. Implementation of the Spatial Plan (phases, priorities, program utilization of space, institutional structuring of space, the associated financing structuring of space, control of the use of space)</li> </ol>
	<p><b>Make Poster</b></p> <p>The posters displayed in summary that describes the condition before/after study area. So existing conditions overview contains in a nutshell, strategic issue that comes up, the concept of handling, and the development plan of the region of study. Posters are arranged is minimal as possible and reduce the amount of paragraphs</p> <p>Lay out the terms of the poster:</p> <ul style="list-style-type: none"> <li>• A2 poster size</li> <li>• use no more than 2 typeface (font) works</li> <li>• It is recommended not to use all-caps (all capital letters).</li> <li>• Determine the appropriate margin with large columns.</li> <li>• design Lay-out poster asked noticing the principle of unity in the settings of the picture elements, colors, backgrounds, and motion, thus directing the reader's eye to flow to all areas of the poster.</li> <li>• the Necessary emphasis of which is preferred (hierarchy of contrast).</li> <li>• the content of the posters should read are structured for ease of navigation can.</li> <li>• recommended Posters created with CorelDraw format/Adobe Photoshop and/or the like (with graphs, tables with accompanying documentation photography)</li> <li>• recommended resolution for the quality of the mold is at least 300 dpi.</li> <li>• Display posters created with the format as shown in the following figure</li> </ul>

	 <p>LOGO OF ITS</p> <p>APPLIED REGIONAL PLANNING URBAN AND REGIONAL PLANNING</p> <p>TITLE</p> <p>EXISTING CONDITIONS AND STRATEGIC ISSUES</p> <p>THE CONCEPT OF DEVELOPMENT</p> <p>PLAN</p> <p>Name NRP DATE AND TIME</p>
Entire product planning compiled in 1 DVD	

<b>Group</b>	
<b>Member</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>

<b>Sub chapter</b>	<b>81-100</b>	<b>71-80</b>	<b>66-70</b>	<b>51- 65</b>	<b>0-50</b>	<b>Score</b>
Introduction	Empirical and theoretical facts are very complete and very relevant, the urgency of the problem is high	Complete and relevant empirical and theoretical facts, but the urgency of the problem is lacking	Empirical and theoretical facts exist but are irrelevant and not urgent	Empirical and theoretical facts are incomplete, irrelevant, not urgent	There are no empirical and theoretical facts and cannot formulate problems	
Literature Review	The substance of the complete literature review by mentioning more than the specified reference, the correct synthesis of the library	complete substance of the literature review in accordance with the TOR, the synthesis of the appropriate library	Less complete but according to the topic of the task, the synthesis of the library is not quite right	Less complete and not in accordance with the topic of the assignment, improper synthesis of the library	Incomplete and incompatible and there is no library synthesis	
Methodology	Data that is needed, how to obtain data and techniques for processing the right data and explained in detail	Data needed and how to get the right data but the technique of processing data is not right	How to get the right data, the data that you need is less, the data processing technique is not right	Data needed, how to obtain data and data processing techniques is not right	Data needed, how to obtain data and data processing techniques are not appropriate	
Data and analysis	Complete data, precise and comprehensive analysis with appropriate interpretations	Complete data, precise and comprehensive analysis without interpretation	Complete data with inappropriate analysis	Complete data but not suitable and without analysis	Data is incomplete and not suitable and without analysis	
Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answers the research objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answer the research objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answer the research objectives	Conclusion quality is not in accordance with the analysis and does not answer the research objectives	The quality of conclusions is very inappropriate	
<b>TOTAL SCORE</b>						

### 3. Criteria of Assessment of The Quiz

<b>Name</b>	
<b>NRP</b>	

<b>Essay question</b>	<b>81-100</b>	<b>71-80</b>	<b>66-70</b>	<b>51- 65</b>	<b>0-50</b>
Complete	All keywords are answered with the right explanation with clear paths accompanied by examples	All keywords are answered with the right explanation but the plot is not clear	The keywords are partially answered with the right explanation without flow	Keywords are less precise, explanations that are less precise and without flow	There are no keywords and explanations
Creativity	Creativity of the answers are high and very precise	Creativity of the answers are high but not right	Low and inaccurate creativity	The answer is too general	The answer is too general and not right
Comprehensive	Comprehensive explanation and can relate to other aspects supported by the facts	Comprehensive explanation and can relate to other aspects without supporting facts	Comprehensive explanation but does not explain the relationship with other aspects	Less comprehensive explanation	Non-comprehensive explanation