



## SEMESTER LEARNING PLAN

**DEPARTMENT: URBAN AND REGIONAL PLANNING**

**FACULTY: CIVIL, PLANNING, AND EARTH**

<b>COURSES NAME</b>	<b>LOCAL ECONOMIC DEVELOPMENT</b>				
<b>COURSES CODE</b>	<b>DK184717</b>				
<b>SEMESTER</b>	<b>VII</b>				
<b>CREDITS</b>	<b>3/ 4,86</b>				
<b>LECTURER</b>	<b>Dr. Ir. Eko Budi Santoso, Lic. Rer. Reg</b>				
<b>COURSE METHODOLOGY</b>	BK1	BK6	BK7	BK43	BK44
	Theory & Concept of Urban	Theory & Concept of Territoriality	Regional Planning Approaches & Procedures	Economic Phenomenon	Economic Analysis
<b>PROGRAM LEARNING OUTCOME (PLO)</b>					
<b>SPESIFIC KNOWLEDGE</b>	1.1	Able to understand and apply the theoretical concept of urban and regional planning in the aspects of urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, built environment design, infrastructure and transportation system, coastal studies, management, economics			
	1.3	Able to apply the methods of spatial planning/aspatial in decision making			
<b>SPESIFIC SKILLS</b>	2.1	Able to compile the planning concept and direction of the plan through the study of strategic issues in the context of urban, regional, and coastal planning problems with understanding through observation and utilization of the data of physical/spatial, social, economic and environmental			
	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>COURSE LEARNING OUTCOME (CLO)</b>					
<b>KNOWLEDGE</b>	Students are able to apply theories, principles, and practices of local economic development in understanding the problems of regional economic development				
<b>ADVANCED SKILLS</b>	1. Students are able to apply the theory, principles, and practices of local economic development in understanding the problems of regional development				
	2. Students are able to identify the process of local economic development				
	3. Students are able to analyze and make direction in the local economic development efforts				



<b>MODULE</b>				
<b>1</b>	Theories, principles, and practices of local economic development	Theory & Concept of Urban	Theory & Concept of Territoriality	Economic Phenomenon
<b>2</b>	Local economic development process	Regional Planning Approaches & Procedures	Economic Analysis	
<b>3</b>	The role of local economic development in creating employment, quality of life, and regional competitiveness	Economic Phenomenon		
<b>4</b>	Local excellence-oriented business development	Regional Planning Approaches & Procedures		
<b>5</b>	The process of building a regional marketing system			
<b>6</b>	Discussion of case studies		Economic Phenomenon	Economic Analysis

**LOCAL ECONOMIC DEVELOPMENT COURSE LEARNING PLAN  
ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
1	Students are able to apply theories, principles, and practices of local economic development in understanding the problems of regional economic development	Students are able to identify the problems of Local Economic Development	Theories, principles, and practices of local economic development	Students understand the course contract	Explanation of course's framework, task implementation, and evaluation	W1	200	Lecture, Discussion	Individuals activeness	-
				Students are able to understand the basic principles of local economic development	Introduction to Local Economic Development	W1	280			
2	Students are able to apply the theory, principles, and practices of local economic development in understanding the problems of regional development	Students are able to apply local economic development theory	Theories, principles, and practices of local economic development	Students are able to implement the theory with case studies of local economic development	Theory of Local Economic Development	W1	480	Presentation, Lecture, Discussion	Individuals activeness, Presentation	20%

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
3	Students are able to identify the process of local economic development	Students are able to apply the stages of local economic development	Local economic development process	Students are able to understand the definition of local economic development	Definition of Local Economic Development	W1	100	Presentation, Lecture, Discussion, Case studies		
				Students are able to understand the principles of local economic development	Principles of Local Economic Development	W1	100			
				Students are able to understand the process/procedure in local economic development	Stages of Local Economic Development	W1, W3	280			
4	Students are able to identify the process of local economic development	Students are able to apply the stages of local economic development	Local economic development process	Students are able to apply LED Hexagonal in case studies	Introduction of Local Economy Development Hexagonal	W1, W3	480			
5	Students are able to analyze	Students are able to analyze		Students are able to understand the	LED Stages of Revitalization	W1, W2, W3	100			
	and make direction in the local economic development efforts	local economic development level		process/procedure in the revitalization stages of LED						



Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
				Cluster						
7		Able to apply logical, critical, systematic, and innovative thinking in the context of development or implementation of science and technology that cares and implements the value of humanities appropriate to their area of expertise	Discussion of case studies		Evaluation	W3	160	Quiz	Quiz	30%
8	Students are able to explain the role of local economic development increasing employment, quality of life, and regional competitiveness		The role of local economic development increasing employment, quality of life, and regional competitiveness	Students are able to identify the problems of LED with employment	The relevance of LED to employment	W3, W7	160	Presentation, Lecture, Discussion, Case studies	Individuals activeness, Presentation	
				Students are able to identify LED	The relevance of LED to	W3, W7	160			

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
				problems with quality of life	quality of life					
				Students are able to identify problems of LED with regional competitiveness	The relevance of LED to regional competitiveness	W3, W7	160			
9	Students are able to explain local excellence-oriented business development	Students are able to understand business development and partnerships procedures in LED	Local excellence-oriented business development	Students are able to understand business development and partnerships procedures in LED	Business development and partnerships in LED	W1	480			
10	Students are able to explain the process of building a regional marketing system	Students are able to understand Regional marketing system procedures for local economic development	The process of building a regional marketing system	Students are able to understand Regional marketing system procedures for local economic development	Regional marketing system	W1	480			
11	Students are able to apply theories, principles, and practices of local economic development in understanding the problems of regional	Students are able to identify problems of local economic development	Discussion of case studies	Students are able to identify problems of local economic development	Best practices of local economic development	W1, W3	480	Lecture, Discussion	Individuals activeness	



Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
	economic									
	development									
<b>12</b>	Mahasiswa mampu menganalisis dan membuat arahan dalam usaha pengembangan ekonomi lokal	Students are able to analyze and make direction in the local economic development efforts		Students are able to identify, implement, and develop local economic development planning scenarios	Object of LED visits	W1,W2, W3, W4, W7	480	Field Trip, Discussion, Case studies, Assignment		
<b>13</b>	Students are able to analyze and make direction in the local economic development efforts	Students are able to simulate planning scenarios			Lesson Learned object of study of LED	W1,W2, W3, W4, W7	480			

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
14	Students are able to analyze and make direction in the local economic development efforts	Students are able to communicate the preparation of the transportation plan based on the specified case study verbally, visually, and in writing form		Students are able to communicate the case studies findings of local economic development	Discussion of case study task	W1, W2, W3, W4, W7	590	Presentation, Discussion	Presentation	20%
		Being able to take accurate decisions in the context of problem solving in the area of expertise					0			
		based on the results of information and data analysis								

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
1	2	3	4	5	6	7	8	9	10	11
15	Students are able to analyze and make direction in the local economic development efforts	Students are able to communicate the preparation of the transportation plan based on the specified case study verbally, visually, and in writing form	Discussion of case studies	Students are able to communicate the case studies findings of local economic development	Discussion of case study task	W1, W2, W3, W4, W7	590	Presentation, Discussion	Presentation	
		Being able to take accurate decisions in the context of problem solving in the area of expertise, based on the results of information and data analysis					0			
16		Able to apply logical, critical, systematic, and innovative thinking in the	Discussion of case studies	Students are able to collect the local economic development task and publish it to the public	Results of the LED Research	W3, W4, W7	480	Assignment	Final Report	30%

Week	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	Score
		context of development or implementation of science and technology that cares and implements the value of humanities appropriate to their area of expertise								

## Course Evaluation

The mechanism and proportion of assessment for the Regional Economic Development course are as follows:

Evaluation I – 20%

Critical Review

EVALUATION II - 20%

paper and presentation 10%

Individual Performance 10%

EVALUATION III - 30% Middle Semester Exam

EVALUATION IV - 30%

Paper and presentation 20%

Individual Performance 10%

### 1. Presentation (Individual activity)

Name	
Student	

Number	
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Group member	<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>
Absent Group Member and Reasons	

Dimension	Excellent	Good	Enough	Bad	Very Bad	Score
Presentation Technique	Organized presentations by presenting <b>facts</b> supported by examples that <b>have been analyzed in accordance with the tools or concepts presented</b>	The presentation is well organized and presents <b>convincing facts</b> to support conclusions	The presentation has a focus and provides <b>some evidence</b> that supports conclusions	<b>Focus enough, but the evidences insufficient</b> to be used in drawing conclusions	<b>There is no clear organization</b> . Facts are not used to support statements	
	86-100	76-85	66-75	56-65	0-55	
Substance	<b>Content is able to inspire listeners</b> to develop their minds and <b>contain elements of creativity</b> and /or uniqueness	Complete accurate contents. <b>Listeners receive new insights</b> towards the topic	<b>Accurate but incomplete</b> contents. <b>Listeners are less active</b> in discussing the topic	<b>The contents are not accurate</b> because there are <b>no supporting facts data</b>	<b>Contents are inaccurate</b> and too general. <b>Listeners don't get any learning</b>	
	86-100	76-85	66-75	56-65	0-55	
Discussion	Right Arguments	The argument is	Arguments	Arguments	The argument	

n	with examples of facts	right but lacks of facts	are incorrect, there are facts or examples	are not precise, there are no examples	is incorrect or wrong	
	86-100	76-85	66-75	56-65	0-55	
<b>TOTAL SCORE</b>						

## 2. Reports (Quality of Reports)

<b>Group</b>	
<b>Members</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>

Sub Chapter	86-100	76-85	66-75	56-65	0-55	Score
Preliminary	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 less empirical and theoretical	Facts exist but irrelevant and not urgent	Empirical and theoretical facts are incomplete, irrelevant and 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 synthesis of literature is correct	complete substance of the literature review in accordance with TOR, the synthesis of literature is appropriate	Less complete but relate to the topic of the task, the synthesis of the literature is not quite right	Less complete and not in accordance with the topic of the assignment, improper literature synthesis	Incomplete and incompatible and there is no literature synthesis	





Description Question	86-100	76-85	66-75	56-65	0-55	
Complete	All keywords are answered with the right explanation	All keywords are answered with the right explanation	The keywords are partially answered with the right	Keywords are less precise, explanations that are less precise and	There are no keywords and explanations	
	with clear paths accompanied by examples	but the plot is not clear	explanation without flow	without flow		
Creativity	Creativity answers are high and very precise	Creativity answers are high but not right	Low and inappropriate answers to 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	A less comprehensive explanation	Non-comprehensive explanation	
<b>TOTAL SCORE</b>						

#### 4. Critical Review

The evaluation weight for Evaluation I is 20%, which consists of:

No	Assessment Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very Bad 0-55	Score
1	The substance of the issue is discussed according to the topic	As per the topic, up to date, the formulation of the issue is right	As per the topic, it is not up to date, the formulation of the issue is right	As per the topic, up to date, the formulation of issues is not right	Not on topic, the formulation of the issue is not right	Not on topic, no issues	
2	Accuracy summarizes the concepts of important thought in the article	Very precise with comprehensive thinking	Very precise with less comprehensive thoughts	Right	Imprecise	There is no summary of the concept	
3	The accuracy of the results of critical review of the substance of the journal	Critical, right to provide critical reviews that are in accordance with the city economic concepts / theories, right to choose references up to date	Right to provide critical reviews that are in accordance with the concept / economic theory of the city, right to choose references up to date	It is appropriate to provide critical reviews that are in accordance with the city economic concepts / theories, references are inappropriate	The criticism is not right, the reference is not right	Not appropriate to give a critical review, it is not appropriate to choose a reference	
4	Discussion of results and lessons learned	Discussion is structured and comprehensive Lessons Learned answer issues and provide	Discussion of the discussion is structured and comprehensive Lessons Learned to	There is discussion but it is not structured and is not comprehensive, there are Lessons learned	There are discussions but not structured and not comprehensive, the lessons learned are not	Discussions are not structured, the lessons learned are incorrect	

		examples of best practices	answer the issue		appropriate		
5	Accuracy summarizes conclusions and lessons learned	Summary of conclusions and precise and comprehensive lesson learned	Summary of conclusions and appropriate lesson learned	The conclusion and lesson learned are quite right	The conclusion and lesson learned are not right	The conclusion and lesson learned are incorrect	
Average Score obtained							

**Task Plan I**  
**Journal Review**

Course Name	Local Economic Development
Credit	3 sks
Modul (Subject)	2
Module learning objectives	1. Students are able to understand the theories, principles and practices of local economic development in understanding the problems of regional development
Task Learning Objectives Critical Review	<ol style="list-style-type: none"> <li>1. Students are able to understand the study of the theories, principles, and challenges of implementing LED</li> <li>2. Students are able to compare between issues that are reviewed with the same issue that developed in Indonesia</li> </ol>
The depth of critical review tasks (C1 to C6)	C2 (understand)
Details of Critical Review Tasks	Enclosed below regarding job descriptions and assessment criteria

**A. AIMS**

The first evaluation was in the form of an INDIVIDUAL TASK where students were asked to compile a review of journal articles related to PEL from various urban aspects. Purpose of Evaluation I:

- Students are able to understand the study of the theories, principles, and challenges of implementing LED
- Students are able to compare between issues that are reviewed with the same issue that developed in Indonesia

**B. ASSIGNMENT MATERIAL**

- Task material includes:
- Description of the main issue
- Explanation of the main issue
- Conclusions discuss the main issue
- Lesson learned

**C. ASSIGNMENT EXECUTION**

- Tasks done individually are submitted at the 6th WEEK. Resensing is not translating, but making summaries, and describing them with self-developed language. Journals that will be reviewed in advance must be certified to the lecturer.
- Students are advised to conduct consultation / assistance to the lecturer before drafting / finalizing the assignment.

- Tasks are typed in on portrait A4 paper, spaced 1 - 1.5, the number of pages is not limited.
- Softcopy of tasks in the "pdf" format and together with the reviewed journal uploaded to the dropbox link. Komting immediately gives the dropbox link address "PEL\_Genap 2018"
- Organizing files in dropbox as follows: one student one folder with names and NRPs arranged in sequence.

#### D. ASSESSMENT CRITERIA

The evaluation weight for Evaluation I is 20%, which consists of:

Journal quality 10%, and Ability to review and critical review journal 10%

No	Scoring Aspect	Excellent	Good	Enough	Bad	Very Bad	Score
1	Fitness of the substance of the discussed issue with the topic	Issue fit the topic, up to date, have proper issue formulation	Issue fit the topic, does not up to date, have proper issue formulation	Substance fit the topic, up to date, but the issue formulation are not precise	Substance does not fit the topic, the issue formulation are not precise	Substance does not fit the topic, there are no issue	
2	Accuracy on summarizing the important idea on the article	Precise, with comprehensive idea of the issue	Precise, but with less comprehensive idea	Precise	Less precise	There is no summary of the issue concept	
3	Accuracy of critical review towards the substance of the journal	Critical, Precise on giving the critical review, Appropriate on picking the up to date reference	Precise on giving the critical review, Correct on picking the up to date reference	Precise on giving critical review, but the references used are not precise	Critics have less precise, Reference used are not precise	Reviewer give inappropriate critical review and choose the wrong reference	
4	Result discussions and lessons learned	The discussion is structured and comprehensive, Lessons Learned answers the issue and give the example of best practices	The discussion is structured and comprehensive, Lessons Learned answers the issue	There are discussions but not structured nor comprehensive, The lessons learned are correct	There are discussions but not structured nor comprehensive, The lessons learned are not correct	The discussions are not structured, lessons learned are not correct	
5	Accuracy of summarizing the conclusions and lessons learned	The conclusions and lessons learned are correct and comprehensive	The conclusions and lessons learned are correct	The conclusions and lessons learned are correct enough	The conclusions and lessons learned has less precise	The conclusions and lessons learned are not correct	
Average score obtained							

## Task Plan II

### Weekly presentation

Course Name	Local Economic Development
Credit	3 sks
Modul (Subject)	1-5
Module learning objectives	<ol style="list-style-type: none"><li>1. Students are able to explain theory, principles and demonstrate the practice of local economic development.</li><li>2. Students are able to explain the process of developing the local economy.</li><li>3. Students are able to explain the role of local economic development in creating employment, quality of life, and regional competitiveness</li><li>4. Students are able to explain business development oriented to local excellence.</li><li>5. Students are able to explain the process of building a regional marketing system.</li></ol>
Task Learning Objectives Weekly Presentation	<ol style="list-style-type: none"><li>1. Students are able to explain the core material of the lecture based on the review literature that has been given</li><li>2. Students are able to describe the LED problem that has been identified based on the "actual" conditions around which are related to the lecture material</li><li>3. Students are able to present in the form of written and oral presentations in class</li></ol>
The depth of Weekly Presentation tasks (C1 to C6)	C2 (understand) dan C3 (Applying)
Details of Weekly Presentation Tasks	Enclosed below regarding job descriptions and assessment criteria

#### A. AIMS

The second evaluation was in the form of a GROUP TASK where students were asked to explain the points of discussion of the topic of the lecture material each week. The purpose of Evaluation II is:

- Students are able to explain the core material of the lecture based on the review literature that has been given
- Students are able to describe the LED problem that has been identified based on the "actual" conditions around that are related to the lecture material
- Students are able to present in the form of written and oral presentations in class.

#### B. ASSIGNMENT MATERIAL

Task material includes:

- Review the review of discussion topics based on the review literature
- Review theoretical studies with LED issues (case studies)
- Lesson learned

### C. ASSIGNMENT EXECUTION

- Tasks are done in groups. The draft Evaluation II task was presented in the form of a Roundtable Discussion which will be facilitated by 2 lecturers.
- Students are advised to conduct consultation / assistance to the lecturer before drafting / finalizing the assignment.
- Tasks are typed in on portrait A4 paper, spaced 1 - 1.5, the number of pages is not limited.
- After being presented and discussed, the final presentation materials and papers are collected in softcopy format (ppt and pdf) to the dropbox link "PEL\_Genap 2018"

### D. ASSESSMENT CRITERIA

The evaluation weight for Evaluation II is 20%, which consists of:

Dimension	Very Good	Good	Average	Bad	Very Bad	Score
Technique of Presentation	The presentation was organized with showing fact that supported by example that already analyzed based on concept	The presentation was organized and showing fact that make sure to support the conclusions	The presentation has focus point and showing some evidence that support the conclusions	The presentation has focus point, but evidence were insufficient to make a conclusions.	There's no specific organization. Facts are not used to support their statement	(10-8) (6-8) (4-5) (3-2) (0-1)
Content	Content that can be inspire listener to develop their minds.	Has an accurate and complete presentation. The listener has a new knowledge about that topics	Has an accurate content but not complete. The listener less active to discuss that topics	The content was less accurate because there's no data and fact that supports it	The content are not accurate and very common. Listener didn't get any lessons from this presentation	(10-8) (6-8) (4-5) (3-2) (0-1)
Discussion	The right argumentation with example or the fact	The right argumentation but lacking of the fact	The lack of argumentation but have fact or example	The lack of argumentation and not have example	Argumentation is wrong	

Paper quality is 10%, and presentation skills and class discussion are 10%.



## Plan

### QUIZ

Course Name	Local Economic Development
Credit	3 sks
Modul (Subject)	1-5
Module learning objectives	<ol style="list-style-type: none"><li>1. Students are able to describe theories, principles and demonstrate the practice of local economic development.</li><li>2. Students are able to describe the process of developing the local economy.</li></ol>
Task Learning Quiz	<ol style="list-style-type: none"><li>1. Assess the level of success of teaching and learning activities related to substance, concepts and applications of the theory of local economic development.</li><li>2. Assessing the level of success of the implementation of learning activities through lesson learned indicators that are expressed through student answers related to the experience of "professionals" to explore problems and understand theories / concepts</li></ol>
The depth of Quiz (C1 to C6)	C4 (analyzing) dan C5 (Evaluating)
Details of Quiz	Enclosed below regarding job descriptions and assessment criteria

#### A. FORMAT

Evaluation III takes the form of a written exam by answering 3-5 practical questions related to LED topics. The purpose of writing is open book.

#### B. AIMS

The objectives of Evaluation III are:

1. Assess the level of success of the implementation of teaching and learning activities related to the substance, concepts and applications of the theory of local economic development.
2. Assess the level of success of the implementation of learning activities through the lesson learned indicators expressed through student answers related to the experience of "professionals" to explore problems and understand theories / concepts

#### C. ASSESSMENT CRITERIA

Evaluation weight for Evaluation III is 30%

	Essay question	81-100	71-80	66-70	51- 65	0-50
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<b>ADVANCE</b>	<b>INTERMEDIAT</b>	<b>BASIC</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

Type of Individual Exam Questions / Quiz

Advanced	
Evaluating	Creating
Compare	Designing
Criticize	Arrange
Give argument	Create
Discuss	Design
Conclude	Combine
Decipher	Set
Distinguish	Plan
Choose between	

EVALUATION IV:

TASK IV - GROUP CASE STUDY PAPER

Course Name	Local Economic Development
Credit	3 sks
Modul (Subject)	6
Module learning objectives	<ol style="list-style-type: none"><li>1. Students are able to identify, implement and develop local economic development planning scenarios</li><li>2. Students are able to communicate the results of a study of local economic development case studies</li></ol>
Task Learning Objectives Group Case Study Paper	<ol style="list-style-type: none"><li>1. Students are able to review several references related to local economic development in accordance with the case studies taken.</li><li>2. Students are able to identify problems associated with the PEL principle in a case study</li><li>3. Students are able to develop concepts and recommendations to overcome the problem of local economic development based on real case studies.</li><li>4. Students are able to develop lessons learned related to efforts to overcome the development of the local economy that has been formulated</li></ol>
The depth of Group Case Study Paper (C1 to C6)	C3 (apply), dan C4 (analyze)
Details of Group Case Study Paper	Enclosed below regarding job descriptions and assessment criteria

**A. AIMS**

Evaluation IV takes the form of a GROUP TASK where students are asked to analyze the problem and then prepare efforts and recommendations to deal with the issue of local economic development. The purpose of Evaluation IV is:

- Students are able to review several references related to local economic development in accordance with the case studies taken.
- Students are able to identify problems associated with the PEL principle in a case study
- Students are able to develop concepts and recommendations to overcome the problem of local economic development based on real case studies.
- Students are able to develop lessons learned related to efforts to overcome the development of the local economy that has been formulated

**B. ASSIGNMENT MATERIAL**

Task material includes:

- Identification of regional problems
- Review of the relevant LED literature
- General description of PEL
- Analysis of problems based on the LED principle
- LED concepts and strategies
- Lesson learned

### C. ASSIGNMENT EXECUTION

- Tasks are done in groups.
- The draft Evaluation IV task was presented in the form of a Roundtable Discussion which will be facilitated by 2 lecturers in parallel.
- Students are advised to conduct consultation / assistance to the lecturer before drafting / finalizing the assignment.
- Tasks are typed in on portrait A4 paper, spaced 1 - 1.5, the number of pages is not limited.
- After being presented and discussed, the final presentation materials and papers are collected in softcopy format (ppt and pdf) to the dropbox link "PEL\_Genap 2018"

### E. ASSESSMENT CRITERIA

The evaluation weight for IV Evaluation is 30%, which consists of:

- 20% paper quality
- Individual performance in 10% presentation

Sub chapter	81-100	71-80	66-70	51- 65	0-50
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