

	<b>SEMESTER LEARNING PLAN</b>	
	<b>DEPARTMENT: URBAN AND REGIONAL PLANNING</b>	
	<b>FACULTY: CIVIL, PLANNING, AND EARTH</b>	
<b>COURSES NAME</b>	<b>PLANNING PROCESS PRACTICE</b>	
<b>COURSES CODE</b>	<b>DK184303</b>	
<b>SEMESTER</b>	<b>III</b>	
<b>CREDITS</b>	<b>4 SKS (6.4 ECTS)</b>	
<b>LECTURER</b>	<b>Ketut Dewi Martha Erli H, ST, MT</b>	
	<b>Hertiari Idajati, ST, MSc</b>	
	<b>Fendy Firmansyah, ST, MT</b>	
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<b>COURSE METHODOLOGY</b>	BK 1	BK 2	BK 6	BK 7
	Urban planning approaches and procedures	Technical Analysis of urban planning	Regional planning approaches and procedures	Technical Analysis of regional planning
<b>PROGRAM LEARNING OUTCOME (PLO)</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			
	2.2 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			

<b>COURSE LEARNING OUTCOME (CLO)</b>	a) create survey design and guidance b) create and administer the administration related to the conduct of the survey c) communicate with the parties related to the object of study d) search and collect data in accordance with the design and survey guides that have been made e) observing various phenomena related to the purpose of the survey in the field f) performs recapitulation and systematisation of data for analysis needs g) present data and information in accordance with the specified format (maps, drawings, tables, diagrams) h) summarizes the various information relevant to the planning needs											
<b>MAP OF PLO - CLO</b>	CLO	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CPMK-1. Create survey guidelines		1										
CPMK-2. Search and collect data in accordance with the design and survey guidelines that have been created, and observe various phenomena related to the purpose of the survey in the field		1			1							
CPMK-3. Recapitulate and systematize data, presenting data and information in accordance with the specified format (maps, images, tables, diagrams) for analytical needs					1	1						
CPMK-4. Summarizes various information relevant to planning needs					1	1						

Week	Course Learning Outcome / Module	Module Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery (Presentation, task, discussion, quize, practice)	Grading Policy	Score (%)	
1	2	3	4	5	6	7	8	9	
1	Planning process: Planning Process Model: Data Collection Stage, and Spatial Plan Type	Students know how the planning process works, both based on theory and regulation		M1,M3	160	Lecture, Discussion, Quiz	Theoretical Understanding		
				M1,M3	160				
				M1,M3	160				
				M1,M3	160			10	
2	Data / information required: Physiographic elements,	Students know the type of demographic data required in planning		M1,M3	320	Lecture, Discussion, Quiz	Theoretical Understanding		
				M1,M3	320				
3	Population elements, Socio-cultural elements	Students know data sources and data collection techniques		M1,M3	320				
				M1,M3	320			10	

Week	Course Learning Outcome / Module	Module Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery (Presentation, task, discussion, quize, practice)	Grading Policy	Score (%)
1	2	3	4	5	6	7	8	9
4	Data / information needed: Economic Elements, Facilities Element, and Elements of Infrastructure	Students know the typeof economic data required in planning		M3,M4	320	Lecture, Discussion	Theoreti cal Underst anding	
		Students know the typeof Infrastructure data needed in planning		M3,M4	320			
Students know data sources and techniques of economic data collection, facilities, andinfrastructure			M3,M4	320	Lecture, Discussion, Quiz			
			M3,M4	320		10		
6	Data / information needed: Transportation Element, Land Use,Space	Students know the typeof Transport data required in planning		M3,M4	320	Lecture, Discussion	Theoreti cal Underst anding	
		Students know aboutIPR and		M3,M4	320			

Week	Course Learning Outcome / Module	Module Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery (Presentation, task, discussion, quize, practice)	Grading Policy	Score (%)
1	2	3	4	5	6	7	8	9
	Utilization Intensity	Land Use in spatial arrangement.						
7		Students know data sources and data collection techniques		M3,M4	320	Lecture, Discussion, Quiz		10
	Survey Design	Students are able to design, communicate, and prepare survey activities		M3,M4	320		Lecture, Discussion	Task
8				M3,M4	320			
				M3,M4	320	Lecture, Discussion,Task		
9				M3,M4	320		10	
10	Systematization and Tabulation Data and information surveyresults	Students are able to manage and organize survey data		M3,M4	320	Lecture, Discussion	Task	
11				M3,M4	640			10
12		Students are able to tabulate and interpret survey data		M1,M3	320	Lecture, Discussion,Task		Task
			M1,M3	640				
13			M1,M3	640				

Week	Course Learning Outcome / Module	Module Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery (Presentation, task, discussion, quize, practice)	Grading Policy	Score (%)
1	2	3	4	5	6	7	8	9
				M1,M3	640	Lecture, Discussion,Task		10
14	Preparation of Facts and AnalysisReport	Students are able to prepare a Facts and Analysis Report		M3,M4	320	Lecture, Discussion	Final Task	
				M3,M4	320			
16		Students are able to communicate reports and maintain findings.		M3,M4	320	Lecture, Discussion,Task		
				M3,M4	320			10

## **Course Evaluation**

The mechanism and proportion of assessment for the PLANNING PROCESS PRACTICE subject are arranged as follows :

Evaluation I (10%) : Presentation of Survey Design Reports

- Individual Presentation

Evaluation II (20%) : Preparing Survey Design Reports

- The task of the group is to compile a survey design report
- Compile a list of data requirements according to aspects
- Arrange sources and years of data needed according to aspects
- Determine survey techniques based on data needed according to aspects
- Develop survey instruments (checklist forms, questionnaires, observation sheets, etc.) based on the data needed according to aspects

Evaluation III (20%) : Presentation of Fact Reports

- Individual Presentation

Evaluation IV (20%) : Preparing Fact Reports

- The task of the group is to compile a fact report
- Describe the facts found based on the results of the compilation of data and information obtained
- Formulate potential and problems in the

Planning Area Evaluation V (30%) : Quiz

- Written Exam

## EVALUATION AND PRACTICE ASSESSMENT PLAN PLANNING PROCESS

### 1. EVALUATION I :

#### ASSIGNMENT I – PRESENTATION OF SURVEY DESIGN REPORTS

<b>Course Name</b>	Planning Process Practice
<b>Credit</b>	4 credits
<b>Module (Subject)</b>	Module 1 – Module 5
<b>Module learning objectives</b>	<ul style="list-style-type: none"> <li>• Students know how the planning process works, both based on theory and legislation</li> <li>• Students know the type of population data needed in planning</li> <li>• Students know the data sources and population data collection techniques</li> <li>• Students know the types of economic data needed in planning</li> <li>• Students know the type of data on Facilities and Infrastructure needed in planning</li> <li>• Students know the data sources and techniques for collecting economic data, facilities and infrastructure</li> <li>• Students know the type of transportation data needed in planning</li> <li>• Students know about IPR and Land use in spatial planning.</li> <li>• Students know the data sources and population data collection techniques</li> <li>• Students are able to design, communicate, and prepare survey activities</li> </ul>
<b>Learning Objectives of Survey Design Report Presentations</b>	<ul style="list-style-type: none"> <li>• Students know the various types of data (primary and secondary) needed in accordance with their aspects</li> <li>• Students are able to understand the methods / methods of data collection (primary and secondary) needed in accordance with their aspects</li> <li>• Students are able to communicate their opinions regarding data requirements and the survey tools needed in accordance with aspects and areas of planning</li> </ul>
<b>Depth level of Survey Design Report Presentation (C1 to C6)</b>	C1, C2
<b>Details of Survey Design Report Presentations</b>	Enclosed below regarding description of evaluation and assessment criteria



## **EVALUATION I: PRESENTATION OF SURVEY DESIGN REPORTS**

### **A. OBJECTIVE**

The first evaluation was in the form of an INDIVIDUAL presentation where students were asked to compile an explanation related to data requirements and methods of data collection according to the needs of aspects and planning areas. The objectives of Evaluation I are:

- Students know the various types of data (primary and secondary) needed in accordance with their aspects
- Students are able to understand the methods / methods of data collection (primary and secondary) needed in accordance with their aspects
- Students are able to communicate their opinions regarding data requirements and the survey tools needed in accordance with aspects and areas of planning

### **B. TASK MATERIALS**

The assignment material includes the following outlines consisting of:

- Description of aspects of planning
- Objectives of data aspects and needs (data types, years of data and data sources)
- Methods / methods of data collection

### **C. IMPLEMENTATION OF THE TASK/PRESENTATION**

- Students are advised to conduct consultations / assistance to the teaching lecturer before drafting / finalizing the data needs and data collection methods according to their aspects
- The presentation is done in groups, but each student must present the aspects in a brief, clear and straightforward manner.
- The presentation of each student is a maximum of 15 minutes

## A. ASSIGNMENT CRITERIA

The evaluation weight for Evaluation I is 10%, which consists of:

Dimension	Very Good	Good	Fair	Less	Very Less	Score
<b>Presentation Technique</b>	Organized presentations by presenting <b>facts</b> supported by examples examined in <b>accordance with the 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 evidence is insufficient</b> to be used in drawing conclusions	<b>There is no clear organization.</b> Facts are not used to support the statement	
	86-100	71-85	61-70	60-41	0-40	
<b>Substance</b>	Content is able to <b>inspire listeners</b> to develop their minds and contain elements of <b>creativity and / or uniqueness</b>	Complete accurate contents. <b>Listeners add new insights</b> to the topic	<b>Accurate but incomplete contents.</b> Listeners are <b>less active</b> in discussing the topic	<b>The contents are not accurate</b> because there are <b>no supporting facts</b> data	<b>Contents are inaccurate</b> and too general. <b>Listeners don't get any learning</b>	
	86-100	71-85	61-70	60-41	0-40	
<b>Discussion</b>	Arguments Right with examples or facts	The argument is right but lacks facts	Arguments are incorrect, there are facts or examples	Arguments are not precise, there are no examples	The argument is incorrect or wrong	
	86-100	71-85	61-70	60-41	0-40	

## 2. EVALUATION II :

### ASSESSMENT II – SURVEY DESIGN REPORT

<b>Course Name</b>	Planning Process Practice
Credit	4 credits
Module (Subject)	Module 1 – Module 5
Module learning objectives	<ul style="list-style-type: none"> <li>• Students know how the planning process works, both based on theory and legislation</li> <li>• Students know the type of population data needed in planning</li> <li>• Students know the data sources and population data collection techniques</li> <li>• Students know the types of economic data needed in planning</li> <li>• Students know the type of data on Facilities and Infrastructure needed in planning</li> <li>• Students know the data sources and techniques for collecting economic data, facilities and infrastructure</li> <li>• Students know the type of transportation data needed in planning</li> <li>• Students know about IPR and Land use in spatial planning.</li> <li>• Students know the data sources and population data collection techniques</li> <li>• Students are able to design, communicate, and prepare survey activities</li> </ul>
Learning Objectives of Survey Design Reports	<ul style="list-style-type: none"> <li>• Students know the various types of data (primary and secondary) needed in accordance with their aspects</li> <li>• Students are able to understand the methods / methods of data collection (primary and secondary) needed in accordance with their aspects</li> <li>• Students are able to draw up survey designs in the Regional and City Planning process</li> </ul>
Depth level of Survey Design Report (C1 to C6)	C1, C2, C3
Detail Task Survey Design Report	Enclosed below regarding description of evaluation and assessment criteria

## EVALUATION II: SURVEY DESIGN REPORT

### A. OBJECTIVE

- This task is a group assignment that aims for students to know various types of data (primary and secondary) needed in accordance with its aspects, students are able to understand the methods / methods of data collection (primary and secondary) needed in accordance with their aspects, and students are able to design survey in the process of Regional and City Planning so that students are able to draw up survey designs in the Regional and City Planning process
- This task is done in groups according to the group division of the aspects that have been determined. The intended group of aspects consists of:
  1. Policy Aspects
  2. Basic Physical Aspects
  3. Aspects of Spatial Use
  4. Socio Demographic Aspects
  5. Economic aspects
  6. Infrastructure Aspects
  7. Means of Means
  8. Transportation aspect

### B. TASK MATERIALS

Task Material includes :

1. Introduction
2. Data requirements according to aspects that contain the source and year of data needed
3. Methods of data collection: determine survey techniques based on the data needed according to aspects
4. Survey tools (checklist forms, questionnaires, observation sheets, etc.) based on the data needed according to aspects

### C. TASK IMPLEMENTATION

- Students are advised to conduct consultation / assistance to the teaching 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.
- Tasks (in the form of softcopy) are collected 1 week later after a communal / group online email presentation in one class to an email address: [erli.martha@gmail.com](mailto:erli.martha@gmail.com). The assignment file is given the name in the PRAKTEK PROSES PERENC \_Evaluation2\_NRP\_Nama format, example PRAKTEK PROSES PERENC \_Evaluation2\_821104000009\_Dimas

#### D. ASSESMENT CRITERIA

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

No	Sub Chapter	Very Good 86-100	Good 71-85	Fair 61-70	Less 60-41	Very Less 0-40	Score
1	Preface	As per the topic, up to date, the formulation of the issue is right	As per the topic, 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	Data Requirements	Very precise with comprehensive thinking	Very precise with less comprehensive thoughts	Precise	Less precise	There is no summary of the concept	
3	Method of Collecting Data	The description of the data collection method is very appropriate in accordance with the type of data needed, complemented by an explanation of the method	The description of the method of data collection is precisely in accordance with the type of data needed, complemented by an explanation of the method	The description of the data collection method is sufficient in accordance with the type of data needed, complemented by an explanation of the method	The description of the data collection method is not appropriate in accordance with the type of data needed, complemented by an explanation of the method	The description of the data collection method is not appropriate in accordance with the type of data needed, not equipped with an explanation of the method	
4	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	The quality of conclusions is not in accordance with the analysis and does not answer the research objectives	The quality of conclusions is very inappropriate	

5	Appendix of Survey Instruments	Includes a very complete survey instrument (interview form, questionnaire, observation form, secondary data checklist, etc.) according to the data collection method	Includes a complete survey instrument (interview form, questionnaire, observation form, secondary data checklist, etc.) according to the data collection method	Includes a fairly complete survey instrument (interview form, questionnaire, observation form, secondary data checklist, etc.) according to the data collection method	Includes a fairly complete survey instrument (interview form, questionnaire, observation form, secondary data checklist, etc.) and is not in accordance with the data collection method	Includes incomplete Survey instruments (interview forms, questionnaires, observation forms, Secondary data checklists, etc.) and is not in accordance with the data collection method	
<b>Average Score obtained</b>							

### 3. EVALUATION III :

#### ASSESSMENT III– PRESENTATION OF FACT REPORTS

Course Name	Planning Process Practice
Credit	4 credits
Module (Subject)	Module 6 – Module 7
Module Learning Objectives	<ul style="list-style-type: none"><li>• Students are able to manage and organize survey results data</li><li>• Students are able to tabulate and interpret survey data</li><li>• Students are able to prepare Fact Reports and Analysis</li><li>• Students are able to communicate reports and maintain findings.</li></ul>
Learning Objectives of Facts Report Presentations	<ul style="list-style-type: none"><li>• Students are able to formulate facts obtained based on the survey design that has been prepared.</li><li>• Students can understand the potential and problems in the Planning Area.</li><li>• Students are able to communicate their opinions regarding fact findings in the planning area according to aspects</li></ul>
Depth level Facts Report Presentation (C1 to C6)	C1, C2, C3
Details of the Fact Report Presentation	Enclosed below regarding description of evaluation and assessment criteria

## EVALUATION III: FACTS REPORTS PRESENTATION

### A. OBJECTIVES

Evaluation III was in the form of INDIVIDUAL presentation where students were asked to compile an explanation related to the findings of the facts in the planning area according to aspects. The objectives of Evaluation III are:

- Students are able to formulate facts obtained based on the survey design that has been prepared.
- Students can understand the potential and problems in the Planning Area.
- Students are able to communicate their opinions regarding the findings of facts in the Planning Area according to aspects

### B. ASSIGNMENT MATERIAL

The assignment material includes the following outlines consisting of :

- Preliminary
- Policy Review
- Overview of the Planning Area
- Potential Planning Areas according to Aspects
- Problem with Planning Zone according to Aspect
- Conclusion

### C. IMPLEMENTATION/PRESENTATION

- Students are advised to conduct consultations / assistance to the teaching lecturer before drafting / finalizing the data needs and data collection methods according to their aspects
- The presentation is done in groups, but each student must present the aspects in a brief, clear and straightforward manner.
- The presentation of each student is a maximum of 20 minutes



## A. ASSESSMENT CRITERIA

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

Dimension	Very Good	Good	Fair	Less	Very Less	Score
<b>Presentation Technique</b>	Organized presentations by presenting <b>facts</b> supported by examples examined in <b>accordance with the 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 evidence is insufficient</b> to be used in drawing conclusions	<b>There is no clear organization.</b> Facts are not used to support the statement	
	86-100	71-85	61-70	60-41	0-40	
<b>Substance</b>	Content is able to <b>inspire listeners</b> to develop their minds and contain elements of <b>creativity and / or uniqueness</b>	Complete accurate contents. <b>Listeners add new insights</b> to the topic	<b>Accurate but incomplete contents.</b> Listeners are <b>less active</b> in discussing the topic	<b>The contents are not accurate</b> because there are <b>no supporting facts</b> data	<b>Contents are inaccurate</b> and too general. <b>Listeners don't get any learning</b>	
	86-100	71-85	61-70	60-41	0-40	
<b>Discussion</b>	Arguments Right with examples or facts	The argument is right but lacks facts	Arguments are incorrect, there are facts or examples	Arguments are not precise, there are no examples	The argument is incorrect or wrong	
	86-100	71-85	61-70	60-41	0-40	

**4. EVALUATION IV :**  
**ASSIGNMENT IV– FACTS REPORT TASK**

<b>Course Name</b>	Planning Process Practice
Credit	4 credits
Module (Subject)	Module 6 – Module 7
Module learning objectives	<ul style="list-style-type: none"> <li>• Students are able to manage and organize survey results data</li> <li>• Students are able to tabulate and interpret survey data</li> <li>• Students are able to prepare Fact Reports and Analysis</li> <li>• Students are able to communicate reports and maintain findings.</li> </ul>
Task Learning Objectives FactReports	<ul style="list-style-type: none"> <li>• Students are able to formulate facts obtained based on the surveydesign that has been prepared.</li> <li>• Students can understand the potential and problems in the PlanningArea.</li> <li>• Students are able to prepare fact reports by presenting the findings ofthe planning area</li> </ul>
Depth Level of TaskReport Facts (C1 to C6)	C1, C2, C3, C4
Detail Tugas LaporanFakta	Enclosed below regarding description of evaluation and assessmentcriteria

## EVALUATION IV: FACTS REPORT TASK

### A. OBJECTIVES

Evaluation IV is in the form of GROUP tasks where students are asked to prepare a fact report which is a presentation of potential findings and problems in the planning area. The purpose of this IV Evaluation is:

- Students are able to formulate facts obtained based on the survey design that has been prepared.
- Students can understand the potential and problems in the Planning Area.
- Students are able to prepare fact reports by presenting the findings of the planning area

### B. TASK MATERIALS

The assignment material includes the following report outline consisting of:

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#### **Bab I Pendahuluan**

- 1.1 Latar Belakang
- 1.2 Tujuan
- 1.3 Ruang Lingkup
- 1.4 Sistematika Laporan

#### **Bab II Tinjauan Kebijakan Yang Berkaitan Dengan Kawasan Perencanaan**

- 2.1 Rencana Tata Ruang Wilayah Provinsi/Kabupaten/Kota
- 2.2 Rencana Detail Tata Ruang Wilayah Unit Pengembangan/ Kawasan
- 2.3 Rencana Sektor/ Kawasan Perencanaan

#### **Bab III Gambaran Umum Kawasan Perencanaan**

- 3.1 Aspek Fisik Dasar dan Tata Guna Lahan
  - 3.1.1 Fisik Dasar
  - 3.1.2 Tata Guna Lahan
- 3.2 Aspek Kepedudukan
- 3.3 Aspek Sosial Budaya
- 3.4 Aspek Perekonomian
- 3.5 Aspek Fasilitas
- 3.6 Jaringan Utilitas
- 3.7 Jaringan Transportasi

#### **Bab IV Potensi dan Permasalahan Kawasan Perencanaan**

- 4.1 Potensi Pengembangan Kawasan Perencanaan
  - 4.1.1 Potensi Fisik Dasar dan Tata Guna Lahan
  - 4.1.2 Potensi Kepedudukan
  - 4.1.3 Potensi Sosial Budaya
  - 4.1.4 Potensi Perekonomian
  - 4.1.5 Potensi Fasilitas
  - 4.1.6 Potensi Utilitas
  - 4.1.7 Potensi Transportasi
- 4.2 Permasalahan Pengembangan Kawasan Perencanaan
  - 4.2.1 Potensi Fisik Dasar dan Tata Guna Lahan
  - 4.2.2 Potensi Kepedudukan
  - 4.2.3 Potensi Sosial Budaya
  - 4.2.4 Potensi Perekonomian
  - 4.2.5 Potensi Fasilitas
  - 4.2.6 Potensi Utilitas
  - 4.2.7 Potensi Transportasi

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#### **Bab V Kesimpulan**

### **C. TASK IMPLEMENTATION**

- Students are advised to conduct consultation / assistance to the teaching 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.
- Tasks (in the form of softcopy) are collected 1 week later after a communal / group online email presentation in one class to an email address: [erli.martha@gmail.com](mailto:erli.martha@gmail.com). The assignment file is given the name in the format PRAKTEK PROSES PERENCANAAN\_Evaluation4\_NRP\_Name, example PRAKTEK PROSES PERENCANAAN\_Evaluation4\_821104000009\_Dimas

#### D. ASSESSMENT CRITERIA

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

Sub Chapter	Very Good 86-100	Good 71-85	Fair 61-70	Less 60-41	Very Less 0-40
Preface	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	Empirical and theoretical facts do not exist and cannot formulate problems
Policy Review	The substance of the complete policy review by mentioning more than the specified reference, the correct synthesis of the library	Complete substance of policy review in accordance with Term of Reference (TOR), synthesis of appropriate literature	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 literature synthesis	Incomplete and incompatible and there is no literature synthesis
Overview of the Planning Area	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
Potency and Problem	Descriptions of potential and problems that are in accordance with the general picture are explained very comprehensively	Descriptions of potential and problems that are in accordance with the general description are explained comprehensively	Descriptions of potential and problems that are sufficient in accordance with the general description are explained quite comprehensively	Description of potential and problems that are not in accordance with the general description, are unclear and less comprehensive	Description of potential and problems that are not in accordance with the general description, and not clear

Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answers the objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answer the purpose	The quality of conclusions is appropriate according to the results of the analysis but does not answer the purpose	Conclusion quality is not in accordance with the analysis and does not answer the purpose	The quality of conclusions is very inappropriate
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**EVALUATION V :**  
**ASSIGNMENT V – Quiz**

<b>Course Name</b>	Planning Process Practice
Credit	4 credits
Module (Subject)	Module 1 – Module 7
Module learning objectives	<ul style="list-style-type: none"> <li>• Students know how the planning process works, both based on theory and legislation</li> <li>• Students know the type of population data needed in planning</li> <li>• Students know the data sources and population data collection techniques</li> <li>• Students know the types of economic data needed in planning</li> <li>• Students know the type of data on Facilities and Infrastructure needed in planning</li> <li>• Students know the data sources and techniques for collecting economic data, facilities and infrastructure</li> <li>• Students know the type of transportation data needed in planning</li> <li>• Students know about IPR and Landuse in spatial planning.</li> <li>• Students know the data sources and population data collection techniques</li> <li>• Students are able to design, communicate, and prepare survey activities</li> <li>• Students are able to manage and organize survey results data</li> <li>• Students are able to tabulate and interpret survey data</li> <li>• Students are able to prepare Fact Reports and Analysis</li> <li>• Students are able to communicate reports and maintain findings.</li> </ul>
Quiz Learning Objectives	<ul style="list-style-type: none"> <li>• Assess students' understanding of the process of collecting data in cases of regional and city planning</li> <li>• Assess the level of success of the implementation of teaching and learning activities related to the application of theories and concepts of data collection in the case of regional and municipal planning covering various aspects</li> </ul>
Quiz depth level (C1 to C6)	C1, C2, C3, C4
Detail Quiz	Enclosed below regarding description of evaluation and assessment criteria

## EVALUASI V: QUIZ

### A. FORMAT

Evaluation V takes the form of a written exam by answering practical questions related to the process of collecting data and the obstacles faced in the planning area in the close-book format.

### B. OBJECTIVES

The purpose of Evaluation V is:

- Assess students' understanding of the process of collecting data in cases of regional and cityplanning
- Assess the level of success of the implementation of teaching and learning activities related to the application of theories and concepts of data collection in the case of regional and municipal planning covering various aspects

### C. ASSESSMENT CRITERIA

Evaluation weight for Evaluation V is 30%

The Explanatory Question is assessed from the Completeness of the Answer	ASSESSMENT CRITERIA		Score
	Very Good 86-100	All keywords are answered with the right explanation with clear paths accompanied by examples	
	Good 71-85	All keywords are answered with the right explanation but the plot is not clear	
	Fair 61-70	The keywords are partially answered with the right explanation without flow	
	Less 60-41	Keywords are less precise, explanation that are less precise and without flow	
	Very Less 0-40	There are no keywords and explanations	