


DK184505 - Regional Economic

	SEMESTER LEARNING PLAN												
	DEPARTMENT: URBAN AND REGIONAL PLANNING												
	FACULTY: CIVIL, PLANNING, AND EARTH												
COURSES NAME	REGIONAL ECONOMIC												
COURSES CODE	DK184505												
SEMESTER	V												
CREDITS	3/ 4,80												
LECTURER	Dr. Ir. Eko Budi Santoso, LRR												
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	Vely Kukinul S, ST, MT, MSc												
COURSE MATERIAL	BK 42	BK 43	BK 44	BK 45									
	Economic theories and concepts	Economics phenomenon	Economics analysis	Modelling and formulating economics scenario									
PROGRAM LEARNING OUTCOME (PLO)													
SPECIFIC KNOWLEDGE	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											
SPECIFIC SKILLS	2.3	Able to analyze the spatial characteristics of urban, regional and coastal area through the linkage betweenof spatial and aspatial aspects to provide information as the basis for planning and modelling											
COURSE LEARNING OUTCOME (CLO)													
COGNITION	Students are able to apply regional economics theory and its indicators, also to construct a regional economicsdevelopment model and regional economics analysis												
NOTABLE SKILLS	1. Students are able to identify issues related to the regional economics												
GENERAL SKILLS	2. Students are able to explain regional economic theory												
	3. Students are able to analyze by using the techniques of regional economic analysis												
	4. Students are able to understand the concept of clusters, regional economic competitiveness and local economicdevelopment												
	5. Students are able to formulate regional economic development scenarios												
	6. Students are able to think logically and systematically to make the right decisions in regional economic development efforts												
MAP OF PLO-CLO	CLO	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11	

5	multi sector analysis	economic analysis	formulating and modeling economic scenarios		
6	case study discussion	economic theory and concept	economic phenomenon	economic analysis	formulating and modeling economic scenarios

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

Week	Learning Outcome	Module Learning Outcome	Module	Learning Outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	Grading policy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
1	Students are able to identify issues related to the regional economy	Students understand the various issues related to regional economics	issues related to regional economics	student understand the course plan	explaining course detail, grading policy, assignment, and evaluation	M1	80	face to face lecture, discussion	Individual involvement	
				students understand basic of economics	Introduction to economics	M1	200	face to face lecture, discussion	Individual involvement	
				students understand regional economic role in regional development	Regional economic concept	M1	200	face to face lecture, discussion	Individual involvement	
2	Students are able to explain the regional economic theory	Students understand some regional economic theories	regional economics theory	Students understand definition and source of regional revenue	Regional revenue	M1	120	face to face lecture, discussion	Individual involvement , group presentation	20%
				students understand concept of added value	Added value concept	M1	120	face to face lecture, discussion	Individual involvement , group presentation	
				students are able to calculate regional revenue using constant value	Calculate constant value	M3, M5	120	face to face lecture, discussion	Individual involvement , group presentation	
				Students are able to calculate regional revenue	Measuring regional revenue	M3, M5	120	face to face lecture, discussion	Individual involvement , group presentation	

Week	Learning Outcome	Module Learning Outcome	Module	Learning Outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	Grading policy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
3	Students are able to explain the regional economic theory	Students understand some regional economic theories	regional economics theory	students understand theory of regional growth	Regional growth theory	M1	240	face to face lecture, discussion	Individual involvement , group presentation	
		Students understand some regional economic theories		students understand the factor of regional growth	Regional growth theory	M1	240	face to face lecture, discussion	Individual involvement , group presentation	
4	Students are able to explain regional economic theory	Students understand some regional economic theories	regional economics theory	student understand the new economic geography theory	New Economic Geography theory	M1	240	face to face lecture, discussion	Individual involvement , group presentation	
				students understand relation between economics and space	Interrelation between economics and space	M1	240	face to face lecture, discussion	Individual involvement , group presentation	
5	Students are able to explain regional economic theory	Students understand some regional economic theories	regional economics theory	students understand the base economic theory	Base economics theory	M1	480	face to face lecture, discussion	Individual involvement , group presentation	
6	Students are able to explain regional economic theory and its analysis techniques	Students are able to use Input Output analysis techniques for regional economic development	regional economic analysis technique	students able to perform input output analysis	Input-Output Analysis Technique	M1, M2, M3, M5	200	face to face lecture, discussion	Individual involvement , group presentation	
				student understand the importance of IO analysis	IO Analysis definition and advantages	M1, M2, M3, M5	80	face to face lecture, discussion	Individual involvement , group presentation	
				Students able to make input coefficient matrix	Input coefficient matrix	M1, M2, M3, M5	100	face to face lecture, discussion	Individual involvement , group presentation	

Week	Learning Outcome	Module Learning Outcome	Module	Learning Outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	Grading policy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
				students able to make multiplier matrix	multiplier techniques	M1, M2, M3, M5	100	face to face lecture, discussion	Individual involvement, group presentation	
7	Students are able to analyze by using regional economic analysis techniques	Students are able to use LQ analysis techniques for regional economic development	regional economic analysis theories	students able to understand the comparative advantage concept	Comparative Advantage	M1	180	face to face lecture, discussion	Individual involvement, group presentation	
				students able to perform LQ analysis	Location Quotient (SLQ dan DLQ)	M1, M2, M3, M5	300	face to face lecture, discussion	Individual involvement, group presentation	
8	Students are able to analyze by using regional economic analysis techniques	Students are able to use Shift Share analysis techniques for regional economic development	regional economic analysis theories	Students able to perform shift share analysis	Shift-share Analysis	M1, M2, M3, M5	480	face to face lecture, discussion	Individual involvement, group presentation	
9	Students are able to understand the concept of clusters, regional economic competitiveness and local economic development concepts	Students are able to apply the concept of industrial clusters	Cluster concept, regional competitiveness, and local economic development	students understands industrial cluster concept	Industrial cluster concept	M1, M3	480	face to face lecture, discussion, assignment	Individual involvement, group presentation	20%
10	Students are able to understand the concept of clusters, regional economic competitiveness and local economic development	Students are able to apply the concept of economic competitiveness	Cluster concept, regional competitiveness, and local economic development	students understands regional economic competitiveness and its implementation	regional economic competitiveness concept	M1, M3	480	face to face lecture, discussion	Keaktifan individu, Presentasi Kelompok	

Week	Learning Outcome	Module Learning Outcome	Module	Learning Outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	Grading policy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
	concepts									
11	Students are able to understand the concept of clusters, regional economic competitiveness and local economic development concepts	Students are able to develop regional economic development strategies using local economic development concept	Cluster concept, regional competitiveness, and local economic development	students understand local economic development concept and its implementation	local economic development	M1, M3	480	face to face lecture, discussion	Keaktifan individu, Presentasi Kelompok	
12	Students are able to formulate regional economic development scenarios	Students are able to develop regional economic development strategies using multi-sector analysis concept	multi sector analysis	students understand multi sector analysis and its implementation	multisector analysis	M1, M3	340	face to face lecture, discussion	Keaktifan individu, Presentasi Kelompok	
				students are able to construct a development strategy using multisector analysis		Construct development strategy	M5, M7	140	face to face lecture, discussion	Keaktifan individu, Presentasi Kelompok
13	Students are able to identify regional economic problems	Students understand the various issues related to the regional economy	problems and issues related to regional economics	students able to identify opportunities and threat of regional economic in the future	Opportunities and threat for future regional economic	M7	480	face to face lecture, discussion	Keaktifan individu, Presentasi Kelompok	
14		Able to apply logical, critical, systematic, and innovative thinking in the context of	discussion of study case		evaluation	M2, M3, M5, M7	160	Quiz	Quiz	30%

Week	Learning Outcome	Module Learning Outcome	Module	Learning Outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	Grading policy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
		development or implementation of science and technology that cares and implements the value of humanities in accordance with their areas of expertise								
15		Students are able to communicate verbally, visually and in writing from the preparation of the transportation plan based on the specified case study	discussion of study case		presentation	M2, M3, M5, M7	800	discussion, presentation	Individual involvement, group presentation	
16		able to take decisions appropriately in the context of problem solving in the area of expertise, based on the results of analysis of information and data	discussion of study case		assignment deadline	M2, M3, M5, M7	480	final assignment deadline	Final Assignment report	30%

**1. EVALUATION I :
CRITICAL REVIEW**

A. AIMS

The first evaluation is in the form of an individual task where students were asked to compile a review of papers/ papers sourced from national/international journals related to the regional economy from various regional aspects. The objectives of evaluation I are:

- Students know various issues related to the regional economy
- Students are able to understand each issue related to regional economics and are able to discuss it with fellow participants in the Regional Economics course
- Students are able to compare between issues that are reviewed with the same issues that are developing in Indonesia

B. TASK MATERIAL

Task material includes :

- Description of the main issue
- Explanation of the main issue
- Conclusion discussing the main issue
- Lesson learned

C. IMPLEMENTATION OF TASKS

- Task is done individually. It is important not to translate, but to make summaries, and to describe them in self-developed language by instruction.
- Students are advised to conduct consultations/assistance to teaching lecturers before drafting/finalizing the task
- Task is typed in on portrait A4 paper, spaced 1-1.5, the number of pages is not limited.

D. EVALUATION CRITERIA

Evaluation value for Evaluation I is 20%

ASSIGNMENT 1 ASSESSMENT CRITERIA – CRITICAL REVIEW

No	ScoringAspect	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	
	Average score obtained						

2. EVALUATION II :

PRESENTATION OF COURSE MATERIALS

A. AIMS

Evaluation II takes the form of GROUP TASKS where students are asked to identify problems related to regional economics from several different approaches. The purpose of Evaluation II is:

- Students are able to identify "actual" economic problems in the region in accordance with the course material each week
- Students are able to describe the economic problems of the region they have identified
- Students are able to present empirical facts (quantitative data, qualitative data) from various sources of reference related to the economic issues of the region which he appoints as a task material

B. TASK MATERIALS

Task material includes :

- Theory, concepts, methods in the regional economy
- Analysis of regional economic problems
- Regional economic development strategy

C. IMPLEMENTATION OF TASK

- Tasks is done in groups. The draft Evaluation II task is presented in the form of a Roundtable Discussion which would be facilitated by the lecturers. Each group is asked to provide a copy of the exposure material (ppt) with the distribution of 1 copy for lecturers and some copies for other group members. Each participant of the course is expected to participate in the discussion.
- Students are advised to conduct consultations / assistance to teaching lecturers before drafting/ finalizing the task.
- Tasks are typed in on portrait A4 paper, spaced 1 - 1.5, the number of pages is not limited.

D. ASSESSMENT CRITERIA

Evaluation weight for Evaluation II is 20%

ASSESSMENT CRITERIA OF TASK II – PRESENTATION OF COURSE MATERIALS

Dimension	Excellent	Good	Enough	Bad	Very Bad	Score
Presentation Techniques	The presentation is well organized by presenting facts supported by examples that have been analyzed in accordance with the tools or concepts presented	The presentation is well organized and presents convincing facts to support conclusions	The presentation has a focus and provides some evidence that supports conclusions	Focus enough, but insufficient evidence to be used in drawing conclusions	There is no clear organization. Facts are not used to support statements	
	86-100	76-85	66-75	56-65	0-55	
Substance	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 any learning	
	86-100	76-85	66-75	56-65	0-55	
Discussion	Right argument with examples or facts	Right argument but lacks of facts	Arguments is inappropriate, there are facts or examples	Arguments is inappropriate, there are no facts or examples	Inappropriate argument	

3. EVALUATION III :

EXAM/QUIZ

A. FORMAT

Evaluation III is in the form of written exam by answering 3-5 practical questions related to regional economic issues, regional growth gaps, regional economic theories and various economic activities in the open book format area.

B. AIMS

The aims of evaluation III are:

- Assess the level of success of the implementation of teaching and learning activities related to regional economic problems
- Assess the level of success of the implementation of teaching and learning activities related to the application of the theory and concept of regional economics to address / deal with various regional economic problems
- Assess 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

C. ASSESSMENT CRITERIA

Evaluation weight for Evaluation II is 20%

4. EVALUATION IV : GROUP FINAL PROJECT

A. AIMS

Evaluation IV takes the form of a GROUP TASK where students are asked to do an analysis of the problem and then prepare efforts and recommendations to deal with the economic problems of the region that have been reviewed in Evaluation II. The purpose of Evaluation IV is:

- Students are able to review a number of references related to the factors causing the emergence of regional economic problems, their impacts and implications, and efforts to recommend the handling of economic problems in the region identified in Evaluation II
- Students are able to identify the causes of regional economic problems and are able to assess the impact / implications of regional economic issues as indicated in Evaluation II
- Students are able to develop efforts and recommendations to overcome the regional economic problems identified in Evaluation I and have been reviewed in Evaluation II.
- Students are able to develop lessons learned related to efforts to overcome the economic problems of the region that has been formulated

B. TASK MATERIAL

Task material includes :

- Identification of regional economic issues (Evaluation II)
- General description of regional economic problems (Evaluation II)
- Review of literature
- Analysis of regional economic issues
- Concept of handling regional economic problems
- Lesson learned

C. IMPLEMENTATION OF TASKS

- Tasks are done in groups. The division of group members is the same as the division in Evaluation II.
- Draft of Evaluation IV assignment was presented in the form of Roundtable Discussion which will be facilitated by lecturers. Each group was asked to provide a copy of the exposure material (ppt) with the distribution of 1 copy for lecturers and some copies for other group members. Each participant of the course is expected to participate in the discussion
- Students are advised to conduct consultations / assistance to teaching lecturers before drafting / finalizing the task.
- Tasks are typed in on portrait A4 paper, spaced 1 - 1.5, the number of pages is not limited.

D. ASSESSMENT CRITERIA

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

- Quality of papers
- Ability to presentations and class discussions
- Complete papers published online.

ASSESSMENT CRITERIA OF EVALUATION IV– GROUP FINAL PROJECT

Sub Bab	81-100	71-80	66-70	51- 65	0-50
Introduction	The Empirical facts and theoretical concept are completed and very relevant, the urgency of the problem is high	The Empirical facts and theoretical concept are completed and very relevant, but the urgency is not high	The empirical facts and theoretical concept are stated but not relevant and urgent	The empirical facts and theoretical concept is not completed, not relevant and not urgent	Empirical facts and theoretical concept is not stated and could not for the research question
Literature Review	Literature review substance is completed and has stated more than the reference, the literature synthesis is completed and suitable	Literature review substance is stated accordingly to TOR, the literature synthesis is suitable	Suitable for the topic but not completed, the literature synthesis is unsuitable	Unsuitable for the topic and not completed, the literature synthesis is irrelevant	Not completed and irrelevant, the literature synthesis is not completed
Methodology	Data needed, how to obtain data and techniques to process data precisely 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 needed 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, analysis is right with the appropriate interpretation	Complete data, precise 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