



	CPMK-4. 4. Students are able to explain the latest policies in regional development in Indonesia.			1								
<b>SUBJECT</b>												
1	Introduction of the basic concept of regional and regional planning											
2	The concept of developing an economy-based region											
3	The concept of technology-based region development and innovation											
4	The concept of regional development based on environmental supporting capacity											
5	The concept of regional development based on location and spatial factors											
6	Issues of globalization, regional development approach from time to time, as well as regional development policy in Indonesia											
7	Case study on regional development issues comprehensively											
<b>COURSE MATERIAL</b>												
BK6	Regional concept and theories											
BK7	Regional planning approaches and procedure											
BK8	Regional planning analysis technique											
BK9	Regional planning scenario formulation											
BK16	Social phenomenon											
BK17	Society behavior											
BK18	Social system and interaction											
BK20	ecosystem concept											
BK21	Physical environmental characteristic											
BK22	Physical environmental analysis and evaluation											
BK42	Economic concept and theory											
BK43	Economic phenomenon											
BK44	Economic analysis											
BK46	Spatial concept and theory											
BK47	spatial approach											
BK48	Spatial analysis technique											

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

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week 1	Students are able to apply the basic concept of regional and regional planning in understanding regional development issues	Students are able to understand the basic concept of regional, regional planning and position of regional planning in urban and regional planning	Introduction of the basic concept of regional and regional planning	Students are able to understand the position of regional planning in urban and regional planning context	SAP discussion, evaluation, assignment. Introduction to regional planning position in urban and regional planning	M1	60	face to face, lecture, presentation	individual involvement	
		Students are able to formulate regional strategic issues in various case studies			Basic concept and regional definition in regional planning	M1	60	face to face, lecture, presentation	individual involvement	
				Students are able to identify various regional development issues in various dimensions and planning scales	Introduction to regional development output	M1	60	face to face, lecture, presentation	individual involvement	
					Issues of regional development from various social, environmental and economic dimensions and in local, regional and national scale	M1, M7	100	face to face, lecture, presentation	individual involvement	

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
					Formulating strategic issue and study case related to regional planning	M1, M3, M7	100	face to face, lecture, presentation		
Week2	Students are able to explain the influence of regional economic factors on regional development	Students are able to comprehend regional planning theories and concepts from top (growth pole) and from down (agropolitan)	Economic based regional development concept	Students are able to understand Growth Pole theory and its role in regional planning	Introduction to Growth Pole theory	M1	100	face to face, lecture, presentation	individual involvement	
		Students are able to explain the concept of Growth Pole and Agropolitan in case study		Students are able to describe the weaknesses and advantages of the Growth Pole approach in case studies	Discussion about growth pole study case	M1,M3	120	face to face, lecture, presentation	individual involvement	
				Students are able to understand the concept of Agropolitan in regional development	Introduction to agropolitan theory	M1	100	face to face, lecture, presentation	individual involvement	
		Students are able to understand the theory and concept of regional development		Students are able to describe the weaknesses and advantages of the Agropolitan approach in case	discussion about study case and implementation of agropolitan	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	



Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week4	Students are able to explain the influence of technological factors and ivobasi on regional development	Students are able to understand the theories and concepts of regional development through Comparative & Competitive Advantages and Regional Innovation Systems (SIDa)	Technology and innovation based regional development concept	Students are able to understand the concept of Comparative and Competitive Advantages in regional development	Introduction to comparative and competitive advantages	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to explain the concept of Comparative & Competitive Advantage and Regional Innovation System (SIDa) in case study		Students are able to describe the weaknesses and advantages of the Competitive and Comparative Advantages approach in case studies	Discussion about study case and implementation of competitive and comparative advantages	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility		Students are able to understand the concept of SIDa in regional development	Introduction to SIDa	M1	100	face to face, lecture, study case	individual involvement	
				Students are able to describe the weaknesses and advantages of the SIDa approach in case studies	Discussion about study case and implementation of SIDa	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week 5	Students are able to explain the influence of environmental supporting factors to the development of the region	Students are able to understand the theories and concepts of regional development through environment carrying capacity of the Ecological Footprint and the concept of Disaster Risk Reduction (DRR) flood and geological disasters	Environment carrying capacity based regional development concept	Students are able to understand the concept of Ecological Footprint in regional development	Introduction of Ecological Footprint concept, Carrying Capacity, and various approaches / procedures for calculation of carrying capacity and area capacity	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to explain the concept of Ecological Footprint and DRR in case study of regional development		Students are able to describe the potential and weakness of the Ecological Footprint implementation in case studies	Discussion about study case and implementation of Ecological Footprint	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility		Students are able to understand the concept of PRB in regional development	Introduction to PRB concept	M1	100	face to face, lecture, study case	individual involvement	
				Students are able to describe the potential of the PRB	Discussion about study case and implementation of PRB	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
				implementation in case studies						
Week6		Students are able to understand the theories and concepts of regional development through the concept of Climate Change Mitigation and Adaptation		Students are able to understand the concept of climate change adaptation and mitigation in regional development	Introduction to basic definition and concept of Climate Change (PI), as well as the impact of PI on regions such as drought, sea level rise, floods	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to explain the concept of climate change mitigation and adaptation in case study of regional development			Basic concept of mitigation and adaptation of climate change	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility		Students are able to explain effort in mitigation and adaptation in study case	Discussion about study case and implemetation of adaptation and mitigation in regional development	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	



Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week7	Students are able to explain the influence of location and spatial factors on regional development	Students are able to understand the theories and concepts of regional development through the concept of rural area development as well as rural-urban dichotomy	Spatial and location factor based regional development concept	Students are able to understand the concept of rural development in regional development	Introduction in urban rural linkage in regional development	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to explain the concept of rural areas and rural-urban linkage in case study of regional development		Students are able to understand the concept of urban rural linkage and dichotomy issues	Introduction in urban rural linkage and relation between urban and rural	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility		Students are able to explain effort in strengthening urban rural relation in study case	Discussion about study case and implemetation of rural development and urban rural linkage	M1,M3	120	face to face, lecture, study case and assignment	Critical Review Journal	20%

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week8		Students are able to understand the theory and concept of regional development through the approach of mega-urban, peri-urban, poly urban region (PUR), and network strategy		Students are able to comprehend regional development through mega urba, peri urban, PUR, and network strategy approach concept	Introduction to concept of mega-urban and peri-urban, as well as the interrelation of both	M1	100	face to face, lecture, study case	individual involvement	
		Students are able to explain the concept of regional development through the approach of mega-urban, peri-urban, poly urban region (PUR), and network strategy			Introduction to PUR and regional development strategy	M1	60	face to face, lecture, study case	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility			Introduction to network strategy	M1	60	Kuliah tatap muka, Diskusi, Studi kasus	individual involvement	
				Students are able to explain efforts for mega urban, peri urban, PUR and network strategy development	Discussion for study case about mega urban, peri urban, implementation of PUR and network strategy	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week9	Students are able to explain various current and influential policy issues in regional development	Students are able to understand the issues of globalization (for example MEA 2015, SDG's, Rio ++ ) on regional development	Globalisati on issues, regional developme nt approach from time to time, and also regional developme nt policy in Indonesia	Students are able to understand various issues of globalization that affect the development of a region	Introduction of global policies (MEA 2015, SDG's, Rio ++ ) that have an impact on the development of local, regional and national areas	M1	150	face to face, lecture, study case	individual involvement	
		Students are able to explain the impact of global issues in regional development study case		Students are able to describe the effects of globalization issues in regional case studies	Discussion of case studies of the impact of global issues on regional development	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility								
Week10		Students are able to understand various approaches of regional development in Indonesia from time to time		Students are able to understand the period to the various approaches in regional development in Indonesia	Regional development approach in Indonesia in 1960s, 1970s, 1980s, 1990s and 2000s	M1	150	face to face, lecture, study case	individual involvement	

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
		Students are able to explain case study of regional development in Indonesia from various era		Students are able to describe the advantages and disadvantages of regional development approach in Indonesia from time to time in the case study area	Discussion of case studies of regional development approaches in Indonesia from various era / year of planning	M1,M3	120	face to face, lecture, study case and assignment	individual involvement	
		Students are able to conduct a self-evaluation process in the working groups under their responsibility								
Week11		Students are able to understand various development policies, spatial policy and sectoral policies in regional development		Students are able to understand the various types and hierarchy of regional development policy in Indonesia, whether related to development policy, spatial policy or sectoral policy	Types and hierarchy of development policies (RPJP, RPJM, Renstra), spatial planning (RTRW) policies, and sectoral policies at local, regional and national levels	M1	150	face to face, lecture, study case	individual involvement	



Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week13		Students are able to provide practical solutions to regional development issues in case studies		Students are able to describe practical solutions to the problem of regional development in Indonesia in case study	Discussion of case studies of the solution and problem of regional development in Indonesia	M1, M2, M3, M5, M7	300	face to face, lecture, study case and assignment		
		Able to demonstrate independent performance, quality, and measurable			Evaluation		100	Quiz	Understanding regional development approaches	30%
Week14		Students are able to formulate regional planning scenarios		Students are able to manage social, economic, and environmental data to solve regional development study case comprehensively	Interpretation of social, economic, and environment data and problem solving	M1, M2, M3, M5, M7	300	face to face, lecture, study case and assignment		
Week15		Students are able to formulate regional planning scenarios		Students are able to analyze spatial characteristic of a region in study case	Regional planning analysis method	M1, M2, M3, M5, M7	100	face to face, lecture, study case and assignment		
				Students are able to formulate scenario of regional development	Discussion and assignment on forming new regional planning	M1, M2, M3, M5, M7	300			

Lecturing week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method	Course Duration	Modes of Delivery	GradingPolicy	Assesment Weight (%)
1	2	3	4	5	6	7	8	9	10	11
Week16		Students are able to communicate verbally, visually and in writing from the preparation of a regional plan based on a determined case study		Presentation	Presentation	M1, M2, M3, M5, M7	300	face to face, lecture, study case and assignment		
		Students are 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				M1, M2, M3, M5, M7	200	assignment collectio	Study case report	30%

**Suggested course material : (Max 5)**

1. Adisasmitha, Rahardjo [2005] Dasar-Dasar Ekonomi Wilayah, Graha Ilmu, Yogyakarta

2. Adisasmitha, Rahardjo. 2008. Pengembangan Wilayah: Konsep dan Teori. Graha Ilmu. Yogyakarta.

3. Alkadri, et al. 2001. Manajemen Teknologi Untuk Pengembangan Wilayah. P2KTPW BPPT. Jakarta.

4. Capello, Roberta dan Nijkamp, Peter. 2009. Handbook of Regional Growth and Development Theories. Edward Elgar Publishing. Cheltenham, UK.

5. Glasson, John dan Marshall, Tim. 2007. Regional Planning. Routledge. New York.

## **Subject Evaluation**

Mechanism and proportion of evaluation for subject REGIONAL PLANNING is regulated as follows:

Evaluation I (20%) : Critical Review

- Individual Task
- Review the paper in a journal

Evaluation II (20%) : Lecture material presentation

- Lecture material Tugas kelompok pembahasan materi kuliah
- Identify a case related to Regional planning
- Analyze a Regional Planning case

Evaluasi III (30%) : Individual exam questions/QUIZ

- Written exam

Evaluasi IV (30%) : Presentation and Analysis-of-Study-case task report

- Individual Presentation (10%) Analysis-of-Study-case task reports (20%)
- Group task
- Analyze a study case in a group using a references from task I and task II then add assistance about effort and recommendation



## EVALUATION AND REGIONAL PLANING EVALUATION PLAN

### 1. EVALUATION I :

#### TASK I – CRITICAL REVIEW

<b>Subject</b>	Regional Planning
Credit	3/ 4,86
Module (Main study)	Module 1 – Module 6
Learning purposes of module	<ul style="list-style-type: none"> <li>● Students are able to apply the basic concept of region and regional planning in understanding a regional development issue</li> <li>● Students are able to explain the impact of regional economy factors toward the regional development</li> <li>● Students are able to explain the impact of technology and innovation factors toward the regional development</li> <li>● Students are able to explain the impact of environmental carrying capacity factors toward the regional development</li> <li>● Students are able to explain the impact of location and room factors toward the regional development</li> <li>● Students are able to explain any issues and current policy which have impact in regional development</li> </ul>
Learning purposes of Critical Review task	<ul style="list-style-type: none"> <li>● Student know any issues related to regional planning</li> <li>● Student are able to understand every issues related regional planning and able to discuss it with the other students</li> <li>● Students are able to compare between the reviewed issue and the same issue which developing in Indonesia</li> </ul>
Level of difficulty of critical review task (C1 to C6)	C1, C2
Details of Critical Review task	Description of task and evaluation criteria attached below

**EVALUATION I:  
TASK I – CRITICAL REVIEW**

**A. PURPOSE**

Evaluation I formed in an individual task where the student requested to arrange/criticize toward a paper which sourced from national/international journal related to regional planning from every regional aspects. The purpose of evaluation I are:

- Student know any issues related to regional planning
- Student are able to understand every issues related regional planning and able to discuss it with the other students
- Students are able to compare between the reviewed issue and the same issue which developing in Indonesia

**B. ASSIGNMENT MATERIAL**

Assignment material included the outline consist of :

- Description/main issue review
- Explanation/main issue critics
- Main issue conclusion
- Lesson learned
- Bibliography
- Attachment (Paper/reviewed paper)

**C. ASSIGNMENT IMPLEMENTATION**

- Task is done by individu. Review and don't translate, make a summary and describe it with your own improvement. To give a critics, the student must use minima 2 paper related to the assignment
- Student suggested to do consultation/assistance to the lecturer before finalizing the assignment
- Task is typed in A4 portrait paper, space 1 – 1,5, the number of page is unlimited
- Task (in softcopy) is submitted on week 7, one class collected in a folder and send it to these email addresses: [erli.martha@gmail.com](mailto:erli.martha@gmail.com) and [velykazu@gmail.com](mailto:velykazu@gmail.com). The file name use a format **PERWIL\_Evaluation1\_NRP\_Name**, example: **PERWIL\_Evaluasi1\_821104000009\_Dimas**

**D. EVALUATION CRITERIA**

Evaluation percentage for Evaluation I is 20% :

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 used formake a conclusions.	There's no spesific organization. Facts are not used to support theirstatement	
	(10-8)	(6-8)	(4-5)	(3-2)	(0-1)	
Content	Content that can beinspire listener to develop their minds.	Has an accurate and complete presentation.The listener has a new knowledge about that topics	Has an accurate contentbut not complete. The listener less active to discuss that topics	The content was lessaccurate because there's no data andfact that supports it	The content are not accurate and very common. Listener didn'tget any lessons from this presentation	
	(10-8)	(6-8)	(4-5)	(3-2)	(0-1)	
Discussion	The right argumentationwith example or the fact	The right argumentationbut lacking of the fact	The lack of argumentation but havefact or example	The lack of argumentation and nothave example	Argumentation is wrong	

**2. EVALUATION II :**

**TASK II – LECTURE MATERIAL PRESENTATION**

<b>Subject</b>	Regional Planning
<b>Credit</b>	3/ 4,86
<b>Module (Main study)</b>	Module 1 – Module 6
<b>Learning purposes of module</b>	<ul style="list-style-type: none"> <li>• Students are able to apply the basic concept of region and regional planning in understanding a regional development issue</li> <li>• Students are able to explain the impact of regional economy factor toward the regional development</li> <li>• Students are able to explain the impact of technology and inovation factors toward the regional development</li> <li>• Students are able to explain the impact of environmental carrying capacity factors toward the regional development</li> <li>• Students are able to explain the impact of location and room factor toward the regional development</li> <li>• Students are able to explain any issues and current policy which have impact in regional development</li> </ul>
<b>Learning purposes of lecture material- group task presentation</b>	<ul style="list-style-type: none"> <li>• Students are able to identify an actual case of regional planning based on every-week lecture material</li> <li>• Students are able to describe a regional case which has been identified</li> <li>• Students are able to present empirial facts (quantitave ad qualitative data) from any references related to regional planning issue which the student take to be the assignment material</li> </ul>
<b>Level of difficulty of lecture material- group task presentation (C1 to C6)</b>	C1, C2
<b>Details of lecture material-group task presentation</b>	Description of task and evaluation criteria attached below

**EVALUATION II:  
TASK II – LECTURE MATERIAL PRESENTATION**

**A. PURPOSE**

Evaluation II formed in a group task which student requested to identify a case related to regional planning in some variative approachment. The purposes of Evaluation II are:

- Students are able to identify an actual case of regional planning based on every-week lecture material
- Students are able to describe a regional case which has been identified
- Students are able to present empirical facts (quantitative and qualitative data) from any references related to regional planning issue which the student take to be the assignment material

**B. ASSIGNMENT MATERIAL**

Assignment material include :

- Theory, concept, method on regional planning (related to the topic)
- Analysis a case in regional planning/Study case (related to the topic)
- Regional development strategy (related to the topic)

**C. ASSIGNMENT IMPLEMENTATION**

- The task is done by a group. The draft of task (Evaluation II) must be presented and discussed by the reviewer (group). Every student have to participate in the discussion
- Student suggested to do consultation/assistance to lecturer before finalizing the task
- The task is typed on A4 portrait paper, space 1 – 1,5, the number of page is unlimited
- Task (in softcopy) is submitted one week after a week when a group already presented, one class collected in a folder and send it to these email addresses: [erli.martha@gmail.com](mailto:erli.martha@gmail.com) and [yelykazu@gmail.com](mailto:yelykazu@gmail.com). The file name use a format **PERWIL\_Evaluation2\_NRP\_Name**, example: **PERWIL\_Evaluasi2\_821104000009\_Dimas**

**D. EVALUATION CRITERIA**

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 makesure 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 used for make a conclusions.	There's no spesific 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	

**3. EVALUATION III :**  
**TASK III – Quiz**

<b>Subject</b>	Regional Planning
Credit	3/ 4,86
Module (Main study)	Modul 1 – Modul 6
Learning purposes of study	<ul style="list-style-type: none"> <li>• Students are able to apply the basic concept of region and regional planning in understanding a regional development issue</li> <li>• Students are able to explain the impact of regional economy factors toward the regional development</li> <li>• Students are able to explain the impact of technology and innovation factors toward the regional development</li> <li>• Students are able to explain the impact of environmental carrying capacity factors toward the regional development</li> <li>• Students are able to explain the impact of location and room factors toward the regional development</li> <li>• Students are able to explain any issues and current policy which have impact in regional development</li> </ul>
Learning purposes of Quiz task	<ul style="list-style-type: none"> <li>• Evaluate the level of success in learning session related to the substance of regional planning</li> <li>• Evaluate the level of success in learning session related to the theory application and the concept of regional planning to anticipate/handle any regional development issues</li> <li>• Evaluate the level of success in learning session toward the lesson learned indicator which expressed by the student's answer related to their "professional" experience when do the exploration and understanding the theory/concept</li> </ul>
Level of difficulty of Quiz (C1 to C6)	C1, C2, C3
Details of Quiz	Description of Quiz is attached below

**EVALUATION III:  
QUIZ**

**A. FORMAT**

Evaluation III formed in written exam with answering practical questions related to regional development issue, regional growth gap, regional development theories and any regional development activity. The format is *open-book*.

**B. PURPOSE**

The purposes of evaluation III are:

- Evaluate the level of success in learning session related to the substance of regional planning
- Evaluate the level of success in learning session related to the theory application and the concept of regional planning to anticipate/handle any regional development issues
- Evaluate the level of success in learning session toward the lesson learned indicator which expressed by the student's answer related to their "professional" experience when do the exploration and understanding the theory/concept

**C. EVALUATION CRITERIA**

Evaluation percentage for Evaluation III is 30%

			Essay question	81-100	71-80	66-70	51- 65	0-50
<b>ADVANCE</b>	<b>INTERMEDIATE</b>	<b>BASIC DURP</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
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Basic type of Individual exam questions/QUIZ

Basic URP	
Remembering	Understanding
Identify	Explain
Mention	Decipher
Show	Formulate
Collating Lists	Summarize
Matchmaking	Provide
Choose	examples
Give a definition	Forecast
Declare	Conclude
	Estimate
	Prove

## EXAMPLE OF QUIZ (Academic year 2017-2018)

### QUESTIONS

1. For the first time, concept of Growth Pole introduced by Francois Perroux (1956) with an assumption that the growth don't happen in random place and also didn't happen simultaneously, but the growth only happen in some points or some pole of growth with fluctuate intensity. Mention and explain (minimal) 2 effects from that growth pole/point **(20 points)**
2. Paradigm regional development based on the supremacy of competitiveness have approachment shift from *supply side* to *demand side*. Explain (minimal) two differences between supply side approachment (Ricardian's theory) and demand side approachment (Porter's theory) also give the example based on the case **(30 points)**
3. Explain these differences followed by the example of the case:
  - a. Growth Pole with Agropolitan? (10 points)
  - b. LED with OVOP? (10 points)
  - c. Comparative advantage with competitive advantage? (10 points)
  - d. Mitigation with adaptation in climate change? (10 points)
  - e. Rural urban linkage and network strategy? (10 points)

### ANSWERS

1. The effects from growth pole:
  - Spread effect : dissemination (factory relocation, population distribution, investment growth)
  - Backwash effect : polarisation (activity in buffer location move to the core location)
  - Net spill-over effect
2. The differences are:
  - Teori Ricardian: the competitiveness formed from the endowment factor
  - Teori Porter: the competitiveness formed from the ability-to-compete factors
3. Here are the differences:
  - a. Growth pole focuses the top-down based on regional development strategy, while the agropolitan focuses bottom-up based on regional development strategy
  - b. LED focuses on regional development concept with endogen factors based toward partnership and institutional strengthening, while OVOP focuses on to create a superior main product in every region with their local uniqueness but still have global competitiveness
  - c. Comparative superiority based on nature factor such as land, inhabitants, location, etc, while comparative superiority rely on the compete-strategy factor, production factors condition, demand condition, and proponent industry condition to create a region competitiveness
  - d. Mitigation is an effort to reduce GRK emission while adaptation is an effort to reduce the impact which caused by the climate change (climate risk)
  - e. Rulink focuses on the rural-urban-relation strengthening strategy toward Rulink policy, while the network strategy focuses on the regional cluster formation as the complex rural-urban agglomeration which form a rural-urban interdependence

**4. EVALUATION IV :  
PRESENTATION AND STUDY CASE ANALYSIS TASK REPORT**

<b>Subject</b>	Regional Planning
Credit	3/ 4,86
Module (Main study)	Module 7
Learning purpose of module	<ul style="list-style-type: none"> <li>• Students are able to describe a regional development issue in Indonesia in a study case</li> <li>• Students are able to describe the practical solution based on the regional development issue in Indonesia in a study case</li> <li>• Students are able to manage the social data, economy, environment for formalize the regional development issue with comprehensive in study case</li> <li>• Students are able to analyze the characteristic of Regional space in a study case</li> <li>• Students are able to form a regional plan scenario formulation</li> </ul>
Learning purposes of Study case analysis task	<ul style="list-style-type: none"> <li>• Students are able to review some references related to the factor which causing a regional development issue, impact and its implication, also effort and recommendation toward the regional development issue which has been identified in Evaluation II</li> <li>• Students are able to identify the causing factor of regional development issue and able to value the impact of regional development issue which has been identified in Evaluation II</li> <li>• Students are able to arrange the efforts and recommendation to solve the regional development which has been identified in Evaluation I and has been analyzed in evaluation II</li> <li>• Students are able to arrange the lesson learned related to the effort to solve the regional development issue which has been formalized</li> </ul>
The level of difficulty of Study case analysis task (C1 until C6)	C1, C2, C3, C4
Details of Study case analysis task	Description of Study case is attached below

**EVALUATION IV:  
TASK IV – PRESENTATION AND STUDY CASE ANALYSIS TASK REPORT**

**A. PURPOSE**

Evaluation IV formed in a group task where the student is requested to analyze an issue and then make an effort and recommendation to solve the regional planning issue which has been analyzed in Evaluation II. The purpose of evaluation IV are:

- Students are able to review some references related to the factor which causing a regional development issue, impact and its implication, also effort and recommendation toward the regional development issue which has been identified in Evaluation II
- Students are able to identify the causing factor of regional development issue and able to value the impact of regional development issue which has been identified in Evaluation II
- Students are able to arrange the efforts and recommendation to solve the regional development issue which has been identified in Evaluation I and has been analyzed in evaluation II
- Students are able to arrange the lesson learned related to the effort to solve the regional development issue which has been formalized

**B. ASSIGNMENT MATERIAL**

Assignment material included outline consists of :

- Identification of Regional development issue (Evaluation II)
- General description of regional development issue (Evaluation II)
- Literature Review
- Analysis of Regional development issue
- Handling concept of regional development issue
- Lesson learned
- Bibliography
- Attachment

**C. ASSIGNMENT IMPLEMENTATION**

- The task is done by group. The member of group's classification is same with the classification on the evaluation II
- Task Draft of Evaluation IV is presented in a form of Roundtable Discussion which will be facilitated by the lecturer. Each group has to provide the exposure materials (PPT) with 1 copy for the lecturer and some copies for the other groups. Each member is expected to participate in the discussion.
- The student is suggested to do consultation/assistance to the lecturer before finalizing the task
- The task is typed in A4 portrait paper, space 1 – 1,5, the number of pages is unlimited
- The task is submitted on week 16 in softcopy file and send this to each lecturer who gives the assistance: [erli.martha@gmail.com](mailto:erli.martha@gmail.com) and [velykazu@gmail.com](mailto:velykazu@gmail.com) with the format: **PERWIL\_Evaluation2\_NRP\_Name**, example **PERWIL\_Evaluasi2\_821104000009\_Dimas**.
- The assignment material also has to be published in a journal which is uploaded in [www.academia.edu](http://www.academia.edu)

**D. EVALUATION CRITERIA**

Evaluation criteria of presentation task

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 makes 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 use for 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	

Evaluation criteria of Study case analysis task report:

Sub Chapter	81-100	71-80	66-70	51- 65	0-50
Introduction	The Empirical facts are completed and very relevant, the urgency of the problem is high	The Empirical facts are completed and very relevant, but the urgency is not high	The empirical facts are stated but not relevant and urgent	The empirical facts is not completed, not relevant and not urgent	Empirical facts is not stated and could for the research question
Literature Review	Literature review substance is completed and has stated more than the reference	Literature review substance is stated accordingly to TOR	Suitable for the topic but not completed	Unsuitable for the topic and not completed	Not completed and irrelevant
Methodology	Data needed, how to obtain data and techniques to process data precisely and explained in detail	Data needed, how to obtain data and explained in detail but the data processing is not right	Understood how to obtain data but the data is not completed and the process is not right	Data needed, how to obtain data and data processing techniques is not right	Data required, means of obtaining it, and data processing techniques are incorrect
Discussion	Data is completed and the interpretation is right	Data is completed but the interpretation is wrong	Data is completed but there is not interpretation	Data is not completed	Data incomplete and inappropriate
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	Conclusion quality is highly inappropriate