



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	RURAL AREAS PLANNING											
COURSES CODE	DK184720											
SEMESTER	VIII											
CREDITS	3/ 4,86											
LECTURER	Arwi Yudhi Koswara, ST, MT											
COURSE METHODOLOGY:	Konsepsi dan Pengertian Desa, Kelembagaan Desa, Teknik Memahami Masyarakat Desa, Teknik Perumusan Aspirasi Masyarakat Desa, Teknik Perencanaan Desa.											
PROGRAM LEARNING OUTCOME (PLO)												
SPEIFIC 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										
SPEIFIC SKILLS	2.1	Able to compile the planning concept and direction of the plan through the study of strategic issues in the context of urban, regional, and coastal planning problems with understanding through observation and utilization of the data of physical/spatial, social, economic and environmental										
	2.5	Able to produce creative, innovative, sustainable planning that are accommodating public interest in which the resulted plans are reviewed on the rules and theories of planning and communicating them visually, verbally and in writing so that can be accounted academically										
COURSES LEARNING OUTCOMES (CLO)	Able to understand concept and definition of rural planning											
	Able to explain about rural institutional											
	Able to apply techniques to understand rural community											
	Able to finish project from field study											
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
	CPMK-1. Students are able to identify "actual" rural planning issues according to the lecture material every week	1		1	1				1			
	CPMK-2. Students are able to describe the problems of rural planning that they have identified			1	1				1			
	CPMK-3. Students are able to present empirical facts			1	1				1			

	(quantitative data, qualitative data) from various reference sources related to rural planning issues that he appointed as assignment material.												
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**RURAL AREAS PLANNING COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

LECTURE	LEARNING OUTCOME (FROM WEEKLY MATERIALS)	SCOPE	LEARNING METHODS (WEEK 1-7)	COURSE DURATION (MINUTES)	MODES OF DELIVERY (PRESENTATION, TASK, DISCUSSION, QUIZ, PRACTICE)	GRADING POLICY	ASSESSMENT (%)
1	2	3	4	5	6	7	8
1	Introduction and Lecture Agreement	Concept related to rural planning	Discussion and lecture	400	Discussion		0
2	Definition of rural planning based on constitution	Explanation about rural constitutional about scope of rural planning	Discussion and lecture	400	Discussion		0
3 dan 4	Techniques to understand rural community	Understanding physical, economy, and social component of rural area	Discussion and cooperative learning	1600	Task	Explanation of 3 main component in rural community	10
5 dan 6	Rural institutional	Understanding the existence of formal and informal rural institutional	Discussion and cooperative learning	1600	Task	Explanation of rural communities representative. Custom systems and norms	10
7 dan 8	Techniques to formulate rural community aspiration	PRA techniques	Discussion and cooperative learning	1600	Task	Explanation about the right techniques to use, who involved, and result obtained	10
9 dan 10	Techniques of rural planning	Rural planning stages through community action plan	Discussion and cooperative learning	1600	Task	menjelaskan prosedur perencanaan desa minimal untuk perencanaan fisik dan ekonomi	10
11	Rural planning innovation (RPJMDES and ADD)	Rural planning program, rural funds allocation/rural economic center	Discussion and lecture	400	Discussion		0

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1	2	3	4	5	6	7	8
12	Program of rural planning institutional development (P2i)	Participative development program					
	Financing program of rural planning (PP)	Development of rural institutional and sustainability efforts with financial backup	Discussion and lecture	400	Discussion		0
13	Rural investment program (PI)	Sector investment allocation in community					
	Rural local economic development program (PELP)	Rural local economic development program	Collaborative learning	800	Task	Explaining about 4 stages about rural local economic development based on study case	20
14	Field study	study case	Collaborative learning		Discussion		0
15	Assistance of presentation task	study case		1600	Discussion		
16	Project presentation	study case		1600	Discussion	Explain about study project	40

REFERENCES
Supeno, Wahyudin, perencanaan desa terpadu, ipb press, 2014, Proceeding Seminar Perlindungan Sumber Daya Tanah untuk Mendukung Kelestarian Pertanian Tangguh, Balitkabi, 1997

EVALUATION I

A. DESCRIPTION

Evaluation I comes in form of **group task** where students are asked to identify problems related to topics in Rural Planning lecture by various approach. Purpose of Evaluation I are:

- To assess how far students can identify actual problems of rural planning as taught in class every week
- To assess how far students can describe the identified rural planning problems
- To assess how far students can presents the empirical facts (quantitative and qualitative data) from various reference related to the rural planning problems picked before

The evaluation is presented by groups based on learning material and schedule (3 members per group)

B. LEARNING MATERIALS

Learning materials including the following topics:

- Theories, concepts, and methods in rural planning
- Analysis of rural planning methods
- Strategy of rural planning development

C. IMPLEMENTATION

- The task is done by group. Draft of Evaluation I will be presented in form of Roundtable Discussion, facilitated by lecturer. Every students are expected to participate in the discussion.
- Students are suggested to assist or consult their draft to the lecturer before finishing.
- The task are typed in A4 paper with portrait orientation, spacing of 1 to 1.15, with no restrictions of draft length.

D. SCORING 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 (10-8)	The presentation was organized and showing fact that make sure to support the conclusions (6-8)	The presentation has focus point and showing some evidence that support the conclusions (4-5)	The presentation has focus point, but evidence were insufficient to used for make a conclusions. (3-2)	There's no specific organization. Facts are not used to support their statement (0-1)	
Content	Content that can be inspire listener to develop their minds. (10-8)	Has an accurate and complete presentation .The listener has a new knowledge about that topics (6-8)	Has an accurate content but not complete. The listener less active to discuss that topics (4-5)	The content was less accurate because there's no data and fact that supports it (3-2)	The content are not accurate and very common. Listener didn't get any lessons from this presentation (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 II

A. PURPOSE

Evaluation II comes in form of **Literature Review**, where students are asked to find article/paper from the reliable sources (proceeding seminars, international or national journals, not from blog, final projects, theses or dissertations) that contains study case related to problems on rural planning, rural institution or rural development strategies and programs. Then, students will form critical review to issues from the article/paper. The purpose of Evaluation II is to:

- Assess how far students know about issues related to rural planning
- Assess how far students can compare the reviewed issue to similar happened issue in Indonesia, from various literature.

In giving critics, students are mandatory to use the minimum of 3 references or literature related to the reviewed article/paper. The reference source can be obtained from journal, proceeding seminars, or final task/thesis/dissertation reports.

B. LEARNING MATERIAL

The learning material including the following material:

- Issue Explanation
- Concept Explanation from Article
- Critiques
- Conclusions
- Lesson learned
- Bibliography
- Appendices (reviewed article/paper)

C. IMPLEMENTATION

- Assignment is done individually. Reviewing is not translating, but a process of summarizing and criticizing issues in the article with students own words.
- Students are suggested to consult or assist their work to the lecturer before finishing.
- The assignment is typed in A4 paper with portrait orientation, spacing of 1-1.15, with no page restrictions.

- The assignment is collected in Week 14 to email address:
velykazu@gmail.com

D. SCORING CRITERIA

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

EVALUATION III

Evaluation III comes in form of written text by answering 3-5 questions related to rural development problems, rural planning concepts, and rural typology, close-book.

SCORING CRITERIA

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

EVALUATION IV

A. PURPOSE

Evaluation IV come in form of group task where students are asked to review and evaluate a study case by analyzing problems and forming strategies and programs to handle the rural planning problems that has been studied in Evaluation II. Purpose of Evaluation IV is to:

- Assess how far students can review references related to factors of rural development problems and relevant strategies and programs as identified in Evaluation II
- Assess how far students can form the learned lesson related to the formulated rural development strategies and programs from the study case

B. LEARNING MATERIALS

Learning materials including the following topics:

- Introduction that contains study background, goals, objectives, and scopes of studied area and topics.
- Literature Review
- Methodology
- General Descriptions of Study Area
- Rural Planning Problem Analysis
- Rural Development Strategies and Programs
- Conclusions
- Lesson Learned
- Bibliography

C. IMPLEMENTATION

- Assignment is done by group (3-4 members/group)
- Students are suggested to consult or assist their draft to the lecturer before finalizing their work.
- The assignment is typed in A4 paper with portrait orientation, spacing of 1 – 1,5, with no page restrictions.

D. SCORING CRITERIA

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