



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	SEMINAR		
COURSES CODE	DK184701		
SEMESTER	VI		
CREDITS	3/ 4,80		
LECTURER	Hertiari Idajati, S.T, M.Sc.		
	Ardy Maulidy Navastara, S.T, M.T.		
	Ema Umilia, S.T, M.T.		
Study Material (BK)	BK50	BK51	BK52
	Thematic concept Research/Project	Approahes & Procedures Research/Project	Analysis Techniques Research/Project
PROGRAM LEARNING OUTCOMES (PLO)			
SPECIFIC SKILL	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 inwriting so that can be accounted academically	
PROFESSIONAL ATTITUDE	3.1	Able to demonstrate the professional skills necessary to be effective and succeed in the modern workforce includingwork well in multi-disciplinary teams, the ability to create job opportunities the ability to formulate and solve problems, and the ability to communicate effectively, and to uphold standards of planning ethics and professionalism	
COURSE LEARNING OUTCOMES (CLO)			
KNOWLEDGE	Mastering the techniques and processes of urban and regional planning in the aspects of urban studies, regional studies, spatial science, data science & computer application, socip-politics, environment management, urban design, infrastructuresystem, coastal studies, management, and economics		
BASIC SKILLS	Students able to compose preliminary chapter in seminar proposal		
	Students able to synthesize research literatures		
	Students able to determine the proper research methods compatible to the purpose of the research		
ADVANCED SKILLS	Able to apply logical, critical, systematical, and innovative cognition in the context of development or implementations inthe aspects of urban studies, regional studies, spatial science, data science & computer application, socio-politic, environmental mangement, uban design, infrastructure system, coastal studies, management economics through the formulation of seminar proposal		
ATTITUDE	Showing the sense of responsibility on the assignment in their field independently		

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 write research proposals.	1	1	1		1						
	CPMK-2. Students are able to convey the idea of research proposals verbally.	1	1	1		1						
	CPMK-3. Students are able to revise and develop research proposals	1	1	1		1						

MODULE LEARNING OUTCOMES

- Able to construct empirical facts
- Able to construct issue formulation
- Able to formulate research purpose and targets
- Able to formulate the scope of research
- Able to compose literature review, literature study, and the synthesis of literature
- Able to formulate the approach and the category of research
- Able to formulate the variables within the research and their operational definitions
- Able to formulate sampling methods, data-collecting methods, and analysis methods

MODULES

TOTAL MINUTES PER MODULE

1	Composing preliminary of seminar proposal	Thematic concept Research/Project			1240
		1240			
2	Formulation of literature review, literature study, and the synthesis of literature	Thematic concept Research/Project	Pendekatan & Procedur Research/ Project	Analysis Techniques Research/Project	960
		120	420	420	
3	Formulation of research methods	Approahes & Procedures Research/Project	Analysis Techniques Research/Project		1830
		915	915		
5	Formulation of the general description within the area of research	Thematic concept Research/Project			300
		300			
6	Seminar proposal discussion	Thematic concept Research/Project	Pendekatan & Procedur Research/ Project	Analysis Techniques Research/Project	1140
		380	380	380	

WEEK	COURSE LEARNING OUTCOMES	MODULE LEARNING OUTCOMES	MODULE	EXPECTED LEARNING OUTCOMES	SCOPE	LEARNING METHODS	COURSE DURATION	METHODS OF DELIVERY	GRADING POLICY	ASSESSMENT (%)
1	2	3	4	5	6	7	8	9	10	11
1	Able to understand planning issues through the observation of social, economical, and environmental conditions, thus enabling the formulation of strategic issues in the context of urban, regional, or coastal	Students able to construct empirical facts	Composing preliminary of seminar proposal	Students able to compose the preliminary chapter of seminar proposal	Syllabus discussion, evaluation, assignment. Definition, empirical fact construction	M3,	480	Lecture, Discussion	Individual activeness	
2		Students able to construct issue formulation			Identification of issue formulation	M3, M7	300	Discussion, assignment	Individual activeness	
3		Students able to formulate research purpose and targets			Identification of research purpose and targets	M3, M7	300	Discussion, assignment	Individual activeness	
4		Students able to formulate			Identification on the	M3, M7	160	Discussion, assignment	Draft proposal chapter 1	20%

		the scope of research			scope of research					
5	Able to process social, economical, and environmental data through the formulation of proper data necessity according to the strategic issues and the methods of approach which utilizes ICT in order to create creative and innovative planning products	Students able to compose literature review	Formulation of literature review, literature study, and the synthesis of literature	Students able to compose literature review chapter in seminar proposal	Formulating literature review	M3, M7	480	Discussion, assignment		
6		Students able to synthesize research literatures			Formulating synthesis of literature	M3, M7	480	Discussion, assignment	Draft proposal chapter 2	15%

7		Students able to formulate the approach and the category of research	Formulation of research methods	Students able to compose research method chapter in seminar proposal	Penentuan pendekatan dan jenis penelitian	M3, M7	150	Discussion, assignment		
8		Students able to formulate the variables within the research and their operational definitions			Determining variables and operational definitions	M3, M7	300	Discussion, assignment		
9		Students able to formulate data assembly methods			Formulation of data assembly methods	M3, M7	300	Discussion, assignment		
10		Students able to formulate analysis methods			Formulation of analysis methods	M3, M7	480	Discussion, assignment		
		Students able to compose survey design			Composing survey design	M3, M7	300	Discussion, assignment	Draft proposal chapter 3	15%

11		Students able to compose the general description within the area of research	Formulation of the general description within the area of research		Composing research general description	M3, M7	300	Discussion, assignment		
12					Seminar proposal draft submission	M3, M7		Discussion, assignment		
13		Students able to formulate the variables within the research and their operational definitions	Seminar proposal discussion	Students able to presentate seminar proposal	Presentati on	M3, M7	480	Discussion, assignment	Seminar assesment	35%

14		Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies the values of the humanities in accordance with their fields of expertise	Seminar proposal revision		Seminar proposal revision	M3, M7	300	Discussion, assignment		
15					Seminar proposal revision	M3, M7	300	Discussion, assignment		
16					Assignment submission	M3, M7	60	assignment	Revision of seminar assesment	15%

THE COURSE EVALUATION

The mechanism and proportion of assessments for SEMINAR courses are arranged as follows: Evaluation I (20%) :

Preparation of Chapter 1

- Individual task
- Compile the background, problem formulation, goals and objectives, benefits, scope, systematics of writing and the Thinking Framework.

Evaluation II (15%) : Preparation of Chapter II

- Individual task
- Revise the preparation of chapter 1
- Develop a study of theory and or best practice and previous research

Evaluation III (15%) : Preparation of Chapter III

- Individual task
- Revise the preparation of chapter 1 and chapter II
- Develop research approaches, types of research, research variables, data collection methods, analysis methods and stages of research

Evaluation IV (35%) : Seminar Session

- Individual task
- Presenting the results of the preparation of chapter 1, chapter 2, chapter 3 and an overview of the Study Area and Survey Design

Evaluation V (15%) : Improved results of the Seminar Session

- Individual task
- Make improvement of the result of seminar session

EVALUATION PLAN AND ASSIGNMENT PLAN OF SEMINAR COURSE

1. EVALUATION I :

ASSIGNMENT I – PREPARATION OF CHAPTER I

Course	Seminar
Credit	3 credits
Modules	Module 1

Module learning objectives	<ul style="list-style-type: none"> • Students are able to master regional and city planning techniques and processes in urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, urban design, infrastructure systems, coastal studies, management, economics • Students are able to compile the introductory chapter of the seminar proposal
Learning objectives of the weekly presentation and discussion	<ul style="list-style-type: none"> • Students are able to construct empirical facts • Students are able to formulate a problem statement • Students are able to formulate the goals and objectives and benefits of research • Students are able to formulate the scope of the research • Students are able to compile a systematic of writing and a framework of thinking
The depth of the Weekly presentation and discussion (C1 until C6)	C1, C2, C3
Assignment details of the preparation of chapter I	Job descriptions and assessment criteria are enclosed below

**EVALUATION I:
ASSIGNMENT I – PREPARATION OF CHAPTER I INTRODUCTION**

A. OBJECTIVES

Evaluation I is an INDIVIDUAL TASK where students are asked to compile Chapter 1 Introduction in the Final Project proposal. The purpose of Evaluation I is:

- Students are able to construct empirical facts

- Students are able to formulate a problem statement
- Students are able to formulate goals and objectives as well
- Students are able to formulate research benefits
- Students are able to formulate the scope of the research
- Students are able to compile a systematics of writing and a framework of thinking

B. ASSIGNMENT MATERIAL

The assignment material consists of :

Description of the background by describing the existence of empirical facts in the background, supported by up to date data /information and valid reference sources.

- Formulation of appropriate problems and correct research questions
- Formulation of research goals and objectives that are in accordance with the topic / title
- Determination of the scope of the study consisting of the scope of the region, substance, discussion
- Formulation of the benefits of appropriate research both theoretical benefits and practical benefits of research.
- Systematic preparation of discussions and frameworks in accordance with the topic / research title.

C. ASSIGNMENT IMPLEMENTATION:

- Tasks done individually are submitted at the 5th WEEK. .
- Students are required to conduct consultation / assistance to a designated supervisor
- Writing format adjusted to the guidelines for preparing seminar proposals.

D. CRITERIA OF EVALUATION

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

No	Assessment Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very bad 0-55	Percentage	Score
1	Compliance with the title with the contents of the seminar	Very suitable between the title and content of the seminar	In accordance with the title and content of the seminar	Enough to match the title and content of the seminar	There is no conformity between title and content of the seminar	There is no conformity between title and content of the seminar	15%	
2	Writing background describing the existence of empirical facts in the background, supported by up to date data / information and valid reference sources	It is very suitable in the use of the existence of empirical facts to compile the background and be supported by up to date data / information and valid reference sources	It is very suitable in the use of the existence of empirical facts to arrange the background, but it is not supported by up to date data / information and valid reference sources	Enough According to the use of the existence of empirical facts in preparing the background, it is not supported by up to date data / information and valid reference sources	Less suitable in the use of the existence of empirical facts to arrange background and not supported by up to date data / information and valid reference sources	Not suitable in the use of the existence of empirical facts to compile the background, and not supported by up to date data / information and valid reference sources	25%	
3	The truth of the formulation of problems and research questions	Right in the formulation of problems and research questions	Correct in formulating the problem but not right in formulating research questions	Right in formulating problems but not right in formulating questions	Less correct in formulating problems and research questions	Incorrect in formulating problems and research questions	15%	
4	Truth and suitability in	True and appropriate in	True and appropriate in	Correct and appropriate in	Less appropriate in formulating	Incorrect and inappropriate in	20%	

	formulating research goals and objectives with topics / titles	the formulation of research goals and objectives with the topic / title	the formulation of research goals and objectives with the topic / title	formulating objectives with topics / titles and less appropriate in formulating research objectives	research goals and objectives with topics / titles	formulating research goals and objectives with topics / titles		
5	Accuracy of the scope of study (scope of area, substance, discussion)	Very appropriate in determining the scope of study (scope of area, substance, discussion)	Appropriate in determining the scope of study (scope of area, substance, discussion)	Sufficiently precise in determining the scope of study (scope of area, substance, discussion)	Inappropriate in determining the scope of study (scope of area, substance, discussion)	Not right in determining the scope of study (scope of area, substance, discussion)	10%	
6	The accuracy of making a study path	Very precise in making the flow of thinking studies	right in making the flow of thinking study	Quite right in making a line of thinking	Less precise in making the flow of thinking studies	Not appropriate in making the flow of thinking studies	5%	
7	The truth of library writing (citations) and the updated library / literature	True in writing literature (citations) and updated literature / literature	Correct in library writing (citations) and lack of support for updated literature / literature	Quite Correct in library writing (citations) and not supported by updated literature / literature	Less Correct in library writing (citations) and not supported by the updated library / literature	Not correct in library writing (citations) and not supported by the updated library / literature	5%	
8	Compatibility of writing formats with seminar guides	Very suitable for writing format with seminar guide	according to the writing format with a seminar guide	Enough according to writing format with seminar guide	Less according to the writing format with a seminar guide	Not according to the writing format with a se	5%	
AVERAGE								

2. EVALUATION II :

ASSIGNMENT II – THE PREPARATION OF CHAPTER II

Course	SEMINAR
Credit	3 credits
Modules	Module 2
Module learning objectives	<ul style="list-style-type: none">• Students are able to master regional and city planning techniques and processes in urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, urban design, infrastructure systems, coastal studies, management, economics• Students are able to compile the literature review
Learning objectives of the weekly presentation and discussion	<ul style="list-style-type: none">• Students are able to determine the theory / study relevant to the topic / research title• Students are able to study the literature review substance in a complete and sharp manner that is relevant to the topic / purpose of the study• Students are able to formulate a library synthesis that is relevant to the research.
The depth of the Weekly presentation and discussion (C1 until C6)	C1, C2, C3
Assignment details of the preparation of chapter II	Job descriptions and assessment criteria are enclosed below

EVALUATION II:

ASSIGNMENT II – PREPARATION CHAPTER 2 LITERATURE REVIEW

A. OBJECTIVES

Evaluation II is an INDIVIDUAL TASK where students are asked to compile Chapter 2 Literature Review on Final Project proposals. The purpose of Evaluation II are:

- Students are able to determine the theory / study relevant to the topic / research title
- Students are able to study the literature review substance in a complete and sharp manner that is relevant to the topic / purpose of the study
- Students are able to formulate a library synthesis that is relevant to the research.

B. ASSIGNMENT MATERIAL

The assignment material consists of : :

- Descriptions of theories that are relevant to research objectives and supported by up to date data / information which derive from valid reference sources.
- Complete and sharp assessment of literature review substance relevant to the topic / purpose of the study
- Formulation of library synthesis relevant to research.

C. ASSIGNMENT IMPLEMENTATION

- Tasks done individually are submitted at the 8th WEEK
- Students are required to conduct consultation / assistance to a designated supervisor
- Writing format adjusted to the guidelines for preparing seminar proposals.

D. CRITERIA OF EVALUATION

The evaluation weight for Evaluation II is 15%, which consists of:

No	Assessment Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very bad 0-55	Percentage	Score
1	Conformity between substance Literature Review with topic / title	Very Appropriate substance of Literature Review with the topic / title	Aproprate conformity of the substance of Literature Review with the topic / title	Enough comformity of the substance of Literature Review with the topic / title	Less accordance between the substance of Literature Review with the topic / title	Not accordance between the substance of Literature Review with the topic / title	20%	
2	Completeness and sharpness of the substance study of Literature Review	Very clear and sharp in reviewing the substance of Literature Review	Clear and sharp in reviewing the substance of Literature Review	Clear and sharp enough in reviewing the substance of Literature Review	Less clear and sharp in reviewing the substance of Literature Review	Unclear and sharp in reviewing the substance of Literature Review and library consistency with the aim of research	35%	
3	The accuracy of the formulation of synthesis of literature studies relevant to the research objectives	Consistency of literature with research objectives	Consistency of literature with research objectives	Lack of consistency of literature with research objectives	Consistency of literature with research objectives	It is not appropriate in the formulation of synthesis of literature studies that are relevant to the research objectives	15%	
4	Accuracy in previous research reviewers and / or best practices relevant to the research objectives	It is very appropriate in the formulation of synthesis of literature studies that are relevant to the research objectives	Right in the formulation of synthesis of literature studies that are relevant to the research objectives	Quite appropriate in the formulation of synthesis of literature studies that are relevant to the research objectives	Less precise in the formulation of synthesis of literature studies that are relevant to the research objectives	It is not appropriate to review previous research and / or best practices that are relevant to the research objectives	10%	

5	References	<ul style="list-style-type: none"> • Appropriate in writing literature and complete number & variations that are up to date • There are citations to PWS ITS scientific publications 	<ul style="list-style-type: none"> • Appropriate in writing literature and complete number & variations that are up to date • There is no citation of PWS ITS scientific publications 	<ul style="list-style-type: none"> • Fair enough in updated literature writing and the number and variation of relevant literature citations • There is no citation of PWS ITS scientific publications 	<ul style="list-style-type: none"> • Inaccurate literature updates and the number and variation of relevant literature citations • There is no citation of PWK scientific publications 	<ul style="list-style-type: none"> • Not appropriate in updated literature writing and the number and variation of relevant literature citations • There is no citation of PWK scientific publications 	15%	
6	Compatibility of writing formats with seminar guides	In accordance with the writing format with a seminar guide	In accordance with the writing format with a seminar guide	Enough in accordance with the writing format with a seminar guide	Less in accordance with the writing format with a seminar guide	Not suitable in the use of the existence of empirical facts.	5%	

3. EVALUATION III : ASSIGNMENT III – PREPARATION CHAPTER 3

Course	SEMINAR
Credit	3 credits
Modules	Module 3
Module learning objectives	<ul style="list-style-type: none"> • Students are able to master regional and city planning techniques and processes in urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, urban design, infrastructure systems, coastal studies, management, economics • Students are able to determine the research methodology that is suitable with the research objectives.
Learning objectives of the weekly presentation and discussion	<ul style="list-style-type: none"> • Students are able to formulate research approaches and types of research • Students are able to formulate research variables and operational definitions • Students are able to determine the population and samples that are suitable for the research objectives • Students are able to determine data collection methods that are relevant to the research objectives • Students are able to determine data analysis methods that are relevant to the research objectives • Students are able to determine the correct stage of research
The depth of the Weekly presentation and discussion (C1 until C6)	C1, C2, C3
Assignment details of the preparation of chapter III	Job descriptions and assessment criteria are enclosed below

EVALUATION III:

ASSIGNMENT III – PREPARATION CHAPTER 3 RESEARCH METHODOLOGY

A. OBJECTIVES

Evaluation III is an INDIVIDUAL TASK where students are asked to compile Chapter 3 Research Methodology in the Final Project proposal. The purpose of Evaluation III are:

- Students are able to formulate research approaches and types of research
- Students are able to formulate research variables and operational definitions
- Students are able to determine the population and samples that are suitable for the research objectives
- Students are able to determine data collection methods that are relevant to the research objectives
- Students are able to determine data analysis methods that are relevant to the research objectives
- Students are able to determine the correct stage of research

B. ASSIGNMENT MATERIAL

The assignment material consists of :

- Description of the research approach and type of research in accordance with judary / research topics.
- Description of Determination of research variables and operational definitions relevant to the objectives and objectives of the study
- Description of population determination and number of samples to be used as objects and sources of research data.
- Description of the designation of data collection methods relevant to the research objectives
- Description of the determination of data analysis methods relevant to the research objectives
- Determination of the research stages that are in accordance with the correct research objectives

C. ASSIGNMENT IMPLEMENTATION

- Tasks done individually are submitted at the 11th WEEK
- Students are required to conduct consultation / assistance to a designated supervisor
- Writing format adjusted to the guidelines for preparing seminar proposals.

D. CRITERIA OF EVALUATION

The evaluation weight for Evaluation III is 15%, which consists of:

No	Assessment Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very bad 0-55	Percentage	Score
1	The suitability of the formulation of the research approach and the type of research with the purpose of the study	Very Appropriate formulation of research approaches and types of research with the aim of research	As per the formulation of the research approach and the type of research with the aim of research	Enough According to the formulation of the research approach and the type of research with the aim of the study	No relation between the formulation of the research approach and the type of research with the aim of research	No relation of the formulation of the research approach and the type of research with the aim of the study	10%	
2	Sharpness in the formulation of research variables and operational definitions	Very clear and sharp in formulating research variables and operational definitions, and relevant to the research objectives	Clear and sharp in formulating research variables and operational definitions, and relevant to the research objectives	Clear and sharp in formulating research variables and operational definitions, but less relevant to the research objectives	Less clear and sharp in formulating research variables and operational definitions, but less relevant to the research objectives	Unclear and sharp in formulating research variables and operational definitions, and not relevant to the research objectives	25%	
3	Accuracy in determining research samples	The sample is very precise and in accordance with the research objectives	The sample is right and in accordance with the research objectives	The sample is quite precise and quite in accordance with the research objectives	The sample is less precise and less in accordance with the research objectives	The sample is incorrect and not in accordance with the research objectives	15%	
4	The accuracy of the formulation of	Very appropriate in reviewing previous	Appropriate in reviewing previous	It is quite appropriate to review previous	It is not appropriate to review previous	It is not appropriate to review previous research and / or	15%	

	data collection methods	research and or best practices that are relevant to the research objectives	research and / or best practices that are relevant to the research objectives	research and or best practices that are relevant to the research objectives	research and / or best practices that are relevant to the research objectives	best practices that are relevant to the research objectives		
5	The accuracy of the formulation of data analysis methods	<ul style="list-style-type: none"> • Appropriate in writing literature and complete number & variations that are up to date • There are citations to PWSITS scientific publications 	<ul style="list-style-type: none"> • Appropriate in writing literature and complete number & variations that are up to date • There is no citation of PWSITS scientific publications 	<ul style="list-style-type: none"> • Fair enough in updated literature writing and the number and variation of relevant literature citations • There is no citation of PWSITS scientific publications 	<ul style="list-style-type: none"> • Inaccurate literature updates and the number and variation of relevant literature citations • There is no citation of PWK scientific publications 	<ul style="list-style-type: none"> • It is not appropriate in updated literature writing and the number and variation of relevant literature citations • There is no citation of PWK scientific publications 	20%	
6	The accuracy of the formulation of the research stages	Very precise and detailed in the formulation of the stages of research	Right in the formulation of the stages of research	Enough Right in the formulation of the stages of Research	Less precise in the formulation of the stages of research	Not right in the formulation of the stages of research	10%	
7	Compatibility of writing formats with seminar guides	In accordance with the writing format with a seminar guide	In accordance with the writing format with a seminar guide	Enough in accordance with the writing format with a seminar guide	Less in accordance with the writing format with a seminar guide	Not suitable in the use of the existence of empirical facts to compile	5%	

4. EVALUATION IV : Seminar Session Presentation

Course	Seminar
Credit	3 credits
Modules	Module 2 – Module 13
Module learning objectives	<ul style="list-style-type: none"> • Students are able to master regional and city planning techniques and processes in urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, urban design, infrastructure systems, coastal studies, management, economics • Students are able to prepare Final Project proposals
Learning objectives of the weekly presentation and discussion	<ul style="list-style-type: none"> • Students are able to compile and explain the Introduction chapter • Students are able to compile and explain the Library Review chapter • Students are able to determine and explain the research methodology that is suitable with the research objectives. • Students are able to compile and explain the general description of the study area • Students are able to draw up a survey design
The depth of the Weekly presentation and discussion (C1 until C6)	C1, C2 , C3
Assignment details of the preparation of chapter III	Job descriptions and assessment criteria are enclosed below

EVALUATION IV:

ASSIGNMENT IV – SEMINAR SESSION PRESENTATION

A. OBJECTIVE

Evaluation IV is in the form of an individual where students are asked to present the results of the final assignment proposal. The purpose of Evaluation IV is:

- Students are able to compile and explain the Introduction chapter
- Students are able to compile and explain the Library Review chapter
- Students are able to determine and explain the research methodology that is suitable with the research objectives.
- Students are able to compile and explain the general description of the study area
- Students are able to draw up a survey design
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B. ASSIGNMENT MATERIAL

The assignment material consists of : :

- Description of the Preliminary chapter which includes the Background, formulation of the problem, goals and objectives, benefits, scope, systematic discussion and framework of thinking.
- Description of the Library Review chapter
- Description of research methodology chapters that are suitable with the research objectives, which include research approaches and types of research, research variables and operational definitions, populations and samples, data collection methods, data analysis methods and correct research stages
- Description of the general description of the study area
- Compilation of survey designs

C. ASSIGNMENT IMPLEMENTATION

- Tasks done individually are submitted at the 13th WEEK
- Students are required to conduct consultation / assistance to a designated supervisor.
- Students must make presentations according to a predetermined schedule.

- Students are required to collect 3 ex-draft Final Project proposals for week 12
- Writing format adjusted to the guidelines for preparing seminar proposals.

D. CRITERIA OF EVALUATION

The evaluation weight for Evaluation IV is 35%, which consists of:

No	Assessment Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very bad 0-55	Percentage	Score
1.	Suitability of the title with the contents of the Final Project proposal	Very suitable	suitable	enough	Less suitable	Not suitable	10%	
2.	Forward	<ul style="list-style-type: none"> ▪ Very appropriate preparation of the background content with the existence of empirical facts and up to date data / information and valid reference sources ▪ Very accurate in formulating problems and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Appropriate in the preparation of the background with the existence of empirical facts and up-to-date data / information and valid reference sources ▪ Accurate formulation of the problem and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Quite appropriate in preparing the background with the existence of empirical facts and up to date data / information and valid reference sources ▪ Inaccurate in formulating problems and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Inappropriate in setting the background with the existence of empirical facts and up to date data / information and valid reference sources ▪ Inaccurate in formulating problems and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Not appropriate in the preparation of the background with the existence of empirical facts and up-to-date data / information and valid reference sources ▪ Inaccurate in formulating problems and research questions, research goals and objectives 	30%	
3.	Literature Review	<ul style="list-style-type: none"> • Very appropriate substance of Literature Review with the topic / title • Very clear and sharp in reviewing up-to-date 	<ul style="list-style-type: none"> • In accordance with the substance of Literature Review on the topic / title • Clear and sharp enough in 	<ul style="list-style-type: none"> • In accordance with the substance of Literature Review on the topic / title • Less clear and sharp in reviewing up-to-date literature. • Correct in sources writing (citation) 	<ul style="list-style-type: none"> • Lack of matching the substance of Literature Review with the topic / title • Less clear and less sharp in 	<ul style="list-style-type: none"> • Does not match the substance of Literature Review with the topic / title • Unclear and not sharp in reviewing up-to-date literature. 	20%	

		literature.		and				
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		<ul style="list-style-type: none"> • Correct in sourceswriting (citation) and preparation of literature synthesis 	<p>reviewing up-to-date literature.</p> <ul style="list-style-type: none"> • Correct in librarywriting (citation)and preparation of library synthesis 	<p>preparation of literature synthesis</p>	<p>reviewing up-to-date literature.</p>			
4.	Research Method	<ul style="list-style-type: none"> • Very relevant andsharp in formulating research variables and operational definitions, with research objectives • Very precise in determining samples and methods of datacollection • Very precise in determining dataanalysis methodsand stages of research 	<ul style="list-style-type: none"> • Relevant and sharp in formulating research variables and operational definitions, withresearch objectives • Appropriate in determining samples and methods of datacollection • Appropriate in determining data analysis methods and research stages 	<ul style="list-style-type: none"> • Quite relevant and sharp in formulating research variables and operational definitions, with research objectives • Appropriate in determining samplesand methods of data collection • Sufficiently precise in determining data analysis methods and research stages 	<ul style="list-style-type: none"> • Less relevant and not sharp in formulating research variables and operational definitions, with research objectives • Inaccurate in determining samples and methods of datacollection • Inaccurate in determining data analysis methods and research stages 	<ul style="list-style-type: none"> • Irrelevant and not sharp in formulating research variables and operational definitions, with research objectives • Inaccurate in determining samplesand methods of data collection • Inaccurate in determining data analysis methods and research stages 	20%	
5.	General description of thestudy area	<ul style="list-style-type: none"> • According to the General description of thestudy area with the topic / title • Very detailed and relevant description of the General description of the study area with the research 	<ul style="list-style-type: none"> • In accordance with the General description of thestudy area with the topic / title • Quite detailed and relevant description of theGeneral description of thestudy area withthe 	<ul style="list-style-type: none"> • In accordance with the General description of the study area with thetopic / title • Less detail and relevant description of the General description of the study area with the research objectives 	<ul style="list-style-type: none"> • Not according tothe General description of the study area with the topic / title • Less detail and relevant description ofthe General description ofthe study areawith 	<ul style="list-style-type: none"> • Not according to theGeneral description of the study area with the topic / title • No detailed and relevant description of the General description of the study area with the research objectives 	5%	

		objectives	research objectives		the research objectives			
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6.	Design Survey	<ul style="list-style-type: none"> • For quantitative research, available and very detailed questionnaire draft, validity and reliability of the questionnaire • For qualitative research, available and very detailed criteria, screening respondents and draft interviews • Observatio nguides are available 	<ul style="list-style-type: none"> • For quantitative research, available and very detailed questionnaire draft, validity and reliability of the questionnaire • For qualitative research, available and very detailed criteria, screening respondents and draft interviews • Observatio nguides are available 	<ul style="list-style-type: none"> • For quantitative research, available and sufficient detail of the questionnairdraft, validity and reliability of the questionnaire • For qualitative research, there are available and sufficiently detailedcriteria, screening respondents and draft interviews • Observation guidesare available 	<ul style="list-style-type: none"> • For quantitative research, there are available and less detailed questionnaire drafts, validity and reliability of questionnaires • For qualitative research, available and lacking in detailed criteria, screening respondents and draft interviews • No observation guide available 	<ul style="list-style-type: none"> • For quantitative research, there is no questionnaire draft, validity and reliability of the questionnaire • For qualitative research, there areno criteria, screening respondents and draft interviews • There is no observation guide available 	10%	
7.	Presentation andDiscussion Ability	<ul style="list-style-type: none"> ▪ Very coherentand clear in delivering presentation material ▪ Appearance, gesture, eye contact, confidence are inthe right amount ▪ Very clear and coherent in responding to questions and open in accepting input 	<ul style="list-style-type: none"> ▪ Coherent andclear in delivering presentation material ▪ Appearance, Gesture, Eye contact, Confidence re in the right amount ▪ Clear and coherent in responding toquestions andbeing open in receiving input 	<ul style="list-style-type: none"> ▪ Quite coherent andclear in delivering presentation material ▪ Appearance, gesture, eye contact, self-confidence quitewell ▪ Quite Clear and coherent in responding to questions and being open in receiving inputaccepting input 	<ul style="list-style-type: none"> ▪ Less coherent andclear in delivering presentation material ▪ Appearance, Gesture, Eye contact, Poor Confidence ▪ Less clear and not coherent in responding to questions and open in accepting input 	<ul style="list-style-type: none"> ▪ Not coherent andclear in delivering presentation material ▪ Appearance, Gesture, Eye contact, Poor Confidence ▪ Unclear and not coherent in responding to questions and beingopen in receiving input 	5%	

5. EVALUATION V :
ASSIGNMENT V – Revised Seminar Session Results

Course	Seminar
Credit	3 credits
Modules	Module 1- Module 4
Module learning objectives	<ul style="list-style-type: none"> • Students are able to master regional and city planning techniques and processes in urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, urban design, infrastructure systems, coastal studies, management, economics • Students are able to prepare Final Project proposals
Learning objectives of the weekly presentation and discussion	<ul style="list-style-type: none"> • Students are able to compile the Preliminary chapter according to the input of the seminar session • Students are able to compile the Library Review chapter according to the input of the seminar session • Students are able to determine the research methodology that is in accordance with the research objectives based on the input of the seminar session • Students are able to draw up an overview of the study area according to the input of the seminar session • Students are able to compile a survey design according to the input of the seminar session
The depth of the Weekly presentation and discussion (C1 until C6)	C1, C2, C3
Assignment details of the preparation of revised seminar session presentation	Job descriptions and assessment criteria are enclosed below

**EVALUATION V:
TUGAS V – Revised Seminar Session Presentation Result**

B. OBJECTIVE

Evaluation IV is in the form of an individual where students are asked to present the results of the final assignment proposal. The purpose of Evaluation V is:

- Students are able to compile the Introduction chapter
- Students are able to compile the Library Review chapter
- Students are able to determine the research methodology that is suitable with the research objectives.
- Students are able to define overview of the study area
- Students are able to make a survey design

C. ASSIGNMENT MATERIAL

The assignment material consists of : :

- Description of the Preliminary chapter which includes the Background, formulation of the problem, goals and objectives, benefits, scope, systematic discussion and framework of thinking.
- Description of the Library Review chapter
- Description of research methodology chapters that are suitable with the research objectives, which include research approaches and types of research, research variables and operational definitions, populations and samples, data collection methods, data analysis methods and correct research stages
- Description of the general description of the study area
- Compilation of survey designs

D. ASSIGNMENT IMPLEMENTATION

- Tasks done individually are submitted at the 16th WEEK
- Students are required to conduct consultation / assistance to a designated supervisor.
- Writing format adjusted to the guidelines for preparing seminar proposals.

No	Assessment Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very bad 0-55	Percentage	Skor
1.	Suitability of the title with the contents of the Final Project proposal	Very suitable	suitable	enough	Less suitable	Not suitable	15%	
2.	Forward	<ul style="list-style-type: none"> ▪ Very appropriate in the preparation of the background with the existence of empirical facts and up to date data / information and valid reference sources ▪ Very Right in formulating problems and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ right in the preparation of the background with the existence of empirical facts and up-to-date data / information and valid reference sources ▪ Exactly in the formulation of the problem and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Appropriate in preparing the background with the existence of empirical facts and up to date data / information and valid reference sources ▪ Inaccurate in formulating problems and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Inappropriate in setting the background with the existence of empirical facts and up to date data / information and valid reference sources ▪ Inaccurate in formulating problems and research questions, research goals and objectives 	<ul style="list-style-type: none"> ▪ Not appropriate in the preparation of the background with the existence of empirical facts and up-to-date data / information and valid referencesources ▪ Inaccurate in formulating problems and research questions, research goals and objectives 	30%	
3.	Literature Review	<ul style="list-style-type: none"> • Very suitable substance of Literature Review with the topic / title • Very clear and sharp in reviewing up-to-date literature. • • Correct in library writing 	<ul style="list-style-type: none"> • In accordance with the substance of Literature Review on the topic / title • Clear and sharp enough in reviewing up-to-date literature. • Correct in library writing 	<ul style="list-style-type: none"> • According to the substance of Literature Review on the topic / title • Less clear and sharp in reviewing up-to-date literature. • Correct in library writing (citation) and preparation of library synthesis 	<ul style="list-style-type: none"> • Lack of matching the substance of Literature Review with the topic / title • Less clear and less sharp in reviewing up-to-date literature. 	<ul style="list-style-type: none"> • Does not match the substance of Literature Review with the topic / title • Unclear and sharp in reviewing up-to-date literature. 	20%	

		(citation) and preparation of	(citation) and					
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		library synthesis	preparation of library synthesis					
3	Research Methodology	<ul style="list-style-type: none"> • Very relevant and sharp in formulating research variables and operational definitions, with research objectives • Very precise in determining samples and methods of data collection • Very precise in determining data analysis methods and stages 	<ul style="list-style-type: none"> • Relevant and sharp in formulating research variables and operational definitions, with research objectives • Appropriate in determining samples and methods of data collection • Appropriate in determining data analysis methods and stages 	<ul style="list-style-type: none"> • Quite relevant and not sharp in formulating research variables and operational definitions, with research objectives • Appropriate in determining samples and methods of data collection • Quite appropriate in determining data analysis methods and research stages 	<ul style="list-style-type: none"> • Less relevant and sharp in formulating research variables and operational definitions, with research objectives • Inaccurate in determining samples and methods of data collection • Inaccurate in determining data analysis methods and research stages 	<ul style="list-style-type: none"> • Irrelevant and not sharp in formulating research variables and operational definitions, with research objectives • Inaccurate in determining samples and methods of data collection • Inaccurate in determining data analysis methods and research stages 	20%	
4.	General description of the study area	<ul style="list-style-type: none"> • According to the General description of the study area with the topic /title • Very detailed and relevant description of the General description of the study area with the research objectives 	<ul style="list-style-type: none"> • According to the General description of the study area with the topic /title • Quite detailed and relevant description of the General description of the study area with the research objectives 	<ul style="list-style-type: none"> • According to the General description of the study area with the topic / title • Less detailed and relevant description of the General description of the study area with the research objectives 	<ul style="list-style-type: none"> • Not according to the General description of the study area with the topic /title • Less detail and relevant description of the General description of the study area with the research objectives 	<ul style="list-style-type: none"> • The General description of the study area with the topic / title is not suitable • No detailed and relevant description of the General description of the study area with the research objectives 	5%	

5	Design Survey	<ul style="list-style-type: none"> • For quantitative research, available and 	<ul style="list-style-type: none"> • For quantitative research, available and 	<ul style="list-style-type: none"> • For quantitative research, available and detailed questionnaire 	<ul style="list-style-type: none"> • For quantitative research, there are available and less 	<ul style="list-style-type: none"> • For quantitative research, there is no questionnaire draft, validity and 	10%	
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		<p>very detailed questionnaire draft, validity and reliability of the questionnaire</p> <ul style="list-style-type: none"> • For qualitative research, available and very detailed criteria, screening respondents and draft interviews • Observation guides are available 	<p>detailed questionnaire draft, validity and reliability of the questionnaire</p> <ul style="list-style-type: none"> • For qualitative research, available and detailed criteria, screening respondents and draft interviews • Observation guides are available 	<p>draft, validity and reliability of the questionnaire</p> <ul style="list-style-type: none"> • For qualitative research, available and detailed criteria, screening respondents and draft interviews • Observation guides are available 	<p>detailed questionnaire drafts, validity and reliability of questionnaires</p> <ul style="list-style-type: none"> • For qualitative research, available and lacking in detailed criteria, screening respondents and draft interviews • No observation guide available 	<p>reliability of the questionnaire</p> <ul style="list-style-type: none"> • For qualitative research, there are no criteria, screening respondents and draft interviews • There is no observation guide available 		
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