

CPMK-3. 3. Students are able to understand population concepts, samples, and sampling techniques; Inference and estimation of parameters (points and intervals); Concept of hipótesis testing; testing of the one population hypothesis and testing the two-population hypothesis in a case study of county/city planning		1									
CPMK-4. 4. Students are able to apply population concepts, samples, and sampling techniques; The concept of hypothesis testing; and correlation and covariance analysis		1		1							
MODULE											
1. Data and data measurement scale											
2. Data presentation techniques.											
3. Descriptive statistics.											
4. Concept of Probability and Probability Distribution											
5. Normal distribution and other distribution.											
6. Population, sample, and sampling techniques											
7. Inference and parameter estimation (points and intervals).											
8. The concept of hypothesis testing; testing one population hypothesis and testing two populations hypothesis.											
9. Correlation and covariance analysis											

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

Face to Face	COURSE LEARNING OUTCOME	LESSONS LEARNING OUTCOME	MODULE	LEARNING OUTCOME (from weekly Module)	Scope	Learning Methods (Week1-7)	Course Duration (minutes)	Modes of Delivery (Presentation, task, discussion, quize,	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
1st Week	Students are able to master the technique of data analysis approach in the field of	Students are able to identify data needs in regional / urban planning cases; Students are able to present	Data and data measurement scale	Students understand the concept of data and data measurement scale.	Explanation of Syllabus ; forms of evaluation; introduction of statistics for planning; Data Measurement	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
2nd Week	Students are able to process data using data presentation techniques	Students are able to identify data needs in regional / urban planning cases; Students are able to present and explain data in an informative and effective	Data presentation techniques.	Being able to recognize data	Presentation of data with tables and graphs	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
				Be able to present data accurately and						
3rd Week	Students are able to apply the concept of descriptive statistics in regional / urban	Students are able to perform descriptive statistical analysis of centralization and	Descriptive statistics.	Able to perform descriptive statistical analysis of centralization	Descriptive statistics: Centralization and	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in	
				Students are able to apply Module 1,2 and	Data processing and data	M2	300	Excercises	According to the task guide	

4th Week	Students are able to apply the concept of descriptive statistics in regional / urban planning study case	Students are able to perform descriptive statistical analysis of centralization and dissemination of data, variance, and standard deviation	Descriptive statistics.	Able to perform descriptive statistical analysis of mean, variance, standard deviation.	Descriptive statistics: mean, variance, standard deviation	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
				Students are able to answer the exercise questions	Descriptive statistical analysis exercises: Centralization and	M2	480	Exercises	Attendance and activeness of discussion in class or practicum	
				Students are able to apply descriptive statistical study cases in the context of regional / urban planning	Descriptive statistical practice: Centralization and dissemination of data, mean, variance, standard deviation	M2, M3	150	Practicum	Attendance and activeness of discussion in class or practicum	
5th Week	Students are able to apply Statistics Probability concept in Urban/regional study cases	Students are able to calculate the probability of an event through a probability concept approach	Concept of Probability and Probability Distribution	Understand the concept of probability and various types of data distribution	Probability and probability distribution concepts	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
				Students are able to answer the exercise questions	Concept of probability exercise	M2	450	Exercises	Attendance and activeness of discussion in class or practicum	

				Students are able to apply probability concepts study cases in the context of regional / urban planning	Practicum	M2, M3	150	Practicum	Attendance and activeness of discussion in class or practicum	
6th Week	Students are able to apply the concept of probability and various types of statistical distribution in urban/region al planning studycases	Students are able to calculate data distribution with various data distribution types approach	Normal distribution and other distribution .	Understand the concept of probability and various types of data distribution	Normal distribution and other continuous distribution	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
				Students are able to answer the exercise questions	Excercises	M2, M3	480	Excercises	Attendance and activeness of discussion in class or practicum	
				Students are able to apply data distribution study cases in the context of regional / urban planning	Practicum	M1, M3	150	Practicum	Attendance and activeness of discussion in class or practicum	
7th Week		Students are able to conduct survey		Students are able to apply Module 1-6 in survey activities	Mini Survey task. Application of module 1-6	M1, M3, M5	600	Task Assisstance	Attendance and activeness of discussion in class or practicum	

8th Week	Students are able to master Module 1-6		Module 1-5	Students are able to answer Quiz	Week Module 1-6	M2	150	Quiz	Accuracy of answers	25
					Mini Survey task submission			Mini Survey Task	According to the task guide	10
9th Week 10th Week	Students are able to apply basic concept of population, data, sample, and sampling technique of urban/regional planning / city study cases	Students are able to determine data measurement scale; Students are able to calculate the research sample	Population, sample, and sampling techniques	Able to understand the concept of population, samples and sampling techniques	Basic Concepts of Population, Samples, and Sampling Techniques	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
				Able to calculate the number of samples	Calculate sample requirement					
11th Week	Students are able to apply the concept of inference statistics and estimation techniques in of regional / urban	Students are able to calculate data sample parameters through interval and point estimation techniques	Inference and parameter estimation (points and intervals).	Able to understand the concept of parameter estimation (points and intervals).	Estimation Concept Estimation of parameters (points and intervals)	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	

	planning study cases			Students are able to answer the exercise questions	Excercises	M2, M3	480	Excercises	Attendance and activeness of discussion in class or practicum	
12th Week 13th Week	Students are able to apply the concept of hypothesis testing in regional/urban planning study cases	Students are able to calculate data sample parameters through hypothesis test	The concept of hypothesis testing; testing one population hypothesis and testing two populations hypothesis.	Able to understand the concept of hypothesis testing	Hypothesis testing concept One Population Hypothesis Testing	M1, M3	300	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
				Testing One Population Hypothesis						
				Students are able to answer the exercise questions	Excercises	M2, M3	480	Excercises	Attendance and activeness of discussion in	
14th Week	Students are able to apply the concept of hypothesis testing in regional/urban planning study cases	Students are able to calculate data sample parameters through hypothesis test	Testing two population hypothesis.	Understand concepts and theories Testing Two Populations Hypothesis Pengujian Hipotesis Dua Populasi	Testing Two Populations hypothesis; Explanation of group assignments	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	

				Students are able to answer the exercise questions	Exercises	M2, M3	480	Exercises	Attendance and activeness of discussion in class or practicum	
15th Week	Students are able to apply correlation and covariance concepts in regional/ urban planning study cases	Students are able to calculate correlation and covariance value in research or regional/ urban planning study cases	Correlation and covariance analysis	Students are able to control the concepts of correlation and covariance and their purpose in of regional / urban planning study cases	Correlation and covariance analysis	M1, M3	150	Lecture, Discussion	Attendance and activeness of discussion in class or practicum	
	planning study cases		Module 6-9	Able to master lecture Module week 9 - 14	Quiz II	M2	150	Quiz	Accuracy of answers	25
		Able to apply statistical concepts in minor research	Group task assistance	Able to apply statistical concepts in minor research	Task Assistance	M1, M2, M5	600	Task Assistance	According to the task guide	

16th Week		Students are able to communicate a minor research visually, verbally and in writing based on ICT	Final Project Presentation	Able to apply statistical concepts in minor research	Applying Module 6-9	M1, M2, M5	480	study cases presentation, discussion	According to the task guide	40
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EVALUATION 2 (QUIZ 1)

Course Code	DK184102
Credits	3 credits
Module (Subject)	<ol style="list-style-type: none"> 1. Data and data measurement scale 2. Descriptive statistics 3. Data presentation techniques 4. Probability concept 5. Normal distribution and other distributions
Expected Learning Outcomes (Module)	<ol style="list-style-type: none"> 1. Students are able to process data using data presentation techniques. 2. Students are able to understand the concept of descriptive statistics in a study case related to urban and regional planning. 3. Students are able to understand the concept of probability and various types of statistical distribution in a study case related to urban and regional planning.
Expected Learning Outcomes (Quiz)	<ol style="list-style-type: none"> 1. Students are able to process data using data presentation techniques. 2. Students are able to understand the concept of descriptive statistics in a study case related to urban and regional planning. 3. Students are able to understand the concept of probability and various types of statistical distribution in a study case related to urban and regional planning.
The level of difficulty of Quiz I (C1 to C6)	C2 (Evaluation)
Details of Quiz I	Percentage for individual mark is 30%

Answer the questions below with clear, brief, and accurate. Do not borrow book/note/lecture material, calculator, stationary, also cooperate with the other student or another form of cheating. Saction applied for the form of cheating mentioned. Openbook is allowed.

1. A research of clean water infrastructure provising based on level of inhabitant satisfaction is done in village/Kelurahan Sidotopo Wetan. The amount of inhabitant in this village is 40.000 people. This village consists of 10 RW. The level of inhabitant satisfaction is highly significant which caused by the difference of level of education. Find:
 - a. How many sample size which appropriate based on the information of population and sample table? **(5 points)**
 - b. What sample taking techniqe which appropriate with this research? **(5 points)**
 - c. How is the procedure of sample taking? **(10 points)**

The details of population data in Sidotopo Wetan village

RW	RT	Population
I	10	3.500
II	7	4.300
III	8	4.300
IV	6	3.500

V	8	4.200
VI	12	4.000
VII	10	5.400
VIII	9	3.000
IX	8	3.700
X	12	4.100
Total	90	40.000

Number	The last education	Population
1.	Elementary school	16.000
2.	Junior high school	13.000
3.	highschool	10.500
4.	Diploma (D1/D2/D3)	35
5.	university (S1/S2)	15
6.	Non educated	450
Total		40.000

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2500	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

- Research about medical facility providing evaluation in Surabaya city will done to improve the providing quality. Surabaya has 1000 public healthcenter, 1.500 supporter public health center, 120 hospitals spreaded in 31 subdistricts and 160 village. This research doesn't consider the significance of medical facility clarification. determine:

- a. How much the sample size taken using Slovin Formula with considering the error: 5% ? **(5 points)**
 - b. What sample taking technuqe that suit this research? **(5 points)**
 - c. How is the procedure of taking the sample? **(10 points)**
3. Based on the table below, explain which one/more is the sata object, variable, measurement scale **(10 points)**

Subdicstrict in X city

Subdistrict	Region characteristic	Total population (people)	Large area	Region typology
A	Urban	98.000	4,19	Developed
B	Urban	103.400	3,98	Developed
C	Rural	40.000	6,89	Developing
D	Urban	148.900	9,08	Developing
E	Urban	125.900	4,89	Developed
F	Rural	56.800	7,68	Left behind
G	Rural	47.800	8,54	Left behind
H	Rural	58.690	9,65	Left behind
I	Rural	43.000	7,98	Left behind
J	Urban	102.350	5,77	Developed
K	Urban	189.300	6,39	Developed

Answer Key

Number	Answer	Score																					
1a	Population (N) is 40.000, the sample size (S) 380 people	5																					
1b	The suitable Sample taking technique is stratified random sampling because of the significant difference of education level which causing the level of society satisfaction toward the clean water providing. The kind of stratified random sampling that used is disproportional , because the amount of population for diploma is not proportional with the amount of population for the other level of education	5																					
1c	<p>The procedure is:</p> <ol style="list-style-type: none"> 1. Prepare the "sampling frame" 2. Classify the sampling frame based on the education level 3. Determine the amount of sample in each level <table border="1" style="margin-left: 40px;"> <tr> <td>Elementary school</td> <td>$(16.000/39.950) \times (330)$</td> <td>132</td> </tr> <tr> <td>Junior High School</td> <td>$(13.000/39.950) \times (330)$</td> <td>107</td> </tr> <tr> <td>High school</td> <td>$(10.500/39.950) \times (330)$</td> <td>87</td> </tr> <tr> <td>Diploma (D1/D2/D3)</td> <td>-</td> <td>35</td> </tr> <tr> <td>University (S1/S2)</td> <td>-</td> <td>15</td> </tr> <tr> <td>Non educated</td> <td>$(16.000/39.950) \times (330)$</td> <td>4</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total of Sample</td> <td>380</td> </tr> </table> <ol style="list-style-type: none"> 4. Choose the sample in each level randomly 	Elementary school	$(16.000/39.950) \times (330)$	132	Junior High School	$(13.000/39.950) \times (330)$	107	High school	$(10.500/39.950) \times (330)$	87	Diploma (D1/D2/D3)	-	35	University (S1/S2)	-	15	Non educated	$(16.000/39.950) \times (330)$	4	Total of Sample		380	10
Elementary school	$(16.000/39.950) \times (330)$	132																					
Junior High School	$(13.000/39.950) \times (330)$	107																					
High school	$(10.500/39.950) \times (330)$	87																					
Diploma (D1/D2/D3)	-	35																					
University (S1/S2)	-	15																					
Non educated	$(16.000/39.950) \times (330)$	4																					
Total of Sample		380																					
2a	<p>Medical facility population = 2.620</p> <p>Sample size = $(2.620) / (1 + (2.620 \times 0,5^2)) = 1.583,08 \sim 1.583$</p>	5																					
2b	The Sample taking technique is Multistage Cluster Random Sampling, because the difference of medical facility classification doesn't impacts in the research. Research region consist of subdistrict and village	5																					
2c	<p>The procedure is:</p> <ol style="list-style-type: none"> 1. Arrange the sampling frame based on subdistrict and village cluster 2. Determine the amount of cluster which the student take to be the sample 3. Choose subdistrict cluster as a sample randomly, then do the same way with village 4. Check every sample chosen in precisely 	10																					
3	Data object: Subdistrict	2																					
	<p>Variable:</p> <ul style="list-style-type: none"> - Region characteristic - Total population - Large of Area - Region typology 	4																					
	<p>Measurement scale:</p> <ul style="list-style-type: none"> - Region characteristic: Nominal - Total population: ratio - Large of Area: ratio - Region typology: ordinal 	4																					

CRITERIA	86-100	76-85	66-75	56-65	0-55
Completeness of answer substance	All keywords are answered with accurate explanation and coherent plot followed with example	All keywords are answered with accurate explanation but the plot is less coherent	The keywords are partially answered with accurate explanation but no plot	The keywords and the explanation are less accurate and no plot	No keyword and explanation

EVALUATION 3 (QUIZ 2)

Course Name	DK184102
Credits	3 credits
Module (Subject)	<ol style="list-style-type: none"> 1. Population, sample, and sampling techniques. 2. Inference dan parameter estimation (interval estimation). 3. Hypothesis testing concept; single population hypothesis testing and double population hypothesis testing. 4. Correlational analysis and covariants.
Expected Learning Outcomes (Module)	<ol style="list-style-type: none"> 1. Students are able to understand the basic concepts of population, data, sample, and sampling techniques in variousurban and regional planning study cases. 2. Students are able to understand the basic concepts of statistical inference and estimation techniques in various urbanand regional planning study cases. 3. Students are able to understand the concept of hypothesis testing in various urban and regional planning study cases. 4. Students are able to understand the concepts of correlation and covariant in various urban and regional planning studycases.
Expected Learning Outcomes (Quiz)	<ol style="list-style-type: none"> 1. Students are able to understand the basic concepts of population, data, sample, and sampling techniques in variousurban and regional planning study cases. 2. Students are able to understand the basic concepts of statistical inference and estimation techniques in various urbanand regional planning study cases. 3. Students are able to understand the concept of hypothesis testing in various urban and regional planning study cases. 4. Students are able to understand the concepts of correlation and covariant in various urban and regional planning studycases
Level of difficulty ofquiz II (C1 to C6)	C2(Evaluation)
Details of Quiz	Determined later. The individual asesment percentage is 30%.

CLOSED BOOK

PLANNING STATISTICS COURSE FINAL SEMESTER EXAMINATION

Lecturer:

Ummi Fadlilah K.,ST.,MT.,M.Sc

Section I: Choose one answer as the best answer! (Each number scores 2 pts., Max. score of 12 pts.)

1. Which of these statements is the most correct regarding the urgency of sampling?
 - A. To prove whether the data is applicable to the whole population
 - B. To draw a correct conclusion from the population data
 - C. To test hypotheses
 - D. To determine and test the validity of the data

2. Hypothesis formulation is dependent on
 - A. A Empirical knowledge, literature review, sampling
 - B. Keeness in thinking, empirical fact, keeness in thinking
 - C. Empirical fact, personal experience, phenomenon or issue
 - D. All the answers above are false

3. The dependent double population/sample hypothesis testing with an interval/ratio data scale is suited with which type of hypothesis testing?
 - A. Two Proportions Difference Test
 - B. Proportion Test
 - C. Mean of Partner Difference Test
 - D. Mean Test

4. The independent double population/sample hypothesis testing with an interval/ratio data scale is suited with which type of hypothesis testing?
 - A. Two Proportions Difference Test
 - B. Proportion Test
 - C. Mean of Partner Difference Test
 - D. Mean Test

5. A research aims to create a green city through the usage of Open Green Space (RTH) with the standard RTH being 30% of the entire city area. Several cities in Indonesia have developed this programme. From 52 cities as the sample, it is known that the mean of the RTH area sample is 30,27% with the standard deviation being 3,5%. Based on the abovementioned study case, which type of hypothesis testing is suitable to be used?
 - A. Two Proportions Difference Test
 - B. Proportion Test
 - C. Mean of Partner Difference Test
 - D. Mean Test

6. A research is carried out to test whether the implementation of KIP (Kampung

Improvement Programme) is effective in overcoming the slum areas within the city before and after the presence of KIP. From this case, which type of hypothesis testing would be the most suitable?

- A. One Population/Sample Difference Test
- B. Independent Mean Difference Test
- C. Two Proportions Difference Test
- D. Mean of Partner Difference Test

Section II: Answer the following questions correctly! (Max. score of 88 pts.)

Instruction :

-On computation questions, use 2 digits behind the decimal point, i.e. 0,25

1. Explain the differences between exhaustive hypothesis and truncated hypothesis! (18)
2. Region A and Region B are urban sprawl areas affected by urbanization. The presence of urbanization causes the rate of agricultural land use to urban land use to increase. A survey is conducted with samples comprising of 80 villages from Region A and 70 villages from Region B. It is known that the mean rate of land use change per year in Region A is 1500 Ha with a standard deviation of 50 Ha; in Region B, on the other hand, has a mean rate of land use change of 1600 Ha with a standard deviation of 55 Ha (Note: the Z_{α} value on both cases are 1,96). (35)
 - a. Which of the existing hypothesis tests are the most suitable to be used? (2)
 - b. Determine the initial hypothesis and the alternative hypothesis! (8)
 - c. Compute the arithmetical statistics! (15)
 - d. What conclusion can be drawn from the computation? (10)
3. A research is carried out aiming to discover the extent of impact of an Industrial Estate Region construction to the regional economics in a Metropolitan Area Cluster (KMA). Random sampling is conducted to 30 sub-districts in the KMA. From this sampling, it is known that the difference of people's income mean before and after the construction is -5 (negative five) million with a standard deviation of 4 million (Note: the Z_{α} value on both cases are 1,96). (35)
 - a. Which of the existing hypothesis tests are the most suitable to be used? (2)
 - b. Determine the initial hypothesis and the alternative hypothesis! (8)
 - c. Compute the arithmetical statistics! (15)
 - d. What conclusion can be drawn from the computation? (10)

Answer

1. Exhaustive hypothesis
 - There are only two possible values: $H_0: \mu = A$
 - $H_a: \mu \neq A$
 - This hypothesis test is often called as the two-tailed test

- Conclusion withdrawal:
Ho rejected if $Z_0 \geq Z_{\alpha/2}$ or $Z_0 \leq -Z_{\alpha/2}$
Ho accepted jika $-Z_{\alpha/2} < Z_0 < Z_{\alpha/2}$

Truncated hypothesis

- There are more than two possible values; if $\mu \neq A$ then a probable alternative hypothesis would be $\mu > A$ or $\mu < A$
- This hypothesis test is often called as the one-tailed test
- Conclusion withdrawal if the hypotheses are:

H0: $\mu \leq A$

Ha: $\mu > A$

Ho rejected if $Z_0 \geq Z_{\alpha}$

Ho accepted if $Z_0 < Z_{\alpha}$ H0: $\mu \geq A$

Ha: $\mu < A$

Ho rejected if $Z_0 \leq -Z_{\alpha}$

Ho accepted if $Z_0 > -Z_{\alpha}$

2. Answer

- Independent Two Samples Mean Hypothesis Test
- H0 = the mean rate of both region's land use change is equal H1 = the mean rate of both region's land use change is unequal
- Sample formula >30

$$Z_0 = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$Z_0 = -11,59$

- Ho rejected \Rightarrow the mean rate of both region's land use change is unequal

3. Answer

- Partnering Two Samples Hypothesis Test \Rightarrow Mean Difference of Partner Hypothesis Test
- Ho = the mean income before and after the construction of the industrial estate region is equal H1 = the mean income before and after the construction of the industrial estate region is unequal

C.

$$Z_0 = \frac{\bar{D} - \mu_D}{s_{\bar{D}}} = \frac{\bar{D} - \mu_D}{s_D / \sqrt{n}}$$

Z0 = -6,85

D. Initial hypothesis rejected ☐ rata-rata pendapatan sebelum dan sesudah adanya pembangunan industrial estate adalah tidak sama

CRITERIA	86-100	76-85	66-75	56-65	0-55
Completeness of answer substance	All keywords are answered with accurate explanation and coherent plot followed with example	All keywords are answered with accurate explanation but the plot is less coherent	The keywords are partially answered with accurate explanation but no plot	The keywords and the explanation are less accurate and no plot	No keyword and explanation

GROUP ASSIGNMENT

Odd Semester 2018/2019

Subject : Planning Statistics
Code : DK184102
Credit : 3 credits
Semester :1

Class A Lecturer

Ketut Dewi Martha Erli (KDM)
Umami Fadlilah K.(U FK)

Class B Lecturer

Hertiari Idajati (HI)
Fendy Firmansyah (FF)

Class C Lecturer

Cahyono Susetyo (CS)
Andi Irawan (AI)

PURPOSE

The purpose of this task is to apply the sample taking technique, identify the characteristic of sample data using the estimation test (point or interval) or hypothesis test which already given in planning cases

The form of this task is a small research toward the planning cases. In this case, the student expected to formalize a planning case, collect the data related to the case, using the statistic parameter test, use interpretation from the test result, and make a conclusion from the test result.

The outline of this task include:

- Preface: consist of background, case formulation, and scope
- Theory review: theory review of what analysis tool that the student use.
- General description: consist of case description and data compilation
- Analysis: analyze the data using relevant statistic parameter test and then interpret it
- Conclusion and recommendation

ASSIGNMENT IMPLEMENTATION

The task is done by groups (each group consist of 5-6 persons)The task is assisted with scheduled:

Guideline for Task Assistance

Material	Evaluation criteria	Lecturer
Assistance I: Topic determination, case, analysis model which the student will use	<ul style="list-style-type: none"> ▪ Accuracy in choosing the case and analysis model 	
Task assistance: Case formulation, method, theory, survey design	<ul style="list-style-type: none"> ▪ Accuracy in formalize the case, determine the model, variable, research object, and survey design 	
Task assistance: Result of data surey and data compilation	<ul style="list-style-type: none"> ▪ Completeness and accuracy of data 	
Task Assitance: Result of data analysis	<ul style="list-style-type: none"> ▪ Accuracy in doing the data analysis ▪ Accuracy in doing the interpretation ▪ Acuracy in making a conclusion 	

REPORT FORMAT

The report is written in a paper, A4 paper, font: Times New Roman, space 1,5. Specify the crdiblereferences followed by the attachment (if any)

GROUP TASK REPORT EVALUATION CRITERIA

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

PRESENTATION EVALUATION CRITERIA

Dimension	Very good	good	average	bad	Very bad
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 for make a conclusions.	There's no specific organization. Facts are not used to support their statement
	86-100	76-85	66-75	56-65	0-55
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

ASSIGNMENT SUBMISSION

The task is submitted on Week 16