



## SEMESTER LEARNING PLAN

**DEPARTMENT: URBAN AND REGIONAL PLANNING**

**FACULTY: CIVIL, PLANNING, AND EARTH**

<b>COURSES NAME</b>	<b>THESIS</b>		
<b>COURSES CODE</b>	<b>DK184802</b>		
<b>SEMESTER</b>	<b>VIII</b>		
<b>CREDITS</b>	<b>6/ 9,60</b>		
<b>LECTURER</b>	<b>Ketut Dewi Martha Erli H, ST, MT</b>		
<b>COURSE METHODOLOGY</b>	<b>BK50, BK51, BK52, BK53, BK54</b>		
<b>PROGRAM LEARNING OUTCOME (PLO)</b>	Specific 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
		2.4	Able to compile an alternative spatial model through a qualitative and quantitative approach in the form of scenarios setting the pattern of space and structure of urban, regional, and coastal area as well as propose the appropriate solutions
		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
	Professional Attitude	3.1	3.1 Able to demonstrate the professional skills necessary to be effective and succeed in the modern workforce including work 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
<b>COURSE LEARNING OUTCOME (CLO)</b>	Students are able to applied research procedure in urban, regional, and coastal study case		
	Students are able to able to do research process based on scientific principles		
	Students are able to synthesize theories, concept, and methods in urban, regional, and coastal research		
	Students are able to do analysis using quantitative and qualitative techniques		
	Students are able to create prescription from academic study through research process		
	Students are able to create scientific articles and do publications		
	Students are able to work individually in research process		
	Students are able to communicate verbally, visually, and oral in scientific studies through research process		
<b>MAP OF PLO-CLO</b>			

Week	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	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	9	10	11
1	Students are able to applied research procedure in urban, regional, and coastal study case	Students are able to understand process and research procedure in urban and regional planning scope	Introduction of urban and regional planning research.	Students are able to understand research procedure in urban and regional planning	Thesis introduction (TA): scope of thesis explanation, schedule of thesis, rules of thesis	M1, M3	100	Lecture, Discussion		
				Students are able to identify research topic in urban and regional planning	Thesis's topics in the context of urban, regional, and coastal planning	M1, M3	100	Lecture, Discussion		
2	Students are able to do research process based on scientific	Students are able to understand scientific principles in research process	Introduction of research process in urban and regional planning scope based on scientific principles	Students are able to understand research process in urban and regional planning based on scientific principles	Process and procedure of research in the context of urban, regional, and coastal planning	M1, M3	100	Lecture, Discussion		
					Preparation procedure of thesis	M1, M3	60	Lecture, Discussion		

Week	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	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	9	10	11
	principles				Research process based on scientific procedures	M1, M3	60	Lecture, Discussion		
					Explanation and writing procedures of thesis guidelines	M1, M3	60	Lecture, Discussion		
3		Students are able to formulate the introduction and research	Review about preparation process in introduction and research	Students are able to apply preparation process in the introduction and research	Research background, objectives and targets, and research scope	M3, M7	1000	Discussion, Task		
					Introduction chapter guidance	M3, M7	120	Diskusi, tugas	Quality of introduction	4%
4	Students are able to synthesize theories, concept, and methods in urban, regional, and coastal research	Students are able to do research about theory through literature review	Review of literature review process	Students are able to make literature review in its research	Formulation of literature review	M2, M3	1000	Diskusi, tugas		
					Formulation of research variable	M2, M3	200	Diskusi, tugas		
					Literature review chapter guidance	M2, M3	200	Discussion, Task	Quality of literature review	4%

Week	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	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	9	10	11
5	Students are able to do analysis using quantitative and qualitative techniques	Students are able to collect data and information in its research	Review about data and methods formulation and data collection	Students are able to apply data collection methods in research	Primary data collection methods	M2, M3, M4, M7	500	Discussion, Task		
					Secondary data collection methods	M2, M3, M4, M7	500	Discussion, Task		
					Research methods chapter guidance	M2, M3, M4, M7	120	Discussion, Task	Kualitas rumusan metode	4%
6-7						M2, M3, M4, M7			penelitian	
					Primary data collection process	M2, M3, M4, M7	1000	Discussion, Task		
					Secondary data collection process	M2, M3, M4, M7	1000	Discussion, Task		
8-9		Students are able to do data and information processing through analysis method in	Review about methods formulation and data collection	Students are able to apply analysis methods in its research	Quantitative analysis method	M2, M3, M4, M7	1000	Discussion, Task		
					Qualitative analysis method	M2, M3, M4, M7	1000	Discussion, Task		

Week	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	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	9	10	11
10		itsresearch		Students are able to tell about data and information processing results in research results	Process of presenting general description of research study area	M2, M3, M7	800	Discussion, Task		
11					Process of presenting analysis results	M2, M3, M7	800	Discussion, Task		
12-15					Results and Discussion Chapter guidance	M2, M3, M7	1800	Discussion, Task	Quality of research results and process	4%
16	Students are able to create prescription from academic study through research process	Students are able to make a conclusion from the analysis, and make a recommendation that suitable as a prescription from its academic research	Conclusion making techniques and research recommendation	Students are able to make conclusion and make recommendation	Drafting conclusion process	M2, M3, M7	300	Discussion, Task		
17					Process of making the study recommendations	M2, M3, M7	300			

Week	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	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	9	10	11
18					Closing chapter guidance	M2, M3, M7	120	Discussion, Task	Quality of conclusion and recommendation	4%
19		Students are able to do Thesis Discussion Assessment	Procedure of Thesis Discussion Assessment	Students are able to communicate visually and verbally about research result using technology and information technology	Thesis Discussion Assessment	M2, M3, M7	360	Discussion, task, presentation	Introduction, Literature Review, Research Methods, Data and Analysis, Presentation and Question & Answer Ability	35%
20-21					Process of thesis revision	M2, M3, M7	1000	Discussion, Task		
22		Students are able to do Thesis Final Assessment	Procedure of thesis final assessment	Students are able to responsible to its research and show an excellent and measurable performance	Thesis Final Assessment	M2, M3, M7	360	Discussion, task, presentation	Introduction, Literature Review, Research Methods, Data and Analysis, Presentation and Question & Answer Ability	35%

Week	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	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	9	10	11
23		Students are able to make thesis based on thesis writing rules	Procedures of thesis report in urban and regional planning	Students are able to communicate its research based on the guidelines	Finalisation of thesis report	M2, M3, M7	1000	Discussion, Task	Kualitas penulisan laporan TA, kesesuaian laporan TA dengan kaidah penulisan	10%
24		Students are able to make scientific articles from its research and publish it in POMITS (ITS Student Online Publication) pages.	Procedure of scientific articles and publication	Students are able to publish its own research	Process of scientific articles	M2, M3, M7	300	Discussion, Task		
25	Process of scientific articles publication				M2	100	Discussion, Task			

ELO	CLO	Learning Outcome	EVALUATION				ELO ACHIEVEMENT MEASUREMENT (student percentage)						
			Evaluasi 1 (Bimbingan) 20%	Evaluasi 2 (Sidang Pembahasan) 35%	Evaluasi 3 (Sidang Ujian) 35%	Evaluasi 3 (Perbaikan Draft TA) 10%	ACHIEVEMENT MEASUREMENT (rata-rata nilai)	86-100	76-85	66-75	56-61	0-55	
SPECIFIC SKILL ELO (2, 1)	Mampu menyusun konsep perencanaan dan arahan rencana melalui kajian masalah strategis dalam konteks kota, wilayah, pesisir dengan pemahaman masalah perencanaan melalui pengamatan dan pemanfaatan data fisik/spasial, social, ekonomi dan lingkungan.	Mahasiswa mampu menerapkan prosedur penelitian dalam kasus perencanaan wilayah, kota dan pesisir	Mahasiswa mampu menyajikan eksistensi fakta empiris sangat lengkap dalam latar belakang, didukung dengan data/informasi yang up to date dan sumber referensi yang valid (Bab1)	Bobot ELO/Evaluasi	50%	50%		73.80	0.00%	62.50%	29.50%	4.00%	4.00%
		Mahasiswa mampu melakukan sintesis teori, konsep dan metode dalam penelitian pada kasus perencanaan wilayah, kota dan pesisir	Mahasiswa mampu menyajikan eksistensi fakta empiris sangat lengkap dalam latar belakang, didukung dengan data/informasi yang up to date dan sumber referensi yang valid (Bab 1)										
			<ul style="list-style-type: none"> <li>Perumusan masalah dan pertanyaan penelitian sangat tepat</li> <li>Perumusan tujuan dan sasaran penelitian sangat tepat</li> <li>Perumusan ruang lingkup penelitian sangat sesuai (Bab 1)</li> </ul>	Avg Bab 1	74.67	72.93							



		Mahasiswa mampu melakukan proses penelitian secara benar sesuai kaidah keilmiah	<ul style="list-style-type: none"> <li>• Perumusan masalah, pertanyaan dan tujuan sasaran penelitian sangat tepat</li> <li>• Perumusan metode penelitian dan penyajian data sangat tepat</li> <li>• Penyajian hasil analisis dengan ilmiah sangat sesuai (Bab 1)</li> </ul>	<b>Total</b>		<b>37.33</b>	<b>36.47</b>							
ELO (2, 4)	Mampu menyusun alternatif model keruangan/spasial melalui pendekatan kualitatif dan kuantitatif dalam bentuk	Mahasiswa mampu menerapkan prosedur penelitian dalam kasus perencanaan wilayah, kota dan pesisir	Mahasiswa mampu menyajikan eksistensi fakta empiris sangat lengkap dalam latar belakang, didukung dengan data/informasi yang up to date dan sumber referensi yang valid (Bab 1)	Bobot ELO/Evaluasi		50%	50%	73.95						
		Mahasiswa mampu	<ul style="list-style-type: none"> <li>• Perumusan pendekatan penelitian dan jenis penelitian</li> </ul>	Avg Bab 1		74.67	72.93		0.00%	62.50%	29.50%	4.00%	4.00%	

ELO	CLO	Learning Outcome	EVALUATION				ELO ACHIEVEMENT MEASUREMENT (student percentage)					
			Evaluasi 1 (Bimbingan) 20%	Evaluasi 2 (Sidang Pembahasan) 35%	Evaluasi 3 (Sidang Ujian) 35%	Evaluasi 3 (Perbaikan Draft TA) 10%	ACHIEVEMENT MEASUREMENT (rata-rata nilai)	86-100	76-85	66-75	56-61	0-55
	<p>skenario pengaturan pola ruang dan struktur kota, wilayah, pesisir serta mengusulkan solusi sesuai konteks.</p> <p>Mahasiswa mampu menyusun preskripsi dari hasil kajian akademis melalui proses penelitian</p>	<p>sangat tepat</p> <ul style="list-style-type: none"> <li>Perumusan variabel penelitian dan definisi operasional sangat tepat</li> <li>Perumusan metoda pengumpulan dan analisa data sangat tepat</li> <li>Perumusan bagan alir dan tahapan penelitian sangat tepat</li> <li>Metode penelitian dengan tujuan dan sasaran penelitian sudah sangat sesuai (Bab 2 dan 3)</li> </ul>	Avg Bab 2-3		74.82	73.73		2.75%	59.25%	29.00%	4.75%	4.25%
		<ul style="list-style-type: none"> <li>Data untuk proses analisis sangat lengkap</li> <li>Proses analisis dengan metode analisis sangat sesuai</li> <li>Hasil analisis untuk tujuan penelitian memiliki kemanfaatan yang sangat tinggi (Bab 3,4,5)</li> </ul>	Avg Bab 3-5		74.13	73.40		3.33%	54.17%	32.00%	6.17%	4.33%
		<b>Total</b>		<b>37.27</b>	<b>36.68</b>		<b>2.03%</b>	<b>58.64%</b>	<b>30.17%</b>	<b>4.97%</b>	<b>4.19%</b>	

E L O (2, 5 )	Mampu menghasilkan rencana tata ruang yang kreatif, inovatif, keberlanjutan, dan mengakomodasi kepentingan publik yang hasilnya terkaji terhadap kaidah dan teori perencanaan dan komunikasinya secara visual, verbal dan tertulis yang dapat dipertanggungjawabkan secara akademik	Mahasiswa mampu menyusun preskripsi dari hasil kajian akademis melalui proses penelitian	<ul style="list-style-type: none"> <li>• Data untuk proses analisis sangat lengkap</li> <li>• Proses analisis dengan metode analisis sangat sesuai</li> <li>• Hasil analisis untuk tujuan penelitian memiliki kemanfaatan yang sangat tinggi (Bab 3,4,5)</li> </ul>	Bobot ELO/Evaluasi	50%	50%								
				Avg Bab 3-5	74.13	73.40	73.77	3.33%	54.17%	32.00%	6.17%	4.33%		
		Mahasiswa mampu mengkomunikasikan secara visual, verbal dan lisan hasil kajian akademis melalui proses penelitian	Keaktifan dalam melakukan asistensi secara berkala dan interaktif antara dosen dan mahasiswa	<b>Total</b>	<b>37.07</b>	<b>36.70</b>								

ELO	CLO	Learning Outcome		EVALUATION				ELO ACHIEVEMENT MEASUREMENT (student percentage)						
				Evaluasi 1 (Bimbingan) 20%	Evaluasi 2 (Sidang Pembahasan) 35%	Evaluasi 3 (Sidang Ujian) 35%	Evaluasi 4 (Perbaikan Draft TA) 10%	ACHIEVEMENT MEASUREMENT (rata-rata nilai)	86-100	76-85	66-75	56-61	0-55	
ELO (3, 1)	Mampu mendemonstrasikan profesionalitas yang efektif agar sukses di dunia kerja, mampu bekerja dalam tim secara multidisiplin dengan kemampuan memecahkan masalah, mengkomu	Mahasiswa mampu melakukan proses penelitian secara benar sesuai kaidah keilmiahan	Mahasiswa mampu menyajikan eksistensi fakta empiris sangat lengkap dalam latar belakang, didukung dengan data/informasi yang up to date dan sumber referensi yang valid, penyusunan variabel dan pemilihan metoda yang benar dan dilengkapi dengan data dan hasil analisis yang komprehensif serta disajikan berintegritas (Bab 1-5)	Bobot ELO/Evaluasi	30%	30%	30%	10%	75.11	2.40%	57.10%	30.90%	5.30%	4.30%
		Mahasiswa mampu bekerja secara mandiri dalam proses penelitian	Keaktifan dalam melakukan asistensi secara berkala dan interaktif antara dosen dan mahasiswa	Avg Bab 1-5	77.00	74.34	73.37	77.00						
		Mahasiswa mampu mengkomunikasikan secara visual, verbal	Keaktifan dalam melakukan asistensi secara berkala dan interaktif antara dosen dan mahasiswa											



### **Course Evaluation**

The mechanism and proportion of assessment for the Final Project subject are arranged as follows: Evaluation I (20%) : Consultation

- Individual activeness

Evaluation II (35%) : Discussion Session

- Individual Presentation Evaluation

III (35%) : Thesis defense

- Individual Presentation

Evaluation IV (10%) : Final Project Report Revision

- Preparation of the final report

## EVALUATION AND FINAL ASSIGNMENT ASSESSMENT PLAN

### 1. EVALUATION I : ASSIGNMENT I – CONSULTATION

Course name	Final Project
Credit	6 credit
Modul	Modul 1 – Modul 11
Modul Learning Objective	<ul style="list-style-type: none"> <li>• Students are able to apply research procedures in cases of regional, city and coastal planning</li> <li>• Students are able to carry out the research process correctly according to scientific principles</li> <li>• Students are able to synthesize theories, concepts and methods in research in the case of regional, city and coastal planning</li> <li>• Students are able to analyze through quantitative and qualitative techniques</li> <li>• Students are able to compile prescriptions from the results of academic studies through the research process</li> <li>• Students are able to compile scientific articles and publish</li> <li>• Students are able to work independently in the research process</li> <li>• Students are able to communicate visually, verbally and verbally the results of academic studies through the research process</li> </ul>
Learning Objective	<ul style="list-style-type: none"> <li>• Students can carry out assistance to monitor the progress of the research process regularly</li> <li>• Students can carry out the research process in accordance with a predetermined timeline</li> </ul>
Depth of Consultation	C1, C2, C3, C4, C5, C6
Detail of Consultation	Enclosed below regarding description of evaluation and assessment criteria

**EVALUATION I:  
Consultation**

**A. OBJECTIVES**

Guidance Evaluation to measure the level of activity of INDIVIDUALS in working on the FinalProject. The objectives of Evaluation I are:

- Students can carry out assistance to monitor the process of further research
- Students can carry out the research process according to the specified time

**B. MATERIAL**

Material for consultation are:

- Abstract
- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5

**C. ASSIGNMENT EXECUTION**

- Students are advised to consult / assist the TA supervisor at least 6 times
- The mentoring process can be carried out on a predetermined schedule with the TAsupervisor
- TA students must complete the assistance form as a note when guiding



## D. SCORING CRITERIA

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

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
1	Abstract consultation	Very Actively do Abstract consultation	Actively do Abstract consultation	Adequately do Abstract consultation	Less Actively do Abstract consultation	Not Actively do Abstract consultation	
2	Introduction consultation	Very Actively do Introduction consultation	Actively do Introduction consultation	Adequately do Introduction consultation	Less Actively do Introduction consultation	Not Actively do Introduction consultation	
3	Literature review consultation	Very Actively do Literature review consultation	Actively do Literature review consultation	Adequately do Literature review consultation	Less Actively do Literature review consultation	Not Actively do Literature review consultation	
4	Research method consultation	Very Actively do Research method consultation	Actively do Research method consultation	Adequately do Research method consultation	Less Actively do Research method consultation	Not Actively do Research method consultation	
5	Result and discussion consultation	Very Actively do Result and discussion consultation	Actively do Result and discussion consultation	Adequately do Result and discussion consultation	Less Actively do Result and discussion consultation	Not Actively do Result and discussion consultation	
6	Conclusion and recommendation consultation	Very Actively do conclusion and recommendation consultation	Actively do conclusion and recommendation consultation	Adequately do conclusion and recommendation consultation	Less Actively do conclusion and recommendation consultation	Not Actively do conclusion and recommendation consultation	
<b>Average score</b>							

## 2. EVALUASI II :

### TUGAS II –SIDANG PEMBAHASAN

Course name	Final Project
Credit	6 module
Modul	Modul 1 – Modul 11
Modul Learning Objective	<ul style="list-style-type: none"><li>• Students are able to apply research procedures in cases of regional, city and coastal planning</li><li>• Students are able to carry out the research process correctly according to scientific principles</li><li>• Students are able to synthesize theories, concepts and methods in research in the case of regional, city and coastal planning</li><li>• Students are able to analyze through quantitative and qualitative techniques</li><li>• Students are able to compile prescriptions from the results of academic studies through the research process</li><li>• Students are able to compile scientific articles and publish</li><li>• Students are able to work independently in the research process</li><li>• Students are able to communicate visually, verbally and verbally the results of academic studies through the research process</li></ul>
Learning Objective	The Discussion Session aims to evaluate the final project draft. The evaluation is seen from the accuracy of the background of the problem, the formulation of the problem, the aims and objectives of the study, the scope of the research, the literature, the research methods, data and analysis, and the draft conclusions and recommendations
Depth of Discussion Session	C1, C2, C3, C4, C5
Detail of Discussion Session	Enclosed below regarding description of evaluation and assessment criteria

## EVALUATION II: DISCUSSION SESSION

### A. OBJECTIVES

The discussion session aims to evaluate the TA draft. The evaluation is seen from the accuracy of the background of the problem, the formulation of the problem, the aims and objectives of the study, the scope of the study, the literature, the research methods, the data and analysis, and the draft conclusions and recommendations.

### B. MATERIAL

Discussion session consist of :

1. Chapter 1 Introduction
2. Chapter 2 Literature Review
3. Chapter 3 Research Methods
4. Chapter 4 Results and Discussion
5. Chapter 5 Conclusions and Recommendations (Draft)
6. References

### C. ASSIGNMENT EXECUTION

Discussion session procedure are as follows:

- Final project students and Final project supervisors complete the STA-06 form that contains the Discussion Session application according to the proposed schedule. Then the form is submitted to the TU accompanied by a Final project draft of 3 (three) copies. TA draft is in A5 format and bound by the cover of ITS Final project.
- The administration will inform the Examination Schedule to the Examiners
- The implementation of the Discussion Session was conducted in a closed manner attended by:
  - Student participants
  - Final project Advisor
  - 2 (two) lecturers / examiners
- All activities of the Discussion Session will be set forth in the Minutes of Discussion Meeting, which will be published within 1 week after the Discussion Session through the STA-07 form.
- If a Final project student is declared NOT PASSED at the Discussion Session, then the student can submit a Re-Discussion / Re-Session Meeting. Repetition of the Discussion Session is carried out with the following conditions:
- Maximum repeat of the Discussion Session 2 (two) times

#### D. Kriteria Penilaian

Bobot penilaian untuk Evaluasi II adalah 35% terdiri dari 6 kriteria penilaian seperti berikut ini:

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
1	Introduction	<ul style="list-style-type: none"> <li>The existence of empirical facts is very complete in the background, supported by the latest data / information and valid reference sources</li> <li>Formulation of problems and research questions that are very appropriate</li> <li>Formulation of the objectives and objectives of the study is very precise</li> <li>The formulation of the research approval room is very appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of empirical facts is complete in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of the problem and research questions are appropriate</li> <li>Formulation of research objectives and targets is appropriate</li> <li>Formulation of research scope is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of empirical facts is quite complete in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of problems and research questions is quite appropriate</li> <li>Formulation of research objectives and targets is quite appropriate</li> <li>Formulation of the scope of the study is quite appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of incomplete empirical facts in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of problems and research questions is inappropriate</li> <li>Formulation of research objectives and targets is not appropriate</li> <li>The formulation of the scope of the study is not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of empirical facts is very incomplete in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of problems and research questions is very inappropriate</li> <li>Formulation of research objectives and targets is not appropriate</li> <li>Formulation of research scope is not appropriate</li> </ul>	
2	Literature review	<ul style="list-style-type: none"> <li>The substance of the literature review with the topic / title of the TA is very appropriate</li> <li>The substance of the literature review is very complete</li> <li>The synthesis of literature is very appropriate</li> <li>Writing literature</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the TA topic / title accordingly</li> <li>The substance of the complete literature review</li> <li>Synthesis of appropriate literature studies</li> <li>Writing libraries (citations) is</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the TA topic / title is quite appropriate</li> <li>The substance of the literature review is quite complete</li> <li>The synthesis of literature studies is quite appropriate</li> <li>Literature writing is</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the TA topic / title is quite appropriate</li> <li>The substance of the literature review is quite complete</li> <li>The synthesis of literature studies is quite appropriate</li> <li>Literature writing is</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the topic / title of the TA is inappropriate</li> <li>The substance of the literature review is very incomplete</li> <li>The synthesis of literature studies is very inappropriate</li> </ul>	

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
		<p>(citations) is very appropriate and appropriate</p> <ul style="list-style-type: none"> <li>Library / literature all up to date (latest)</li> </ul>	<p>appropriate and appropriate</p> <ul style="list-style-type: none"> <li>Most libraries / literature are up to date (latest)</li> </ul>	<p>quite appropriate and appropriate</p> <ul style="list-style-type: none"> <li>Library / literature partially up to date (latest)</li> </ul>	<p>quite appropriate and appropriate</p> <ul style="list-style-type: none"> <li>Library / literature partially up to date (latest)</li> <li>The substance of the literature review with the topic / title of the TA is not appropriate</li> <li>The substance of the literature review is incomplete</li> <li>The synthesis of the literature review is inappropriate</li> <li>Writing of literature (citations) is not appropriate and appropriate</li> <li>Small literature / literature up to date (latest)</li> </ul>	<ul style="list-style-type: none"> <li>Writing of literature (citation) is inappropriate and appropriate</li> <li>Library / literature not up to date (latest)</li> </ul>	
3	Research Method	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research are very appropriate</li> <li>Formulation of research variables and operational definitions is very appropriate</li> <li>The formulation of data collection and analysis methods is very precise</li> <li>The formulation of</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of research approaches and types of research are appropriate</li> <li>The formulation of research variables and operational definitions is appropriate</li> <li>The formulation of data collection and analysis methods is appropriate</li> <li>The formulation of the flow chart and the</li> </ul>	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research is quite appropriate</li> <li>Formulation of research variables and operational definitions is quite appropriate</li> <li>The formulation of data collection and analysis methods is quite precise</li> <li>The formulation of flow charts and stages of</li> </ul>	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research are not appropriate</li> <li>Formulation of research variables and operational definitions is less precise</li> <li>The formulation of data collection and analysis methods is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research are very inappropriate</li> <li>Formulation of research variables and operational definitions is very inappropriate</li> <li>The formulation of data collection and analysis methods is very inappropriate</li> </ul>	

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
		<p>flow charts and stages of research is very precise</p> <ul style="list-style-type: none"> <li>• Research methods with research goals and objectives are very suitable</li> </ul>	<p>stages of research is correct</p> <ul style="list-style-type: none"> <li>• Research methods with research goals and objectives are appropriate</li> </ul>	<p>research is quite precise</p> <ul style="list-style-type: none"> <li>• Research methods with research objectives and targets are quite appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The formulation of the flow chart and the stages of research is less precise</li> <li>• Research methods with research objectives and targets are not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The formulation of the flow chart and the stages of research is very inappropriate</li> <li>• Research methods with research goals and objectives are not appropriate</li> </ul>	
4	Data and Analysis	<ul style="list-style-type: none"> <li>• Data for the analysis process is very complete</li> <li>• The analysis process with analytical methods is very suitable</li> <li>• The results of analysis for research purposes have very high benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for a complete analysis process</li> <li>• The analysis process with the analytical method is appropriate</li> <li>• The results of the analysis for research purposes have considerable benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the analysis process is quite complete</li> <li>• The process of analysis with analytical methods is quite appropriate</li> <li>• The results of analysis for research purposes have moderate benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the analysis process is incomplete</li> <li>• The analysis process with analytical methods is not appropriate</li> <li>• The results of the analysis for research purposes have low benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the analysis process is very incomplete</li> <li>• The analysis process with analytical methods is not appropriate</li> <li>• The results of the analysis for research purposes have very low benefits</li> </ul>	
5	Conclusion	<ul style="list-style-type: none"> <li>• Conclusion formulation has very high quality</li> <li>• The conclusions formulated with the results of the analysis are very suitable</li> <li>• Formulation of conclusions with the aim of research is very suitable</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulation has quite high quality</li> <li>• Formulation of conclusions with the results of the analysis is appropriate</li> <li>• Formulation of conclusions with the aim of research is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulation is of moderate quality</li> <li>• The conclusions formulated with the results of the analysis are quite appropriate</li> <li>• Formulation of conclusions with the aim of research is quite appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulas are of low quality</li> <li>• The conclusions formulated with the results of the analysis are not appropriate</li> <li>• Formulation of conclusions with the aim of research is not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulation has very low quality</li> <li>• Formulation of conclusions with the results of the analysis is not appropriate</li> <li>• Formulation of conclusions with the aim of research is not appropriate</li> </ul>	
6	Ability to present and answer	<ul style="list-style-type: none"> <li>• Fluency and selection of words at presentation is very good</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and selection of words during the presentation is good</li> <li>• Clear and coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and selection of words at presentation is quite good</li> <li>• Presentation material</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and choice of words at presentation is not good</li> <li>• Presentation material</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and choice of words during presentations is very poor</li> </ul>	

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
		<ul style="list-style-type: none"> <li>• Presentation material that is very clear and coherent</li> <li>• Excellent presentation materials using explanations such as graphics, diagrams, images, and so on</li> <li>• Very good appearance seen from gesture and eye contact, as well as high confidence</li> <li>• Very able to explain and respond to questions</li> <li>• Have very high openness in receiving input</li> </ul>	<p>presentation material</p> <ul style="list-style-type: none"> <li>• Good presentation material using explanations such as graphics, diagrams, images, and so on</li> <li>• Good appearance seen from gesture and eye contact, and high self-confidence</li> <li>• Able to explain and respond to questions</li> <li>• Have high openness in receiving input</li> </ul>	<p>that is quite clear and coherent</p> <ul style="list-style-type: none"> <li>• Good presentation material using explanations such as graphics, diagrams, pictures, and so on</li> <li>• Appearance that is quite good seen from gesture and eye contact, and self-confidence is quite good</li> <li>• Enough to be able to explain and respond to questions</li> <li>• Have sufficient openness in receiving input</li> </ul>	<p>that is unclear and coherent</p> <ul style="list-style-type: none"> <li>• Poor presentation material without using explanations such as graphics, diagrams, images, etc.</li> <li>• Poor appearance seen from gesture and eye contact, and lack of confidence</li> <li>• Less able to explain and respond to questions</li> <li>• Having a lack of openness in receiving input</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation material that is unclear and coherent</li> <li>• Presentation material that does not use explanations such as graphics, diagrams, images, and so on</li> <li>• Appearances that are very less seen from gesture and eye contact, and are not confident</li> <li>• Not able to explain and respond to questions</li> <li>• Does not have openness in receiving input</li> </ul>	
Average score							

Setiap kriteria penilaian memiliki persentase yang berbeda-beda seperti pada tabel di bawah ini:

**Persentase Penilaian Setiap Kriteria pada Sidang Pembahasan**

NO	CRITERIA	SCORE (0-100)		
		Mentor	Examiner1	Examiner 2
1.	Foreword/Preface/Exordium (10%)			
2.	Literature Review (10%)			
3.	Research Methodology (15%)			
4.	Analysis and Data (50%)			
5.	Research Conclusion (5%)			
6.	Presenting ability and answering question (10%)			
TOTAL (filled by final project operator)				
AVERAGE (filled by final project operator)				

NO	CRITERIA / BOBOT	NILAI (0-100)
		Mentor
1	<p>FOREWORD/PREFACE/EXORDIUM (10%)</p> <p>Empirical fact existence in background, supported with up to date data/information and valid reference source</p> <p>Problem formulation and research question validity</p> <p>Purpose dan research target formulation validity</p> <p>Research scope formulation validity</p>	
2	<p>LITERATURE REVIEW (10%)</p> <p>Sutability between literature review substance with topic/ final project title</p> <p>Literature review substance comprehensiveness</p> <p>Literature review syntesis accuracy</p> <p>Literature writing validity (citation)</p> <p>Literature novelty</p>	
3	<p>RESEARCH METHODOLOGY (15%)</p> <p>Research approaches and research type formulation validity</p> <p>Research variable and operational definition formulation validity</p> <p>Collecting method and data analysis formulation validity</p> <p>Flow chart dan research phase formulation validity</p> <p>Suitability between research methodology with research target and purpose</p>	
4	<p>ANALYSIS AND DATA (50%)</p> <p>Data comprehensiveness for analysis process</p> <p>Analysis process suitability with analysis method</p> <p>Research output expediency for research purpose</p>	



NO	CRITERIA / BOBOT	NILAI (0-100) Mentor
5	<b>RESEARCH CONCLUSION (5%)</b> Conclusion formulation quality Conclusion formulation suitability with analysis output Conclusion formulation suitability with research purpose	
6	<b>PRESENTING ABILITY AND ANSWERING QUESTION (10%)</b> Fluency and choosing words Explication and presentation material sequence Using explanatory (graphic, diagram, pictures, and others) Appearance, Gesture, Eye contact, Confidence Ability to explain and respond question Openness to accept recommendation	

**3. EVALUASI III :**  
**TUGAS III –SIDANG UJIAN**

Course name	Final Project
Credit	6 credits
Modul	Modul 1 – Modul 11
Modul Learning Objective	<ul style="list-style-type: none"> <li>• Students are able to apply research procedures in cases of regional,city and coastal planning</li> <li>• Students are able to carry out the research process correctly accordingto scientific principles</li> <li>• Students are able to synthesize theories, concepts and methods inresearch in the case of regional, city and coastal planning</li> <li>• Students are able to analyze through quantitative and qualitativetechniques</li> <li>• Students are able to compile prescriptions from the results ofacademic studies through the research process</li> <li>• Students are able to compile scientific articles and publish</li> <li>• Students are able to work independently in the research process</li> <li>• Students are able to communicate visually, verbally and verbally theresults of academic studies through the research process</li> </ul>
Learning Objective	<ul style="list-style-type: none"> <li>• The thesis defense aims to evaluate the entire research process thathas been carried out based on the completeness and accuracy of the substance of the Final Projectreport. The evaluation is seen from the accuracy of the background of the problem, the formulation of the problem, the goals and objectives of the study, the scope of the study, the literature, the research methods, the data and analysis, and conclusions and recommendations.</li> </ul>
Depth ofThesis Defense	C1, C2, C3, C4, C5, C6
Detail of thesisdefense	Enclosed below regarding description of evaluation and assessmentcriteria

## EVALUATION III:

### Thesis defense

#### A. OBJECTIVE

The THESIS DEFENSE aims to evaluate the entire research process that has been carried out based on the completeness and accuracy of the substance of the TA report. The evaluation is seen from the accuracy of the background of the problem, the formulation of the problem, the goals and objectives of the study, the scope of the study, the literature, the research methods, the data and analysis, and conclusions and recommendations.

#### B. MATERIAL

Discussion session consist of :

1. Chapter 1 Introduction
2. Chapter 2 Literature Review
3. Chapter 3 Research Methods
4. Chapter 4 Results and Discussion
5. Chapter 5 Conclusions and Recommendations (Draft)
6. References

#### C. PELAKSANAAN TUGAS

The Thesis Defense is carried out with the following procedure:

- Final Project students and Final Project supervisors complete the STA-08 form that contains the Exam Session application according to the proposed schedule. Then the form is submitted to the TU accompanied by a TA draft of 3 (three) copies. TA draft is in A5 format and bound by the cover of ITS Final Project.
- Administration will inform the Trial Session schedule to the examiners
- Implementation of the Trial Session is openly attended by:
  - Student participants
  - Final Project Advisor
  - 2 (two) lecturers / examiners. One of the testers is an external examiner from outside the Regional and City Planning Department, ITS. This external examiner is determined based on consideration of the suitability of the competency / scientific field, at least having a Masters / S2 education and having affiliation with certain agencies / institutions
- All the Trial Session activities will be set forth in the Minutes of the Discussion Meeting, which will be published within 1 week after the Discussion Session through the STA-09 form.
- If a Final Project student is declared NOT PASSED at the Discussion Session, then the student can submit a Re-Discussion / Re-Session Meeting. Repetition of the Discussion Session is carried out with the following conditions:
  - Maximum repeat of the Discussion Session 2 (two) times
  - The maximum time limit between the previous session is 10 (ten) weeks

#### D. SCORING CRITERIA

the evaluation weight for Evaluation III is 35% consisting of 7 assessment criteria such as the following:

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
1	Introduction	<ul style="list-style-type: none"> <li>The existence of empirical facts is very complete in the background, supported by the latest data / information and valid reference sources</li> <li>Formulation of problems and research questions that are very appropriate</li> <li>Formulation of the objectives and objectives of the study is very precise</li> <li>The formulation of the research approval room is very appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of empirical facts is complete in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of the problem and research questions are appropriate</li> <li>Formulation of research objectives and targets is appropriate</li> <li>Formulation of research scope is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of empirical facts is quite complete in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of problems and research questions is quite appropriate</li> <li>Formulation of research objectives and targets is quite appropriate</li> <li>Formulation of the scope of the study is quite appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of incomplete empirical facts in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of problems and research questions is inappropriate</li> <li>Formulation of research objectives and targets is not appropriate</li> <li>The formulation of the scope of the study is not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The existence of empirical facts is very incomplete in the background, supported by up to date data / information and valid reference sources</li> <li>Formulation of problems and research questions is very inappropriate</li> <li>Formulation of research objectives and targets is not appropriate</li> <li>Formulation of research scope is not appropriate</li> </ul>	
2	Literature review	<ul style="list-style-type: none"> <li>The substance of the literature review with the topic / title of the TA is very appropriate</li> <li>The substance of the literature review is very complete</li> <li>The synthesis of literature is very appropriate</li> <li>Writing literature</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the TA topic / title accordingly</li> <li>The substance of the complete literature review</li> <li>Synthesis of appropriate literature studies</li> <li>Writing libraries (citations) is</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the TA topic / title is quite appropriate</li> <li>The substance of the literature review is quite complete</li> <li>The synthesis of literature studies is quite appropriate</li> <li>Literature writing is</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the TA topic / title is quite appropriate</li> <li>The substance of the literature review is quite complete</li> <li>The synthesis of literature studies is quite appropriate</li> <li>Literature writing is</li> </ul>	<ul style="list-style-type: none"> <li>The substance of the literature review with the topic / title of the TA is inappropriate</li> <li>The substance of the literature review is very incomplete</li> <li>The synthesis of literature studies is very inappropriate</li> </ul>	

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
		(citations) is very appropriate and appropriate <ul style="list-style-type: none"> <li>Library / literature all up to date (latest)</li> </ul>	appropriate and appropriate <ul style="list-style-type: none"> <li>Most libraries / literature are up to date(latest)</li> </ul>	quite appropriate and appropriate <ul style="list-style-type: none"> <li>Library / literature partially up to date (latest)</li> </ul>	quite appropriate and appropriate <ul style="list-style-type: none"> <li>Library / literature partially up to date (latest)</li> <li>The substance of the literature review with the topic / title of the TA is not appropriate</li> <li>The substance of the literature review is incomplete</li> <li>The synthesis of the literature review is inappropriate</li> <li>Writing of literature (citations) is not appropriate and appropriate</li> <li>Small literature / literature up to date (latest)</li> </ul>	<ul style="list-style-type: none"> <li>Writing of literature (citation) is inappropriate and appropriate</li> <li>Library / literature not up to date (latest)</li> </ul>	
3	Research Method	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research are very appropriate</li> <li>Formulation of research variables and operational definitions is very appropriate</li> <li>The formulation of data collection and analysis methods is very precise</li> <li>The formulation of</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of research approaches and types of research are appropriate</li> <li>The formulation of research variables and operational definitions is appropriate</li> <li>The formulation of data collection and analysis methods is appropriate</li> <li>The formulation of the flow chart and the</li> </ul>	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research is quite appropriate</li> <li>Formulation of research variables and operational definitions is quite appropriate</li> <li>The formulation of data collection and analysis methods is quite precise</li> <li>The formulation of flow charts and stages of</li> </ul>	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research are not appropriate</li> <li>Formulation of research variables and operational definitions is less precise</li> <li>The formulation of data collection and analysis methods is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>The formulation of the research approach and the type of research are very inappropriate</li> <li>Formulation of research variables and operational definitions is very inappropriate</li> <li>The formulation of data collection and analysis methods is very inappropriate</li> </ul>	

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
		<p>flow charts and stages of research is very precise</p> <ul style="list-style-type: none"> <li>• Research methods with research goals and objectives are very suitable</li> </ul>	<p>stages of research is correct</p> <ul style="list-style-type: none"> <li>• Research methods with research goals and objectives are appropriate</li> </ul>	<p>research is quite precise</p> <ul style="list-style-type: none"> <li>• Research methods with research objectives and targets are quite appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The formulation of the flow chart and the stages of research is less precise</li> <li>• Research methods with research objectives and targets are not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The formulation of the flow chart and the stages of research is very inappropriate</li> <li>• Research methods with research goals and objectives are not appropriate</li> </ul>	
4	Data and Analysis	<ul style="list-style-type: none"> <li>• Data for the analysis process is very complete</li> <li>• The analysis process with analytical methods is very suitable</li> <li>• The results of analysis for research purposes have very high benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for a complete analysis process</li> <li>• The analysis process with the analytical method is appropriate</li> <li>• The results of the analysis for research purposes have considerable benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the analysis process is quite complete</li> <li>• The process of analysis with analytical methods is quite appropriate</li> <li>• The results of analysis for research purposes have moderate benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the analysis process is incomplete</li> <li>• The analysis process with analytical methods is not appropriate</li> <li>• The results of the analysis for research purposes have low benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the analysis process is very incomplete</li> <li>• The analysis process with analytical methods is not appropriate</li> <li>• The results of the analysis for research purposes have very low benefits</li> </ul>	
5	Conclusion	<ul style="list-style-type: none"> <li>• Conclusion formulation has very high quality</li> <li>• The conclusions formulated with the results of the analysis are very suitable</li> <li>• Formulation of conclusions with the aim of research is very suitable</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulation has quite high quality</li> <li>• Formulation of conclusions with the results of the analysis is appropriate</li> <li>• Formulation of conclusions with the aim of research is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulation is of moderate quality</li> <li>• The conclusions formulated with the results of the analysis are quite appropriate</li> <li>• Formulation of conclusions with the aim of research is quite appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulas are of low quality</li> <li>• The conclusions formulated with the results of the analysis are not appropriate</li> <li>• Formulation of conclusions with the aim of research is not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion formulation has very low quality</li> <li>• Formulation of conclusions with the results of the analysis is not appropriate</li> <li>• Formulation of conclusions with the aim of research is not appropriate</li> </ul>	
6	Ability to present and answer	<ul style="list-style-type: none"> <li>• Fluency and selection of words at presentation is very good</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and selection of words during the presentation is good</li> <li>• Clear and coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and selection of words at presentation is quite good</li> <li>• Presentation material</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and choice of words at presentation is not good</li> <li>• Presentation material</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and choice of words during presentations is very poor</li> </ul>	

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
		<ul style="list-style-type: none"> <li>• Presentation material that is very clear and coherent</li> <li>• Excellent presentation materials using explanations such as graphics, diagrams, images, and so on</li> <li>• Very good appearance seen from gesture and eye contact, as well as high confidence</li> <li>• Very able to explain and respond to questions</li> <li>• Have very high openness in receiving input</li> </ul>	<p>presentation material</p> <ul style="list-style-type: none"> <li>• Good presentation material using explanations such as graphics, diagrams, images, and so on</li> <li>• Good appearance seen from gesture and eye contact, and high self-confidence</li> <li>• Able to explain and respond to questions</li> <li>• Have high openness in receiving input</li> </ul>	<p>that is quite clear and coherent</p> <ul style="list-style-type: none"> <li>• Good presentation material using explanations such as graphics, diagrams, pictures, and so on</li> <li>• Appearance that is quite good seen from gesture and eye contact, and self-confidence is quite good</li> <li>• Enough to be able to explain and respond to questions</li> <li>• Have sufficient openness in receiving input</li> </ul>	<p>that is unclear and coherent</p> <ul style="list-style-type: none"> <li>• Poor presentation material without using explanations such as graphics, diagrams, images, etc.</li> <li>• Poor appearance seen from gesture and eye contact, and lack of confidence</li> <li>• Less able to explain and respond to questions</li> <li>• Having a lack of openness in receiving input</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation material that is unclear and coherent</li> <li>• Presentation material that does not use explanations such as graphics, diagrams, images, and so on</li> <li>• Appearances that are very less seen from gesture and eye contact, and are not confident</li> <li>• Not able to explain and respond to questions</li> <li>• Does not have openness in receiving input</li> </ul>	
Average score							

Each criterion has a different percentage of evaluation as in the table below:

NO	CRITERIA	NILAI (0-100)		
		Pembimbing	Examiner1	Examiner2
1.	Abstract (5%)			
2.	Foreword/Preface/Exordium(10%)			
3.	Literature Review (15%)			
4.	Research Methodology (20%)			
5.	Analysis and data (30%)			
6.	Research conclusion (5%)			
7.	Presenting ability and answering question (1 5%)			
TOTAL (filled by final project operator)				
AVERAGE (filled by final project operator)				

NO	KRITERIA / BOBOT	NILAI (0-100)
		Mentor
1	ABSTRACT (5%) Abstract content comprehensiveness (problem and purpose, research methodology, output and conclusion, and keyword) Complete, <i>full of meaning</i> /short, clear, and formed well	
2	FOREWORD/PREFACE/EXORDIUM (10%) Empirical fact existence in background, supported with up to date data/information and valid reference source Problem formulation and research question validity Purpose dan research target formulation validity Research scope formulation validity	
3	LITERATURE REVIEW(15%) Suitability between literature review substance with topic/ final project title Literature review substance comprehensiveness Literature review synthesis accuracy Literature writing validity (citation) Literature novelty	
4	RESEARCH METHODOLOGY (20%) Research approaches and research type formulation validity Research variable and operational definition formulation validity Collecting method and data analysis formulation validity Flow chart dan research phase formulation validity Suitability between research methodology with research target and purpose	
5	ANALYSIS AND DATA (30%) Data comprehensiveness for analysis process Analysis process suitability with analysis method Research output expediency for research purpose	



NO	KRITERIA / BOBOT	NILAI (0-100)
6	<b>RESEARCH CONCLUSION (5%)</b> Conclusion formulation quality Conclusion formulation suitability with analysis output Conclusion formulation suitability with research purpose	Mentor
7	<b>PRESENTING ABILITY AND ANSWERING QUESTION (15%)</b> Fluency and choosing words Explication and presentation material sequence Using explanatory (graphic, diagram, pictures, and others) Appearance, Gesture, Eye contact, Confidence Ability to explain and respond question Openness to accept recommendation	

#### 4. EVALUASI IV :

##### TUGAS IV –REVISI BUKU TA

Course name	Final Project
Credit	6 credits
Modul	Modul 1 – Modul 11
Modul Learning Objective	<ul style="list-style-type: none"><li>• Students are able to apply research procedures in cases of regional,city and coastal planning</li><li>• Students are able to carry out the research process correctly accordingto scientific principles</li><li>• Students are able to synthesize theories, concepts and methods inresearch in the case of regional, city and coastal planning</li><li>• Students are able to analyze through quantitative and qualitativetechniques</li><li>• Students are able to compile prescriptions from the results ofacademic studies through the research process</li><li>• Students are able to compile scientific articles and publish</li><li>• Students are able to work independently in the research process</li><li>• Students are able to communicate visually, verbally and verbally theresults of academic studies through the research process</li></ul>
Learning Objective	The revision of the TA book aims to evaluate the completion of the final TA book report that has been prepared in accordance with various inputs during the Trial Session. The evaluation is seen from the improvement of the background of the problem, the formulation of the problem, the goals and objectives of the study, the scope of the research, the literature, the research methods, data and analysis, and conclusions and recommendations.
Depth of Revision	C1, C2, C3, C4, C5, C6
Detail of Revision	Enclosed below regarding description of evaluation and assessmentcriteria

**EVALUATION IV:  
FINAL PROJECT REPORT REVISION**

**A. OBJECTIVES**

The revision of the TA book aims to evaluate the completion of the final report on the TA book that has been prepared in accordance with various inputs during the Trial Session. The evaluation is seen from the improvement of the background of the problem, the formulation of the problem, the goals and objectives of the study, the scope of the study, the literature, the research methods, the data and analysis, and conclusions and recommendations.

**B. MATERIAL**

Discussion session consist of :

1. Chapter 1 Introduction
2. Chapter 2 Literature Review
3. Chapter 3 Research Methods
4. Chapter 4 Results and Discussion
5. Chapter 5 Conclusions and Recommendations (Draft)
6. References

**C. PELAKSANAAN TUGAS**

The revised FINAL PROJECT book is implemented with the following instructions:

- FINAL PROJECT students must make improvements to the FINAL PROJECT book in accordance with the Official Report of the Examination that has been published. The results of the refinement of the TA book were then certified with the FINAL PROJECT Supervisor.
- FINAL PROJECT students are required to complete a form that shows the TA supervisor's approval of the FINAL PROJECT book that has been refined, as well as the approval of abstract and abstract translation substances that have fulfilled the rules of English.

#### D. SCORING CRITERIA

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

No	Criteria	Very good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55	Score
1	Abstract improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
2	Introduction improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
3	Literature review improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
4	Research method improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
5	Result and discussion improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
6	CONslusion and recommendation improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
7	Bibliography improvement	Very in accordance with the Official Report of the Thesis defense	In accordance with the minutes of the Thesis defense	Enough in accordance with the minute of the thesis defense	Less in accordance with the Minutes of the Thesis defense	Not in accordance with the Minutes of the thesis defense	
<b>Average score</b>							