



**Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Economics Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
Economic Development Planning Seminar	8722003100	Compulsory Study Program Subjects	T=0	P=3	ECTS=4.77	7	July 4, 2023																																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																			
	Prayudi Setiawan Prabowo,S.T.,S.E.,M.E		Hendry Cahyono, S.E., M.E			Dr. Tony Seno Aji, S.E., M.E.																																																																			
Learning model	Project Based Learning																																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																								
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																							
	PLO-4	Develop yourself continuously and collaborate.																																																																							
	PLO-6	Able to analyze economic potential empowerment strategies																																																																							
	PLO-8	Able to apply information technology in problem solving																																																																							
	Program Objectives (PO)																																																																								
	PO - 1	Students are able to identify economic development problems																																																																							
	PO - 2	Students are able to express their ideas in the form of scientific papers (papers) and present them in scientific forums (seminars) as preparation to become economic practitioners who are experts in the field of development planning in government.																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>P.O</td> <td>PLO-3</td> <td>PLO-4</td> <td>PLO-6</td> <td>PLO-8</td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> </table>						P.O	PLO-3	PLO-4	PLO-6	PLO-8			PO-1	✓	✓	✓	✓			PO-2	✓	✓	✓	✓																																															
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PO-2	✓	✓	✓	✓																																																																					
PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td> </tr> <tr> <td>PO-2</td> <td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		PO-2	✓	✓						✓								✓
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PO-1			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓																																																										
PO-2	✓	✓						✓								✓																																																									
Short Course Description	This course discusses in depth the process and implementation of economic development planning. Topics discussed include development planning and supervision, dimensions and institutions of development planning, development planning strategies, regional development planning, strategic planning, input-output analysis. Through discussions and presentations, students will explore issues related to economic development, including challenges and opportunities at the local, national and global levels.																																																																								
References	Main :																																																																								
	<ol style="list-style-type: none"> 1. Jhingan, M.L. 2000.Ekonomi Pembangunan dan Perencanaan. Terjemahan, Raja Grafindo Persada, Jakarta 2. Robinson Tarigan. 2005. Perencanaan Pembangunan wilayah. PT Bumi Aksara, Jakarta. 3. Arsyad, Lincolin. (1999).Pengantar Perencanaan dan Pembangunan Ekonomi Daerah.BPFE. Yogyakarta. 4. Mire, Saleh. 2014.Perencanaan Pembangunan. Teori, Model dan Aplikasi. CaraBaca, Makassar. 5. Seth, M, 1971.Theory and Practice of Economic Planning. S. Chand & Co. Ram Nagar. New Delhi 6. Buku Pedoman Tugas Akhir/Skripsi Mahasiswa S1 Universitas Negeri Surabaya 7. McKeown, Bruce F. 2013. 2013. Q Methodology (Quantitative Application in The Social Science). SAGE Publication. Inc 8. Danim, S. 2002. Menjadi Peneliti Kualitatif. Bandung: Pustaka Setia. 																																																																								
	Supporters:																																																																								

Supporting lecturer		Dr. Prayudi Setiawan Prabowo, S.E., M.E. Hendry Cahyono, S.E., M.E. Kukuh Arisetyawan, S.Pd., M.E.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students know the subject matter, learning methods, learning outcomes, references and assessments. Discussion about the application of development economics in research	1.1. Accuracy of the points conveyed 2.2. Ability to contribute to understanding the material 3.3. Student activity	Criteria: Participatory assessment rubric Form of Assessment : Participatory Activities	3 X 50	3 X 50	Material: Scope and Basic Concepts of Development Planning Reference: <i>Jhingan, ML 2000. Economics of Development and Planning. Translation, Raja Grafindo Persada, Jakarta</i>	1%
2	Students can apply scientific methods and the limitations of development planning research	Ability to respect group opinions, ability to contribute to understanding the material	Criteria: Participatory assessment rubric Form of Assessment : Participatory Activities	3 X 50	3 X 50	Material: Global Development Planning Reference: <i>Mire, Saleh. 2014. Development Planning. Theory, Models and Applications. CaraRead, Makassar.</i> Material: Introduction to Quantitative References: <i>McKeown, Bruce F. 2013. 2013. Q Methodology (Quantitative Application in The Social Science). SAGE Publications. Inc</i>	1%

3	Students are able to apply examples of economic research based on the field of development planning	Ability to respect group opinions, ability to contribute to understanding the material	Criteria: Participatory assessment rubric Form of Assessment : Practice/Performance, Test	3 X 50	3 X 50	Material: Concept of Planning and Planning Library: <i>Robinson Tarigan. 2005. Regional Development Planning. PT Bumi Aksara, Jakarta.</i> <hr/> Material: Types of qualitative research References: <i>Danim, S. 2002. Becoming a Qualitative Researcher. Bandung: Pustaka Setia.</i> <hr/> Material: Types of quantitative research References: <i>McKeown, Bruce F. 2013. 2013. Q Methodology (Quantitative Application in The Social Science). SAGE Publications. Inc</i>	5%
4	Students are able to apply examples of economic research based on the field of development planning	Ability to respect group opinions, ability to contribute to understanding the material	Criteria: according to scoring guidelines Form of Assessment : Practice / Performance	3 X 50	3 X 50	Material: Concept of Planning and Planning Library: <i>Robinson Tarigan. 2005. Regional Development Planning. PT Bumi Aksara, Jakarta.</i> <hr/> Material: Types of qualitative research References: <i>Danim, S. 2002. Becoming a Qualitative Researcher. Bandung: Pustaka Setia.</i> <hr/> Material: Types of quantitative research References: <i>McKeown, Bruce F. 2013. 2013. Q Methodology (Quantitative Application in The Social Science). SAGE Publications. Inc</i>	5%

5	Understand and be able to explain development planning and supervision	1. Able to understand that planning is a development tool 2. Able to understand the main problems of development planning 3. Able to understand the relationship between Planning and Supervision	Criteria: according to scoring guidelines Form of Assessment : Practice / Performance	3 X 50	3 X 50	Material: Development Planning and Supervision Library: <i>Robinson Tarigan. 2005. Regional Development Planning. PT Bumi Aksara, Jakarta.</i>	5%
6	Understand and explain the dimensions and institutions of development planning in Indonesia	1. Able to understand the Qualitative and Quantitative Aspects of Development Planning 2. Able to understand Development Planning institutions in Indonesia 1. dimensions and institutions of development planning in Indonesia	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	3 X 50	3 X 50	Material: Dimensions and Institutions of Development Planning Reference: <i>Rizal, Suryadi, et al. 1999. Development Planning. Open University., Jakarta</i>	2%
7	1. understand development planning strategies	1. Able to understand the steps in the development planning process 2. Able to understand development planning strategies	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	3 X 50	3 X 50	Material: Development Planning Strategy Reference: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	2%
8	UTS	• Accuracy of the points conveyed • Ability to respect group opinions • Ability to contribute to understanding of the material	Criteria: according to scoring guidelines Form of Assessment : Test	3 X 50 Thesis Proposal Seminar	3 X 50	Material: UTS Reference: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i> Material: UTS Reader: <i>Robinson Tarigan. 2005. Regional Development Planning. PT Bumi Aksara, Jakarta.</i>	5%
9	understand and explain the concept of regional and regional development planning	1. Able to understand regional development 2. Able to understand regional growth theories 3. Able to understand the basics of regional planning 4. Able to understand the fields and types of regional planning 5. Able to understand regional development planning 6. Able to understand resources regional development	Criteria: according to scoring guidelines Form of Assessment : Practice / Performance	3 X 50	3 X 50	Material: Revision of Proposal Seminar Results Literature: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	5%

10	understand and explain strategic planning	1. Able to understand the meaning and definition of strategic planning 2. Able to understand the strategic planning process 3. Able to understand the approach to preparing strategic plans 4. Able to create and compile a SWOT Analysis	Criteria: according to scoring guidelines Form of Assessment : Practice / Performance	3 X 50	3 X 50	Material: Understanding and Explaining Strategic Planning Reference: <i>Jhingan, ML 2000. Development Economics and Planning. Translation, Raja Grafindo Persada, Jakarta</i>	5%
11	Understand and explain basic models of development planning	1. Able to understand the aggregate planning model 2. Able to understand the Sectoral and structural development planning model 3. Able to understand the Harrod Domar model	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	3 X 50	3 X 50	Material: explains basic models of development planning. Reference: <i>Jhingan, ML 2000. Economics of Development and Planning. Translation, Raja Grafindo Persada, Jakarta</i>	2%
12	Able to understand and apply Input-Output analysis	1. Able to understand the aggregate planning model 2. Able to understand the Sectoral and structural development planning model 3. Able to understand the Harrod Domar model	Criteria: according to scoring guidelines Form of Assessment : Practice / Performance	3 X 50	3 X 50	Material: Application of Input Output Library: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	5%
13	Understand open input-output and dynamic input-output	Able to understand open Input Output Able to understand Dynamic Input output	Criteria: according to scoring guidelines Form of Assessment : Practice / Performance	3 X 50	3 X 50	Material: Application of Input Output Library: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	5%
14	1. Applying Linear Programs in development planning 2. Able to understand linear programming problems using the graphic method and simplex method. Able to apply linear programming in economics and business	• Accuracy of important points found in field studies • Ability to defend ideas and be responsible for the results of one's own work	Criteria: according to scoring guidelines Form of Assessment : Participatory Activities	3 X 50	3 X 50	Material: Application of Input Output Library: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	2%

15	Understand projection methods and their use	<ul style="list-style-type: none"> • Accuracy of the points conveyed • Ability to respect group opinions • Ability to contribute to understanding of the material 	Criteria: according to scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	3 X 50	3 X 50	Material: Projection Methods and Their Use Reference: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	25%
16	UAS	<ul style="list-style-type: none"> • Accuracy of the points conveyed • Ability to respect group opinions • Ability to contribute to understanding of the material 	Criteria: according to scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	3 X 50 Thesis Session	3 X 50	Material: UAS Reference: <i>Jhingan, ML 2000. Development and Planning Economics. Translation, Raja Grafindo Persada, Jakarta</i>	25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	32,5%
4.	Test	7.5%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.