



**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
Regional Economics	8722003114	Study Program Elective Courses	T=3	P=0	ECTS=4.77	7	April 27, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Kukuh Arisetyawan, S.Pd., M.E		Kukuh Arisetyawan, S.Pd., M.E			Dr. Tony Seno Aji, S.E., M.E.	

Learning model	Case Studies																																																	
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-5 Able to analyze overall economic theoretical concepts																																																	
	PLO-7 Able to communicate effectively orally and in writing in the field of economics																																																	
	Program Objectives (PO)																																																	
	PO - 1 Master theoretical concepts in depth regarding theories, concepts, and be able to analyze the calculations needed in regional economic analysis.																																																	
	PLO-PO Matrix																																																	
	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-4</th> <th>PLO-5</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-3	PLO-4	PLO-5	PLO-7	PO-1	✓	✓	✓	✓																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																		
<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Short Course Description This course studies economic dynamics at the regional level and how policies can be designed to support growth and prosperity in various regions. The topics discussed are the concept of Regional Economics which includes: regional concepts; regional classification; regional development; connectivity and dependency between regions; regional growth theory; growth center theory; as well as regional growth indicators.

References

Main :

1. Armstrong, Harvey dan Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.
2. Soetrisno dan Wibowo, Rudi. 2004.Konsep, Teori, dan Landasan Analisis Wilayah. Malang: Bayumedia Publishing3.
3. Wang, Xinhao dan Hofe, Rainer vom. 2007.Research Methods in Urban and Regional Planning.Springer4.
4. Capello, Roberta dan Nijkamp, Peter. 2010.Handbook of Regional Growth and Development Theories. Edward Elgar Publishing5.
5. Leigh, Nancey Green dan Edward, J. Blakely. 2016.Planning Local Economic Development: Theory and Practice.Sage Publications

Supporters:

1. Kuncoro, Mudrajad, 2002, Analisis Spasial dan Regional, Studi Aglomerasi dan Kluster Indonesia, UPP AMP YKPN, Yogyakarta.

Supporting lecturer		Dr. Prayudi Setiawan Prabowo, S.E., M.E. Hendry Cahyono, S.E., M.E. Dr. Mohammad Wasil, S.Pd., M.E. Aprillia Nilasari, S.Pd., M.S.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 are able to understand the meaning of regional economics Students are able to understand the differences between regional economic and non-regional economic approaches Explain the meaning of regional economics Explain the differences between regional and non-regional economic approaches Explain regional boundary determination Understanding regional economics Differences between regional and non-regional economic approaches Determine regional boundaries	Students are able to explain and understand regional economics, regional and non-regional approaches	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Understanding regions based on economic and non-economic approaches, differences between regional economic approaches and non-regional economics, determining regional boundaries. References: <i>Armstrong, Harvey and Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.</i>	3%
2	· Students are able to understand and carry out analyzes of various regional economic problems · Explain disparities in economic growth between regions · Explain regional labor unemployment Explain poverty within regions · Disparity in economic growth between regions · Regional labor unemployment · Poverty within regions	Students pay attention and respond to the lecturer's presentation	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Regional Economic Problems References: <i>Armstrong, Harvey and Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.</i>	3%
3	Final Abilities: · Students are able to explain and analyze regional economic calculations · Students are able to explain and analyze the results of calculations regarding regional economic growth · Students are able to explain regional economic structure · Students are able to explain regional job creation Indicators: · Explain regional economic calculations · Explain analyzing the results of calculations regarding regional economic growth · Explaining regional economic structure · Explaining regional job creation Explaining regional income and job creation	Students pay attention and provide responses to the case studies given	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Calculation of regional income, regional economic structure, regional income multiplier References: <i>Capello, Roberta and Nijkamp, Peter. 2010. Handbook of Regional Growth and Development Theories. Edward Elgar Publishing5.</i>	3%

4	<p>Final Abilities: Students are able to understand the concept and theory of regional input output. Students are able to carry out calculations in input output analysis. Indicators:</p> <ul style="list-style-type: none"> · Explain and analyze the distribution of transactions in input output analysis · Explain and analyze intermediate demand and final demand in input output analysis · Explain and analyze the structure regional economy in input output analysis 	Student participation in discussions	<p>Criteria: According to scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 15	<p>Material: Regional Input Output</p> <p>Bibliography: <i>Armstrong, Harvey and Jim, Taylor. 2000. Regional Economics and Policy. Blackwell Publishers2.</i></p>	3%
5	<p>Students are able to understand regional input output concepts and theories. Students are able to carry out calculations in input output analysis</p> <ul style="list-style-type: none"> · Explain type I & II multipliers in input output analysis · Explain and analyze backward effects and forward effects in input output analysis · Explain and analyze the determination of leading sectors in analysis input output 	Students are able to find unique findings, are able to express opinions well.	<p>Criteria: According to scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	Interactive lectures, discussions, case studies 3 X 50	Small Group Discussion: Students, after discussing with their group, return to the main room to convey what they got from the results of the case study discussion. Then each group puts forward a hypothesis based on these findings. After that, divide the tasks among the team to complete the existing findings within a certain time period. 3 X 15	<p>Material: Regional Input Output Development</p> <p>Reader: <i>Armstrong, Harvey and Jim, Taylor. 2000. Regional Economics and Policy. Blackwell Publishers2.</i></p>	3%
6	<p>Students are able to understand regional input output concepts and theories. Students are able to carry out calculations in input output analysis</p> <ul style="list-style-type: none"> · Explain type I & II multipliers in input output analysis · Explain and analyze backward effects and forward effects in input output analysis · Explain and analyze the determination of leading sectors in analysis input output 	Students are able to find unique findings, are able to express opinions well.	<p>Criteria: According to scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 15	<p>Material: Regional Input Output Development</p> <p>Reader: <i>Armstrong, Harvey and Jim, Taylor. 2000. Regional Economics and Policy. Blackwell Publishers2.</i></p>	3%
7	<p>Students are able to understand regional input output concepts and theories. Students are able to carry out calculations in input output analysis</p> <ul style="list-style-type: none"> · Explain type I & II multipliers in input output analysis · Explain and analyze backward effects and forward effects in input output analysis · Explain and analyze the determination of leading sectors in analysis input output 	Students are able to find unique findings, are able to express opinions well.	<p>Criteria: According to scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 15	<p>Material: Regional Input Output Development</p> <p>Reader: <i>Armstrong, Harvey and Jim, Taylor. 2000. Regional Economics and Policy. Blackwell Publishers2.</i></p>	4%

8	Midterm exam	Can do questions well and correctly	Criteria: According to scoring guidelines Form of Assessment : Test	Written test 3 X 50		Material: UTS Reader: Soetrisno and Wibowo, Rudi. 2004. <i>Concepts, Theories and Foundations of Regional Analysis</i> . Malang: Bayumedia Publishing3.	20%
9	Students are able to understand and analyze several types of unemployment in a region based on the factors that cause them. Explain the types of unemployment. Explain the relationship between unemployment and regional economic conditions. Explain the disparities in unemployment between regions. Types of unemployment. The relationship between unemployment and regional economic conditions. Explain the disparities in unemployment between regions.	Discussion of the case provided	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 x 50	Material: Unemployment Bibliography: Armstrong, Harvey and Jim, Taylor. 2000. <i>Regional Economics and Policy</i> . Blackwell Publishers2.	4%
10	· Students are able to understand migration theories and identify factors that cause migration · Explain the types of migration · Explain the determinants of migration based on neoclassical and non-neoclassical · Explain the gravity model in migration between regions	· Students are able to understand migration theories and identify factors that cause migration · Explain the types of migration · Explain the determinants of migration based on neoclassical and non-neoclassical · Explain the gravity model in migration between regions	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies	Material: Interregional Migration References: Armstrong, Harvey and Jim, Taylor. 2000. <i>Regional Economics and Policy</i> . Blackwell Publishers2.	4%
11	· Students are able to understand various types of location theory according to developments over time. · Students are able to understand and can calculate factors that influence locations that produce maximum profits. Explain location theory according to classical and neoclassical. Explain industrial locations that maximize profits. Explain optimization models in determining industrial locations.	Number of reference quotes, ppt presentation, communication skills	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Small group discussion, cooperative learning 3 X 50	Material: Theory Bibliography Location: Armstrong, Harvey and Jim, Taylor. 2000. <i>Regional Economics and Policy</i> . Blackwell Publishers2.	4%

12	Students are able to understand the theory and concept of the center of economic growth along with the economic impact of the relationship between the center and the periphery. Explain the meaning of the center of economic growth. Explain the functional relationship between the center and the periphery. Explain the forward effect and backwash effect in the relationship between the center and the periphery. Explain the dualism of Hirschman and Myrdal in the relationship between the center and the periphery.	Communication skills	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Location Theory and Center of Economic Growth References: <i>Armstrong, Harvey and Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.</i>	4%
13	Students are able to understand the theory and concept of the center of economic growth along with the economic impact of the relationship between the center and the periphery. Explain the meaning of the center of economic growth. Explain the functional relationship between the center and the periphery. Explain the forward effect and backwash effect in the relationship between the center and the periphery. Explain the dualism of Hirschman and Myrdal in the relationship between the center and the periphery.	1. Communication skills 2.Supporting journal	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Concept of developing economic potential and location References: <i>Armstrong, Harvey and Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.</i>	4%
14	Students are able to understand the theory and concept of the center of economic growth along with the economic impact of the relationship between the center and the periphery. Explain the meaning of the center of economic growth. Explain the functional relationship between the center and the periphery. Explain the forward effect and backwash effect in the relationship between the center and the periphery. Explain the dualism of Hirschman and Myrdal in the relationship between the center and the periphery.	1. Communication skills 2.Supporting journal 3.PPT Presentation	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Concept of developing economic potential and location References: <i>Armstrong, Harvey and Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.</i>	4%

15	Students are able to understand the theory and concept of the center of economic growth along with the economic impact of the relationship between the center and the periphery. Explain the meaning of the center of economic growth. Explain the functional relationship between the center and the periphery. Explain the forward effect and backwash effect in the relationship between the center and the periphery. Explain the dualism of Hirschman and Myrdal in the relationship between the center and the periphery.	1. Communication skills 2. Supporting journal 3. PPT Presentation	Criteria: According to scoring guidelines Form of Assessment : Participatory Activities	Interactive lectures, discussions, case studies 3 X 50	Interactive lectures, discussions, case studies 3 X 50	Material: Concept of developing economic potential and location References: <i>Armstrong, Harvey and Jim, Taylor. 2000. Regional Economics and Policy. Blackwell Publishers2.</i>	4%
16	UAS	Can do questions well and correctly	Criteria: According to scoring guidelines Form of Assessment : Test	Written test 3 X 50	3 X 50	Material: UAS Bibliography: <i>Armstrong, Harvey and Jim, Taylor. 2000. Regional Economics and Policy. Blackwell Publishers2.</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		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.