

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Economics and Business</b> <b>Bachelor of Economics Study Program</b>					<b>Document Code</b>																																								
<b>SEMESTER LEARNING PLAN</b>																																															
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																							
Regional Economics		8722003047		T=3	P=0	ECTS=4.77	6	July 18, 2024																																							
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																								
		.....		.....			Dr. Tony Seno Aji, S.E., M.E.																																								
<b>Learning model</b>	Case Studies																																														
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="15"></td> </tr> </table>							P.O																																						
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																														
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> <td style="width: 20px; height: 20px;">8</td> <td style="width: 20px; height: 20px;">9</td> <td style="width: 20px; height: 20px;">10</td> <td style="width: 20px; height: 20px;">11</td> <td style="width: 20px; height: 20px;">12</td> <td style="width: 20px; height: 20px;">13</td> <td style="width: 20px; height: 20px;">14</td> <td style="width: 20px; height: 20px;">15</td> <td style="width: 20px; height: 20px;">16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	This course contains 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																																														
<b>References</b>	<b>Main :</b>																																														
	<ol style="list-style-type: none"> <li>1. Armstrong, Harvey dan Jim, Taylor. 2000.Regional Economics and Policy.Blackwell Publishers2.</li> <li>2. Soetriono dan Wibowo, Rudi. 2004.Konsep, Teori, dan Landasan Analisis Wilayah. Malang: Bayumedia Publishing3.</li> <li>3. Wang, Xinhao dan Hofe, Rainer vom. 2007.Research Methods in Urban and Regional Planning.Springer4.</li> <li>4. Capello, Roberta dan Nijkamp, Peter. 2010.Handbook of Regional Growth and Development Theories. Edward Elgar Publishing5.</li> <li>5. Leigh, Nancey Green dan Edward, J. Blakely. 2016.Planning Local Economic Development: Theory and Practice.Sage Publications</li> </ol>																																														
	<b>Supporters:</b>																																														
<b>Supporting lecturer</b>	Dr. Prayudi Setiawan Prabowo, S.E., M.E. Hendry Cahyono, S.E., M.E.																																														
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																								
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																										

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>Students are able to understand the meaning of regional economics</p> <p>Students are able to understand the differences between regional economic and non-regional economic approaches</p> <p>Explain the meaning of regional economics</p> <p>Explain the differences between regional and non-regional economic approaches</p> <p>Explain regional boundary determination</p> <p>Understanding regional economics</p> <p>Differences between regional and non-regional economic approaches</p> <p>Determine regional boundaries</p>			3 X 50			0%
2	<ul style="list-style-type: none"> <li>· Students are able to understand and carry out analyzes of various regional economic problems</li> <li>· Explain disparities in economic growth between regions</li> <li>· Explain regional labor unemployment</li> <li>Explain poverty within regions</li> <li>· Disparity in economic growth between regions</li> <li>· Regional labor unemployment</li> <li>· Poverty within regions</li> </ul>			3 X 50			0%
3	<p>Final Abilities:</p> <ul style="list-style-type: none"> <li>· Students are able to explain and analyze regional economic calculations</li> <li>· Students are able to explain and analyze the results of calculations regarding regional economic growth</li> <li>· Students are able to explain regional economic structure</li> <li>· Students are able to explain regional job creation</li> </ul> <p>Indicators:</p> <ul style="list-style-type: none"> <li>· Explain regional economic calculations</li> <li>· Explain analyzing the results of calculations regarding regional economic growth</li> <li>· Explaining regional economic structure</li> <li>· Explaining regional job creation</li> <li>· Explaining regional income and job creation</li> </ul>			3 X 50			0%

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: · 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</p>			3 X 50			0%
5	<p>Students are able to understand regional input output concepts and theories Students are able to carry out calculations in input output analysis · Explain type I &amp; 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</p>			3 X 50			0%
6	<p>Students are able to understand various determinants of regional economic growth based on neoclassical, endogenous and Keynesian theories. Students are able to carry out calculations based on the concepts of neoclassical, endogenous and Keynesian regional economic growth. Explain and analyze regional economic growth from a neoclassical perspective. Explain and analyze regional economic growth with an endogenous approach. Explain and Analyzing regional economic growth, Keynes's concept</p>			3 X 50			0%

7	Students are able to calculate regional comparative advantage based on regional production structure. Students understand trade theory and recognize its application for regional analysis. Explain export base theory. Explain trade theory, absolute advantage, comparative advantage and Heckser-Ohlin. Explain inter and intra-industry trade theory, new economics geography.			3 X 50			0%
8	Midterm exam			3 X 50			0%
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.			3 X 50			0%
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			3 X 50			0%

11	<p>· 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.</p>			3 X 50			0%
12	<p>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.</p>			3 X 50			0%
13	<p>Students are able to understand the theories and concepts of regional economic development based on production factors and technology Explain the theory of regional economic development based on capital, labor and technology · The theory of regional economic development based on capital, labor and technology</p>			3 X 50			0%
14	<p>Students are able to understand the theories and concepts of institutional-based local economic development Explain the theory of institutional-based local regional economic development · Institution-based local regional economic development theory</p>			3 X 50			0%

15	Students are able to understand regional economic policy instruments and provide an overview of their application Explain policies to overcome unemployment Explain policies to bridge regional economic disparities Explain regional economic anti-cycle policies Policies to overcome unemployment Policies to bridge regional economic disparities Regional economic anti-cycle policies			3 X 50			0%
16	Final exams			3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.