



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of Public Administration Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																								
Inter-Regional Autonomy and Cooperation	6320102067		T=2	P=0	ECTS=3.18	6	July 18, 2024																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																									
			Eva Hany Fanida, S.AP., M.AP.																																									
Learning model	Case Studies																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	This course invites students to learn together about regional autonomy and the potential for developing interregional (intergovernmental) cooperation. In the initial study, students were invited to reload the concept of autonomy and decentralization based on the latest approach (UU). Next, students discuss and discuss material on the study of Inter-Regional Cooperation relations within the framework of internal autonomy and decentralization approaches. The next study is about the substance of inter-regional cooperation which includes: The concept and background of the need for KAD, KAD models and procedures, KAD institutions and KAD forms, Mechanisms for procedures for implementing KAD which are carried out with pulpit lecture strategies and discussions to analyze cases. In the final part, students are given knowledge about funding aspects and discuss examples of KAD implementation that have been carried out by several regional governments in Indonesia.																																														
References	Main :																																														
	<ol style="list-style-type: none"> 1. Donahue, John, 2011. Collaborative Governance, Princento University Press 2. Huda, Ni&rsquomatul.2013. Otonomi Daerah, Pustaka Pelajar Yogyakarta 3. Johnson, William.C. 2009.Public Administration Partnership in Public Service. Waveland Press 4. Kaputra, Iswan, 2013. Dampak Otoda di Indonesia. Yayasan Pustaka Obor Yogyakarta 5. Kuncoro, Mudrajat.2014. Otonomi Daerah. Erlangga Surabaya 6. Widjaya. HW. 2014. Otonomi Daerah dan Daerah Otonom, Rajawali Pers Jakarta 																																														
	Supporters:																																														
Supporting lecturer	Muhammad Farid Ma'ruf, S.Sos., M.AP. Tauran, S.Sos., M.Soc.Sc. Galih Wahyu Pradana, S.A.P., M.Si. Deby Febriyan Eprilianto, S.Sos., MPA.																																														
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 explain the scope of development planning	Explain the scope of development planning	<p>Criteria: UTS Assessment Sheet. Consists of 4 description questions. Weight of Question No. 1 = 30Weight of Question No. 2 = 20Weight of Question No. 3 = 30 Weight of Question No. 4 = 20Assessment Sheet 2 (assignment) consists of an assessment of: - Suitability of the paper to the systematics of writing - Suitability of the title to the contents of the paper - Depth of the contents of the paper UAS Assessment Sheet . Consists of 5 description questions. Weight of Question No. 1 = 25Weight of Question No. 2 = 25Weight of Question No. 3 = 25 Weight of Question No. 4 = 25</p>	Lectures, Questions and Answers/Discussions 2 X 50			0%
2	Students are able to describe paradigm changes in Regional Autonomy	Knowledge Competency Students are able to explain the direction of the Regional Autonomy paradigm before and after the New Order		Pulpit Lecture Questions and Answers 2 X 50			0%
3	Students are able to explain the new format of Regional Autonomy and regional development goals	<p>1.Knowledge Competency Students can explain the new format of regional autonomy</p> <p>2.Students can define several functions of the governor in regional development</p> <p>3.Analytical Competency Students are able to analyze various overlapping authorities between Regency/City and Province</p>		Pulpit lectureDiscussion 2 X 50			0%
4	Students are able to explain fiscal decentralization reform in Indonesia	<p>1.Knowledge Competency Students can understand how Central-Regional financial relations are</p> <p>2.Students can explain several types of Regional Income</p> <p>3.Analytical Competency Students are able to analyze the relationship between the APBN and APBD</p>		Pulpit lecture Questions and Answers 2 X 50			0%

5	Students are able to understand several regional development planning schemes	<p>1.Knowledge Competency Students are able to explain the concept of ideal regional development planning</p> <p>2.Students are able to explain the difference between planning from the bottom (bottom up planning) and planning from the top (top down planning)</p>		Pulpit lecture Questions and Answers 2 X 50			0%
6	Students are able to understand the meaning of Good Governance in the era of Regional Autonomy	<p>1.Knowledge Competency Students are able to explain the meaning of Governance</p> <p>2.Students are able to explain institutional problems in the regional autonomy transition</p>		Pulpit lecture Questions and Answers 2 X 50			0%
7	Students are able to explain several regional classifications based on economic growth and per capita income	<p>1.Knowledge Competency Students can explain the role of government in regional development strategies</p> <p>2.Students can explain the new paradigm of regional economic development</p> <p>3.Students can explain fundamental regional economic indicators</p>		Pulpit Lecture Questions and Answers 2 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)	Students are able to answer various questions whose source material comes from meeting 1 to meeting 7		Written Test 2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.