



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 Cooperation	6320102643	Study Program Elective Courses	T=2 P=0 ECTS=3.18	4	January 30, 2024																																																																																				
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																																																					
		Muhammad Farid Ma'ruf, S.Sos., M.Si.; Galih Wahyu Pradana, S.A.P., M.Si.; Deby Febriyan Eprilianto, S.Sos., MPA.	Muhammad Farid Ma'ruf, S.Sos., M.Si	Eva Hany Fanida, S.AP., M.AP.																																																																																					
Learning model	Case Studies																																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																								
	PLO-10	Mastering qualitative and quantitative analysis methods and techniques for administration.																																																																																							
	PLO-11	Contribute to improving the quality of life in society and the state.																																																																																							
	Program Objectives (PO)																																																																																								
	PO - 1	Mastering the rules and principles of administrative reform and good governance and public services																																																																																							
	PO - 2	Able to analyze and evaluate public policies, organizations and public management in the context of solving public problems																																																																																							
	PO - 3	Able to examine and analyze the opportunities and challenges of Inter-Regional Cooperation in the era of Regional Autonomy																																																																																							
	PLO-PO Matrix																																																																																								
		<table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">P.O</th> <th style="width: 15%;">PLO-10</th> <th style="width: 15%;">PLO-11</th> <th colspan="8"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="8"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td colspan="8"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td colspan="8"></td> </tr> </tbody> </table>					P.O	PLO-10	PLO-11									PO-1											PO-2											PO-3																																																	
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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. 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	Criteria: Analytical Rubric Form of Assessment : Participatory Activities	Lectures, Questions and Answers/Discussions 2 X 50		Material: Collaborative Governance Bibliography: <i>Donahue, John, 2011. Collaborative Governance, Princento University Press</i>	5%
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	Criteria: Analytical rubric (non-test) Form of Assessment : Participatory Activities	Pulpit Lecture Questions and Answers 2 X 50		Material: paradigm change in Regional Autonomy Reference: <i>Huda, Ni&rsquomatul.2013. Regional Autonomy, Yogyakarta Student Library</i>	5%
3	Students are able to explain the new format of Regional Autonomy and regional development goals	1.Knowledge Competency Students can explain the new format of regional autonomy 2.Students can define several functions of the governor in regional development 3.Analytical Competency Students are able to analyze various overlapping authorities between Regency/City and Province	Criteria: Analytical rubric (non-test) Form of Assessment : Participatory Activities	Pulpit lecture Discussion 2 X 50		Material: new format of Regional Autonomy and regional development goals Reference: <i>Huda, Ni&rsquomatul.2013. Regional Autonomy, Yogyakarta Student Library</i>	5%
4	Students are able to explain fiscal decentralization reform in Indonesia	1.Knowledge Competency Students can understand how Central-Regional financial relations are 2.Students can explain several types of Regional Income 3.Analytical Competency Students are able to analyze the relationship between the APBN and APBD	Criteria: Analytical rubric (non-test) Form of Assessment : Portfolio Assessment	Pulpit lecture Questions and Answers 2 X 50		Material: fiscal decentralization reform in Indonesia Reference: <i>Johnson, William.C. 2009. Public Administration Partnership in Public Service. Waveland Press</i>	7%

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>	<p>Criteria: Analytical rubric (non-test)</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lecture Questions and Answers 2 X 50		<p>Material: regional development planning scheme</p> <p>Reference: Kaputra, Iswan, 2013. <i>Impact of Autonomous Services in Indonesia</i>. Yogyakarta Obor Library Foundation</p>	5%
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>	<p>Criteria: Analytical rubric (non-test)</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lecture Questions and Answers 2 X 50		<p>Material: meaning of Good Governance in the era of Regional Autonomy</p> <p>Reader: Widjaya. HW. 2014. <i>Regional Autonomy and Autonomous Regions</i>. Rajawali Press Jakarta</p>	5%
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>	<p>Criteria: Analytical rubric (non-test)</p> <p>Form of Assessment : Portfolio Assessment</p>	Pulpit Lecture Questions and Answers 2 X 50		<p>Material: regional classification based on economic growth and per capita income</p> <p>References: Johnson, William.C. 2009. <i>Public Administration Partnership in Public Service</i>. Waveland Press</p>	8%

8	MIDDLE SEMESTER EXAMINATION (UTS)	Students are able to answer various questions whose source material comes from meeting 1 to meeting 7	<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> <p>Form of Assessment : Test</p>	Written Test 2 X 50		<p>Material: Able to answer various material questions 1-7</p> <p>References: <i>Donahue, John, 2011. Collaborative Governance, Princento University Press</i></p>	10%
9	Able to analyze the basic principles, subject matter, objects and scope of inter-regional cooperation logically, critically and systematically	- Able to explain the subjects involved in KAD - Able to explain the object and scope of cooperation in KAD Analytical Ability - Able to describe the background, reasons and factors that support the establishment of KAD	<p>Criteria: Analytical Rubric</p> <p>Form of Assessment : Participatory Activities</p>	offline September 29, 2021	task assistance	<p>Material: basic principles, subject matter, objects and scope of cooperation between regions.</p> <p>Reference: <i>Kuncoro, Mudrajat.2014. Regional autonomy. Erlangga Surabaya</i></p>	5%
10	Able to analyze actors and actor interactions in the implementation of inter-regional cooperation logically, critically and systematically	1.- Able to explain the subjects involved in KAD 2.- Able to explain the object and scope of cooperation in KAD	<p>Criteria: 1.Analytical Rubric 2.</p> <p>Form of Assessment : Participatory Activities</p>	offline	FGD and group discussions	<p>Material: actor analysis and actor interaction in implementing inter-regional cooperation</p> <p>Reference: <i>Huda, Ni&rsquomatul.2013. Regional Autonomy, Yogyakarta Student Library</i></p>	5%
11	Able to identify forms/models of cooperation between regions logically, critically and systematically	1.- Able to explain the forms and models of cooperation in KAD 2.- Able to explain the collaboration format in KAD 3.Accuracy in identifying various forms/models of cooperation between regions	<p>Criteria: Students are able to explain the forms and models of cooperation in KAD</p> <p>Form of Assessment : Participatory Activities</p>	offline	lectures and discussions	<p>Material: Forms and Models of Library Collaboration:</p> <p>Material: Inter-regional Cooperation Mechanisms References:</p>	5%
12	Able to analyze various interregional cooperation mechanisms logically, critically and systematically	Accuracy in analyzing various cooperation mechanisms between regions	<p>Criteria: Analytical rubric (non-test)</p> <p>Form of Assessment : Participatory Activities</p>	Lecture		<p>Material: interregional cooperation mechanisms Reference: <i>Kuncoro, Mudrajat.2014. Regional autonomy. Erlangga Surabaya</i></p>	7%

13	Able to analyze institutions and institutional networks in the practice of interregional cooperation logically, critically and systematically	Accuracy in analyzing institutions and institutional networks in interregional cooperation practices	Criteria: Analytical rubric (non-test) Form of Assessment : Participatory Activities	Offline, lecture		Material: institutions and institutional networks in the practice of interregional cooperation References: <i>Johnson, William.C. 2009. Public Administration Partnership in Public Service. Waveland Press</i>	5%
14	Able to analyze funding aspects in inter-regional cooperation practices logically, critically and systematically.	Accuracy in analyzing funding aspects in inter-regional cooperation practices	Criteria: Analytical rubric (non-test) Form of Assessment : Participatory Activities	Lecture		Material: funding aspects in the practice of inter-regional cooperation References: <i>Johnson, William.C. 2009. Public Administration Partnership in Public Service. Waveland Press</i>	5%
15	Students are able to analyze various inter-regional cooperation practices and the importance of actor interaction in implementing inter-regional cooperation	Accuracy in analyzing various interregional cooperation practices and the importance of actor interaction in implementing interregional cooperation	Criteria: Analytical rubric (non-test) Form of Assessment : Project Results Assessment / Product Assessment	Lecture		Material: analysis of various inter-regional cooperation practices and the importance of actor interaction in implementing inter-regional cooperation. Library: <i>Widjaya. HW. 2014. Regional Autonomy and Autonomous Regions, Rajawali Press Jakarta</i>	8%
16	Students are able to do the UAS well	Students are able to do the UAS well	Criteria: Test Form of Assessment : Test	Lecture		Material: Able to answer various material questions 1-15 Reference: <i>Huda, Ni&rsquomatul.2013. Regional Autonomy, Yogyakarta Student Library</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	57%
2.	Project Results Assessment / Product Assessment	8%
3.	Portfolio Assessment	15%
4.	Test	20%
		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.

