SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Development Policy and Planning in Indonesia.		6920102075			T=2	P=0	ECTS=3.18	7	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		....			Dr. Agus Machfud Fauzi, M.Si.		

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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Regional development planning courses study and analyze how to prepare a regional development plan by including sectoral and regional aspects. The discussion includes basic concepts of regional development planning, regional development planning process, regional development planning cycles/stages, regional development planning techniques, regional development indicators, preparation of Regional Long Term Plans (RPJPD) and Preparation of Regional Medium Term Plans (RPJMD). Regional Government Work (RKPD), supervision and evaluation of regional development planning, obstacles in regional development planning and regional community participation.
References	**Main :**
	1. Kuncoro, M. 2005. *Otonomi dan Pembangunan Daerah: Reformasi Perencanaan, Strategi dan Peluang* . Jakarta: Penerbit Erlangga Riyadi Dan Deddy S.B. 2004. *Perencanaan Pembangunan Daerah: Strategi Menggali Potensi dalam Mewujudkan Otonomi Daerah* . Jakarta: PT Gramedia Pustaka Utama Sumaryadi, I. N. 2005. *Perencanaan Pembangunan Daerah Otonom dan Pemberdayaan Masyarakat* . Jakarta: Penerbit Citra Utama Blakely, JB.. 1994. *Planning Local Economic Development: Theory and Practice.* London: Sage Publication
	Supporters:
Supporting lecturer	Drs. Martinus Legowo, M.A. Katon Galih Setyawan, S.Sos., M.Sosio.

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	Apply sociological research methodology to become an analyst and researcher of development problems	Explain the concept of planning in public policy	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 2 X 50			0%

No							
2	Apply sociological research methodology to become an analyst and researcher of development problems	Explain the dynamics of development planning in Indonesia	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 2 X 50			0%
3	Apply sociological research methodology to become an analyst and researcher of development problems	Explaining the National Planning System Approach (UU 25/2004)	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 2 X 50			0%
4	Apply sociological research methodology to become an analyst and researcher of development problems	Discuss the stages of national development planning	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 2 X 50			0%
5	Apply sociological research methodology to become an analyst and researcher of development problems	Discuss the stages of national development planning	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 2 X 50			0%
6	Apply sociological research methodology to become an analyst and researcher of development problems	Discuss the stages of regional development planning	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 4 X 50			0%
7	Apply sociological research methodology to become an analyst and researcher of development problems	Discuss the stages of regional development planning	**Criteria:** Accuracy of presentation	Behavioristic/Expository/Lecture Approach 4 X 50			0%
8	Midterm exam		**Criteria:** Accuracy in answering questions	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.