



**Universitas Negeri Surabaya
Vocational Faculty,
D4 Transportation Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Freight Analysis and Forecasting Techniques	3930103034		T=3 P=0 ECTS=4.77	5	July 16, 2024																																
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																	
		Dr. Anita Susanti, S.Pd., M.T.																																	
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																																			
Short Course Description	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%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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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References	Main : <ol style="list-style-type: none"> 1. Widayanti Ari, 2014, Manajemen angkutan umum Surabaya, JTS FT Unesa 2. Dirjendat 1999, rekayasa lalu lintas. Jakarta : Direktorat Bina Sistem Lalu Lintas Angktan Kota. 3. Tamin, Olyar Z. 1992. Perencanaan dan Pemodelan Transportasi. Bandung : Penerbit ITB Bandung 4. White, P.R. 1976. Planning For Public Transport. London : Hutchinson. 5. University College. London. 1991. Hand Book Road Transportation and Traffic College Project Supporters:																																				
Supporting lecturer	Dr. Ir. H. Dadang Supriyatno, M.T. Dr. Ari Widayanti, S.T., M.T. Dr. Anita Susanti, S.Pd., M.T. Fitri Rohmah Widayanti, S.Pd., M.T.																																				
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 understand the definition of the properties/characteristics of the integrity of public passenger transportation	Students can understand transportation, transportation factors that influence variations in transportation needs according to destination, according to day of the week and according to time of year. In particular, it explains why some transport requirements are inelastic		3 X 50			0%																														

2	Students understand the factors (other than price) that influence the need for each mode of transportation	Characteristics/characteristics of the integrity of public passenger transport II	Criteria: You get full marks if you do the questions and do everything correctly	Discuss the factors that influence the need for 3 X 50 modes			0%
3	Students understand the principles and survey methodology that can be used to measure demand for existing public transport services	Students can measure the demand for public transportation	Criteria: You get full marks if you do the questions and do everything correctly	Discuss the 3 X 50 public transportation demand survey method			0%
4	Students can find out the factors involved in providing public transport services. In particular, attention is focused on the conflict that often arises between appropriate and usable criteria	Students can calculate bus transportation services effectively compared to utility results		3 X 50			0%
5	Students are able to describe various types of bus services. The successful operation of each type of service depends on various monitoring factors, vehicle availability, traffic congestion and so on. The importance of these factors differs from other types of service and these differences are explained	Students can find out the types of bus services		3 X 50			0%
6	Students Know What operators can do to reduce busy demand and then what operators can do to meet that demand.	Students know the busiest problems (peaks) in demand for public transportation		3 X 50			0%
7	Students know the methods that public transport operators can use to reduce high costs to meet this demand.	Students know the busiest problems (peaks) in demand for public transportation		3 X 50			0%
8	UTS	UTS	Criteria: UTS	UTS 3 X 50			0%
9	Students are introduced to several types of conditions that give rise to considerations for new public transport routes. Factors to be considered when planning new public transport routes. Finally, the existing ways to review existing routes are discussed. Three new types were also introduced: - Fish tail - Roundabout frying pan	Students know service specifications I: service patterns		3 X 50			0%
10	Students can examine the problem of variation in demand for public transport services and explain some of the ways in which operators use to vary the provision of public transport services. Some of the difficulties operators face in the short term and it is explained how these difficulties can be overcome in the long term.	Students know service specifications: service levels		3 X 50			0%
11	Students can review the tasks carried out during the implementation phase of a public transport service on a new fixed route. In particular we briefly examine the problems involved in the introduction of large transport vehicles in urban areas	Students know service specifications: service levels		3 X 50			0%
12	Students can identify the tasks involved when operators introduce new scheduled services and/or change existing scheduled services. Also examines the relationship between scheduled services and public transport requirements in Indonesia	Students know service specifications: service levels		3 X 50			0%

13	Students can carry out the process of creating a very simple travel list and preparing bus schedules and running boards to operate scheduled services in more detail	Students can do basic bus scheduling		3 X 50			0%
14	Students will learn about the two basic methods of bus allocation - Fixed allocation - Flexible allocation. The operator advantages and disadvantages of each allocation method are discussed.	Students know the bus allocation		3 X 50			0%
15	Students understand that bus crew allocation is a process that ensures that there are drivers and conductors to operate each 1Cbus working 1D. Tasks involving adapting the bus crew to 1Cbus working 1D. Also reviewed are the preferred methods used to carry out these tasks	Students know the bus crew allocation		3 X 50			0%
16	Students understand that bus crew allocation is a process that ensures that there are drivers and conductors to operate each 1Cbus working 1D. Tasks involving adapting the bus crew to 1Cbus working 1D. Also reviewed are the preferred methods used to carry out these tasks	Students know the bus crew allocation		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.