

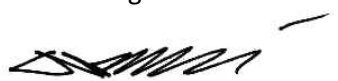


BRAWIJAYA UNIVERSITY

FACULTY OF ENGINEERING

URBAN AND REGIONAL PLANNING DEPARTMENT / URP UNDERGRADUATE STUDY PROGRAM

SEMESTER LEARNING PLAN

SUBJECT	CODE	SUBJECT SCOPE		WEIGHT (credits)	SEMESTER	Date of Preparation
STRATEGIC REGIONAL PLANNING	TKW821209	ELECTIVE COURSES		2	2	JANUARY 2023
AUTHORIZATION	RPS (Semester Learning Plan) Developer Lecturer		Subject Coordinator		Head of Study Program	
	Dr. Ir. Agus Dwi Wicaksono, lic.rer.reg Signature 		Dr. Ir. Agus Dwi Wicaksono, lic.rer.reg Signature 		Dr. Tech. Christia Meidiana, ST, M.Eng Signature	
Learning Outcomes	SLOS OF STUDY PROGRAM					
	1.	Able to evaluate regional and urban planning and development within the concept of sustainability				
	2.	Able to evaluate theories in the process of regional and urban planning and development within the specialization of regional and urban planning;				
	7.	Able to assess planning-related issues and combine appropriate principles and methods through planning for the integration of rural-urban and sustainable development.				
	CLO				Supporting SLOs	Weight (%)
	(1) Explain the Planning System and strategic concepts in Indonesia systematically				CPL-1	10
	(2) Describe Strategic Areas at the National scale				CPL-1, CPL-2	30
	(3) Explain the Integration of Spatial and Sectoral Planning within the scope of Strategic Areas				CPL-2, CPL-7	30

	(4) Explain strategic planning issues appropriately	CPL-2, CPL-7	20
	(5) Describe the Strategic Development Area Case Study	CPL-7	10
	SUB-CLO	Supporting CLO-	
	SUB CLO-1: Explain the Planning System in Indonesia systematically	CLO-1	
	SUB CLO 2: Explain the Procedures for Designating Strategic Areas in Indonesia	CLO-2	
	SUB CLO 3: Explaining the Typology of Strategic Areas in Indonesia	CLO-2	
	SUB CLO 4: Explain the Integration of Spatial and Sectoral Planning within the scope of Strategic Areas	CLO-3	
	SUB CLO 5: Explaining Border Area Management within the scope of strategic areas	CLO-4	
	SUB CLO 6: Explain Strategic Area Issues appropriately	CLO-4	
	SUB CLO 7: Thoroughly explain the Strategic Development Area Case Study	CLO-5	
Brief description of the course	Planning Studio is a course that simulates the process of preparing plans with a strategic planning model for functional and spatial themes.		
Learning Materials / Subjects	1. Planning System in Indonesia 2. Strategic Area Concept 3. Strategic Area Typology 4. Integration of Spatial and Aspatial Planning 5. Strategic Area Issue 6. Border Areas		

Library	MAIN 1. John M. Bryson. STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS; A Guide to Strengthening and Sustaining Organizational Achievement. John Wiley & Sons. 2004 2. Conyer, D., & Hills, P. (1984). An introduction to development planning in the third world. Public Administration and Development, 4 (4), 305-392. 3. Department of Development Planning City of Johannesburg. (2016). Spatial Development Framework 2016/2017 City of Johannesburg Metropolitan Municipality, Johannesburg. 174 pages. 4. Department of Development Planning City of Johannesburg. (2016). Strategic Area Framework for the Louis Botha Development Corridor, Johannesburg. 145 pages. 5. Department of Development Planning City of Johannesburg. (2016). Strategic Area Framework for the Turffontein Development Corridor 2040, Johannesburg. 101 pages. 6. Directorate of Land, Human Settlements and Economic Developments City of Cambridge. (2019). Spatial Development Framework Review 2019/2020 for Amathole District Municipality, Cambridge. 303 pages. 7. Municipality Ethekwini Governorate. (2015). Spatial Development Framework Review 2015/2016 for Ethekwini Municipality, Ethekwini. 294 pages. 8. Rustiadi, E., Saefulhakim, S., & Panuju, D. R. (2009).Regional Planning and Development. Jakarta: Crestpent Press and Yayasan Obor Indonesia.	
	SUPPORT 1. Harry T. Dimitriou and Robin Thompson. Strategic Planning for Regional Development in the UK A review of principles and practices. Routledge. 2007 2. Michael Allison and Jude Kaye. Strategic Planning for Nonprofit Organizations; A Practical Guide and Workbook. John Wiley & Sons, Inc. 2005 3. Stephen G. Haines. THE SYSTEMS THINKING APPROACH TO STRATEGIC PLANNING AND MANAGEMENT.St. Lucie Press. 2000	
Learning Media	Software:	Hardware:
	Microsoft Office, Online meeting applications (Zoom, Webex, Google Meet) VLM2 Gapura UB (SIADO and SIAM)	LCD, laptop, speakers. etc.
Team Teaching	1. Dr. Ir. Agus Dwi wicaksono, lic.rer.reg 2. Dr. Eng. Fadly Usman, S.T., M.T.	

Course Requirements	-
----------------------------	---

Week	Sub-CP-MK (as expected end capability)	Indicator	Criteria & Form of Assessment	Teaching Methods (Lecture / Assignment / other forms of learning)	Time (Duration)	Learning Materials / Study Materials	Assessment Weight (%)
1 (ADW)	SUB CLO-1: Able to explain the content, assignments and evaluation of lectures correctly	1. Good at explaining the context of strategic area planning	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Lecture. • Lecture • Discussion • Tasks: Literature	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		5
2 (ADW)	SUB CLO-1: Explain the Planning System in Indonesia systematically	1. Systematics in explaining Planning in Indonesia 2. Accuracy in explaining the differences in planning systems	Criteria: Accuracy of discussion and description in explaining each indicator. Assessment: Test: - Non Test: Task 1	• Lecture/Lecture • Discussion • Task: Strategic Planning Analysis Framework	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		5
3 (ADW)	SUB CLO-1: Explain the Strategic Concept systematically	1. Accuracy in explaining the method of	Criteria: Clarity of discussion and description according to the explanation of lecture	• Lecture. • Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes		10

Week	Sub-CP-MK (as expected end capability)	Indicator	Criteria & Form of Assessment	Teaching Methods (Lecture / Assignment / other forms of learning)	Time (Duration)	Learning Materials / Study Materials	Assessment Weight (%)
		determining strategic value 2. Accuracy in explaining the paradigm of development. region 3. Accuracy in summarizing concepts in national policy	material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:		Assignments and self-study: 60 minutes + 50 Minutes		
4 (FU)	SUB CLO-2: Systematically explain the National Strategic Area	1. Accuracy in explaining the concept of strategic areas 2. Accuracy in explaining the regulatory basis of strategic areas 3. Accuracy in summarizing concepts in national policy	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Lecture. Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		2,5
5 (FU)	SUB CLO 2: Explain the Procedures & Methods of Developing Strategic Areas in Indonesia	1. Accuracy in explaining strategic area procedures 2. Accuracy in explaining the method of	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples.	• Lecture. Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study:		10

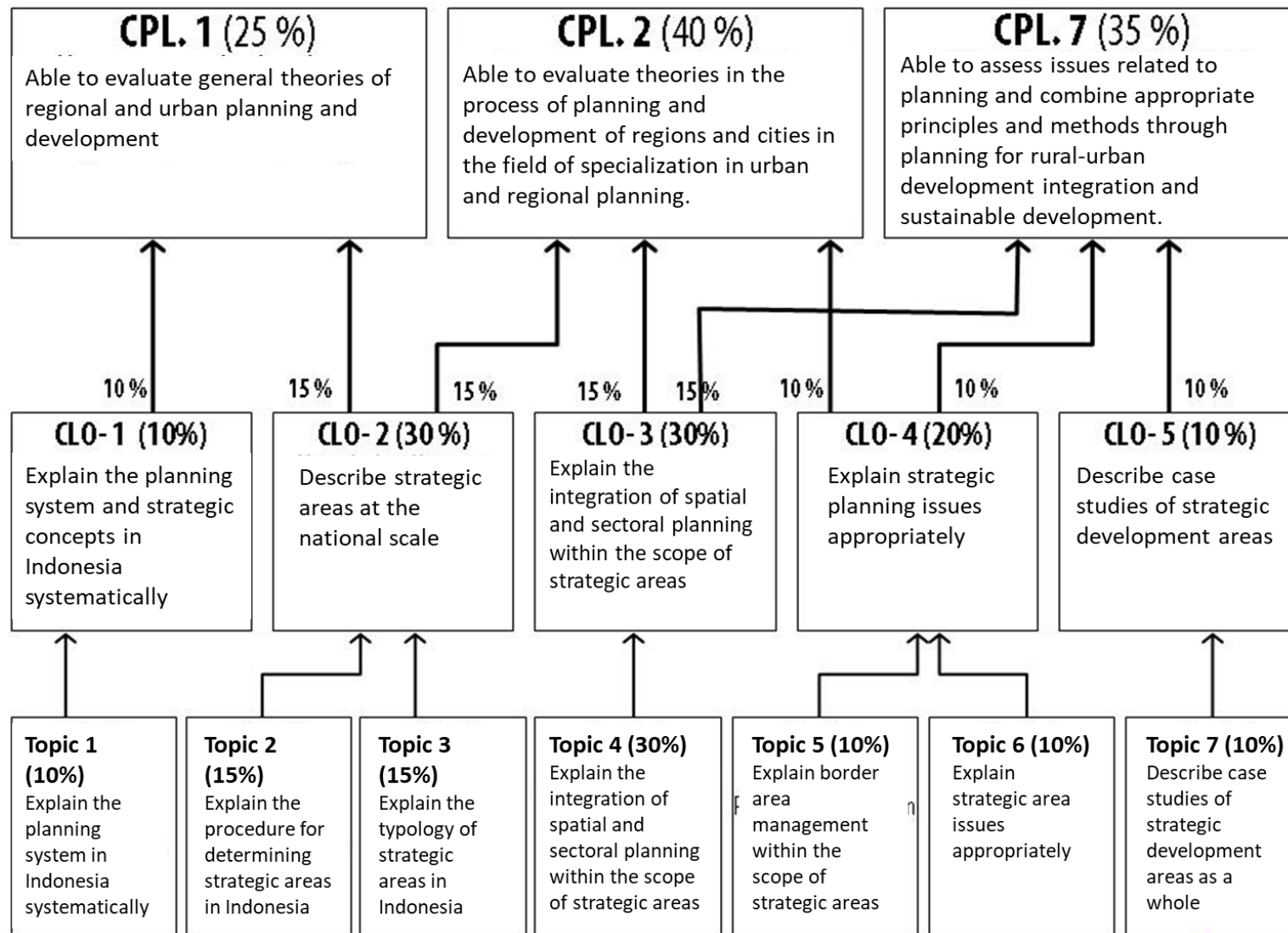
Week	Sub-CP-MK (as expected end capability)	Indicator	Criteria & Form of Assessment	Teaching Methods (Lecture / Assignment / other forms of learning)	Time (Duration)	Learning Materials / Study Materials	Assessment Weight (%)
		preparing strategic kaw	Assessment: Test: Final Exam essay questions Non Test:		60 minutes + 50 Minutes		
6 (FU)	SUB CLO-2: Explain the National Strategic Area Designation systematically	1. Accuracy in explaining strategic area procedures 2. Accuracy in explaining the method of preparing strategic kaw	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Lecture. Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		10
7 (FU)	SUB CLO 2: Explaining Recommendations for Strategic Areas in Indonesia	1. Accuracy in explaining strategic area procedures 2. Accuracy in explaining the method of preparing strategic kaw	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Lecture. Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		10
8 (FU)	SUB CLO 3:	1. Accuracy in explaining the	Criteria: Clarity of discussion and description	• Lecture. Lecture	Lecture: 2x 50 minutes		2,5

Week	Sub-CP-MK (as expected end capability)	Indicator	Criteria & Form of Assessment	Teaching Methods (Lecture / Assignment / other forms of learning)	Time (Duration)	Learning Materials / Study Materials	Assessment Weight (%)
	Explaining Tourism Strategic Areas in Indonesia	concept of tourism strategic areas 2. Accuracy in explaining the method of preparing strategic tourism areas	according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Discussion • Tasks: -	Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		
9 (FU)	SUB CLO 3: Describe Strategic Economic and Industrial Areas in Indonesia	1. Accuracy in explaining the concept of economic strategic areas 2. Accuracy in explaining the method of preparing economic strategic areas	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay question Non Test:	• Lecture. • Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		2,5
10 (FU)	SUB CLO 4: Explain the Spatial Development Framework (SDF) method in the context of planning in Indonesia.	1. Accuracy in explaining SDF Concepts and Methods 2. Accuracy in explaining the SDF Strategy	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment:	• Lecture. • Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		2,5

Week	Sub-CP-MK (as expected end capability)	Indicator	Criteria & Form of Assessment	Teaching Methods (Lecture / Assignment / other forms of learning)	Time (Duration)	Learning Materials / Study Materials	Assessment Weight (%)
		3. Accuracy in explaining the application of SDF in Indonesia	Test: Final Exam essay questions Non Test:				
11 (ADW)	SUB CLO 4 Explaining the Strategic Area Framework (SAF) method in the context of plans in Indonesia	1. Accuracy in explaining the SAF Concept 2. Accuracy in explaining the Strategic Area Framework Method 3. Accuracy in explaining the application of SAF in Indonesia	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay question Non Test:	- Assistance and presentation of reports and power points with the supervisor doseb - Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes	Spatial Development Framework Concepts and Methods	2,5
12 (ADW)	SUB CLO 4 Explain and formulate Capital Investment Planning (CIP) appropriately	1. Accuracy in explaining the Concept of Capital Investment Project / Capital Investment Planning (CIP) 2. Accuracy in explaining the integration of the CIP into the City's Strategic and Spatial Development Processes	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	- Lecture. - Lecture - Discussion - Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		5

Week	Sub-CP-MK (as expected end capability)	Indicator	Criteria & Form of Assessment	Teaching Methods (Lecture / Assignment / other forms of learning)	Time (Duration)	Learning Materials / Study Materials	Assessment Weight (%)
		3. Accuracy in explaining the CIP Process					
13 (ADW)	SUB CLO 5 Explaining Border Area Management within the scope of national strategic areas	1. Accuracy in explaining the Function of Border Areas 2. Accuracy in explaining Border Area Management	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Lecture. • Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		5
14 (ADW)	SUB CLO 6: Explain the concepts of Connectivity, Mobility, Accessibility, Gaps, Collaboration, Innovation in Regional Development	1. Accuracy in explaining the Strategic Area Issue 2. Accuracy in explaining the method in the concept of Strategic area	Criteria: Clarity of discussion and description according to the explanation of lecture material and other related sources and accuracy in providing examples. Assessment: Test: Final Exam essay questions Non Test:	• Lecture. • Lecture • Discussion • Tasks: -	Lecture: 2x 50 minutes Discussion: 50 minutes Assignments and self-study: 60 minutes + 50 Minutes		5

[illegible]



PORTFOLIO OF ASSESSMENT AND EVALUATION OF STUDENT CPL ACHIEVEMENT

Week	CPL	CLO	Sub-CLO	Weight (%) sub CLO	Indicator	Problem form	Weight (%)	MHS Grade	$\sum$ (Student Score*Weight)	Achievement of SLOs in course
1	CPL-1	CLO-1	Sub-CLO-1	5		Task 1	5			
2	CPL-1	CLO-1	Sub-CLO-2	5		Task 1	5			
3	CPL-1	CLO-2	Sub-CLO-3	10		Task 2	10			
4	CPL-1	CLO-3	Sub-CLO-3 & 8	2,5		Presentation of Assignments 1 & 2	2,5			
5	CPL-1	CLO-3	Sub-CLO-3	10		Task 3	10			
6	CPL-1	CLO-3 & 6	Sub-CLO-3 & 8	2,5		Task 3 Presentation	2,5			
7	CPL-1	CLO-3	Sub-CLO-5	20		Task 4	20			
8		CLO-3 & 6	Sub-CLO-5 & 8	2,5		Task 4 Presentation	2,5			
9	CPL-1	CLO-5	Sub-CLO-7	10		Task 5	10			
10	CPL-2	CLO-5	Sub-CLO-7	2,5		Task 5	2,5			
11	CPL-2	CLO-4	Sub-CLO-6	10		Task 6	10			
12	CPL-2	CLO-4	Sub-CLO-6	10		Task 7	10			
13	CPL-1, CPL-2	CLO-4 & 6	Sub-CLO-6, 8	2,5		Presentation of Assignments 7 & 8	2,5			
14	CPL-1, CPL-2	CLO-2, 8, 4 & 6	Sub-CLO-1,2, 3,4,5,6,8	2,5		Presentation of All Assignments & Reports	2,5			
15	CPL-1	CLO-2, 8, 4 & 6	Sub-CLO-1,2, 3,4,5,6,8	5		Presentation of All	5			

						Assignments & Reports				
16 (Final Exam)						Total Assignments & Reports				

Total Weight ASSESSMENT AND EVALUATION

No.	Form of Assessment	Weight (%)	Description	Format	Task Title
1	Task 1	10	CLO-1	Power Point	Analysis Framework
2	Task 2	10	CLO-2 CLO-6	Power Point & MsWord	Strategic Issues
3	Task 3	10	CLO-2 CLO-6	Power Point & MsWord	Vision and Mission
4	Task 4	20	CLO-3 CLO-6	Power Point & MsWord	Strategy-Program & Critical Success Factor
5	Task 5	10	CLO-5	Power Point & MsWord	Data &
		10	CLO-4 CMPK-6	Power Point & MsWord	Internal-External Review
6	Task 6	10	CLO-4	Power Point & MsWord	Action Plan
7	Task 7	10	CLO-2	Power Point & MsWord	Business Plan
8	Task 8	10	CLO-4	Power Point & MsWord	Final Report
	Total	100			

Total Weight ASSESSMENT AND EVALUATION

No.	Form of Assessment	Weight (%)	Description	CLO-1 20%	CLO-2 10%	CLO-3 30%	CLO-4 20%	CLO-5 20%
1	Task 1	24	CLO-3			15	4	
			CLO-4					
2	Task 2	5	CLO-1	4			3	
			CLO-4					
			CLO-5					
3	Task 3	5	CLO-1	4		5	3	
			CLO-3					
			CLO-4					
4	Task 4	10	CLO-1	4				5
			CLO-5					
5	Quiz 1	10,5	CLO-1	4			3	5
			CLO-4					
			CLO-5					
6	Test Questions	22,5	CLO-2		10	5	3	
			CLO-3					
			CLO-4					
7	Final exam questions	23	CLO-1	4		5	5	10
			CLO-3					
			CLO-4					
			CLO-5					
	Total	100						

ASSESSMENT INDICATORS:

No.	Assessment Indicator	Description
1	Accuracy in explaining according to the scope of discussion	
2	Accuracy in analysis and evaluation	
3	Results are in accordance with the task description or question and prioritize ethics, norms, laws, and academic rules and avoid plagiarism.	
4	Responsibility and cooperation independently and in teams.	
5	Ability to discuss and convey results, ideas, and ideas	

Requirements for the preparation of questions, assignments, and exams:

- a. Valid: tested for correctness
- b. Relevant: in accordance with competencies / outcomes
- c. Specific: unbiased
- d. Representative: represents the competency element
- e. Balanced: appropriate to the complexity of the learning material
- f. Open: In accordance with the RPS that has been agreed upon by lecturers and students

Forms of assessment and learning

at BURP UB, among others, are as follows

Form of Assessment	Possible forms of learning to be assessed
Essay Form	
Essay exam	Answer the question and the correctness of the answer structure
Open book	It is like an essay exam, but with limited student memory, and also based on the scope/breadth of the answer.
<i>Take-home</i> assignment	Reads widely, connects, organizes, and sees application
Objective test	
Multiple choice	Recognition, strategy, comprehension power
Performance Assessment	

Form of Assessment	Possible forms of learning to be assessed
Practicum	Skills in real work
Seminar, presentation	Communication skills
Poster	Concentration on relevance and applicability
Interview	Interactive response
Interviews on critical events	Reflection, application, feeling of relevance
Project	Application, skills in research
Journal Review	Reflection, application, feeling of relevance
Case study	Application, professional skills
Portfolio	Reflection, creativity, desired outcomes
Quick assessment (large group)	
Concept map	Scope, relationship
Venn Diagram	Relationship
Answers in one or three minutes on paper	Comprehension level, relevance selection

Form of Assessment	Possible forms of learning to be assessed
Short answer	Recall information, coverage
Note to friend	Holistic understanding, application, reflection

Example of RPS-OBE

LOGO	NAMA PERGURUAN TINGGI FAKULTAS DEPARTEMEN / JURUSAN / PROGRAM STUDI					Kode Dokumen
	RENCANA PEMBELAJARAN SEMESTER					
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan
Metodologi penelitian	TF 181703	Mata Kuliah Umum	T=2	P=0	6	23 - 7 - 2020
OTORISASI / PENGESAHAN	Dosen Pengembang RPS		Koordinator RMK		Ka PRODI	
	TTG		(Jika ada) Tanda tangan		Tanda tangan	
Capaian Pembelajaran	CPL-PRODI yang Dibebankan pada MK					
	CPL1(S4)	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.				
	CPL2(P3)	Menguasai konsep teoritis IPTEKS, serta memformulasi penyelesaian masalah prosedural di industri.				
	CPL3(KU2)	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.				
	CPL4(KK4)	Mampu merancang dan menjalankan penelitian dengan metodologi yang benar khususnya terkait dengan pengembangan bidang IPTEKS.				
	Capaian Pembelajaran Mata Kuliah (CPMK)					
	CPMK1	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri (CPL1).				
	CPMK2	Menguasai konsep teoritis IPTEKS, serta memformulasi penyelesaian masalah prosedural di teknik (CPL2).				
	CPMK3	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur (CPL3).				
	CPMK4	Mampu merancang penelitian dengan metodologi yang benar terkait dengan pengembangan bidang teknik(CPL4).				
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)					
	Sub-CPMK1	mampu menjelaskan tentang Pengetahuan, Ilmu, Filsafat & Etika dan Plagiasi dlm penelitian. [C2,A3] (CPMK2)				
	Sub-CPMK2	mampu menjelaskan berbagai metodologi penelitian kualitatif dan kuantitatif. [C2,A3] (CPMK4)				
	Sub-CPMK3	mampu merumuskan permasalahan penelitian dan merumuskan hipotesis penelitian dengan sumber rujukan bermutu, terukur dan sah. [C3,A3] (CPMK2)				
	Sub-CPMK4	mampu menjelaskan validitas dan reliabilitas pengukuran dalam penelitian. [C2,A3] (CPMK4)				

	Sub-CPMK-5	mampu memilih dan menetapkan sampel penelitian dengan sistematis, bermutu, dan terukur. [C3,A3] (CPMK4)					
	Sub-CPMK-6	mampu merancang penelitian dalam bentuk proposal penelitian TA & mempresentasikan nya dengan tanggung jawab dan etika. [C6,A3,P3] (CPMK1, CPMK3, CPMK4)					
	Korelasi CPMK terhadap Sub-CPMK						
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6
	CPMK1						√
	CPMK2	√		√			
	CPMK3						√
	CPMK4		√		√	√	√
Diskripsi Singkat MK	Pada mata kuliah ini mahasiswa belajar tentang prinsip-prinsip dan metoda penelitian yang akan digunakan kelak pada saat melakukan penelitian skripsi atau penelitian tugas akhir. Mahasiswa belajar pengertian pengetahuan, ilmu dan filsafat dan etika dalam penelitian, merumuskan permasalahan, membuat hipotesa, membuat rancangan penelitian sesuai dengan metode yang dipilih nya, mengumpulkan dan mengolah data hasil pengukuran dan menyusun proposal penelitian.						
Bahan Kajian: Materi pembelajaran	1. Pengetahuan, ilmu dan filsafat: pengertian pengetahuan, ilmu dan filsafat, pendekatan ilmiah dan non ilmiah, tugas ilmu dan penelitian. 2. Perumusan masalah dan tinjauan pustaka: identifikasi permasalahan, tinjauan pustaka, perumusan masalah. 3. Metodologi penelitian: penelitian historis, penelitian deskriptif, penelitian perkembangan, penelitian kasus dan lapangan, penelitian korelasional, penelitian kausal komparatif, penelitian eksperimental sungguhan, penelitian eksperimental semu, penelitian tindakan. 4. Kerangka Teoritis dan Penyusunan Hipotesis: dasar teori, variabel, hipotesis. 5. Pemilihan Sampel: terminologi yang sering digunakan, alasan pemilihan sampel, karakteristik sampel, metode penentuan sampel, desain sampel. 6. Pengembangan instrumen pengumpul data: spesifikasi instrumen, pengujian instrumen, analisis hasil pengujian, validitas dan reliabilitas instrumen, penentuan perangkat akhir instrumen. 7. Rancangan eksperimental sederhana: anatomi proposal penelitian dan format penyusunannya.						
Pustaka	Utama:						
	1. Creswell, J. W. (2012). <i>Educational Research:Planning,Conducting, and Evaluating Quantitative and Qualitative Research</i> (4 ed.). Boston: PEARSON. 2. Sugiyono. (2013). <i>Metodologi penelitian Kombinasi (Mixed Methods)</i>. Bandung: Alfabeta. 3. Tuckman, B. W., & Harper, B. E. (February 9, 2012). <i>Conducting Educational Research</i> (6 ed.). Maryland, USA: Rowman & Littlefield Publishers. 4. Thiel, D. V. (2014). <i>Research Methods for Engineers</i>. Cambridge, United Kingdom: Cambridge University Press. 5. Sugiyono. (2012). <i>Statistika untuk penelitian</i>. Bandung: Alfabeta. 6. Soetriono, & Rita. (2007). <i>Filsafat Ilmu dan Metodologi Penelitian</i>. Yogyakarta: Andi Offset.						
	Pendukung:						
	7. Katz, M. (2006). <i>From Research to Manuscript: A Guide to Scientific Writing</i>. London: Springer.						

Mg Ke-	Sub-CPMK (sbg kemampuan akhir yg diharapkan)	Penilaian		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Tatap Muka (5)	Daring (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1,2	Sub-CPMK-1: mampu menjelaskan tentang Pengetahuan, Ilmu, filsafat & etika dan plagiasi dlm penelitian. [C2,A3]	1.1 Ketepatan menjelaskan tentang pengetahuan, ilmu dan filsafat; 1.2 Ketepatan menjelaskan pengertian etika dalam penelitian; 1.3 Ketepatan menjelaskan pengertian plagiasi, mencegah plagiasi, dan konsekuensi tindakan plagiasi.	Kreteri: Pedoman Penskoran (<i>Marking Scheme</i>) Bentuk non-test: • Meringkas materi kuliah • Kuis-1	• Kuliah: • Diskusi, [TM: 1x(2x50'')] • Tugas-1: Menyusun ringkasan dlm bentuk makalah tentang pengertian pengetahuan, ilmu dan filsafat beserta contoh nya. [PT+BM:(1+1)x(2x60'')]	eLearning: SHARE-ITS http://share.its.ac.id	Pengertian pengetahuan, ilmu dan filsafat, pendekatan ilmiah dan non ilmiah, tugas ilmu dan penelitian. Etika dalam penelitian. [6] hal.: 10-40	10
3,4	Sub-CPMK-2: mampu menjelaskan berbagai metode penelitian kualitatif dan kuantitatif [C2,A3]	2.1 Ketepatan membedakan pengertian dan karakteristik penelitian kualitatif dan kuantitatif;	Kreteri: Rubrik holistik Bentuk non-test & tes: • Menyusun diagram alir	• Kuliah; • Diskusi; [TM: 1x(2x50'')] • Tugas-3: Studi kasus: menyusun diagram alir metode penelitian	eLearning: SHARE-ITS http://share.its.ac.id	Penelitian historis, penelitian deskriptif, penelitian perkembangan, penelitian kasus dan lapangan, penelitian	15

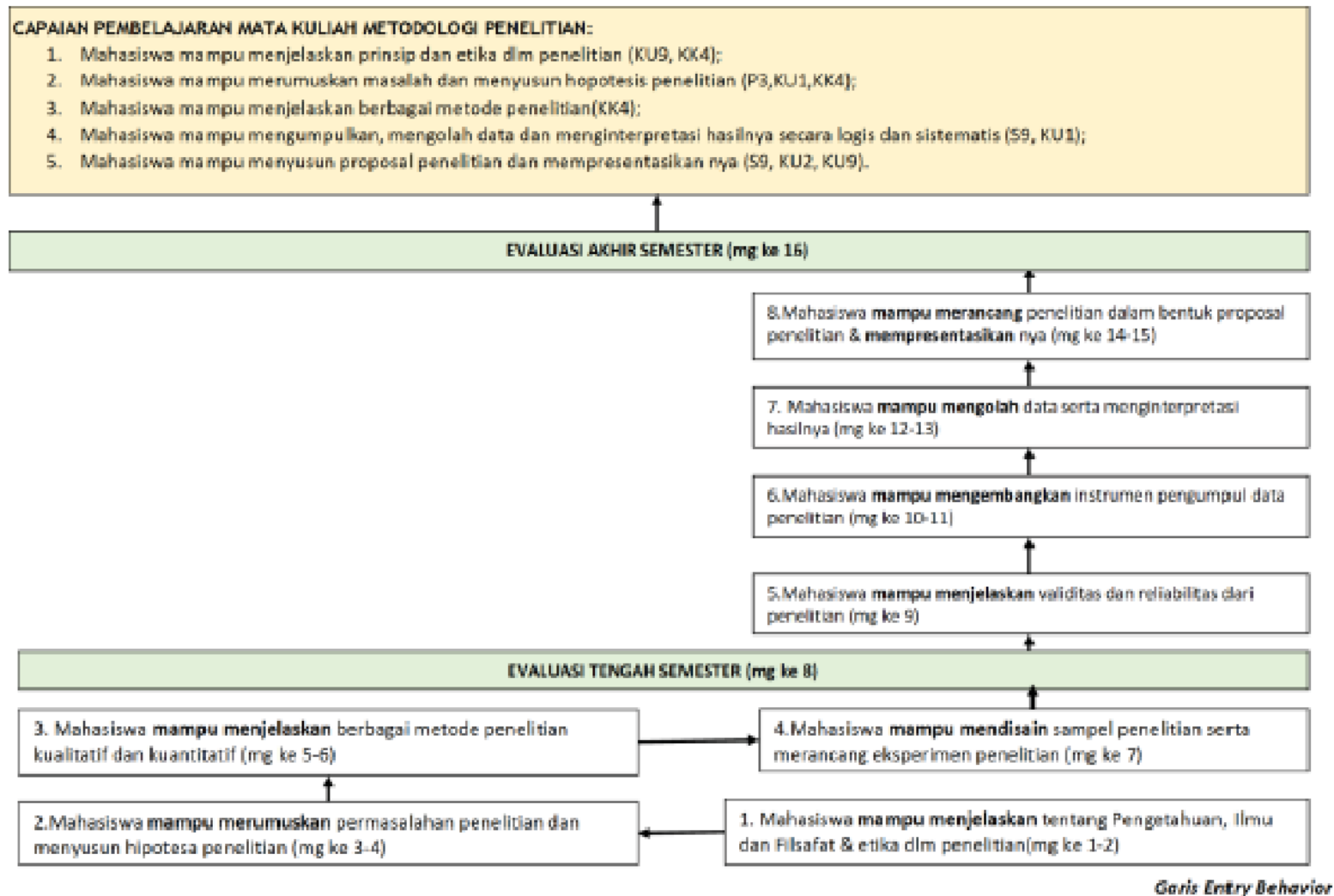
				penelitian. [PT+BM:(1+1)x(2x60")]			
8	UTS / Evaluasi Tengah Semester: Melakukan validasi hasil penilaian, evaluasi dan perbaikan proses pembelajaran berikutnya						
9,10	Sub-CPMK-5: mampu memilih, menetapkan, dan menjelaskan teknik mengolah data sampel penelitian dg sistematis, bermutu, dan terukur [C3,A3]	5.1 Ketepatan menjelaskan perbedaan populasi dan sampel; 5.2 Ketepatan menjelaskan berbagai teknik penentuan sampel; 5.3 Ketepatan menentukan jumlah sampel; 5.4 Ketepatan menjelaskan teknik mengolah data.	Kreteri: Rabrik deskriptif Bentuk non-test: Penilaian dokumen penentuan sampel penelitian	• Kuliah: • Studi kasus, [TM: 1x(2x50")] • Tugas-7: Studi kasus: memilih dan mendesain sampel berdasarkan variabel penelitian, serta teknik mengolah data sampel. [PT+BM:(2+2)x(2x60")]	eLearning: SHARE-ITS http://share.its.ac.id	Terminologi yang sering digunakan, Jenis data (kuantitatif, kualitatif), data sekunder, data primer, alasan pemilihan sampel, karakteristik sampel, teknik penentuan sampel, desain sampel. Teknik mengolah data sampel. [1] hal. 140-173, 175-264; [2] hal. 119-134, 119-266; [5] hal. 29-83, 61-280;	10
11,12	Sub-CPMK-6: mampu mengembangkan instrumen pengumpul data penelitian dg kinerja mandiri, bermutu, dan terukur [C3,A3]	6.1 Ketepatan sistematika penyusunan instrument; 6.2 Ketepatan menghitung validitas dan reliabilitas instrumen	Kreteri: Rabrik deskriptif Bentuk non-test: • Rancangan instrument pengukuran penelitian; • Kuis-3;	• Kuliah: • diskusi kelompok kolaboratif [TM: 2x(2x50")] • Tugas-8: Studi kasus: mengembangkan instrument pengukuran penelitian sederhana dan melakukan uji validitas dan reliabilitas nya. [PT+BM:(2+2)x(2x60")]	• Menggunakan SPSS. • eLearning: SHARE-ITS http://share.its.ac.id	Spesifikasi instrumen, pengujian instrumen, analisis hasil pengujian, penentuan perangkat akhir instrumen. [2] hal. 135-172 [5] hal 348-367	15
	Flipped Classroom						

Example of weighting quizzes, exams, assignments according to CLO

Portofolio Penilaian dan Evaluasi Ketercapaian CPL Mahasiswa

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indikator	Bentuk Soal - Bobot(%) ^{*)}		Bobot (%) Sub-CPMK	Nilai Mhs (0-100)	Σ((Nilai Mhs) X (Bobot%) ^{*)}	Ketercapaian CPL pd MK (%)	
1-2	CPL2	CPMK2	Sub-CPMK-1	I-1.1	Tugas-1	5	15				
				I-1.2	Tugas-2	5					
				I-1.3	Soal Esay Kuis-1	5					
3-4	CPL4	CPMK4	Sub-CPMK-2	I-2.1	Tugas-3	5	15				
				I-2.2	Tugas-4	5					
					Soal Esay UTS	5					
5-6	CPL2	CPMK2	Sub-CPMK-3	I-3.1	Tugas-5	10	15				
				I-3.2	Soal Esay UTS	5					
7	CPL4	CPMK4	Sub-CPMK-4	I-4.1	Tugas-6	5	5				
				I-4.2							
8	Evaluasi Tengah Semester (ETS)										
9-10			Sub-CPMK-5	I-5.1	Tugas-7	5	10				
				I-5.2	Soal Esay UAS	5					
				I-5.3							
				I-5.4							
11-12-13-14-15	CPL-1	CPMK-1	Sub-CPMK-6	I-6.1	Tugas-8ABC	20	40				
				I-6.2							
				I-6.3							
				I-6.4							
				I-6.5							
				I-6.6	Soal Esay UAS	10					
	CPL3	CPMK3		I-6.7	observasi	5					
	CPL4	CPMK3		I-6.8	observasi	5					
16	Evaluasi Akhir Semester (EAS)										
Total bobot (%)						100	100				
Nilai akhir mahasiswa (Σ(Nilai Mhs) X (Bobot%))											

Catatan: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes



Examples of Learning Outcome Maps resulting from course learning analysis. (Guidelines for the Preparation of PT Curriculum, Higher Education 2016)

Comprehensive Planning, Master Planning, **Blueprint Planning**

Rational Comprehensive Planning, Developmental Planning, Allocative Planning,

Incremental Planning, Middle-Range Planning, Strategic Planning

Advocative Planning, Innovative Planning, Radical Planning, Transactive Planning