SYLLABUS

COURSE

ECONOMIC PROJECT PLANNING
(EKO1451)

Lecturer Team:

1. **Sri Retno Wahyu Nugraheni, SE, M.Si**
2. **Dr. Sahara, SP, M.Si**
3. **Dr. Heni Hasanah, SE, M.Si**
4. **4. Dian Verawati Panjaitan, SE, M.Si**

DEVELOPMENT ECONOMICS STUDY PROGRAM
DEPARTMENT OF ECONOMICS
FACULTY OF ECONOMICS AND MANAGEMENT
IPB UNIVERSITY

2024

IPB University — Bogor Indonesia —	**IPB UNIVERSITY** **FACULTY OF ECONOMICS AND MANAGEMENT** **DEPARTMENT OF ECONOMICS** **DEVELOPMENT ECONOMICS STUDY PROGRAM**

SEMESTER LESSON PLANS (RPS)

Course Name (MK)	**Course Code**	**Course Cluster**	**Weight (credits)**		**Semester**	**Approval Date**
Economic Project Planning	EKO1451	Final Year Project	Lecture: 0	Practicum: 3	7,8	12 Agustus 2024
	Total student workload:		**Face-to-face:**	**Independent learning:**	**Maximum class size:**	
	135 Hours		42 Hours	93 Hours	100 Students	
AUTHORIZATION / APPROVAL	**RPS Developer Lecturer**		**Course Coordinator**		**Head of Study Program**	
	Sri Retno Wahyu Nugraheni, SE, M.Si		Sri Retno Wahyu Nugraheni, SE, M.Si		Dr. Tony Irawan, SE, M.App.Ec	
Course Category	~~CCC/FC/FL/ACC/IC/~~Final Year Project					
Course Description	This course aims to enhance students' professional skills in tackling real-life economic challenges, identifying problems, and formulating strategic options to solve these issues by applying knowledge, writing and communication skills, as well as teamwork. Students are expected to utilize the knowledge and experience acquired from courses taken from semesters 1 through 6.					
Intended Learning Outcomes (ILOs) of the Study Program	**Study Program Learning Outcomes Assigned to the Course**					
	ILO 2	Ble to analyze various economic issues and policies from a macro perspective.				
	ILO 3	Able to apply economic principles in the context of current economic problems.				
	ILO 4	Able to explain and apply economic models based on theory for decision-making, problem-solving, and planning in the field of economics.				
	ILO 5	Able to demonstrate oral and written communication skills in various forms based on logical, creative, and innovative thinking.				
	ILO 6	Able to work independently or in teams effectively and adaptively, prioritizing professional integrity and ethical values				
	ILO 7	Demonstrate leadership in solving a problem.				
Course Learning Outcomes	**Learning Outcomes (CLOs)**					
	CLO 1	Students are able to understand economic problems/issues and apply various economic theories to resolve these problems/issues.				
	CLO 2	Students gain a deeper understanding of analytical methods and their applications to complement the analytical skills acquired in previous semesters.				
	CLO 3	Students can hone soft skills, particularly teamwork, oral and written communication, leadership, responsibility, discipline, and integrity.				
	Sub-Learning Outcomes (Sub-CLOs)					
	Sub-CLO 1	Students are able to identify analytical tools according to the needs related to solving real-world economic problems/issues.				
	Sub-CLO 2	Students are able to analyze economic problems both qualitatively and quantitatively using the latest software.				

	Sub-CLO 3	Students are able to correlate economic theory with existing empirical issues.		
Relevance of CLO and Sub-CLO		**CLO 1**	**CLO 2**	**CLO 3**
	Sub-CLO 1	√	√	√
	Sub-CLO 2	√	√	√
	Sub-CLO 3	√		√
Course offered for	✓ Major			
Main References	1. -			
Lecturers (Teaching Team)	1. Sri Retno Wahyu Nugraheni, SE, M.Si 2. Dr. Sahara, S.P, M.Si 3. Dr. Heni Hasanah, SE, M.Si 4. Dian Verawati Panjaitan, SE, M.Si			

Table 1. Lesson Plan for Each Meeting

Week	Basic Competence/ Final Skills (Sub-CLO)	Study Material	Learning Method	Estimated Time (Minutes)	Learning Experience	Indicator	Assessment Criteria	Assessment Weight (%)
Students are able to:								
1	Students are able to identify analytical tools according to the needs related to solving real-world economic problems/issues.	Theory and application of systematic literature review	Lecture conveying the material and discussion	120' classical activities 2700' independent activities	Able to understand and explain the theory related to systematic literature review to combine the results of two or more similar studies to obtain a quantitative data synthesis	• Activeness in class • The accuracy of students in completing assignments	• Participatory Activities • Cognitive/Knowledge: ○ Assignment	11
2	Students are able to analyze economic problems both qualitatively and quantitatively using various up-to-date software.	**Practice and discussion result presentation related to** systematic literature review	Presentation and discussion	120' classical activities 2700' independent activities	Able to practice the utilization of systematic literature review in writing preparation	• Activeness in class • The accuracy of students in completing assignments	• Participatory Activities • Cognitive/Knowledge: ○ Assignment	11
3	Students are able to identify analytical tools according to the needs related to solving real-world economic problems/issues.	**Theory and application of** IRIO	Lecture conveying the material and discussion	120' classical activities 2700' independent activities	Able to understand and explain the theory related to IRIO for economic analysis and projections in formulating and developing regional economies	• Activeness in class • The accuracy of students in completing assignments	• Participatory Activities • Cognitive/Knowledge: ○ Assignment	11
4	Students are able to analyze economic problems both qualitatively and quantitatively using various up-to-date software.	**Practice and discussion result presentation related to** IRIO	Presentation and discussion	120' classical activities 2700' independent activities	Able to practice quantitative analysis of IRIO for economic analysis and projections in formulating and developing regional economies	• Activeness in class • The accuracy of students in completing assignments	• Participatory Activities • Cognitive/Knowledge: ○ Assignment	11
5	Students are able to	Current issues in	Lecture conveying the	150' classical	Able to understand	• Activeness in	• Participatory Activities	7

Week	Basic Competence/ Final Skills (Sub-CLO)	Study Material	Learning Method	Estimated Time (Minutes)	Learning Experience	Indicator	Assessment Criteria	Assessment Weight (%)
	correlate economic theory with existing empirical issues	trade (1)	material, discussion, and quiz	activities 157.5' independent activities	and express opinions on current issues in trade as presented by guest lecturers (1)	class • The accuracy of students in completing quizzes	• Cognitive/Knowledge: ○ Quiz	
6	Students are able to correlate economic theory with existing empirical issues	Current issues in trade (2)	Lecture conveying the material, discussion, and quiz	150' classical activities 157.5' independent activities	Able to understand and express opinions on current issues in trade as presented by guest lecturers (2)	• Activeness in class • The accuracy of students in completing quizzes	• Participatory Activities • Cognitive/Knowledge: ○ Quiz	7
7	Students are able to correlate economic theory with existing empirical issues	Current issues in trade (3)	Lecture conveying the material, discussion, and quiz	150' classical activities 157.5' independent activities	Able to understand and express opinions on current issues in trade as presented by guest lecturers (3)	• Activeness in class • The accuracy of students in completing quizzes	• Participatory Activities • Cognitive/Knowledge: ○ Quiz	7
8	Exams to evaluate material mastery by students on the material of Meeting 1 up to Meeting 7	Material from Meeting 1 to Meeting 7	Completing written exam questions	**2x60"**	Understanding the material taught, both in theory and in its practical application in the real world.	• Completeness and accuracy of explanations in answering exam questions	• Paper-based written exam to assess understanding of the material	
9	Students are able to correlate economic theory with existing empirical issues	Current issues in the context of online loan supervision	Lecture conveying the material, discussion, and quiz	150' classical activities 157.5' independent activities	Able to understand and express opinions on current issues in the context of online loan supervision	• Activeness in class • The accuracy of students in completing quizzes	• Participatory Activities • Cognitive/Knowledge: ○ Quiz	7
10	Students are able to	Current issues in the	Lecture conveying the	150' classical	Able to understand	• Activeness in	• Participatory Activities	7

Week	Basic Competence/ Final Skills (Sub-CLO)	Study Material	Learning Method	Estimated Time (Minutes)	Learning Experience	Indicator	Assessment Criteria	Assessment Weight (%)
	correlate economic theory with existing empirical issues	context of the interrelation between infrastructure and gender issues	material, discussion, and quiz	activities 157.5' independent activities	and express opinions on current issues in the context of the interrelation between infrastructure and gender issues	class • The accuracy of students in completing quizzes	• Cognitive/Knowledge: ○ Quiz	
11	Students are able to correlate economic theory with existing empirical issues	Current issues in the context of the intensification and extensification of tax revenue	Lecture conveying the material, discussion, and quiz	150' classical activities 157.5' independent activities	Able to understand and express opinions on current issues in the context of the intensification and extensification of tax revenue	• Activeness in class • The accuracy of students in completing quizzes	• Participatory Activities • Cognitive/Knowledge: ○ Quiz	7
12	Students are able to correlate economic theory with existing empirical issues	Current issues in the context of mineral and mining downstream processing	Lecture conveying the material, discussion, and quiz	150' classical activities 157.5' independent activities	Able to understand and express opinions on current issues in the context of mineral and mining downstream processing	• Activeness in class • The accuracy of students in completing quizzes	• Participatory Activities • Cognitive/Knowledge: ○ Quiz	7
13	Students are able to correlate economic theory with existing empirical issues	Current issues in the context of social security for workers	Lecture conveying the material, discussion, and quiz	150' classical activities 157.5' independent activities	Able to understand and express opinions on current issues in the context of social security for workers	• Activeness in class • The accuracy of students in completing quizzes	• Participatory Activities • Cognitive/Knowledge: ○ Quiz	7
14	Students are capable of completing written exam questions to evaluate their mastery of the material from Meeting 9 through Meeting 15	Material from Meeting 9 to Meeting 15	Completing written exam questions	**2x60"**	Understanding the material taught, both in theory and in its practical application in the real world.	• Completeness and accuracy of explanations in answering exam questions	• Paper-based written exam to assess understanding of the material	

Table 2. Assessment Components

No	Assessment Component	Weight (%)	Description
1.	Participatory Activities	12	Attendance and active participation of students in learning activities.
2.	Project Outcome	-	
3.	Cognitive/Knowledge		
	• Assignment	40	• Assignments on SLR and IRIO material are to be done in groups. • Assignments are to be completed in groups. Each group consists of a maximum of 4-5 people. The group in the EPP course is the same group as in the EP course. • Assignments must be submitted at the specified time. If submitted late, the score will be reduced. • Assignments should be in the form of a short paper (maximum of 10 pages) or in PowerPoint format (maximum of 10 slides).
	• Quiz	48	The quiz is taken after a guest lecture, aimed at enhancing students' understanding of the material presented.
	• Midterm Exam	-	
	• Final Exam	-	
	Total Weight (%)	**100**	

GRADE DETERMINATION CATEGORY

Score in Grade	Point	Score Range
A	4.0	≥80
AB	3.5	75-79.9
B	3.0	70-74.9
BC	2.5	65-69.9
C	2.0	60-64.9
D	1.0	<60