



**UNIVERSITAS AHMAD DAHLAN  
FACULTY OF ECONOMICS AND BUSINESS  
MANAGEMENT STUDY PROGRAM MASTER PROGRAM**

**Document Code:**  
**FM-UAD-PBM-08-02/R1**

**SEMESTER LESSON PLAN**

Courses	Course Code	Lecture Points	Weight (SKS)		Semester	Drafting Date
Analysis of Tourism Elements and Systems	205121230	Tourism Business Management	T = 3	P =	2	January 02, 2022
<b>Authentication</b>	<b>RPS Development Lecturer</b>		<b>RMK Coordinator</b>		<b>Head of Study Program</b>	
	Dr. Zunan Setiawan, M.M; Dr. Wardianta, M. Hum		Dr. Zunan Setiawan, M.M.		Dr. Aftoni Sutanto, S.E., M.Si.	
<b>apaian Learning</b>	<b>CPL-Prodi charged on lecture points</b>					
	CPL-01	Fear the One God and be able to show religious attitude;				
	CPL-02	Mastering the theory of corporate organizational functions, including HR strategy and operations, assets, finance, marketing, and production;				
	CPL-03	Able to make organizational decisions including planning, organizing, staffing, directing, implementing and controlling as well as evaluation at the managerial level in various types of corporate organizations based on research using multidisciplinary concepts and methods;				
	<b>Course Learning Outcomes (CPMK)</b>					
	CPMK1	Fear the One God and be able to show religious attitude; (CPL-01)				
	CPMK2	Mastering the theory of the function of foreign and domestic tourism (CPL-02)				
	CPMK3	Able to develop logical, critical, systematic, and creative thinking through scientific research, in the field of tourism management science; (CPL-03)				
	<b>Final ability of each learning stage (Sub-CPMK)</b>					
	Sub-CPMK1	Students are able to compile and analyze various definitions of tourist destinations, get to know the development of knowledge that encourages understanding of tourist destinations. (CPMK1)				
	Sub-CPMK2	Students are able to know how to categorize tourist destinations, especially based on physical/geographical, administrative/political boundaries, journalists' interpretations. (CPMK2)				
	Sub-CPMK3	Students are able to master the theory of Basic Concepts in tourism, recognize examples of bad and good practices in destination management at home and abroad. (CPMK3)				
	<b>Correlation of CPMK to Sub-CPMK</b>					

	<table border="1"> <tr> <td></td> <td><b>Sub-CPMK1</b></td> <td><b>Sub-CPMK2</b></td> <td><b>Sub-CPMK3</b></td> </tr> <tr> <td><b>CPMK1</b></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td><b>CPMK2</b></td> <td></td> <td>V</td> <td></td> </tr> <tr> <td><b>CPMK3</b></td> <td></td> <td></td> <td>V</td> </tr> </table>		<b>Sub-CPMK1</b>	<b>Sub-CPMK2</b>	<b>Sub-CPMK3</b>	<b>CPMK1</b>	V			<b>CPMK2</b>		V		<b>CPMK3</b>			V
	<b>Sub-CPMK1</b>	<b>Sub-CPMK2</b>	<b>Sub-CPMK3</b>														
<b>CPMK1</b>	V																
<b>CPMK2</b>		V															
<b>CPMK3</b>			V														
<b>Course brief description</b>	<p>This course provides debriefing to students in the form of understanding tourism destinations by seeing them as a system and analyzing their elements. It starts with the definition of tourism destinations and their implications for various approaches to categorizing tourism destinations, and understanding the typology of tourism destinations. The tourism destination system offered has 3 components: tourism products and provision, tourism demand (demand), intermediaries (intermediaries) and provide an introduction to sustainable tourism destination management</p>																
<b>Study Materials:</b> Learning Materials	<ol style="list-style-type: none"> <li>1. Introductory Lectures</li> <li>2. Definitions of tourism destinations and examples Various perspectives to understand tourist destinations</li> <li>3. Multiple perspectives to understand tourist destinations</li> <li>4. Tourism destination categories and their analysis</li> <li>5. Typology of tourist destinations and their implications for destination management</li> <li>6. External linkages of tourist destinations and their analysis</li> <li>7. System models to understand tourist destinations</li> <li>8. Tourism supply in tourist destinations and their analysis</li> <li>10. Tourism demand to understand tourist destinations and their analysis</li> <li>11. Intermediaries in the tourism destination system, their analysis and role</li> <li>12. Citra destinasi (destination image and branding)</li> <li>13. Management of tourist destinations</li> <li>14. Tourist destination management</li> </ol>																
<b>Book</b>	<p><b>Main:</b></p> <ol style="list-style-type: none"> <li>1. Robert Christie Mill, alastair M. Marrison (1992) <i>The Tourism System : An Introductory Text</i>. Englewood Cliffs, N.J.: Prentice-Hall</li> </ol> <p><b>Supporter</b></p> <ol style="list-style-type: none"> <li>1. Cooper. C., Fletcher, J., Gilbert, D. Shepherd, R. And Wanhill, S. (1998) <i>Tourism Principles and Practices</i>. 2nd ed. London: Pitman</li> <li>2. Robert Christie Mill. Morrison (1992) <i>The Tourism System : An Introductory Text</i>. Englewood Cliffs, N.J. : Prentice-Hall</li> <li>3. Um, S. And Crompton, J.L. (1990). <i>Attitude determinants in tourism destination choice</i>. <i>Annals of Tourism Research</i>, 17, 432-448</li> <li>4. Woodside, A.G. and Lysonki, S. (1989). <i>A general model of travel destination choice</i>. <i>Journal of Travel Research</i>, 27(4), 814.</li> <li>5. Waryszak, R. (2000). <i>An examination of the role of beneficial image in tourist destination selection</i>. <i>Journal of Travel Research</i> 39:3744</li> </ol>																
<b>Lecturer</b>	Dr. Zunan Setiawan, M.M; Dr. Wardianta, M. Hum																

<b>Prerequisite Lecture Points</b>	Analysis of Tourism Elements and Systems
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Week to	Expected capability (Sub-CPMK)	Study materials/learning materials	Learning forms, methods, and experiences	Time (minutes)	Valuation		
					Technique	Indicator	Weight (%)
1	<b>Sub-CPMK 1</b>	Introductory Lectures <ul style="list-style-type: none"> <li>• Background introduction</li> <li>• Purpose</li> <li>• SAP</li> <li>• Trees – lecture language trees, Tata order</li> <li>• Final evaluation and references</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	1. Know the background of the lecture. Purpose, the end of the lecture discussion. Evaluation - Knowing the end. Reference what knowledge needs to be learned to develop skills further	10%
2	<b>Sub-CPMK 2</b>	Definitions of tourism destinations and examples	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	1. Understand the various definitions of tourist destinations 2. Recognize the development of knowledge that encourages understanding of	0,7%  1,8%

						tourist destinations	
3	<b>Sub-CPMK 1</b>	<p>Multiple perspectives to understand tourist destinations</p> <ul style="list-style-type: none"> <li>• The meaning of destinations within the scope of tourism</li> <li>• From a tourist perspective</li> <li>• From an industry perspective</li> <li>• From a destination manager's perspective</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		<ol style="list-style-type: none"> <li>1. Liveliness and attitude</li> <li>2. Observation</li> <li>3. Ability with ask answer material</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the meaning of destinations in tourism, their importance and elements.</li> <li>2. Know various perspectives in seeing tourist destinations</li> </ol>	15%
4	<b>Sub-CPMK 3</b>	<p>Tourism destination categories and their analysis</p> <ul style="list-style-type: none"> <li>• Various ways of categorizing destinations based on physical/geographical/administrative/political boundaries, interpretation of tourists</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		<ol style="list-style-type: none"> <li>1. Liveliness and attitude</li> <li>2. Observation</li> <li>3. Ability with ask answer material</li> </ol>	<ol style="list-style-type: none"> <li>1. Know how to categorize tourist destinations, especially based on physical/geographical, administrative/political boundaries, tourist interpretation</li> </ol>	10%
5	<b>Sub-CPMK 02 and Sub-CPMK 01</b>	<p>Typology of tourist destinations and their implications for destination management</p>	lectures and <i>Active learning</i> Q&A and Discussion		<ol style="list-style-type: none"> <li>1. Liveliness and attitude</li> <li>2. Presentation material</li> <li>3. Answer question Related material</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the typology of tourist destinations and their management.</li> <li>2. Typology is mainly based on</li> </ol>	15%

						the resources that become tourist attractions, the intensity of tourist activities, the motivation of tourist activities.	
6	<b>Sub-CPMK 03</b>	External linkages of tourist destinations and their analysis <ul style="list-style-type: none"> <li>• The external environment of tourist destinations that influence:</li> <li>• Economic environment</li> <li>• Socio-cultural environment</li> <li>• Political environment</li> <li>• Technological environment</li> <li>• Ecological environment</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Understand the external interrelations of tourist destinations which include the economic, socio-cultural, political, technological and ecological environment	0,7% 1,8%
7	<b>Sub-CPMK 01 and Sub-CPMK 02</b>	System models to understand tourist destinations	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Get to know various models of tourist destination systems and understand and be able to understand the elements of the tourist destination system	0,7% 1,8%
8	<b>MIDTERM 25%</b>						

9	<b>Sub-CPMK 3</b>	<p>Tourism supply in tourist destinations and their analysis</p> <ul style="list-style-type: none"> <li>• Definition of tourism provision</li> <li>• Elements in the provision of tourism tourist destinations</li> <li>• Tourist attractions</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		<p>1. Liveliness and attitude</p> <p>2. Assignment Manufacture question Related material and Observation and test ability</p> <p>3. Quizzes</p>	Understand the concept of tourism supply, its elements, and other related concepts and terms (destinations and tourist attractions)	15%
10	<b>Sub-CPMK 02 and 03</b>	<p>Tourism demand to understand tourist destinations and their analysis</p> <ul style="list-style-type: none"> <li>• Definition of tourism demand (tourists and visitors)</li> <li>• Traveller segmentation</li> <li>• Psychographic graduates</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		<p>1 Liveliness and attitude</p> <p>2. Assignment Manufacture question related materials and Observation and test ability</p>	Understand the concept of tourism demand, its elements, and other related concepts and terms (segmentation and psychographics)	10%
11	<b>Sub-CPMK 03</b>	<p>Intermediaries in the tourism destination system, their analysis and role</p> <ul style="list-style-type: none"> <li>• Transport system in tourism</li> <li>• Tourism distribution system</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		<p>1. Liveliness and attitude</p> <p>2. Assignment Manufacture question Related material and Observation and test ability</p>	<p>1. Understand the concept of intermediaries in tourism, its importance and elements.</p> <p>2. Know the various roles of intermediaries in the tourist destination system</p>	15%

12	<b>Sub-CPMK 01 and Sub-CPMK 03</b>	Citra destinasi (destination image and branding) <ul style="list-style-type: none"> <li>• Pengertian destination image &amp; branding</li> <li>• Peran destination marketing organisation (DMO) dsb.</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability	1.Mengerti arti dan konsep destination image and branding 2.Understand the various organizations developed to support destination image & branding	10%
13	<b>Sub-CPMK 4</b>	<ul style="list-style-type: none"> <li>• Destination image &amp; branding creation</li> <li>• “Travel behavior” wisnus – wisman</li> <li>• “destination image and branding”</li> </ul>	lectures and <i>Active learning</i> Q&A and Discussion	1. Mengenal cara – cara meng-crate destination image and branding 2. Know how to associate "tarvel behavior" of foreign tourists and "destination image"	1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Mengenal cara – cara meng-crate destination image and branding  1. Know how to associate "tarvel behavior" of foreign tourists and " destination image"	15%

14	<b>Sub-CPMK 02 and 03</b>	Tourist destination management: Examples of bad & good practices in destination management abroad	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Get to know examples of bad & good practices in destination management abroad	10%
15	<b>Sub-CPMK 03</b>	Tourist destination management: Examples of bad & good practices in destination management abroad	Prepare kan naskah Quiz Questions Answering all Quiz Questions		1 Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Get to know examples of bad & good practices of destination management in the country	15%
16	<b>30% SEMESTER END TEST</b>						

## Appendix 2: Student CPL Achievement Assessment and Evaluation Portfolio



Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question form – Weight (%)		Weight (%) Sub-CPMK	Mhs value (0-100)	$\Sigma((\text{Value mhs}) \times (\text{Bobot } \%))$	Attainment CPL on MK (%)
1	CPL3	CPMK 1	Sub-CPMK-1	I-1.1 I-1.2 I-1.3	Oil-1 Oil-2 Swale Ace Quis-1	5 5 5	15			
2	CPL3	CPMK 1	Sub-CPMK-1	I-2.1 I-2.2	Tugas-3 Tugas-4 Soal Esay AMABLE	5 5 5	15			
3	CPL3	CPMK 1	Sub-CPMK-1	I-3.1 I-3.2	Task-5 Soal Esay AMABLE	10 5	15			
4	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			
5	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			


6	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			
7	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-6	5	5			
8	<b>Midterm Evaluation</b>									
9	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
10	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
11	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
12	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			
13	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			

14	CPL4	CPMK 2	Sub-CPMK-4	I-5.1 I-5.2 I-5.3 I-5.4	Task-7 Soal Esay WHO	5 5	10			
15	CPL4	CPMK 2	Sub-CPMK-4	I-6.1	Task-8ABC	20	40			
				I-6.2						
				I-6.3						
				I-6.4						
				I-6.5						
	I-6.6	Soal Esay WHO	10							
			I-6.7	Observation	5					
			I-6.8	Observation	5					
16	<b>End of Semester Evaluation</b>									
<b>Total Weight (%)</b>						<b>100</b>	<b>100</b>			
<b>Final Student Grade (<math>\Sigma(\text{MHS Score}) \times (\text{Weight } \%)</math>)</b>										

## Student CPL Achievement Assessment and Evaluation Portfolio

No.	CPL on MK – Operations Management	Access value (0 s.d. 100)	CPL accessibility to MK (%)
1	<b>CPL3</b> : Applying scientific thinking in decision making and scientific descriptive studies of science and technology by taking into account human values according to their fields of expertise		
2	<b>CPL 4:</b> Apply leadership principles in teamwork		

### Appendix 3: Sample Student Assignment Plan Form

 <b>UNIVERSITAS AHMAD DAHLAN</b> <b>FACULTY OF TEACHER TRAINING AND EDUCATION</b> <b>AUTOMOTIVE TECHNOLOGY VOCATIONAL EDUCATION</b> <b>STUDY PROGRAM</b>					
<b>STUDENT ASSIGNMENT PLAN</b>					
<b>COURSES</b>		<b>RESEARCH METHODS</b>			
<b>CODE</b>	193540620	<b>Credits</b>	2	<b>Semester</b>	6
<b>LECTURER</b>	Dr. Hulya Nirmala, M.Sc.				
<b>TASK FORM</b>					
Final Project					
<b>TASK TITLE</b>					
Task 8ABC: Prepare a research proposal and present independently.					
<b>SUB LEARNING OUTCOMES OF COURSES</b>					
Sub-CPMK6: able to design research in the form of TA research proposals & present them with responsibility and ethics. [C6,A3,P3] (CPMK1, CPMK3, CPMK4)					
<b>TASK DESCRIPTION</b>					
<p>This task aims to enable students to compile research proposals in accordance with international standards. Students learn to read and summarize journal articles according to the desired research theme. Then formulate the problem, and make a hypothesis, compile a research framework, and finally make a research proposal. Then students design proposal presentation slides and present them to improve communication skills</p> <p>scientific in the form of presentations</p>					
<b>TASK EXECUTION METHOD</b>					
<ol style="list-style-type: none"> <li>1. Select and review at least 10 national and international journals according to the field of interest;</li> <li>2. Make a summary of at least 10 selected journals;</li> <li>3. Determine the title of the research proposal;</li> <li>4. Formulate research problems and hypotheses;</li> <li>5. Select and design research methodologies;</li> <li>6. Prepare a research proposal;</li> <li>7. Compile research proposal presentation materials and slides;</li> <li>8. Presentation of research proposals in class.</li> </ol>					
<b>EXTERNAL SHAPES AND FORMATS</b>					
<b>a. Object of Cultivation:</b> Preparation of thesis research proposal (final project)					

**b. External forms:**

1. A collection of journal summaries written with Ms Word with the systematics of writing journal summaries, collected in extension format (\*.rtf), with filename systematics: **(Task-9-Summary-NIM-Name Depan.rtf)**;
2. Proposals are written with Ms Word with systematics and format according to standard proposal writing guidelines, collected with extension format (\*.rtf), with filename systematics: **(Task-9-Proposal-NIM-Name Depan.rtf)**;
3. PowerPoint presentation slides, consisting of: text, graphics, tables, images, animations, minimum 10 slides. Collected in the form of *softcopy* format extension (\*.ppt) with filename systematics: **(Task-9-Slide-NIM-Name Depan.ppt)**;

**INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS****a. Summary of journal study results (weight 20%)**

Jornal summary with systematics and predetermined format, journal updates (last 5 years), clarity and sharpness of summarizing, consistency and neatness in writing presentation.

**b. Research Proposal (weighted 30%)**

1. The accuracy of the systematics of proposal preparation in accordance with the booth of the proposal writing guide;
2. The accuracy of the proposal writing in accordance with the correct spelling of the Indonesian and in accordance with APA standards in the presentation of tables, figures, reference writing and citation writing;
3. Consistency in the use of terms, colors (if any) of symbols and emblems;
4. The regularity of the collected proposal books;
5. Completeness of the use of features in MS Word in writing and presenting research proposals.
6. The proposal is written in A4 format, margin 3-2-2-2, Cambria font, size 12 (main text), 11 (image caption, table, graph, table content).
7. Present colors in the proposal only when necessary.

**c. Presentation Slide Preparation (20% weight)**

Clear and consistent, simple and innovative, displaying images and system blocks, writing using easy-to-read fonts, if needed supported with relevant images and video clips.

**d. Presentation (30% weight)**

Communicative language, mastery of the material, mastery of the audience, control of time (10 minutes of presentation + 5 minutes of discussion), clarity & sharpness of exposure, mastery of presentation media.

- e. The assessment weight is 30% of the overall assessment of this course

**SCHEDULE**

Determination of Research Title and Framework	May 1, 2020
Summarizing the Journal	April 25 - 1 From 2020
Drafting proposals & Assistance	April 25 - 9 From 2020
Presentation of proposal for Task Output Collection	17-24 May 2020 May 17, 2020

**OTHER**

The assessment weight of this task is 30% of the 100% assessment of this course; Tasks are worked on and presented independently;

**REFERENCE LIST**

Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4 ed.). Bost on: PEARSON.

Katz, M. (2006). From Research to Manuscript: A Guide to Scientific Writing. London: Springer.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques (Second Revised ed.). New Delhi: New Age Internasional (P) Limited.

Singh, Y. (2006). Fundamental of Research Methodology and Statistics. New York: New Age International.

Tuckman, B. W., & Harper, B. E. (February 9, 2012). Conducting Educational Research (6 ed.). Maryland, USA: Rowman & Littlefield Publishers.

## Appendix 4: Examples of Holistic Rubric Forms for Proposal Plans

Grade	Score	Judging Criteria
Very lacking	<20	The design presented is irregular and does not solve the problem
Less	21 - 40	The design presented is orderly but does not solve the problem
Enough	41 - 60	The design presented is systematic, solves problems, but is less implementable
Good	61 - 80	The presented design is systematic, solves problems, can be implemented, lacks innovation
Excellent	>81	The presented design is systematic, solves problems, is implementable and innovative

### Student Grade List

No	NIM	Name	Score (0-100)
1			
2			
3			
...			



## Appendix 5: Sample Analytical Rubric Form for Paper Presentation Assessment

Assessed Aspects/ Dimensions	Rating Scale				
	Very Less	Less	Enough	Good	Excellent
	(< score 20)	(21-40)	(41-60)	(61-80)	(≥ score 81)
Organisasi	None organisasi which is obvious. Facts are not Used to support statement.	Simply focus, But the evidence less Sufficient to Used deep pull conclusion.	Presentation Have focus and Serves some evidence that support conclusion.	Organized well and Serves The facts Convince to support conclusion.	Organized with Serves The facts Powered by Examples that already Analyzed according to the concept.
Fill	The content is not accurate or too common. Listeners not learning any or sometimes misleading.	The content is lacking accurate, because No data factual, no Add understanding Listeners	Fill in general accurate, but no complete. The Listeners can Learn some facts between the lines, but they not Add New insights On the topic aforementioned	Accurate contents and complete. The Listeners Add New insights On the topic aforementioned	Contents capable Evocative Listeners to floating an mind.
Style Presentation	Speaker anxiety and uncomfortable, and reading Various Note From speak. Listeners often Ignored. Not happening Eye contact because speaker more look to	Benchmarked On a note, no idea that Developed outside notes, voice Monotonous	In general speaker calm, but in tone which is flat and quite often Depend on a note. Sometimes- sometimes contact eyes with Listeners Ignored.	Speaker calm and use The intonation true speak without depending on the record, and Interact intensively with Listeners. Speaker Always Contact eyes with	Speak with spirit Pass spirit and Antisiasm at Listeners.

	whiteboard d or screen.			Listeners.	
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## List of Analytical Rubric Grades for Paper Presentation Assessment

No	NIM	Name	Score (0-100)			
			Organs - quant ity	Fill	Style Presen t	Total
			(... %)	(...%)	(....%)	100%

**Appendix 6: Example of Perception Scale Rubric Shape for Oral Presentation Assessment**

<b>Assessed Aspects/Dimensions</b>	<b>Very Lacking</b>	<b>Less</b>	<b>Enough</b>	<b>Good</b>	<b>Excellent</b>
	<b>&lt; 20</b>	<b>(21-40)</b>	<b>(41-60)</b>	<b>(61-80)</b>	<b>≥ 81</b>
Communication Skills					
Material Mastery					
Ability to Face Questions					
Use of Presentation Props					
Accuracy of Problem Solving					