



UNIVERSITAS SUMATERA UTARA (USU)
FACULTY OF AGRICULTURE
Animal Sciences Study Programme

Document Code
(to follow)

SEMESTER LEARNING PLAN (RPS)

COURSE (MK)	CODE	Course Group	WEIGHT (credits)	SEMESTER	Date of Preparation	
Introduction to Animal Science Economics	PTN1102	Exact	Theory = 2 credits	I (One)	11 August 20	
AUTHORISATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Programme		Chairman of LINK-UP USU	
	Dr Ade Trisna, S.Pt., MM.		Dr. Ir. Ma'ruf Tafsin, M.Si, IPM		Prof. Dr Dwi Suryanto M.Sc.	
Learning Outcomes	LO-Study Programme Charged to The Course					
	LO01	Able to apply logical, critical, systematic and innovative thinking through the approach and implementation of animal science and technology by applying the character of BINTANG				
	Course Learning Outcomes (CLO)				CLO Weight	
	CLO015: Able to explain logically, critically, systematically and innovatively economic problems and objectives, the scope of animal husbandry economics, production processes and animal husbandry economics, supply, consumers, demand, market theory, economic policy and business prospects in the livestock sector.				100%	
	End Capability of Each Learning Stage (Sub-CLO)					
	Sub-CLO1	After attending this lecture, students will be able to explain the definition and history of economics as well as the problem objectives and scope in the field of animal husbandry.				
	Sub-CLO2	After attending this lecture, students will be able to explain the economic resources of animal husbandry.				
Sub-CLO3	After attending this lecture, students will be able to explain the theory of production, factors affecting production and process of livestock production.					

	Sub-CLO4	After attending this lecture, students will be able to explain production costs										
	Sub-CLO5	After attending this lecture, students will be able to explain the definition and satisfaction of demand and also the elasticity of demand and the definition and satisfaction of supply and also the elasticity of supply.										
	Sub-CLO6	After attending this lecture, students will be able to explain the marketing of livestock products.										
	Sub-CLO7	After attending this lecture, students will be able to explain the market form										
	Sub-CLO8	After attending this lecture, students will be able to explain macroeconomics with economic scope: fiscal and monetary										
	Sub-CLO9	After attending this lecture, students will be able to explain the history, types, functions, financial and banking institutions as well as inflation, deflation.										
	Sub-CLO10	After attending this lecture, students will be able to explain the measures of economic growth and development as well as economic growth and development in the field of animal husbandry.										
Correlation of CLO with Sub-CLO			Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6	Sub-CLO7	Sub-CLO8	Sub-CLO9	Sub-CLO10
	CLO015	√	√	√	√	√	√	√	√	√	√	√
Brief Course Description	After completing the Introduction to Animal Husbandry Economics course, first semester students of the Animal Husbandry Programme, Faculty of Agriculture, University of North Sumatra are expected to be able to explain economic theory and its application in the field of animal husbandry. This course is conducted in Bahasa Indonesia with 14 face-to-face meetings consisting of material presentation, discussion, presentation, quizzes and assignments.											
Study Material: Learning Materials	BK02 Basic Animal Science BK05 Social and Economic Sciences of Animal Husbandry <ol style="list-style-type: none"> 1. The scope of economics and how it relates to animal husbandry 2. Source: 3. Theory of Production 4. Production cost 											

	<ol style="list-style-type: none"> 5. Demand and supply 6. Marketing of livestock products 7. Market forms 8. Macroeconomics 9. History of money and financial institutions 10. Livestock development 							
Library	Main <ol style="list-style-type: none"> 1. Asnah and Dyanasari. 2021. <i>Introduction to Macroeconomics</i>: Deep Publish 2. Karmini. 2018. <i>Economics of Agricultural Production</i>: Mulawarman University Press 3. Syaiful, M., Saragih, E., Damanik D., et al. 2022. <i>Introduction to Economics</i>: Indonesian Science Media 4. Upton Martin. 2004. <i>The Role of Livestock in Economic Development and Poverty Reduction</i>. PPLPI Working Paper No. 10 5. Roessali Wiludjeng. 2005. <i>Economics of Animal Husbandry Companies</i>: Undip Press 							
	Supporters <ol style="list-style-type: none"> 1. International Journal 2. National Journal 							
Lecturer	<ol style="list-style-type: none"> 1. Dr Ade Trisna, S.Pt., MM 2. Winda Fransisca Saragih, M.Pt. 3. Ir. Armyn Hakim Daulay, MBA. 4. Uswatun Hasanah, S.Pt., M.Si. 							
Conditional Subjects	-							
Meeting	End ability of each learning stage (Sub-CLO)	Assessment		Forms of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Material (Learning Materials)	Assessment	
		Indicators	Criteria and Techniques				SLO Indicator/Cod e	Assess t Wei t (%)
(1)	(2)	(3)	(4)	Asynchronous (5)	Synchronous (6)	(7)	(8)	(9)

1 & 2	<p>Sub-CLO 1:</p> <p>After attending this lecture, students will be able to explain the scope of economics & its relation to agriculture.</p>	<p>a. Accuracy in explaining the meaning and history of economics</p> <p>b. Accuracy in explaining the problems, economic objectives and scope of animal husbandry economics</p>	<p>Criteria: Using an assessment rubric</p> <p>Techniques: <i>Non-test</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> Attendance Introduction Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activities:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting/ LCD Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> Definition and history of economics Problems, objectives and scope of animal husbandry economics 	C1 (knowing) C2 (understanding)	Task 1
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3	<p>Sub-CLO 2:</p> <p>After attending this lecture, students will be able to explain the resources of</p>	a. Accuracy in explaining resources	<p>Criteria: Using an assessment rubric</p> <p>Techniques: <i>Non-test</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> Attendance Review the material from week 1 and 2 meetings Introduction Quiz <p>Quiz 1: Quizzes to measure student understanding of week 1-3 meetings</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activities:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting/ LCD Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> Economic resources 	C1 (knowing) C2 (understanding)
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This CLO be assessed during with weight 10% cent of UT assess weight (20%)

4	<p>Sub-CLO 3:</p> <p>After attending this lecture, students will be able to explain the definition of production theory.</p>	<p>a. Accuracy in explaining the meaning and factors that affect production</p> <p>b. Accuracy in explaining the production process in the field of animal husbandry</p>	<p>Criteria: Assessment Rubric</p> <p>Techniques: <i>Test</i> <i>Quiz</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> Attendance Review the material for the week 3 meeting Introduction Tasks <p>Task 1:</p> <ol style="list-style-type: none"> Divide the group evenly (lecturer divides) Make a paper with TNR font size 12 space 1.5 sent in pdf form 	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> <i>Lecture</i> <i>Discussion</i> <p>Activities:</p> <ol style="list-style-type: none"> <i>Online/offline learning</i> <i>Class discussion</i> Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting/ LCD Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> Definition of production Factors that affect production Production process in animal husbandry 	<p>C1 (knowing) C2 (understanding) C4 (analyse)</p>
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This CLO be assessed during with weight 10% cent of UT assess weight (20%)

				c. Group presentation			
				Moda (Learning Management System): class.usu.ac.id			
5	Sub-CLO 4: After attending this lecture, students will be able to explain production costs	a. Accuracy in explaining production costs	Criteria: Assessment Rubric Techniques: <i>Test:</i> <i>Assignment</i>	KM+PT (1 week x 2 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. Attendance b. Review the material for the week-4 meeting c. Introduction Moda (Learning Management System): class.usu.ac.id	TM (1 week x 2 credits x 50 minutes) Learning Methods: <i>a. Lecture</i> <i>b. Discussion</i> Activities: <i>a. Online/offline learning</i> <i>b. Class discussion</i> c. Take notes on learning materials Media: a. Slides/ ppt b. Zoom meeting/ LCD	Subject matter: a. Production costs in a livestock business	C1 (knowing) C2 (understanding)

Quiz
2.5

					Text book			
6 & 7	Sub-CLO 5: After attending this lecture, students will be able to explain demand and supply.	a. Accuracy in explaining the definition and satisfaction of demand as well as elasticity of demand. b. Accuracy in explaining the definition and satisfaction of supply and also supply elasticity	Criteria: Using an assessment rubric Technique:: <i>Non-test</i>	KM+PT (2 weeks x 2 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. Attendance b. Review the material for the week-5 meeting c. Introduction Moda (Learning Management System): class.usu.ac.id	TM (2 weeks x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials d. Presentation Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book	Subject matter: a. Definition and satisfaction of demand as well as elasticity of demand b. Definition and satisfaction of supply as well as elasticity of supply	C1 (knowing) C2 (understanding)	Cas meth 20%
8	MIDTERM EXAM (UTS)							20%
9	Sub-CLO 6: After attending this lecture,	a. Accuracy in explaining the marketing	Criteria: Using an assessment rubric	KM+PT (1 week x 2 credits x 120 minutes)	TM (1 week x 2 credits x 50 minutes)	Subject matter: a. Marketing of livestock products	C1 (knowing) C2 (understanding)	This CLO be assessed during

	students will be able to explain the marketing of livestock products.	of livestock products	Techniques: <i>Non-test</i>	Learning Methods: <i>Self-Paced Learning</i> Activities: a. Attendance b. Reviewing the meeting material before UTS and UTS evaluation c. Introduction d. Quiz Quiz 2: Quizzes to measure student understanding on week 4-9 meetings Moda (Learning Management System): class.usu.ac.id	Learning Methods: a. <i>Lecture</i> b. <i>Discussion</i> Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials d. Presentation Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book	
10	Sub-CLO 7:	a. Accuracy in explaining the	Criteria:	KM+PT (1 week x 2 credits x 120 minutes)	TM (1 week x 2 credits x 50 minutes)	Subject matter: a. Market forms

C1 (knowing)

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	<p>After attending this lecture, students will be able to explain the forms of markets.</p>	<p>definition of market form</p>	<p>Using an assessment rubric</p> <p>Techniques: <i>Non-test</i></p>	<p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> Attendance Review the material for the week 9 meeting Introduction Tasks <p>Task 2:</p> <ol style="list-style-type: none"> Divide the group evenly (lecturer divides) Make a paper with TNR font size 12 space 1.5 sent in pdf form Group presentation 	<p>Learning Methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activities:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials Presentation <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting/ LCD Text book 	
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C2 (understanding)
C4 (analyse)

during UAS with weight of the assessment weight (20%)

				Moda (Learning Management System): class.usu.ac.id				
11 & 12	Sub-CLO 8: After attending this lecture, students will be able to explain macroeconomics	a. Accuracy in explaining macroeconomics with the scope of economics: fiscal and monetary	Criteria: Assessment Rubric Techniques: <i>Non-test</i>	KM+PT (2 weeks x 2 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. Attendance b. Review week 10 meeting materials c. Introduction Moda (Learning Management System): class.usu.ac.id	TM (2 weeks x 2 credits x 50 minutes) Learning Methods: <i>a. Lecture b. Discussion</i> Activities: <i>a. Online/offline learning b. Class discussion c. Take notes on learning materials</i> Media: a. Slides/ ppt b. Zoom meeting/ LCD Text book	Subject matter: a. Macroeconomics with economic scope: fiscal b. Macroeconomics with economic scope: monetary	C1 (knowing) C2 (understanding)	PBL :

13	<p>Sub-CLO 9:</p> <p>After attending this lecture, students will be able to explain the history of money and financial institutions.</p>	<p>a. Accuracy in explaining the meaning and history of money</p> <p>b. Accuracy in explaining the types and functions of money</p> <p>c. Accuracy in explaining financial and banking institutions</p> <p>d. Accuracy in explaining inflation and deflation</p>	<p>Criteria: Assessment Rubric</p> <p>Techniques: <i>Non-test</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Attendance 2. Review the material for week 11 and 12 meetings 3. Introduction <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> a. <i>Lecture</i> b. <i>Discussion</i> <p>Activities:</p> <ol style="list-style-type: none"> a. <i>Online/offline learning</i> b. <i>Class discussion</i> c. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> a. Definition and history of money b. Types and functions of money c. Financial and banking institutions d. Inflation e. Deflation 	<p>C1 (knowing) C2 (understanding)</p>	<p>Quiz 2.5</p>
14 & 15	<p>Sub-CLO 10:</p> <p>After attending this lecture, students will be able to explain</p>	<p>a. Accuracy in explaining measures of economic growth and development</p> <p>b. Accuracy in explaining</p>	<p>Criteria: Using an assessment rubric</p> <p>Techniques: <i>Non-test</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning Methods:</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> a. Lecture b. Discussion 	<p>Subject matter:</p> <ol style="list-style-type: none"> a. Measures of economic growth and development b. Economic growth and development 	<p>C1 (knowing) C2 (understanding)</p>	<p>This CLO be assessed during UAS with weight 5% per of the assessment</p>

	animal husbandry development.	economic growth in animal husbandry		<i>Self-Paced Learning</i> Activities: 1. Attendance 2. Review meeting materials for weeks 13, 14 and 15 3. Introduction Moda (Learning Management System): class.usu.ac.id	Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book	in animal husbandry		weight (20%) Task 2.25
16	END OF SEMESTER EXAM (UAS)							20%

Form of Evaluation	CLO015
Quiz	Quiz grading
Task	Paper Assessment
Case Method (presentation and participation in discussion, and lab report)	a. Presentation assessment rubric b. Practicum report
Project Based Learning (PBL) (presentation and participation in discussion, and <i>practicum/field visit</i> report)	a. Presentation assessment rubric b. Practicum report

UTS (Mid Exam)	Mid-term test assessment (multiple choice questions and essay questions)
UAS (Final Exam)	UAS Assessment (multiple choice questions and essay questions)

Assessment Plan

Form of Evaluation	Weight (100%)	Frequency
Quiz	5	2 (held on week 5, 13)
Task	5	2 (held on week 1, 2)
Case Method	20	2 (held on week 6,7)
PBL	30	2 (held on week 11,12)
UTS (Mid Semester Examination)	20	1 (held on week 8)
UAS (Final Semester Examination)	20	1 (held on week 16)
Total	100%	

Explanation:

a) Quiz 5%

During the semester there will be 2 quizzes organised in class. The quizzes will be conducted via e-learning and are scheduled in advance. The material tested is announced by the lecturer and written in the RPS. During the semester there will be 2 structured assignments. The assignments given are an effort to add insight by making a resume related to the material written in the SSP

b) Task 5%

During the semester there will be 1 task organised in class. The task will be conducted via e-learning and are scheduled in advance. The material tested is announced by the lecturer and written in the RPS. During the semester there will be 2 structured assignments. The assignments given are an effort to add insight by making a resume related to the material written in the SSP.

c) Case Method 20%

During the semester there will be case methods, each student will make a paper and report on each case method in groups. Case method in this course is conducted 2 times. The papers that have been made will be presented by students. Students will be assessed according to their participation in the presentation and accuracy in the presentation, as well as their participation in the question and answer session when other groups present.

d) Project based learning 30%

During the semester there will be PBL, each student will make a paper and report from each PBL in groups. PBL in this course is conducted 2 times. The papers that have been made will be presented by students. Students will be assessed according to their participation in the presentation and accuracy in the presentation, as well as their participation in the question and answer session when other groups make presentations.

e) UTS 20%

The midterm exam covers all the material that has been covered since the beginning of the semester until the 7th meeting, both readings and lectures. This exam is conducted in class with multiple choice, short answer, and essay questions.

f) UAS 20%

The end-of-semester exam covers all the material that has been covered from the 9th to the 15th meeting, both readings and lectures. This exam is conducted in class with multiple choice, short answer, and essay questions.

ASSESSMENT RUBRIC

Quiz Scoring Rubric:

Quiz consists of 5 essay questions done on a sheet of paper (done 2 times during 1 semester)

Value per item	Criteria
16-20	Can answer the question correctly, the steps of working on the problem are correct, and completely correct.
11-15	The steps of working on the problem are correct, there are few mistakes
6-10	Most of the steps are correct, there are many errors
0-5	The steps of working on the problem are not correct, unable to solve the problem

*Maximum score = 100 (5 questions x 20 points)

Teaching Journal/Proposal/Report/Paper Assessment Rubric:

Assessment Criteria	4 Very good	3 Good	2 Simply	1 Less
Understanding of Learning Topics with Resumed Journals	Understand the topic exactly once (25)	Understand the topic (20)	Does not fully and appropriately understand the topic (15)	Not understanding the topic (10)
Contents	Drafts show understanding participants integrate information that has been learned and/or assigned to read during lectures properly and appropriately. (25)	Drafts demonstrate an understanding of the material covered and integrate some of the information that has been learned and/or assigned to read during lectures. (20)	Drafts show an understanding of the material covered and only integrate a small portion of the information that has been learned and/or assigned to read during the lecture. (15)	Drafts show a lack of understanding of the material discussed so that it is not clear and does not integrate the material. information that has been learned and/or assigned to read during lectures. (10)
Clarity of Writing	All writing ideas are well and clearly conveyed. (25)	Most of the ideas are well-written and clear. (20)	Some of the ideas are well-written and clear. (15)	The idea of the writing is not conveyed well and clearly. (10)
Language Clarity	Uses foreign/Indonesian language well and correctly with few grammatical and word choice errors that do not interfere with understanding. (25)	Uses foreign/Indonesian language well and correctly with few grammatical and word choice errors that interfere with understanding. (20)	Uses foreign/Indonesian language fairly well and correctly with some grammatical and word choice errors. (15)	Does not use foreign/Indonesian language properly and correctly as the writing contains many grammatical and word choice errors. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Group Presentation Task Assessment Rubric:

CATEGORIES	4 Very good	3 Good	2 Simply	1 Less
Group Preparation	<p>The group is fully prepared and has optimized presentation exercises.</p> <p>Mutual complementarity between group members with clear tasks for each group member. (25)</p>	<p>The group seemed reasonably prepared but may need more practice presenting.</p> <p>The responsibilities of each group member need to be identified. (20)</p>	<p>The group made an effort to prepare but did not do any presentation preparation exercises.</p> <p>Tasks and responsibilities are assigned and accepted without careful consideration. (15)</p>	<p>The group seemed to have done no preparation at all for the presentation.</p> <p>Tasks and responsibilities are assigned and accepted randomly. (10)</p>
Presentation Organization	<p>The group presented the content clearly, logically, and systematically, through a cohesive introduction, main points, and conclusion.</p> <p>The group used visual aids that effectively supported and reinforced the presentation. (25)</p>	<p>The group presented the content logically and systematically, with an introduction, main idea and conclusion.</p> <p>The group used visual aids that showed a link to the content of the presentation. (20)</p>	<p>The group presented the content fairly logically and systematically, but it did not contain an introduction, main idea, or conclusion.</p> <p>The group occasionally used visual aids that did not support the content of the presentation. (15)</p>	<p>The group presented the content randomly without any introduction, main idea, or conclusion.</p> <p>Groups using unsupportive visual aids or no visual aids at all. (10)</p>
Task Achievement	<p>Each group member is able to demonstrate solid knowledge through their own exposure and elaboration, and deliver the part of the presentation that is assigned to them within the time allotted. (25)</p>	<p>Each group member demonstrates good knowledge through their own exposure and elaboration but in less time than the time allocated to them. (20)</p>	<p>Each group member demonstrated sufficient knowledge but failed to elaborate, and presented his or her part in only half the time allotted to him or her. (15)</p>	<p>Each group member has no knowledge of the content and presents his/her section in less than half the time allocated to him/her. (10)</p>

Mastery of Presentation Content	Each group member demonstrates full understanding of the presentation topic. The main points presented are supported by evidence and critically evaluated. (25)	Each group member demonstrated a good understanding of the presentation topic. Most of the main points are illustrated with relevant evidence. (20)	Each group member demonstrated a good understanding of some aspect of the topic. Some illustrations are given, but not critically evaluated. (15)	Each group member did not seem to understand the presentation topic very well. Some evidence was mentioned, but not integrated in the presentation or evaluated. (10)
Answers to Questions	The group was able to correctly answer almost all the questions asked by the audience about their presentation topic. (25)	The group was able to correctly answer most of the questions asked by the audience about the tropes of their presentation. (20)	The group was able to correctly answer some of the questions the audience asked about their presentation topic. (15)	The group was unable to answer the questions posed by the audience on the topic of their presentation appropriately. (10)
Communication Quality	Group interaction with the audience shows interest and respect for the opinions of others. Responses support effective communication. (25)	Group interaction with an audience shows interest and respect for the opinions of others. Responses generally support effective communication. (20)	Some parts of the interaction in the discussion show interest and respect for others' opinions. (15)	Interaction in the discussion shows disrespect for other people's opinions. Responses do not support effective communication. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Source: Halimi, Sicily. "Assessment Rubric: Learning Plan Book MK Introduction to Teaching Methods", 2021

Maximum score: 25 x 6 components = 150 points: 1.5 = 100

Essay Writing Exam Scoring Rubric:

Assessment Criteria	4	3	2	1
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	Very good	Good	Simply	Less
Understanding of the Question	Understand the question exactly once (25)	Understand the question (20)	Does not understand the question fully and correctly (15)	Did not understand the question (10)
Contents	Answers show understanding participants integrate information that has been learned and/or assigned to read during lectures properly and appropriately. (25)	Answers demonstrate an understanding of the material in question and integrate some of the information learned and/or assigned to read during the lecture. (20)	Answers show a lack of understanding of the material in question and only integrate a small portion of the information that has been studied and/or assigned to read during the lecture. (15)	The answer shows a lack of understanding of the material in question, so it is not clear and does not integrate the material. information that has been learned and/or assigned to read during lectures. (10)
Clarity of Writing	All writing ideas are well and clearly conveyed. (25)	Most of the ideas are well-written and clear. (20)	Some of the ideas are well-written and clear. (15)	The idea of the writing is not conveyed well and clearly. (10)
Language Clarity	Uses foreign/Indonesian language well and correctly few grammatical and word choice errors that do not interfere with understanding. (25)	Uses foreign/Indonesian language well and correctly with few grammatical and word choice errors that interfere with understanding. (20)	Uses foreign/Indonesian language fairly well and correctly with some grammatical and word choice errors. (15)	Does not use foreign/Indonesian language properly and correctly as the writing contains many grammatical and word choice errors. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Multiple Choice Exam Scoring Rubric:

Value per item	Criteria
100/many questions	Can answer the question correctly
0	Answers are less precise / not in accordance with the answer key that has been provided

