



UNIVERSITY OF NORTH SUMATRA (USU)
FACULTY OF AGRICULTURE
Animal Husbandry Study Program

Documen
Code
 (to follow)

SEMESTER LEARNING PLAN (RPS)

COURSE (MK)	CODE	MK family	WEIGHT (credits)	SEMESTER	Date of Preparation
Livestock Extension and Communication	PTN2101	Social	3	III	February 5, 2020
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Program		Knowing Chairman of LINKUP USU
	Ir. R. Edhy Mirwandhono, M.Si., MP., IPM., ASEAN. Eng Kennie Cendekia Desnamrina S.Pt., M.Pt Vivi Indriani, S.Pt., M.Pt Ir. Armyn Hakim Daulay, MBA		Dr. Ir. Ma'ruf Tafsin, M.Si., IPM.		Prof. Dr. Dwi Suryanto M.Sc.
Learning Outcomes	SLO-PRODI Charged to MK				
	SLO01	Able to apply logical, critical, systematic and innovative thinking through the approach and implementation of animal husbandry science and technology by applying the BINTANG character.			
	SLO02	Able to apply the concept of leadership and teamwork, communicate, motivate oneself and innovate in competition work in the livestock sector			
	SLO03	Able to identify, formulate, and find solutions to problems related to the livestock sector			
	SLO07	Able to disseminate knowledge and application of the latest TALENT-based technology in the field of animal husbandry			
	SLO12	Have coherent and up-to-date knowledge in the field of animal science and in accordance with applicable regulations and can apply aspects of animal welfare			
	SLO14	Able to communicate effectively both verbally and in writing to the public while respecting cultural diversity, and opinions nationally and globally.			
	Course Learning Outcomes (CLO)				
CLO0114: Able to explain the functions and objectives of extension and communication related to the implementation of livestock science and technology in the community environment					19.23%
CLO0203: Able to explain good communication procedures related to livestock extension					19.23%

	CLO0303: Able to carry out extension activities to find solutions to problems that exist in the community related to the livestock sector.	26.92%																																																															
	CLO0701: Able to explain technology that can be applied in the implementation of livestock extension	19.23%																																																															
	CLO1203: Able to explain regulations in livestock extension institutions	7.69%																																																															
	CLO1402: Able to communicate effectively both verbally and in writing in conveying views and opinions related to animal husbandry science.	7.69%																																																															
End Capability of Each Learning Stage (Sub-CLO)																																																																	
Sub-CLO1	After taking this lecture, students will be able to explain the general description of livestock extension and communication																																																																
Sub-CLO2	After taking this course, students will be able to explain the process of adoption and diffusion of agricultural innovation																																																																
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	<table border="1"> <thead> <tr> <th></th> <th>Sub-CLO1</th> <th>Sub-CLO2</th> <th>Sub-CLO3</th> <th>Sub-CLO4</th> <th>Sub-CLO5</th> <th>Sub-CLO6</th> <th>Sub-CLO7</th> <th>Sub-CLO8</th> </tr> </thead> <tbody> <tr> <td>CLO0114</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>CLO0203</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>CLO0303</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO0701</td> <td></td> <td></td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO1203</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO1402</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> </tr> </tbody> </table>		Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6	Sub-CLO7	Sub-CLO8	CLO0114	√	√	√			√		√	CLO0203	√	√			√	√		√	CLO0303		√	√	√	√	√	√	√	CLO0701			√		√	√	√	√	CLO1203	√	√							CLO1402			√			√			
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Brief Course Description	After completing the Animal Husbandry Extension and Communication course, third semester students of the Animal Husbandry Study Program, Faculty of Agriculture, University of North Sumatra are expected to be able to explain and skillfully apply good and correct communication techniques so that they can provide extension services to farmers.						
Study Material: Learning Materials	BK05 Social Sciences and Economics of Animal Husbandry BK06 Literacy, communication, dissemination at national and global levels 1. Overview of livestock extension and communication 2. Process of adoption and diffusion of agricultural innovation 3. Social change 4. Communication methods and techniques 5. Innovation communication media 6. Farmer communication media 7. Online media design 8. Innovation communication strategies						
Library	Main: 1. Anyaegbunam, C., P. Mefalopulos, T. Moetsabi. 2004. Participatory Rural Communication Appraisal. FAO of the UN. Rome.						
	Supporters: 1. Cangara, H. 2017. Perencanaan & Strategi Komunikasi. Raja Grafindo Persada. Jakarta. 2. Hadiyanto. 2014. Komunikasi Pembangunan: Perspektif Modernisasi. IPB Press. Bogor. 3. Mefalopulos, P., C. Kamlongera. 2004. Participatory Communication Strategy Design. FAO of the UN. Rome. 4. Mody, B. 1991. Designing Messages for Development Communication: An Audience Participation Based Approach						
Lecturer							
Conditional Subjects	-						
	End ability of each learning stage (Sub-CLO)	Assessment		Form of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Material (Learning Material)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Sub-CLO1: After taking this lecture, students will be able to	Accuracy in explaining the general description of	Criteria: Essay and multiple choice assessment rubric	Independent Activities (KM) + Structured Assignments (PT) (1	Face to face (TM) (1 week x 3 credits x 50 minutes)	Subject: 1. Lecture Contract	This subject will be assessed through a written test

	explain the general description of Livestock Extension and Communication	livestock marketing management in supporting knowledge in the field of livestock agribusiness	Techniques: <i>Non-Test</i>	week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: 1. Attendance 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials Moda (Learning Management System): class.usu.ac.id	Learning Methods: 1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials 4. Practicum Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	2. Overview and scope of livestock extension and communication courses 3. Basic concepts of communication in extension	exami (U (CLO CLO CLO
3	Sub-CLO 2: After taking this course, students will be able to explain the process of adoption and diffusion of agricultural innovation	1. Accuracy in explaining the concept and stages of adoption 2. Accuracy in explaining the categories and characteristics of adoption 3. Accuracy in explaining the factors that influence the speed of adoption	Criteria: Essay assessment rubric Techniques: <i>Test:</i> Quiz	Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: 1. Recording attendance 2. Completing quiz Quiz 1:	Face to face (TM) (1 week x 3 credits x 50 minutes) Learning Methods: 1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials 4. Practicum	Subject matter: 1. Definition and stages of adoption 2. Categories and characteristics of adoption 3. Factors influencing the speed of adoption 4. Process of diffusion of agricultural innovation	Quiz: (CLO CLO CLO CLO

		4. Accuracy in explaining the process of diffusion of agricultural innovation		Quiz to measure student understanding about process of adoption and diffusion of agricultural innovation Moda (Learning Management System): class.usu.ac.id	Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	
4	Sub-CLO 3: After taking this lecture, students are expected to be able to explain social change	<ol style="list-style-type: none"> 1. Accuracy in explaining the concept of social change 2. Accuracy in explaining the factors causing social and cultural change 3. Accuracy in explaining the social system 4. Accuracy in explaining the five components of the social system 	Criteria: Paper assessment rubric Techniques: <i>Non-test:</i>	Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 3. Responding to the opening question Problem Based Learning: a. Lecturer divides students into groups.	Face to face (TM) (1 week x 3 credits x 50 minutes) Learning Methods: <ol style="list-style-type: none"> 1. Lecture 2. Discussion Activities: <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials 4. Practicum Media: <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	Subject matter: <ol style="list-style-type: none"> 1. Understanding social change 2. Factors causing social and cultural change 3. Social system 4. Five components of a social system

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				<p>b. Conducting a practicum social change.</p> <p>c. Make a practicum report on Genetic Buttons in understanding Mendel's Law through several problems</p> <p>Moda (Learning Management System): class.usu.ac.id</p>		
5-6	<p>Sub-CLO 4:</p> <p>After taking this course, students will be able to explain communication methods and techniques</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the classification of methods/ techniques 2. Accuracy in explaining the method of approach 	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Non-Test:</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 3. Responding to the opening question <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials 4. Practicum <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Classification of methods/ techniques 2. Approach methods Types of consumer behavior

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7	<p>Sub-CLO 5:</p> <p>After taking this lecture, students will be able to explain innovation communication media</p>	<p>1. Accuracy in explaining innovation communication media</p> <p>2. Accuracy in explaining the advantages and disadvantages of print media and electronic media</p>	<p>Criteria: <i>Essay assessment rubric</i></p> <p>Techniques: <i>Test:</i> <i>Assignment</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment <p>Assignment: Resume a journal about innovation communication media</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials 4. Practicum <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Innovation communication media 2. Advantages and disadvantages of print media and electronic media 	<p>Assignment : 2. (CLO CLO CLO</p>
8	MID SEMESTER EXAMINATION (UTS)						1
9-10	<p>Sub-CLO 6:</p> <p>After taking this lecture, students will be able to explain farmer communication media.</p>	<p>1. Accuracy in explaining farmer communication information technology</p> <p>2. Accuracy in explaining online media for farmers</p>	<p>Criteria: Paper assessment rubric</p> <p>Techniques: <i>Non-Test:</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p>	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Farmer information communication technology 2. Online media for farmers 	<p>This student will undergo a final semester examination (U...) (CLO CLO CLO</p>

				<p>1. <i>Recording attendance</i></p> <p>2. <i>Completing assignment</i></p> <p>3. <i>Practicum</i></p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>1. Online/offline learning</p> <p>2. Class discussion</p> <p>3. Take notes on learning materials</p> <p>4. Practicum</p> <p>Media:</p> <p>1. Slides/ ppt</p> <p>2. Zoom meeting / LCD</p> <p>3. Text book</p>		CLO CLO
11-13	<p>Sub-CLO 7:</p> <p>After taking this course, students will be able to explain online media design</p>	<p>1. Accuracy in explaining print media design</p> <p>2. Accuracy in explaining design principles</p> <p>3. Accuracy in explaining typography</p> <p>4. Accuracy in explaining elements in designing extension media and communication of livestock innovation through online media</p>	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test:</i> <i>Quiz</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <p>1. <i>Recording attendance</i></p> <p>2. <i>Completing assignment</i></p> <p>Quiz: Quiz to measure student understanding about online media design</p> <p>Case method :</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <p>1. Lecture</p> <p>2. Discussion</p> <p>Activities:</p> <p>1. Online/offline learning</p> <p>2. Class discussion</p> <p>3. Take notes on learning materials</p> <p>Media:</p> <p>1. Slides/ ppt</p> <p>2. Zoom meeting / LCD</p> <p>3. Text book</p>	<p>Subject matter:</p> <p>1. Print media design</p> <p>2. Design principles</p> <p>3. Typography</p> <p>4. Elements in designing extension media and communication of livestock innovation through online media</p>	<p>Quiz: & CM: (CLO CLO</p>

				<p>a. Lecturer divides students into groups.</p> <p>b. Conducting a practicum on genetic buttons.</p> <p>c. Make a practicum report on Genetic Buttons in understanding Mendel's Law through several problems</p> <p>Moda (Learning Management System): class.usu.ac.id</p>			
14-15	<p>Sub-CLO 8:</p> <p>After taking this course, students will be able to explain innovation communication strategies</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the concept of communication strategy 2. Accuracy in explaining the scope of communication strategy 3. Accuracy in explaining the stages of developing communication strategy 4. Accuracy in explaining the 	<p>Criteria: Essay assessment rubric</p> <p>Techniques: <i>Test:</i> <i>Assignment</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment <p>Assignment:</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Understanding communication strategy 2. Scope of communication strategy 3. Stages of communication strategy development 4. Comparison of conventional and participatory communication 	<p>Assign</p> <p>2.5</p> <p>(CLO CLO CLO CLO</p>

		comparison of developing conventional and participatory communication strategy		Resume a journal about innovation communication strategies Moda (Learning Management System): class.usu.ac.id	2. Zoom meeting / LCD 3. Text book	strategy development	
16	FINAL SEMESTER EXAMINATION (UAS)						20

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Form of Evaluation	Percentage (%)	Total	Evaluation Implementation
CLO 0114	Sub-CLO1	UTS	5	16.5	Week 8
	Sub-CLO2	Quiz	0.625		Week 3
	Sub-CLO3	PBL	6.25		Week 8
	Sub-CLO6	UAS	4		Week 16
	Sub-CLO8	Task	0.625		Week 15
CLO0203	Sub-CLO1	UTS	5	11.08	Week 8
	Sub-CLO2	Quiz	0.625		Week 3
	Sub-CLO5	Task	0.83		Week 7
	Sub-CLO6	UAS	4		Week 16
	Sub-CLO8	Task	0.625		Week 15
CLO0303	Sub-CLO2	Quiz	0.625	31.08	Week 3

	Sub-CLO3	PBL	6.25		Week 8
	Sub-CLO4	UTS	5		Week 8
	Sub-CLO5	Task	0.83		Week 7
	Sub-CLO6	UAS	4		Week 16
	Sub-CLO7	Quiz	1.25		Week 12
	Sub-CLO7	CM	12.5		Week 13
	Sub-CLO8	Task	0.625		Week 15
CLO0701	Sub-CLO3	PBL	6.25	25.455	Week 8
	Sub-CLO5	Task	0.83		Week 7
	Sub-CLO6	UAS	4		Week 16
	Sub-CLO7	Quiz	1.25		Week 12
	Sub-CLO7	CM	12.5		Week 13
	Sub-CLO8	Task	0.625		Week 15
CLO1203	Sub-CLO1	UTS	5	5.625	Week 8
	Sub-CLO2	Quiz	0.625		Week 3
CLO1402	Sub-CLO3	PBL	6.25	10.25	Week 8
	Sub-CLO6	UAS	4		Week 16
Total			100%	100%	

Assessment Plan:

Form of Evaluation	Sub-CLO	Assessment Instrument [Frequency]		Bill (proof)	Assessment Weight (%)
		Formative	Summative		
Quiz/question and answer	Sub-CLO2 and Sub-CLO7	Assessment rubric [2 times]	-	Quiz answers uploaded to class.usu.ac.id	5
Tasks	Sub-CLO5 and Sub-CLO8	Assessment rubric [2 times]	-	Assignments uploaded to class.usu.ac.id	5
Practicum	Sub-CLO3 and Sub-CLO7	-	Assessment rubric [2 times]	Logbook / worksheets / slides uploaded to class.usu.ac.id	50
Written exam 1 (UTS)	Sub-CLO1 and Sub-CLO4	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (UAS)	Sub-CLO6	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

a) Quiz 5%

During the semester there will be 2 quizzes held in class. Quizzes will be conducted through e-learning and are scheduled in advance. The material tested is announced by the lecturer and written in the RPS.

b) Assignment 5%

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 RPS.

- c) Project Based Learning and Case Method 50%
During the semester there will be practicum, each student will make a paper and report on each practicum in groups. Practicum in this course is conducted 5 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) UTS (mid-test) 20%
The midterm exam covers all the material that has been covered since the beginning of the semester until the 7th meeting both reading and lectures. This exam is conducted in class with multiple choice, short form, and essay questions.
- e) UAS (final-test) 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 form, 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
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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 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
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<p>Group Preparation</p>	<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>
<p>Presentation Organization</p>	<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>
<p>Task Achievement</p>	<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>
<p>Mastery of Presentation Content</p>	<p>Each group member demonstrates full understanding of the presentation topic.</p>	<p>Each group member demonstrated a good understanding of the presentation topic.</p>	<p>Each group member demonstrated a good understanding of some aspect of the topic.</p>	<p>Each group member did not seem to understand the presentation topic very well.</p>

	The main points presented are supported by evidence and critically evaluated. (25)	Most of the main points are illustrated with relevant evidence. (20)	Some illustrations are given, but not critically evaluated. (15)	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 Very good	3 Good	2 Simply	1 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 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