



**UNIVERSITAS SUMATERA UTARA (USU)
FACULTY OF AGRICULTURE
ANIMAL SCIENCE STUDY PROGRAM**

Document Code
(Follow)

SEMESTER LEARNING PLAN (SLP)

COURSE (Course)	CODE	Course Group	CREDIT (credits)		SEMESTER	Date of Compilation
Various Livestock and Animals of Hope	PTN2107	Exact	Theory =2	Practice =0	III	October 2022
AUTHORIZATION / APPROVAL	SLP Developer Lecturer		Vice Dean I		Chairman of LINK-UP USU	
			Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	Learning Outcomes (LO)					
	LO06	Conduct supervision and evaluation of the completion of assigned work and be able to manage lifelong learning independently				
	LO11	Able to develop, understand and apply a variety of the best techniques and methods that combine theory and practice related to livestock expertise.				
	Course Learning Outcomes (CLO)					CLO Credit
	CLO0605: Able to explain the management of the maintenance of various types of livestock and promising animals.					70%
	CLO1107: Able to develop various livestock and animal businesses in a simple way					30%
	Final Ability of Each Learning Stage (Sub-CLO)					
	Sub-CLO1	After taking this course, students will be able to explain the scope, differences and roles of various livestock and promising animals				
	Sub-CLO2	After taking this course, students will be able to explaining rabbit farming management				
	Sub-CLO3	After taking this course, students will be able to explaining honey bee management				
Sub-CLO4	After taking this course, students will be able to explaining cricket farming management					
Sub-CLO5	After taking this course, students will be able to explaining quail farming management					

	Sub-CLO6	After taking this course, students will be able to explaining deer livestock management							
	Sub-CLO7	After taking this course, students will be able to explaining worm livestock management							
	Sub-CLO8	After taking this course, Students can explain the latest progress in various livestock and promising animals.							
Correlation of CLO with Sub-CLO		Sub-CLO1	Sub-CLO 2	Sub-CLO 3	Sub-CLO4	Sub-CLO5	Sub-CLO6	Sub-CLO7	Sub-CLO8
	CLO0615	√	√	√	√	√	√	√	
	CLO0812		√		√				√
Brief Description of Course	This course is designed to equip students to be able to explain the scope, differences and roles of various livestock and promising animals.								
Study Material:	BK02 Basic Science of Animal Husbandry BK03 Animal Production Science								
Learning materials	<ol style="list-style-type: none"> 1. Scope, differences and roles of various livestock and promising animals 2. Rabbit livestock management 3. Honey bee management 4. Cricket livestock management 5. Quail management 6. Deer herd management 7. Worm livestock management 8. Progress on various livestock and promising animals 								
Library	Main: <ol style="list-style-type: none"> 1. Alikodra HS. 2010. Wildlife Management Techniques in the Framework of Maintaining Indonesia's Biodiversity. IPB Press. 2. Bailey JA. 1984. Principles of Wildlife Management. John Wiley & Sons. New York 3. Coates BJ, Bishop KD. 1997. Field Guide to the Birds of the Wallacea Region (Sulawesi, Maluku and Nusa Tenggara). Bird Life International. 4. Sofian, I. & Karlina, E. (2004). Study of the utilization of water bird species on the North Coast of Indramayu, West Java. Plasma Nutfah Bulletin, 10(1), 43- 48. 								
	Supporters:								

	1.						
Supporting lecturer							
Required Courses							
(1)	Final ability of each learning stage (Sub-CLO) (2)	Evaluation		Form of Learning; Learning methods; Student Assignments; [Estimated Time]		Study Materials (Learning materials) (7)	Assessment Criteria (%) (8)
		Indicator (3)	Criteria and Techniques (4)	Asynchronous (5)	Synchronous (6)		
1	Sub-CLO1: After taking this course, students will be able to explain the scope, differences and roles of various livestock and promising animals	Accuracy in explaining - Scope of the course on various livestock and promising animals - Differences between various livestock and promising animals - The role of various livestock and promising animals	Criteria: - Technique: <i>Non-test</i>	KM+PT (1 week x 2 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity: a. Attendance presence b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials Mode (Learning Management System): class.usu.ac.id	TM (1 week x 2 credits x 50 minutes) Learning methods: a. Lecture b. Discussion Activity: a. Online/offline learning b. Class discussion c. Make notes about learning materials Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book	Subject: - Scope of the course on various livestock and promising animals - Differences between various livestock and promising animals - The role of various livestock and promising animals	0%

<p>2-3</p>	<p>Sub-CLO2: After taking this course, students will be able to explaining rabbit farming management</p>	<p>Accuracy in explaining,</p> <ul style="list-style-type: none"> - Rabbit Nations - Rabbit maintenance management - rabbit anatomy and digestive system - Feed management - production system - rabbit cage system - Small business analysis 	<p>Criteria: -</p> <p>Technique: test</p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <ul style="list-style-type: none"> a. <i>Recording attendance</i> b. <i>Completing the quiz</i> <p>Assignment: Reviies article about rabbit</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ul style="list-style-type: none"> a. Lecture b. Discussion <p>Activity:</p> <ul style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Make notes about learning materials d. Presentation <p>Media:</p> <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject:</p> <ul style="list-style-type: none"> - Rabbit Nations - Rabbit maintenance management - rabbit anatomy and digestive system - Feed management - production system - rabbit cage system - Small business analysis 	<p>Midt Exam Assgin t 5%</p>
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<p>4-5</p>	<p>Sub-CLO 3:</p> <p>After taking this course, students will be able to explaining honey bee management</p>	<p>Accuracy in explaining:</p> <ul style="list-style-type: none"> - Honey bee nations - honey bee maintenance management - anatomy and digestive system of honey bees - Honey bee feed management - Honey bee reproductive system - Honey bee cage system - Honey bee business analysis 	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Quiz</i></p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Case method 1</p> <ol style="list-style-type: none"> a. Students are divided into several groups b. Students are given honey bee farming conditions c. Students identify the management of the honey bee farm. d. Students make reports and present them. <p>Mode (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"> a. Lecture b. Discussion <p>Activity:</p> <ol style="list-style-type: none"> b. Online/offline learning c. Class discussion d. Make notes about learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject:</p> <ul style="list-style-type: none"> - Honey bee nations - honey bee maintenance management - anatomy and digestive system of honey bees - Honey bee feed management - Honey bee reproductive system - Honey bee cage system - Honey bee business analysis
<p>6-7</p>	<p>Sub-CLO 4:</p> <p>After taking this course, students will be able to explaining cricket farming management</p>	<p>Accuracy in:</p> <ul style="list-style-type: none"> - Types of crickets - Cricket maintenance management - Anatomy and digestive 	<p>Criteria:</p> <ul style="list-style-type: none"> - <p>Technique: Non-test</p>	<p>KM+PT (2 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ol style="list-style-type: none"> c. Lecture d. Discussion <p>Activity:</p>	<p>Subject:</p> <ul style="list-style-type: none"> - Types of crickets - Cricket maintenance management

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Exam

		system of crickets - Cricket feed management - The reproductive system of crickets - Cricket cage system - Cricket business analysis		<i>c. Recording attendance</i> <i>d. Completing the quiz</i> Mode (Learning Management System): class.usu.ac.id	e. Online/offline learning f. Class discussion g. Make notes about learning materials h. Presentation Media: d. Slides/ ppt e. Zoom meeting/ LCD f. Text book	- Anatomy and digestive system of crickets - Cricket feed management - The reproductive system of crickets - Cricket cage system - Cricket business analysis
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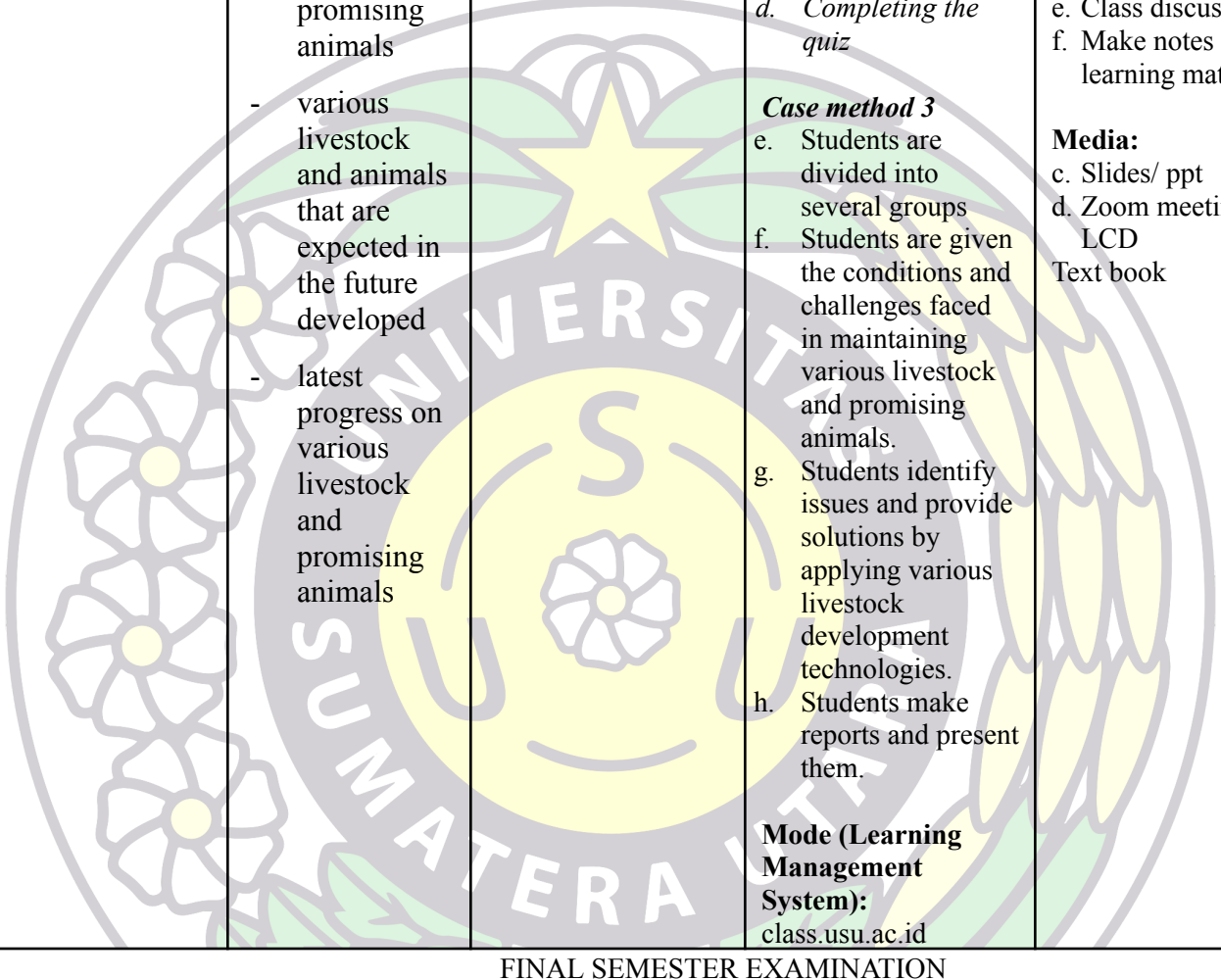
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MID SEMESTER EXAMINATION

9-10	Sub-CLO 5: After taking this course, students will be able to explaining quail management	Accuracy in explaining: - Types of quail - Maintenance management - Quail anatomy and digestive system - Quail feed management. - Quail reproductive system. - Quail cage system - Quail business analysis	Criteria: Using assessment rubrics Technique: <i>Quiz</i>	KM+PT (2 weeks x 2 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity: <i>a. Recording attendance</i> <i>b. Completing the quiz</i> Case method 2 a. Students are divided into several groups b. Students are given the conditions of Quail farming	TM (2 weeks x 2 credits x 50 minutes) Learning methods: a. Lecture b. Discussion Activity: a. Online/offline learning b. Class discussion c. Make notes about learning materials Media: a. Slides/ ppt b. Zoom meeting/ LCD Text book	Subject: - Types of quail - Maintenance management - Quail anatomy and digestive system - Quail feed management - Quail reproductive system. - Quail cage system - Quail business analysis	PjB 30%
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				<p>c. Students identify the management of the honey bee farm.</p> <p>d. Students make reports and present them.</p> <p>Mode (Learning Management System): class.usu.ac.id</p>			
11-12	<p>Sub-CLO 6:</p> <p>After taking this course, students will be able to explaining deer livestock management</p>	<p>Accuracy in:</p> <ul style="list-style-type: none"> - Types of deer - Maintenance management - Anatomy and digestive system of deer - Feed management - Reproductive system - Housing system - Deer husbandry system and business analysis 	<p>Critehappy: RAssessment section</p> <p>Ttechnique: Quiz</p>	<p>KM+PT (5 weeks x 2 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Quiz : Quiz to measure students' understanding of the topic Deer herd management</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods: a. Lecture b. Discussion</p> <p>Activity: a. Online/offline learning b. Class discussion c. Make notes about learning materials d. Presentation</p> <p>Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book</p>	<p>Subject:</p> <ul style="list-style-type: none"> - Types of deer - Maintenance management - Anatomy and digestive system of deer - Feed management - Reproductive system - Housing system - Deer husbandry system and business analysis 	<p>Final E</p> <p>10%</p> <p>Quiz</p>
13-14	<p>After taking this course, students will be able</p>	<p>Accuracy in explaining:</p>	<p>Critehappy: -</p>	<p>KM+PT (5 weeks x 2 credits x 120 minutes)</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p>	<p>Subject</p>	<p>Final E</p> <p>10%</p>

	toexplaining worm livestock management	<ul style="list-style-type: none"> - Types of worms - Maintenance management - Anatomy and digestive system of worms - Feed management - Reproductive system - Housing system - Worm farming system and business analysis 	Ttechnique: <ul style="list-style-type: none"> - 	Learning methods: <i>Self-Paced Learning</i> Mode (Learning Management System): class.usu.ac.id	Learning methods: c. Lecture d. Discussion Activity: e. Online/offline learning f. Class discussion g. Make notes about learning materials h. Presentation Media: d. Slides/ ppt e. Zoom meeting/ LCD f. Text book	<ul style="list-style-type: none"> - Types of worms - Maintenance management - Anatomy and digestive system of worms - Feed management - Reproductive system - Housing system - Worm farming system and business analysis 	
15	Students can explain the latest progress in various livestock and promising animals.	Accuracy in explaining: <ul style="list-style-type: none"> - Technology for developing various livestock and 	Criteria: Using assessment rubrics Technique: <i>Case method</i>	KM+PT (1 week x 2 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity: c. <i>Recording attendance</i>	TM (1 week x 2 credits x 50 minutes) Learning methods: c. Lecture d. Discussion Activity: d. Online/offline learning	Subject <ul style="list-style-type: none"> - Technology for developing various livestock and 	Cas meth 209

		<p>promising animals</p> <ul style="list-style-type: none"> - various livestock and animals that are expected in the future developed - latest progress on various livestock and promising animals 		<p>d. <i>Completing the quiz</i></p> <p>Case method 3</p> <ul style="list-style-type: none"> e. Students are divided into several groups f. Students are given the conditions and challenges faced in maintaining various livestock and promising animals. g. Students identify issues and provide solutions by applying various livestock development technologies. h. Students make reports and present them. <p>Mode (Learning Management System): class.usu.ac.id</p>	<ul style="list-style-type: none"> e. Class discussion f. Make notes about learning materials <p>Media:</p> <ul style="list-style-type: none"> c. Slides/ ppt d. Zoom meeting/ LCD Text book 	<p>promising animals</p> <ul style="list-style-type: none"> - various livestock and animals that are expected in the future developed - latest progress on various livestock and promising animals 	
16	FINAL SEMESTER EXAMINATION						209

CLO Code and Percentage	CLO0615= 70%							CLO0812= 30%		
CLO Sub Code	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub- CLO6		Sub- CLO7	Sub- CLO3	Sub-CLO5	Sub-CLO8
Evaluation Form	MIDTERM EXAM	PjBL	MIDTERM EXAM	PjBL	Quiz	FINAL EXAM	FINAL EXAM	Case Method	Case Method	Assignment
Percentage	10%	10%	10%	20%	5%	10%	10%	10%	10%	5%
Total	10%	10%	10%	10%	20%		10%	10%		5%
Implementation of Evaluation	Week 8	Week 4	Week 8	Week 9	Week 12	Week 16	Week 16	Week 4	Week 9	Week 2



ASSESSMENT PLAN

Evaluation Form	Sub-CLO	Assessment Instrument[Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
Quiz	Sub-CLO 6	-	MCQ test rubric [1 time]	Quiz sheets uploaded to USU LMS	5%
Assignment	Sub-CLO 2.	-	Assessment rubric[1 time]	Assignments uploaded to USU LMS	5%
Case Method	Sub-CLO 3,5,8	Feedback results report [3 times]	Report assessment rubric [3 times]	Reports uploaded to USU LMS	20%
Project-Based Learning	Sub-CLO 3,5,8	Feedback results report [1 times]	Report assessment rubric [1 times]	Reports uploaded to USU LMS	30%
MIDTERM EXAM	Sub-CLO 2.4	-	Essay Assessment Rubric[1 time]	Mid-term exam scores	20%
FINAL EXAM	Sub-CLO 6.7	-	Essay Assessment Rubric[1 time]	Final Exam Score	20%
Total					100%

Explanation:

- a) Quiz 5%
During the semester there will be 2 quizzes held in class. The quizzes will be conducted via e-learning and have been scheduled in advance. The material being tested is announced by the lecturer and written in the .SLP
- b) Assignment 5%
During the semester there will be 1 structured assignments. The assignments given are an effort to add insight by making a resume related to the material written in the SLP
- c) Case Method 20%
During one semester there will be a case method, students will analyze the given case and write it in the form of a report. The case method in this course is carried out 2 times. The report that has been made will be presented by students. Students will be assessed according to their presentation skills and accuracy in the presentation, as well as their participation in the question and answer session when other groups are presenting.
- d) Project-Based Learning 30%
During the semester there will be project based learning, students make project in groups. Project based learning in this course is done 1 times. The report that have been made will be presented by students. Students will be assessed according to their presentation skills and accuracy in the presentation, as well as their participation in the question and answer session when other groups are presenting.
- e) Midterm Exam 20%
The midterm exam covers all the materials that have been discussed since the beginning of the semester until the 7th meeting, both reading and lecture. This exam is conducted in class with multiple choice questions, short answers, and essays.
- f) Final Exam 20%
The final semester exam covers all the materials that have been discussed since the 9th to 15th meeting, both reading and lecture. This exam is conducted in class with multiple choice questions, short answers, and essays.

ASSESSMENT RUBRIC

Post Test Quiz Assessment Rubric (10%)

The Pre/Post test questions consist of 5 essay questions done on one sheet of paper (done twice during 1 semester)

Value per question item	Criteria
20	Can answer questions correctly, complete the steps correctly, and completely correct
15	The steps for completing the questions are correct, there are a few errors.
10	Most of the steps in completing the questions are correct, there are many errors.
5	The steps for completing the question are not correct, the question cannot be completed

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

Minimum score = 25 (5 questions x 5 points)

Quiz score 1: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

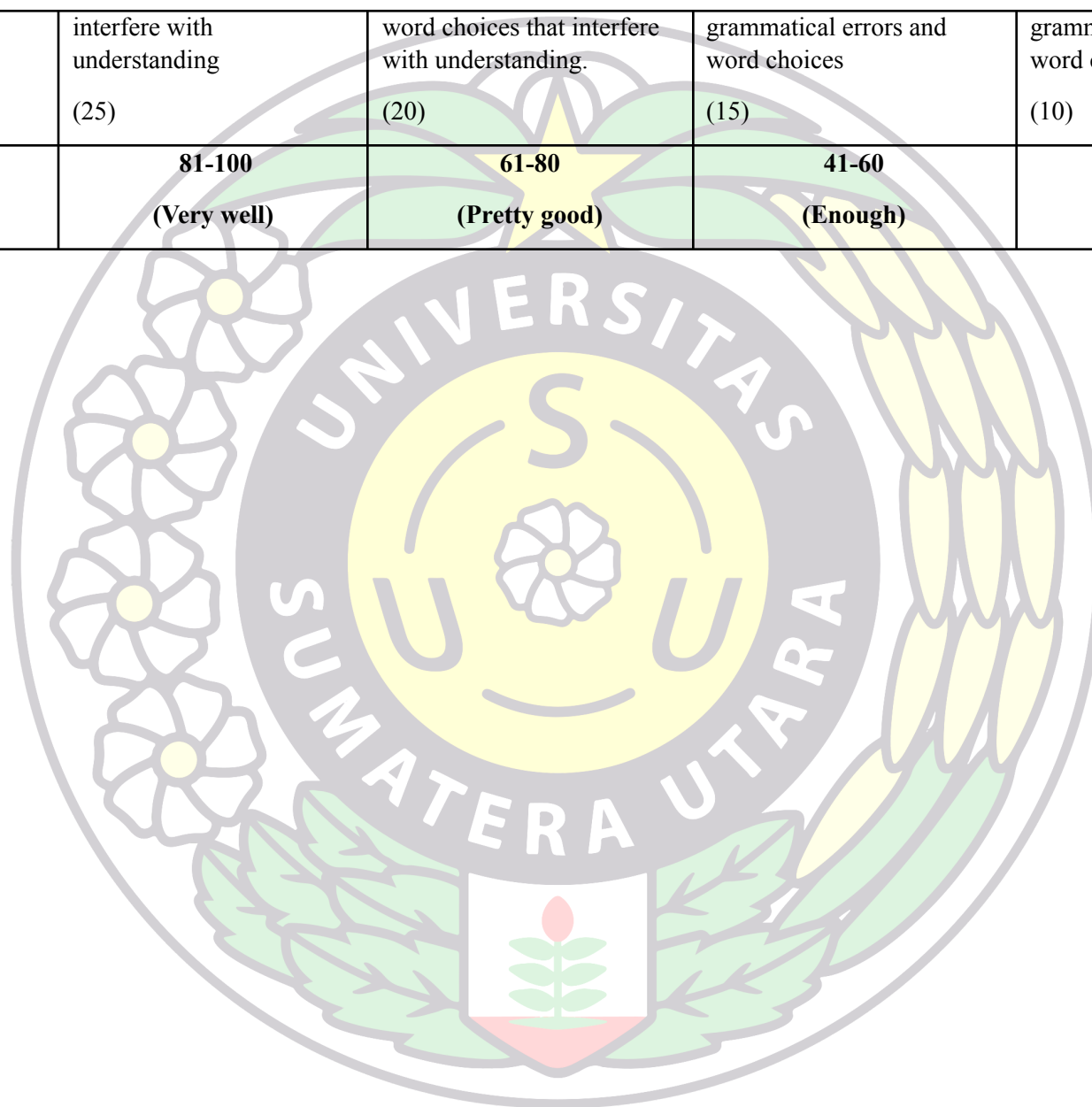
Quiz score 2: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

Total score if you take all post-test quizzes with a perfect score is $200 \times 10\%[\text{quiz percentage}] = 20$

Essay Exam Assessment Rubric:

Assessment criteria	4 Very good	3 Good	2 Enough	1 Not enough
Understanding the Questions	Understand the question exactly once (25)	Understanding the questions (20)	Not understanding the question fully and correctly (15)	Don't understand the question (10)
Contents	Answers show understanding in-depth understanding of the material being asked and participants integrate the information that has been studied and/or assigned to be read during the lecture well and appropriately (25)	The answers demonstrate understanding of the material being asked and integrate some of the information that has been studied and/or assigned to be read during the lecture. (20)	The answer shows a lack of understanding of the material being asked and only integrates a small portion of information that has been studied and/or assigned to be read during lectures. (15)	The answer shows a lack of understanding of the material being asked so it is unclear and not integrated. information that has been studied and/or assigned to be read during lectures. (10)
Clarity of Writing	All written ideas are conveyed well and clearly. (25)	Most of the ideas in the writing are well and clearly conveyed. (20)	Some of the ideas in the writing are conveyed well and clearly. (15)	The ideas in the writing are not conveyed well and clearly. (10)
Clarity of Language	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that do not	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and	Uses foreign/Indonesian language quite well and correctly with some	Does not use foreign/Indonesian language properly and correctly because the writing contains many

	interfere with understanding (25)	word choices that interfere with understanding. (20)	grammatical errors and word choices (15)	grammatical errors and word choices (10)
Total	81-100 (Very well)	61-80 (Pretty good)	41-60 (Enough)	0-40 (Not enough)



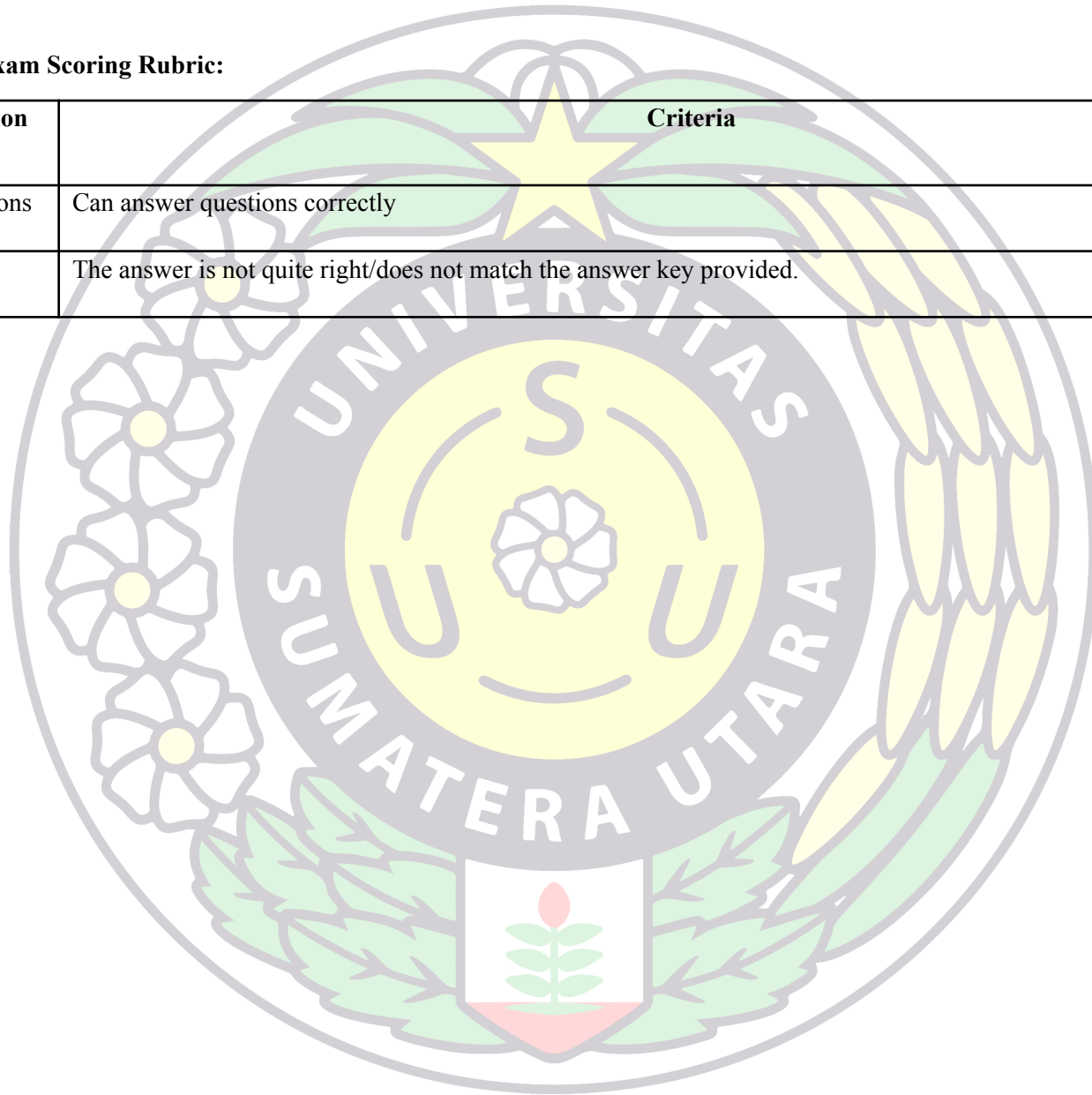
Presentation Assessment Rubric

CATEGORY	4 Very good	3 Good	2 Enough	1 Not enough	Mark
Group Preparation	<p>The group fully prepared themselves and performed optimal presentation exercises.</p> <p>Complement each other between group members with clear tasks for each group member.</p>	<p>The group seemed fairly prepared but may need more presentation practice.</p> <p>The responsibilities of each group member need to be identified.</p>	<p>The group made efforts to prepare themselves but did not practice presentation preparation.</p> <p>Tasks and responsibilities are assigned and accepted without due consideration.</p>	<p>The group did not appear to have prepared at all for their presentation.</p> <p>Tasks and responsibilities are assigned and accepted randomly.</p>	
Presentation Organization	<p>The group presents the content clearly, logically, and systematically, through an introduction, main ideas, and a cohesive conclusion.</p> <p>Groups use effective visual aids to support and strengthen presentations.</p>	<p>The group presents the content logically and systematically, through an introduction, main ideas and conclusion.</p> <p>Groups use visual aids that show a connection to the content of the presentation.</p>	<p>The group presents the content in a fairly logical and systematic manner, but does not contain an introduction, main ideas, or conclusion.</p> <p>The group occasionally used visual aids that did not support the content of the presentation.</p>	<p>Groups present the content randomly without any introduction, main ideas, or conclusions.</p> <p>The group used visual aids that were not supportive or had no visual aids at all.</p>	
Task Achievement	<p>Each group member is able to demonstrate solid knowledge through their respective presentations and elaborations, and deliver the part of the</p>	<p>Each group member demonstrated good knowledge through their respective presentations and elaborations but in a</p>	<p>Each group member demonstrated sufficient knowledge but failed to provide elaboration, and presented his part in only</p>	<p>Each group member had no knowledge of the content and presented their respective sections in less than half the time allocated to them.</p>	

	presentation that is their task according to the time allocation.	shorter time than the time allocated for them.	half the time allocated to him.		
Presentation Content Mastery	<p>Each group member demonstrated full understanding of the presentation topic.</p> <p>The main ideas presented are supported by evidence and critically evaluated.</p>	<p>Each group member showed a good understanding of the presentation topic.</p> <p>Most of the main ideas are illustrated with relevant evidence.</p>	<p>Each group member demonstrated a good understanding of some aspects of the topic.</p> <p>Some illustrations are given, but not critically evaluated.</p>	<p>Each member of the group did not appear to understand the presentation topic very well.</p> <p>Some evidence is mentioned, but not integrated into the presentation or evaluated.</p>	
Answers to Questions	The group was able to correctly answer almost all of the questions asked by the audience about their presentation topic.	The group was able to answer most of the questions asked by the audience about the topic of their presentation correctly.	The group was able to answer several questions asked by the audience about their presentation topic correctly.	The group was unable to answer questions asked by the audience about their presentation topic appropriately.	
Communication Quality	Group interaction with the audience shows interest and respect for the opinions of others. The responses given support effective communication.	Group interaction with the audience shows interest and respect for the opinions of others. Responses generally support effective communication.	Some parts of the interaction in the discussion show interest and respect for other people's opinions.	Interaction in discussion shows disrespect for other people's opinions. Responses do not support effective communication.	

Multiple Choice Exam Scoring Rubric:

Value per question item	Criteria
100/ many questions	Can answer questions correctly
0	The answer is not quite right/does not match the answer key provided.



REPORT ASSESSMENT RUBRIC

Task	Description	Very good > 80	Good 70 -79	Enough 60 – 69	Not enough < 60	Mark
	Scale	4	3	2	1	
1. Background behind the issues raised	<ul style="list-style-type: none"> Describes various phenomena Situation Analysis Formulation of the problem 	<ul style="list-style-type: none"> The phenomenon raised very clear Analysis very sharp situation Formulation of the problem very precise 	<ul style="list-style-type: none"> The phenomenon raised is clear Analysis sharp situation Correct problem formulation 	<ul style="list-style-type: none"> The phenomenon raised unclear Analysis less sharp situation Formulation of the problem less precise 	<ul style="list-style-type: none"> The phenomenon raised unclear Analysis non-sharp situation Formulation incorrect problem 	
2. Literature Review	<p>Accuracy use of literature</p> <p>Using the most recent literature (Journals: last 5 years; Books: last 10 years)</p>	<p>Use theory/resources are very appropriate</p> <p>Use literature from journals: 80 %</p>	<p>Use appropriate theory/resources</p> <p>Use literature from journals: 60 -70%</p>	<p>Use theory/source library less precise</p> <p>Using literature from journals: 50%</p>	<p>Use theory/source library not exactly</p> <p>Using literature from journals: < 50 %</p>	
3. Implementation Method	Schedule time of activities	Schedule time activities are very much in accordance with the schedule that has been set determined	Schedule time activity in accordance with the schedule that it has been determined	Schedule time activities are not in accordance with the schedule it has been determined	Schedule time activities do not match the schedule it has been determined	

	Division of tasks for each member	Distribution of each member's duties in the group very clear	Distribution of each member's duties in the group clear	Distribution of each member's duties in the group unclear	Distribution of each member's duties in the group unclear	
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