



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

**Docume
Code**
(to follow)

SEMESTER LEARNING PLAN (RPS)

COURSE (MK)	CODE	MK family	WEIGHT (credits)	SEMESTER	Date of Preparation	
Livestock Waste Processing	PTN3104	Exact	3	V	February 5, 20	
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Program		Knowing Chairman of LINKUP USU	
	Dr. Ir. Nurzainah Ginting, M.Sc Dr. Nurjama'yah Br. Ketaren S.Pt., M.Si Ir. Achmad Sadeli, S.Pt., M.Sc., IPM. ASEAN Eng Peni Patriani, S.Pt., MM		Dr. Ir. Ma'ruf Tafsin, M.Si., IPM.		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	SLO-PRODI Charged to MK					
	SLO03	Able to identify, formulate, and find solutions to problems related to the livestock sector				
	SLO06	Conduct supervision and evaluation of the completion of assigned work and be able to manage lifelong learning independently				
	SLO07	Able to disseminate knowledge and application of the latest TALENT-based technology in the field of animal husbandry				
	SLO08	Able to manage integrated and sustainable livestock farming based on integration with other agro-ecosystems as well as the latest applications in processing livestock products and waste.				
	SLO11	Able to develop, understand and apply a variety of the best techniques and methods that combine theory and practice relevant to livestock expertise.				
	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				
	Course Learning Outcomes (CLO)					CLO Weight
	CLO0316: Able to identify types of livestock waste and agricultural/plantation waste that can be utilized					23.26%
	CLO0610: Able to explain the basics of sustainable livestock waste processing					16.28%
CLO0702: Able to apply the latest technology in livestock waste management					9.30%	

	CLO0809: Able to manage livestock, agricultural and plantation waste so as to create a sustainable integrated agricultural system with the principle of zero waste	13.95%																																																																								
	CLO1115: Able to develop and understand techniques in livestock waste processing	18.60%																																																																								
	CLO1208: Able to explain about livestock waste management so that it does not pollute the environment and can also process livestock waste into resources that can directly or indirectly increase the efficiency of livestock production.	18.60%																																																																								
End Capability of Each Learning Stage (Sub-CLO)																																																																										
Sub-CLO1	After taking this lecture, students will be able to explain the overview of livestock marketing management																																																																									
Sub-CLO2	After taking this lecture, students will be able to explain the meaning and scope of livestock waste processing technology																																																																									
Sub-CLO3	After taking this lecture, students will be able to explain about livestock waste management																																																																									
Sub-CLO4	After taking this lecture, students will be able to explain the characteristics of livestock waste																																																																									
Sub-CLO5	After taking this lecture, students will be able to explain about the handling of livestock waste																																																																									
Sub-CLO6	After taking this lecture, students will be able to explain about livestock waste processing																																																																									
Sub-CLO7	After taking this lecture, students will be able to explain about compost																																																																									
Sub-CLO8	After taking this lecture, students will be able to explain about vermicomposting																																																																									
Sub-CLO9	After taking this course, students will be able to explain about biogas																																																																									
Sub-CLO10	After taking this course, students will be able to explain about liquid organic fertilizer																																																																									
Sub-CLO11	After taking this course, students will be able to explain about livestock waste as feed ingredients																																																																									
	<table border="1"> <thead> <tr> <th></th> <th>Sub-CLO 1</th> <th>Sub-CLO 2</th> <th>Sub-CLO 3</th> <th>Sub-CLO 4</th> <th>Sub-CLO 5</th> <th>Sub-CLO 6</th> <th>Sub-CLO 7</th> <th>Sub-CLO 8</th> <th>Sub-CLO 9</th> <th>Sub-CLO 10</th> <th>Sub-CLO 11</th> </tr> </thead> <tbody> <tr> <td>CLO0316</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO0610</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO0702</td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO0809</td> <td></td> <td></td> <td></td> <td></td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>CLO1115</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> </tbody> </table>		Sub-CLO 1	Sub-CLO 2	Sub-CLO 3	Sub-CLO 4	Sub-CLO 5	Sub-CLO 6	Sub-CLO 7	Sub-CLO 8	Sub-CLO 9	Sub-CLO 10	Sub-CLO 11	CLO0316	√		√	√	√	√	√	√	√	√	√	CLO0610	√	√					√	√	√	√	√	CLO0702		√	√		√	√						CLO0809					√		√	√	√	√	√	CLO1115		√	√			√	√	√	√	√	√	
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	CLO1208			√		√	√	√	√	√	√	√
Brief Course Description	After taking this course, sixth semester students of the USU Animal Husbandry Study Program can explain about managing livestock waste so that it does not pollute the environment and can also process livestock waste into resources that can directly or indirectly increase the efficiency of livestock production.											
Study Material:	BK03 Animal Production Science BK07 Application and development of animal husbandry science and technology											
Learning Materials	<ol style="list-style-type: none"> 1. Introduction 2. Meaning and scope of livestock waste processing technology 3. Livestock waste management 4. Characteristics of livestock waste 5. Handling of livestock waste 6. Livestock waste processing 7. Compost 8. Vermicomposting 9. Biogas 10. Liquid organic fertilizer 11. Livestock waste as feed ingredients 											
Library	Main: <ol style="list-style-type: none"> 1. Panda, H., 2011. <i>The Complete Book on Managing Food Processing Industry Waste: Managing Food Industry Waste, Waste Management, Management of Food Processing Waste, Food Waste Recycling, Waste Management in Manufacturing, Food Waste Collection, Food Waste Collection, Disposal & Recycling, Waste Management Plan, Food Waste Recovery, Fruit Waste Utilization, Waste Utilization of Fruits and Vegetables, Fruit and Vegetable Waste Management, Waste Utilization in Food Industry, Method for Quantitative Recovery</i>. Asia Pacific Business Press Inc.. 2. Sommer, S.G., Christensen, M.L., Schmidt, T. and Jensen, L.S., 2013. <i>Animal manure recycling: Treatment and management</i>. John Wiley & Sons. 											
	Supporters: <ol style="list-style-type: none"> 1. Wahyudi, A. and Hendraningsih, L., 2020. <i>Biogas fermentasi limbah peternakan</i>. UMMPress. 											
Lecturer												

Conditional Subjects		-					
(1)	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	Sub-CLO1: Students can explain about the lecture contract and also provide a general explanation of the overall waste processing technology lecture material	Accuracy in explaining the material in general	Criteria: Essay and multiple choice 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: 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	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 Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	Subject: 1. Explanation of the lecture contract 2. General explanation of the material as a whole	This sub will be assessed in Mid Semester Examination (UTS) (CLO1) (CLO2)
2	Sub-CLO 2: After taking this course, students will be able to explain the definition and	Accuracy in explaining the meaning and scope of livestock waste	Criteria: Essay assessment rubric Techniques:	Independent Activities (KM) + Structured Assignments (PT) (1	Face to face (TM) (1 week x 3 credits x 50 minutes) Learning Methods:	Subject matter: Definition and scope of livestock waste processing technology	Quiz: 1 (CLO1) (CLO2) (CLO3)

	scope of livestock waste processing technology	processing technology	<i>Test:</i> Quiz	week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: 1. Recording attendance 2. Completing quiz Quiz 1: Quiz to measure student understanding about the definition and scope of livestock waste processing technology Moda (Learning Management System): class.usu.ac.id	1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	
3	Sub-CLO 3: After taking this lecture, students will be able to explain about livestock waste management	Accuracy in explaining how to manage livestock waste	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: 1. Recording attendance	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	Subject matter: Livestock waste management

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				<p>2. <i>Completing assignment</i></p> <p>3. <i>Responding to the opening question</i></p> <p>Case Method:</p> <p>a. Divide the group evenly (lecturer divides)</p> <p>b. Make a paper on livestock waste management, maximum 15 pages from table of contents to bibliography TNR font size 12 spacing 1.5 sent in pdf form</p> <p>c. Presentation</p> <p>Moda (Learning Management System): class.usu.ac.id</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>	
4-5	<p>Sub-CLO 4:</p> <p>After taking this lecture, students will be able to explain the characteristics of livestock waste</p>	<p>Accuracy in explaining the characteristics of livestock waste</p>	<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>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>Subject matter: Characteristics of livestock waste</p>

This sub will be assessed Mid Semester Examination (UTS) (CLO

				<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>	<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 2. Zoom meeting / LCD 3. Text book 	
6-7	<p>Sub-CLO 5:</p> <p>After attending this lecture, students will be able to explain about the handling of livestock waste</p>	<p>Accuracy in explaining about handling livestock waste</p>	<p>Criteria: <i>Essay assessment rubric</i></p> <p>Techniques: <i>Test: 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 the handling of livestock waste</p> <p>Moda (Learning Management System):</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 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter: Handling of livestock waste</p>

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8	MID SEMESTER EXAMINATION (UTS)						20
9	<p>Sub-CLO 6:</p> <p>After attending this lecture, students will be able to explain about livestock waste processing</p>	<p>Accuracy in explaining about livestock waste processing</p>	<p>Criteria: Paper assessment rubric</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> <ol style="list-style-type: none"> 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> 3. <i>Practicum</i> <p>Quiz: Quiz to measure student understanding about livestock waste processing</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 <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter: Livestock waste processing</p>	<p>Quiz:1</p> <p>(CLO CLO CLO CLO</p>
10	<p>Sub-CLO 7:</p> <p>After attending this lecture, students will be able to explain about compost</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the meaning of compost 2. Accuracy in explaining the compost making process 	<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>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>Subject matter:</p> <ol style="list-style-type: none"> 1. Understanding compost 2. The process of making compost 	<p>This sub will assessed Final Semester Examination (UA</p>

				<p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment <p>Moda (Learning Management System): class.usu.ac.id</p>	<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 2. Zoom meeting / LCD 3. Text book 		(CLO0 CLO0 CLO1 CLO1
11	<p>Sub-CLO 8:</p> <p>After taking this lecture, students will be able to explain vermicomposting</p>	<p>Accuracy in explaining vermicomposting</p>	<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: Resume a journal about vermicomposting</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 <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter: Vermicomposting</p>	<p>Assign 2.5</p> <p>(CLO0 CLO0 CLO1 CLO1</p>

12	<p>Sub-CLO 9:</p> <p>After taking this lecture, students will be able to explain about biogas.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining about biogas 2. Accuracy in explaining the process of making biogas 	<p>Criteria: Paper assessment rubric</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: 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> 3. <i>Practicum</i></p> <p>Quiz: Quiz to measure student understanding about biogas</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: 1. Lecture 2. Discussion</p> <p>Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials</p> <p>Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book</p>	<p>Subject matter: 1. Understanding biogas 2. The process of making biogas</p>	<p>Quiz: 1 (CLO0 CLO0 CLO0 CLO1 CLO1</p>
13	<p>Sub-CLO 10:</p> <p>After attending this lecture, students will be able to explain about liquid organic fertilizer</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the definition of liquid organic fertilizer 2. Accuracy in explaining the process of making liquid organic fertilizer 	<p>Criteria: Essay 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: 1. Lecture 2. Discussion</p> <p>Activities: 1. Online/offline learning</p>	<p>Subject matter: 1. Understanding liquid organic fertilizer 2. The process of making liquid organic fertilizer</p>	<p>This sub will assessed Final Semester Examination (UAS) (CLO0 CLO0 CLO0</p>

				<p>1. <i>Recording attendance</i></p> <p>2. <i>Completing assignment</i></p> <p>Assignment: Resume a journal about liquid organic fertilizer</p> <p>Moda (Learning Management System): class.usu.ac.id</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>		CLO1 CLO1
14-15	<p>Sub-CLO 11:</p> <p>After taking this lecture, students will be able to explain about livestock waste as feed ingredients</p>	<p>1. Accuracy in explaining livestock waste as feed ingredients</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>1. <i>Recording attendance</i></p> <p>2. <i>Completing assignment</i></p> <p>Problem based learning:</p> <p>a. Divide the group evenly (lecturer divides)</p> <p>b. Make a paper on livestock waste as</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: Livestock waste as feed ingredients</p>	PBL: (CLO CLO CLO CLO CLO

				feed ingredient, maximum 15 pages from table of contents to bibliography TNR font size 12 spacing 1.5 sent in pdf form c. Presentation Moda (Learning Management System): class.usu.ac.id			
16	FINAL SEMESTER EXAMINATION (UAS)						20

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Form of Evaluation	Percentage (%)	Total	Evaluation Implementation
CLO 0316	Sub-CLO1	UTS	6.67	30.025	Week 8
	Sub-CLO3	CM	5		Week3
	Sub-CLO4	UTS	6.67		Week8
	Sub-CLO5	Task	0.625		Week6
	Sub-CLO6	Quiz	0.28		Week9
	Sub-CLO7	UAS	2		Week16
	Sub-CLO8	Task	0.5		Week11

	Sub-CLO9	Quiz	0.28		Week12
	Sub-CLO10	UAS	2		Week16
	Sub-CLO11	PBL	6		Week14
CLO0610	Sub-CLO1	UTS	6.67	18.28	Week8
	Sub-CLO2	Quiz	0.83		Week2
	Sub-CLO7	UAS	2		Week16
	Sub-CLO8	Task	0.5		Week11
	Sub-CLO9	Quiz	0.28		Week12
	Sub-CLO10	UAS	2		Week16
	Sub-CLO11	PBL	6		Week14
CLO0702	Sub-CLO2	Quiz	0.83	6.735	Week2
	Sub-CLO3	CM	5		Week3
	Sub-CLO5	Task	0.625		Week6
	Sub-CLO6	Quiz	0.28		Week9
CLO0809	Sub-CLO5	Task	0.625	11.405	Week6
	Sub-CLO7	UAS	2		Week16
	Sub-CLO8	Task	0.5		Week11
	Sub-CLO9	Quiz	0.28		Week12

	Sub-CLO10	UAS	2		Week16
	Sub-CLO11	PBL	6		Week14
CLO1115	Sub-CLO2	Quiz	0.83	16.89	Week2
	Sub-CLO3	CM	5		Week3
	Sub-CLO6	Quiz	0.28		Week9
	Sub-CLO7	UAS	2		Week16
	Sub-CLO8	Task	0.5		Week11
	Sub-CLO9	Quiz	0.28		Week12
	Sub-CLO10	UAS	2		Week16
	Sub-CLO11	PBL	6		Week14
CLO1208	Sub-CLO3	CM	5	16.685	Week3
	Sub-CLO5	Task	0.625		Week6
	Sub-CLO6	Quiz	0.28		Week9
	Sub-CLO7	UAS	2		Week16
	Sub-CLO8	Task	0.5		Week11
	Sub-CLO9	Quiz	0.28		Week12
	Sub-CLO10	UAS	2		Week16
	Sub-CLO11	PBL	6		Week14

Total			100	100	
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Assessment Plan:

Form of Evaluation	Sub-CLO	Assessment Instrument [Frequency]		Bill (proof)	Assessment Weight (%)
		Formative	Summative		
Quiz/question and answer	Sub-CLO2, Sub-CLO6 and Sub-CLO9	Assessment rubric [3 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
Case Method and Project Based Learning	Sub-CLO3 and Sub-CLO11	-	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-CLO7 and Sub-CLO10	-	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 case methods, each student will make a paper and report on each case method in groups. Case method 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
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
Group Preparation	The group is fully prepared and has optimized presentation exercises. Mutual complementarity between group members with clear tasks for each group member. (25)	The group seemed reasonably prepared but may need more practice presenting. The responsibilities of each group member need to be identified. (20)	The group made an effort to prepare but did not do any presentation preparation exercises. Tasks and responsibilities are assigned and accepted without careful consideration. (15)	The group seemed to have done no preparation at all for the presentation. Tasks and responsibilities are assigned and accepted randomly. (10)
Presentation Organization	The group presented the content clearly, logically, and systematically, through a cohesive introduction, main points, and conclusion.	The group presented the content logically and systematically, with an introduction, main idea and conclusion.	The group presented the content fairly logically and systematically, but it did not contain an introduction, main idea, or conclusion.	The group presented the content randomly without any introduction, main idea, or conclusion.

	The group used visual aids that effectively supported and reinforced the presentation. (25)	The group used visual aids that showed a link to the content of the presentation. (20)	The group occasionally used visual aids that did not support the content of the presentation. (15)	Groups using unsupportive visual aids or no visual aids at all. (10)
Task Achievement	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)	Each group member demonstrates good knowledge through their own exposure and elaboration but in less time than the time allocated to them. (20)	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)	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)
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.	Group interaction with an audience shows interest and respect for the opinions of others. Responses generally	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.

	(25)	support effective communication. (20)		(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.	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)

		(20)		
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

