



**UNIVERSITY OF NORTH SUMATRA (USU)
FACULTY OF AGRICULTURE
ANIMAL HUSBANDRY STUDY PROGRAM**

Document Code
(to be followed)

SEMESTER LEARNING PLAN (RPS)

COURSE (MK)	CODE	MK Course	WEIGHT (credits)	SEMESTER	Date of Preparation
Observation and Behavior of Livestock	PTN3206	Exact	3	VI	February 5, 20
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Program		Knowing Chairperson of LINKUP USU
	Prof. Dr. Ir. Sayed Umar, MS. Dr. Usman Budi, S.Pt., M.Si. Fuad Hasan, S.Pt., M.Si.		Dr. Ir. Ma'ruf Tafsir, M.Si., IPM.		Prof. Dr. Dwi Suryanto M.Sc.
Learning Outcomes	LO-Study Program Charged to Course				
	LO08	Able to manage integrated and sustainable livestock cultivation based on integration with other agroecosystems and the applications in processing livestock products and waste			
	LO11	Able to develop and understand and apply a variety of best techniques and methods that combine theory and practice related to animal husbandry expertise.			
	Course Learning Outcomes (CLO)				CLO Weight
	CLO0814: Able to analyze livestock behavior towards livestock integration activities with plantations				50.0%
	CLO1119: Able to apply the best methods in livestock behavior observation				50.0%
	End Capability of Each Learning Stage (Sub-CLO)				
	Sub-CLO1	After attending this lecture, students will be able to explain an overview of judging.			
	Sub-CLO2	After attending this lecture, students will be able to explain the types of livestock			
	Sub-CLO3	After attending this lecture, students will be able to explain about livestock health assessment.			
Sub-CLO4	After attending this lecture, students will be able to explain the body parts and size of livestock.				
Sub-CLO5	After attending this lecture, students will be able to explain the method of determining the age and body condition of livestock.				
Sub-CLO6	After attending this lecture, students will be able to explain the method of estimating body weight and body composition of livestock.				

	Sub-CLO7	After attending this lecture, students will be able to explain the method of estimating livestock production capacity.									
	Sub-CLO8	After attending this lecture, students will be able to explain the method of estimating livestock reproductive capacity.									
	Sub-CLO9	After attending this lecture, students will be able to explain behavior management in various livestock commodities.									
	Sub-CLO10	After attending this lecture, students will be able to explain abnormal behavior and how to handle it in livestock.									
Correlation of CLO with Sub-CLO		Sub-CLO1	Sub-CL O2	Sub-CL O3	Sub-CLO4	Sub-CL O5	Sub-CLO6	Sub-CLO7	Sub-CLO8	Sub-CL O9	Sub-CLO10
	CLO0814	√	√	√	√	√	√	√	√	√	√
	CLO1119	√	√	√	√	√	√	√	√	√	√
Brief Course Description	After completing this course, students are expected to become graduates who are able to explain behavior in various livestock commodities which include social behavior, self-care behavior, developmental behavior, reproductive behavior, mother-daughter behavior, abnormal behavior, and <i>handling</i> . This course is conducted in Bahasa Indonesia as the medium of instruction, and 14 face-to-face meetings consisting of material presentation, case method, project-based, quizzes, assignments, and practicum both offline and online.										
Study Material:	BK03 Animal Production Science										
Learning Materials	<ol style="list-style-type: none"> 1. Introduction (definition, benefits, concept, and function of judging) 2. Introduction to livestock types 3. Morphology and body constitution of livestock 4. Livestock health assessment 5. Estimation of livestock age 6. Production boost in livestock 7. Estimating reproduction in livestock 8. Behavior management of dairy cattle 9. Behavior management of beef cattle 10. Behavior management of goats and sheep 11. Poultry behavior management 12. Behavior management of pigs, rabbits, and horses 13. Abnormal behavior in livestock and how to deal with it (<i>handling</i>) 										

	14. Livestock temperament and handling
References	<p>Main:</p> <ol style="list-style-type: none"> 1. Tomaszewska, M.W, I. K. Utama, I. G. Putu, T. D. Chaniago. 1991. Reproduksi, Tingkah Laku dan Produksi Ternak di Indonesia. Jakarta: Gramedia Pustaka Utama 2. Blakely, J. and D. H. Bade. The Science of Animal Husbandry (terjemahan) Srigandono, dan Soedarsosno. 1991. Yogyakarta: Gajah Mada University Press. 3. Kilgour, R. 1984. Livestock Behavior: A Practical Guide 1st ed. Boca Raton: CRC Press 4. Eskesbo, I and S. Gunnarsson. 2018. Farm Animal Behavior: Characteristics for Assessment of Health and Welfare 2nd ed. USA: CABI Publishing 5. Jensen, P. 2002. The Ethology of Domestic Animals: An Introductory Text. USA: CABI Publishing. 6. Moss, R. 1992. Livestock Health and Welfare (Longman Veterinary Health) 1st ed. Hokoben: Wiley-Blackwell 7. Price, E. O. 2002. Animal Domestication and Behavior. USA: CABI Publishing. 8. Yamin, M., I. Rahayu, dan R. Afnan. 2014. Tingkah Laku dan Kesejahteraan Ternak. Bogor: IPB Press, Bogor. 9. Kapa, S. R. 2010. Body Condition Score (BCS) System: Ideal Managemental Tool for Optimal Performance of Farm and P Animals. United Kingdom: LAP LAMBERT Academic Publishing
	<p>Additional:</p> <ol style="list-style-type: none"> 1. Sulatri dan Sumadi. 2005. Pendugaan Umur Berdasarkan Gigi Seri Kambing Peranakan Etawah di Unit Pelaksana Teknis Ternak Singosari, Malang, Jawa Timur. Majalah Ilmiah Peternakan. Vol. 8(1) 2. Sulastri, A. Dakhlan, M. D. I. Hamdani. 2019. Buku Pedoman: Dasar Pemuliaan Ternak. Bandar Lampung: Anugrah Utama Raharja 3. Schmidt. 1985. Beef Cattle Production. 2nd ed. Sidney: Buttherworth. 4. Sastroamidjojo, S. dan Suradji. 1990. Peternakan umum. Jakarta: Yasaguna. 5. Yuwanto, T. 2005. Dasar Ternak Unggas. Kanisius. Yogyakarta 6. Yerex dan Spiers. 1991. Modern Deer Farm Management. New Zealand: GP Print. 7. Practicum guidebook 8. National and international journals
Lecturers	<ol style="list-style-type: none"> 1. Prof. Dr. Ir. Sayed Umar, MS. 2. Dr. Usman Budi, S.Pt., M.Si. 3. Fuad Hasan, S.Pt., M.Si.
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	Sub-CLO1: After attending this lecture, students will be able to explain an overview of judging.	Accuracy in explaining the definition, benefits and functions of judging	Criteria: Using essay and multiple choice assessment rubrics Techniques: <i>Test</i>	KM+PT (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. Attendance b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials Moda (Learning Management System): class.usu.ac.id	TM (1 week 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 Media: a. Slides/ ppt b. Zoom meeting / LCD c. Text book	Subject matter: a. Definition of judging b. Benefits and functions of judging	This CLO will be assessed during UTS (CLO1 & CLO1)
2	Sub-CLO 2: After attending this lecture, students will be able to explain the types of livestock	Accuracy in explaining livestock types	Criteria: Using essay and multiple choice assessment rubrics Techniques: <i>Test</i>	KM+PT (2 weeks x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. <i>Recording attendance</i>	TM (2 weeks x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion Activities: a. Online/offline learning	Subject matter: Introduction to livestock types	This CLO will be assessed during UTS (CLO1 & CLO1)

				<p>Moda (Learning Management System): class.usu.ac.id</p>	<p>b. Class discussion c. Take notes on learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting / LCD a. Text book</p>	
3	<p>Sub-CLO 3:</p> <p>After attending this lecture, students will be able to explain about livestock health assessment.</p>	<p>Accuracy in explaining the assessment of health conditions in livestock</p>	<p>Criteria: Using the paper grading rubric</p> <p>Techniques: <i>Non-test:</i> <i>Assignment</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: a. <i>Recording attendance</i> b. <i>Completing assignment</i> c. <i>Practicum</i></p> <p>Assignment 1: Make a resume on livestock health assessment in various livestock commodities (A4; TNR 12 pt), collected in pdf form.</p> <p>Moda (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>Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials d. Presentation</p> <p>Media: a. Slides/ ppt b. Zoom meeting / LCD c. Text book</p>	<p>Subject matter: a. Poultry health condition assessment b. Health condition assessment of beef cattle c. Health condition assessment of dairy livestock</p>

Assignment 1: 5 (CLO1 & CLO2)

4	<p>Sub-CLO 4:</p> <p>After attending this lecture, students will be able to explain the body parts and size of livestock.</p>	<p>Accuracy in explaining body parts and sizes in livestock</p>	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test</i></p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: a. <i>Recording attendance</i> b. <i>Practicum</i></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: a. Lecture b. Discussion</p> <p>Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting / LCD c. Text book</p>	<p>Subject matter:</p> <ol style="list-style-type: none"> Poultry body parts and measurements Goat/sheep body parts and measurements Cow body parts and measurements
5	<p>Sub-CLO 5:</p> <p>After attending this lecture, students will be able to explain the method of determining the age and body condition of livestock.</p>	<p>Accuracy in explaining the method of determining age and body condition in livestock</p>	<p>Criteria: Using essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: a. <i>Recording attendance</i> b. <i>Practicum</i></p> <p>Moda (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>Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials d. Presentation</p> <p>Media: a. Slides/ ppt</p>	<ol style="list-style-type: none"> Methods for determining the age and body condition of poultry Methods for determining age and body condition of goats/sheep Methods for determining the age and body condition of cattle

This CLO be assessed during UTS (CLO & CLO1

This CLO be assessed during UTS (CLO & CLO1

					<ul style="list-style-type: none"> b. Zoom meeting / LCD c. Text book 	
6	<p>Sub-CLO 6:</p> <p>After attending this lecture, students will be able to explain the method of estimating body weight and body composition of livestock.</p>	<p>Accuracy in explaining the estimation of weight and body composition in livestock</p>	<p>Criteria: Using an essay scoring rubric</p> <p>Techniques: <i>Test:</i> <i>Quiz</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ul style="list-style-type: none"> a. <i>Recording attendance</i> b. <i>Completing quiz</i> c. <i>Practicum</i> <p>Quiz 1: <i>Quiz to measure students' understanding of the method of estimating body weight and body composition of livestock.</i></p> <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> <ul style="list-style-type: none"> a. Lecture b. Discussion <p>Activities:</p> <ul style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Take notes on learning materials d. Presentation <p>Media:</p> <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting / LCD c. Text book 	<ul style="list-style-type: none"> a. Estimation of weight and body composition of poultry b. Estimation of weight and body composition of goats/sheep c. Estimation of cattle weight and body composition
7	<p>Sub-CLO 7:</p>	<ul style="list-style-type: none"> a. Accuracy in explaining the definition of the estrous cycle 	<p>Criteria: Using essay and multiple choice assessment rubrics</p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods:</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p>	<p>Subject matter:</p> <ul style="list-style-type: none"> a. Definition of estrous cycle

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	After attending this lecture, students will be able to explain the method of estimating livestock production capacity.	<ul style="list-style-type: none"> b. Accuracy in explaining estrus-controlling hormones in female livestock c. Accuracy in explaining the phases and factors that affect the estrous cycle in female cattle. 	Techniques: <i>Test</i>	<i>Self-Paced Learning</i> Activities: <ul style="list-style-type: none"> a. Recording attendance b. Practicum Moda (Learning Management System): class.usu.ac.id	<ul style="list-style-type: none"> a. Lecture b. Discussion Activities: <ul style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Take notes on learning materials Media: <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting / LCD Text book	<ul style="list-style-type: none"> b. Estrous cycle control hormone c. Phases of the estrous cycle and influencing factors d. Principles of estrous cycle manipulation e. Estrous cycle manipulation method d. Estrus detection 	during UTS (CLO1 & CLO1
8	MID SEMESTER EXAMINATION (UTS)						20
9	Sub-CLO 8: After attending this lecture, students will be able to explain the method of estimating livestock reproductive capacity.	<ul style="list-style-type: none"> a. Accuracy in explaining the method of estimating livestock reproductive capacity 	Criteria: Using essay and multiple choice assessment rubrics Techniques: <i>Test</i>	KM+PT (2 weeks x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: <ul style="list-style-type: none"> a. Recording attendance b. Completing quiz c. Practicum Moda (Learning Management System): class.usu.ac.id	TM (2 weeks x 2 credits x 50 minutes) Learning Methods: <ul style="list-style-type: none"> a. Lecture b. Discussion Activities: <ul style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Take notes on learning materials Media: <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting / LCD 	Subject matter: <ul style="list-style-type: none"> a. Methods for estimating the reproductive capacity of poultry b. Methods for estimating reproductive capacity of goats/sheep c. Method of estimating reproductive capacity of cattle 	This CLO be assessed during UTS (CLO1 & CLO1

					c. Text book		
10-14	<p>Sub-CLO 9:</p> <p>After attending this lecture, students will be able to explain behavior management in various livestock commodities.</p>	<p>a. Accuracy in explaining behavior (ethology) in various livestock commodities</p> <p>b. Accuracy in explaining domestication in various livestock commodities</p> <p>c. Accuracy in explaining social behavior in various livestock commodities</p> <p>d. Accuracy in explaining reproductive behavior in various livestock commodities</p> <p>e. Accuracy in explaining parent-offspring relationships in various livestock commodities</p> <p>f. Accuracy in explaining</p>	<p>Criteria: Using presentation and paper assessment rubrics</p> <p>Techniques: <i>Non-test:</i> <i>Case method and PBL</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <p>a. Recording attendance</p> <p>b. Completing assignment</p> <p>c. Practicum</p> <p>CM d & PBL:</p> <p>a. Divide the group evenly (lecturer divides)</p> <p>b. Observing livestock behavior on farms around the city</p> <p>c. Make an analysis report and paper on good livestock behavior management on the farm.</p> <p>d. Papers made a maximum of 15 pages from the table of contents to the bibliography TNR font size 12</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <p>a. Lecture</p> <p>b. Discussion</p> <p>Activities:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Take notes on learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting / LCD</p> <p>Text book</p>	<p>Subject matter:</p> <p>a. Behavior (ethology) of dairy cows</p> <p>b. Dairy cow domestication</p> <p>c. Social behavior of dairy cows</p> <p>d. Reproductive behavior of dairy cows</p> <p>e. Parent-offspring relationship in dairy cows</p> <p>f. Ingestive behavior in dairy cows</p> <p>g. Behavior (ethology) of beef cattle</p> <p>h. Domestication of beef cattle</p> <p>i. Social behavior of beef cattle</p> <p>j. Reproductive behavior of beef cattle</p> <p>k. Parent-offspring</p>	<p>Case</p> <p>Meth</p> <p>20%; 1</p> <p>30%</p> <p>(CLO</p> <p>&</p> <p>CLO1</p>

		<p>ingestive behavior in various livestock commodities</p>	<p>spacing 1.5 sent in pdf form</p> <p>e. Group presentation</p> <p>Moda (Learning Management System): class.usu.ac.id</p>		<p>relationships in beef cattle</p> <p>l. Ingestive behavior in goats/sheep</p> <p>m. Behavior (ethology) of goats/sheep</p> <p>n. Domestication of goats/sheep</p> <p>o. Goat/sheep social behavior</p> <p>p. Reproductive behavior of goats/sheep</p> <p>q. Mother-offspring relationship in goats/sheep</p> <p>r. Ingestive behavior in beef cattle</p> <p>s. Behavior (ethology) of poultry livestock</p> <p>t. Domestication of poultry</p> <p>u. Social behavior of poultry</p>	
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				<ul style="list-style-type: none"> v. Reproductive behavior of poultry w. Parent-offspring relationship in poultry x. Ingestive behavior in poultry livestock y. Behavior (ethology) of pigs, rabbits and horses z. Domestication of pigs, rabbits and horses aa. Social behavior of pigs, rabbits and horses bb. Reproductive behavior of pigs, rabbits and horses cc. Parent-offspring relationships in pigs, rabbits and horses dd. Ingestive behavior in 	
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						pigs, rabbits and horses	
15	<p>Sub-CLO 10:</p> <p>After attending this lecture, students will be able to explain abnormal behavior and how to handle it in livestock.</p>	<p>Accuracy in explaining various examples of abnormal behavior in livestock and handling efforts.</p>	<p>Criteria: Using essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test</i></p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: <i>a. Attendance Recording b. Practicum</i></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: a. Lecture b. Discussion</p> <p>Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting / LCD c. Text book</p>	<p>Subject matter: a. Abnormal behavior in livestock b. Handling</p>	<p>This CLO be assessed during UAS with a weight of 10.0 percent of the UAS assessment weight (15% of CLO & CLO1</p>
16	FINAL SEMESTER EXAMINATION (UAS)						15%

Notes in accordance with SN Dikti Permendikbud No 3/2020:

1. Learning Outcomes of Graduates of Study Program (LO-SP) are the abilities possessed by each graduate of Study Program which are internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
2. LOs imposed on courses are some of the learning outcomes of study program graduates (LO-SP) used for the formation / development of a course consisting of aspects of attitude, general skills, specific skills and knowledge.
3. Course LO (CLO) is an ability that is specifically described from the ELOs charged to the course, and is specific to the study material or learning material for the course.
4. Course Sub-CP (Sub-CLO) is an ability that is specifically described from CLO which can be measured or observed and is the final ability planned at each stage of learning, and is specific to the learning material of the course.
5. Indicators of ability assessment in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. Assessment criteria are benchmarks used as a measure or measure of learning achievement in assessment based on predetermined indicators. Assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be quantitative or qualitative.
7. Assessment techniques: test and non-test.

8. Forms of learning: Lecture, Reception, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. Learning Methods: *Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning*, and other equivalent methods.
10. Learning Materials are details or descriptions of study materials that can be presented in the form of several topics and sub-topics.
11. The assessment weight is the percentage of assessment of each sub-CLO achievement which is proportional to the difficulty level of the sub-CLO achievement, and totals 100%.
12. **PB= Learning Process**, **PT= Structured Assignment**, **KM= Independent Activity**.

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Form of Evaluation	Percentage (%)	Total	Evaluation Implementation
CLO0814 (50%)	Sub-CLO1	UTS	1.875	50%	Week 8
	Sub-CLO2	UTS	1.875		Week 8
	Sub-CLO3	Tasks	2.5		Week 3
	Sub-CLO4	UTS	1.875		Week 8
	Sub-CLO5	UTS	2.5		Week 8
	Sub-CLO6	Quiz	2.5		Week 6
	Sub-CLO7	UTS	1.875		Week 8
	Sub-CLO8	UAS	2.5		Week 16
	Sub-CLO9	Case Method	10		Week 13 and 14
		PBL	15		Week 13 and 14
Sub-CLO10	UAS	7.5	Week 16		
CLO1119 (50%)	Sub-CLO1	UTS	1.875	50%	Week 8

	Sub-CLO2	UTS	1.875		Week 8
	Sub-CLO3	Tasks	2.5		Week 3
	Sub-CLO4	UTS	1.875		Week 8
	Sub-CLO5	UTS	2.5		Week 8
	Sub-CLO6	Quiz	2.5		Week 6
	Sub-CLO7	UTS	1.875		Week 8
	Sub-CLO8	UAS	2.5		Week 16
	Sub-CLO9	Case Method	10		Week 13 and 14
		PBL	15		Week 13 and 14
	Sub-CLO10	UAS	7.5		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-CLO6 and Sub-CLO8	Assessment rubric [2 times]	-	Quiz answers uploaded to class.usu.ac.id	5
Tasks	Sub-CLO3 and Sub-CLO5	Assessment rubric [2 times]	-	Assignments uploaded to class.usu.ac.id	5

Problem-based learning	Sub-CLO9	-	Assessment rubric [1 times]	Logbook / worksheets / slides uploaded to kelas.usu.ac.id	30
Case Method	Sub-CLO9	-	Assessment rubric [1 times]	Logbook / worksheets / slides uploaded to kelas.usu.ac.id	20
Written exam 1 (UTS)	Sub-CLO1, Sub-CLO2, Sub-CLO4 and Sub-CLO7	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (UAS)	Sub-CLO10	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

- a) Quiz 5%
During the semester there will be 1 quizzes held in class. Quizzes will be conducted through e-learning and is scheduled in advance. The material tested is announced by the lecturer and written in the RPS.
- b) 5% Assignment
During the semester there will be 1 structured assignments. The assignment given is an effort to add insight by making a resume related to the material written in the RPS.
- c) Project-based learning 30%
During the semester there will be case methods, each student will make a paper and report on each case method in groups. Project based learning in this course is conducted 1 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) 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 1 time. 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.

e) Mid-semester exam (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.

f) Final-semester exam (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)

Score 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 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 studied 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 practices optimal presentation. 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	The group presented the content logically and systematically, with an	The group presented the content fairly logically and systematically, but it did not	The group presented the content randomly without any introduction, main idea, or conclusion.

	<p>cohesive introduction, main points, and conclusion.</p> <p>The group used visual aids that effectively supported and reinforced the presentation. (25)</p>	<p>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>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>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 or her section in less than half the time allocated to him or her. (10)</p>
Mastery of Presentation Content	<p>Each group member demonstrates full understanding of the presentation topic.</p> <p>The main points presented are supported by evidence and critically evaluated. (25)</p>	<p>Each group member demonstrated a good understanding of the presentation topic.</p> <p>Most of the main points are illustrated with relevant evidence. (20)</p>	<p>Each group member demonstrated a good understanding of some aspect of the topic.</p> <p>Some illustrations are given, but not critically evaluated. (15)</p>	<p>Each group member did not seem to understand the presentation topic very well.</p> <p>Some evidence was mentioned, but not integrated in the presentation or evaluated. (10)</p>
Answers to Questions	<p>The group was able to correctly answer almost all the questions asked by the audience about their presentation topic. (25)</p>	<p>The group was able to correctly answer most of the questions asked by the audience about the tropes of their presentation. (20)</p>	<p>The group was able to correctly answer some of the questions the audience asked about their presentation topic. (15)</p>	<p>The group was unable to answer the questions posed by the audience on the topic of their presentation appropriately. (10)</p>

Communication Quality	Group interaction with the audience shows interest and respect for the opinions of others. Responses support effective communication. (25)	Group interaction with the 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 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	Uses foreign/Indonesian language well and	Uses foreign/Indonesian language fairly well and	Does not use foreign/Indonesian language

	grammatical and word choice errors that do not interfere with understanding. (25)	correctly with few grammatical and word choice errors that interfere with understanding. (20)	correctly with some grammatical and word choice errors. (15)	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:

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

