



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

**Document
Code**

SEMESTER LEARNING PLAN

COURSE (Course)	CODE	MK Group	WEIGHT (credits)		SEMESTER	Date of Compilation
FEED QUALITY CONTROL	PTN 3212	Exact	Theory =2	Practice =1	VI (Six)	October 23, 2024
AUTHORIZATION / APPROVAL	Developer Lecturer		Vice Dean I		Chairman of LINK-UP USU	
	Prof. Dr. Ir. Yunilas, MP Dr. Ir. Ma'ruf Tafsir M.Sc. HDI Dr. Nevy Diana Hanafi, S.Pt., M.Sc		Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	LO-Charged to Course Learning					
	LO03	Able to identify, formulate, and find solutions to problems related to the livestock sector				
	LO06	Conduct supervision and evaluation of the completion of assigned work and be able to manage lifelong learning independently				
	LO09	Able to manage and implement aspects of efficient feed provision and technology				
	LO10	Able to plan, evaluate and manage livestock businesses with agribusiness principles				
	LO12	Have coherent and up-to-date knowledge in the field of animal science and in accordance with applicable legal regulations and can apply aspects of animal welfare.				
	Course Learning Outcomes (CLO)					CLO Weight
	CLO0320: Able to explain feed quality control regulations in Indonesia					4%
	CLO0617: Able to apply standard operating procedures in the scope of feed quality					40%

	CLO0907: Able to perform feed quality testing	24%										
	CLO1214: Able to implement the latest developments in terms of feed quality standards in Indonesia/global	32%										
Final Ability of Each Learning Stage (Sub-CLO)												
Sub-CLO1	After taking this lecture, students will be able to formulate a concept map for feed quality control.											
Sub-CLO2	After taking this course, students will be able to formulate feed quality standards and feed quality policies.											
Sub-CLO3	After taking this course, students will be able to formulate SNI for feed in Indonesia.											
Sub-CLO4	After taking this course, students will be able to formulate the implementation of Indonesian feed standards in Indonesia.											
Sub-CLO5	After taking this lecture, students will be able to formulate spectrophotometer method analysis standards.											
Sub-CLO6	After taking this lecture, students will be able to formulate a study of the analysis of feed chromatography methods.											
Sub-CLO7	After taking this course, students will be able to formulate maintenance of feed quality standards and control of feed quality decline.											
Sub-CLO8	After taking this lecture, students will be able to formulate an assessment of feed quality using (subjective) sensory tests.											
Sub-CLO9	After taking this lecture, students are able to understand GMP and Hazard Analysis Critical Control Point (HACCP) or control of critical hazard points in feed.											
Sub-CLO10	After taking this lecture, students will be able to formulate biosecurity in animal feed.											
Correlation of CLO with Sub-CLO			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
	CLO 0320	√										
	CLO 0617	√	√	√	√	√	√	√	√	√	√	√
	CLO 0907			√				√	√	√	√	√
	CLO 1214			√	√	√	√	√	√	√	√	√
Brief Description of Course	After completing the Feed Quality Control course, sixth semester students of the Animal Husbandry Study Program, Faculty of Agriculture, University of North Sumatra are expected to be able to explain the nature of feed ingredients, storage techniques, preservation and processing of animal feed.											

Study Material: Learning materials	BK04 Animal Nutrition and Feed Science <ol style="list-style-type: none"> 1. Scope of feed quality control 2. Feed quality standards and policies 3. SNI for feed in Indonesia 4. spectrophotometer method analysis 5. analysis of feed chromatography method 6. maintaining feed quality and decreasing feed quality 7. Feed quality assessment using (subjective) sensory tests 8. Understanding GMP and Hazard Analysis Critical Control Point 9. biosecurity in feed
Library	Main: <ol style="list-style-type: none"> 1. Sandi, S et al. 2017. Feed Quality Control. Animal Husbandry Study Program. FP. Sriwijaya University
	Supporters: <ol style="list-style-type: none"> 1. Anonymous. 2020. Principle of Food Safety and Quality Management, Indrira Gandhi, National Open University School of Agriculture. 2. Afrianto. 2008. Quality Control of Food Materials or Products Volume 1 for Vocational High Schools. Jakarta: Directorate of Vocational High School Development, Directorate General of Primary and Secondary Education Management, Ministry of National Education 3. 3. Sandi, S et al. 2017. Feed Quality Control. Animal Husbandry Study Program. FP. Sriwijaya University 4. Mukodiningsih et al. 2014. Feed Quality Control. Institute for Development and Quality Assurance of Education. Diponogoro University. Semarang 5. Journal Collection
Supporting lecturer	Prof. Dr. Ir. Yunilas, MP Dr. Ir. Ma'ruf Tafsir M.Sc. HDI Dr. Nevy Diana Hanafi, S.Pt., M.Sc
Required Courses	-

Week 2-	Final ability of each learning stage (Sub-CLO)	Evaluation		Form of Learning; Learning methods; Student Assignments; [Estimated Time]		Study Materials (Learning materials)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>Sub-CLO1:</p> <p>After taking this lecture, students will be able to map the concept of feed quality control.</p>	Accuracy in explaining the importance of poultry industry management	<p>Criteria: -</p> <p>Technique: Non-Test</p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i></p> <p>Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i></p> <p>Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i></p>	<p>Subject:</p> <ol style="list-style-type: none"> 1. Study Contract 2. Scope of feed quality control 	5%
2	<p>Sub-CLO 2:</p> <p>After taking this course, students will be able to formulate feed quality standards and policies.</p>	<ol style="list-style-type: none"> 1. Accuracy in formulating the definition of feed quality standards 2. Accuracy in formulating feed quality components 3. Accuracy in formulating feed 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Non-Test</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i></p> <p>Media: 1. <i>Power Point Presentation</i></p>	<p>Subject:</p> <ol style="list-style-type: none"> 1. Definition of feed quality standards 2. Feed quality components 3. Feed quality regulations 4. Government policy on feed quality standards 	5%

		<p>quality regulations</p> <p>4. Accuracy in formulating government policies on feed quality standards</p>		<p>Agreement, and Learning Materials.</p> <p>3. Responding to the opening question</p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>2. <i>Text Book</i></p> <p>Learning methods:</p> <ol style="list-style-type: none"> 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i> 	
3-4	<p>Sub-CLO 3:</p> <p>After taking this course, students will be able to formulate feed quality standards in Indonesia.</p>	<ol style="list-style-type: none"> 1. Accuracy in formulating regulations and feed quality standards 2. Accuracy in explaining feed quality control process 3. Accuracy in monitoring focus 4. Accuracy in determining supervisory institutions 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i></p> <ol style="list-style-type: none"> 1. <i>Case method</i> 	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question <p>Case Method 1:</p> <ol style="list-style-type: none"> 1. Divide the groups evenly (the lecturer divides) 2. Create a 15-page feed quality standard paper from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format. 3. Group presentation 	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i> <p>Media:</p> <ol style="list-style-type: none"> 1. <i>Power Point Presentation</i> 2. <i>Text Book</i> <p>Learning methods:</p> <ol style="list-style-type: none"> 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i> 	<p>Subject:</p> <ol style="list-style-type: none"> 1. Definition of quality 2. Feed quality regulations 3. Feed quality control process 4. Feed quality control institution

Case Method 1: 10%

				Mode (Learning Management System): elearning@usu.ac.id			
5	Sub-CLO 4: After taking this lecture, students will be able to formulate feed analysis standards using the spectrophotometer method.	1. Accuracy in explaining feed analysis 2. Accuracy in explaining analysis method 3. Accuracy in explaining spectrophotometer	Criteria: Assessment rubric. Technique: <i>Test:</i> 1. Quiz	KM+PT (1 week x 2 credits x 120 minutes) Activity: 1. Attendance absence 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3. Responding to the opening question Quiz 1: <i>Quiz to measure students' understanding of method analysis spectrophotometer</i> Mode (Learning Management System): elearning@usu.ac.id	TM (1 week x 2 credits x 50 minutes) Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i> Media: 1. <i>Power Point Presentation</i> 2. <i>Text Book</i> Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>	Subject: 1. Functions and roles 2. Types of methods 3. spectrophotometer method 4. examples and types	Quiz 1: 5%
6	Sub-CLO 5: After taking this lecture, students will be able to formulate a study of the	1. Accuracy in explaining Analysis study of feed chromatography method	Criteria: Assessment rubric. Technique: <i>Test:</i>	KM+PT (1 week x 2 credits x 120 minutes) Activity: 1. Attendance absence	TM (1 week x 2 credits x 50 minutes) Activity: 1. <i>Offline Learning</i> 2. <i>Class Discussion</i>	Subject: 1. Analysis study of feed chromatography method	Case Method 2: 10%

	analysis of feed chromatography methods.		<p><i>1. Case method</i></p> <p>2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.</p> <p>3. Responding to the opening question</p> <p>Case Method 2:</p> <p><u>1.</u> Divide the groups evenly (the lecturer divides)</p> <p><u>2.</u> Create a 15-page feed quality test paper from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format.</p> <p><u>3.</u> Group presentation</p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p><i>3. Note Taking</i></p> <p>Media:</p> <p><i>1. Power Point Presentation</i></p> <p><i>2. Text Book</i></p> <p>Learning methods:</p> <p><i>1. Lecturer</i></p> <p><i>2. Discussion</i></p> <p><i>3. Self-Paced</i></p>			
7	<p>Sub-CLO 6:</p> <p>After taking this course, students will be able to formulate quality control and quality reduction of animal feed.</p>	<p>1. Accuracy in explaining feed quality review</p> <p>2. Accuracy in explaining decline in feed quality</p>	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i> <i>1. Case method</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity:</p> <p>4. Attendance absence</p> <p>5. Download and read the Syllabus (RPS), Learning Implementation Plan</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity:</p> <p><i>4. Offline Learning</i></p> <p><i>5. Class Discussion</i></p> <p><i>6. Note Taking</i></p> <p>Media:</p>	<p>Subject:</p> <p>1. feed quality</p> <p>2. Feed quality process</p> <p>3. maintaining feed quality</p>	<p>Case Method 2: 10%</p>

				<p>(SAP), Course Agreement, and Learning Materials.</p> <p>6. Responding to the opening question</p> <p>Case Method 2:</p> <p>4. Divide the groups evenly (the lecturer divides)</p> <p>5. Create a 15-page feed quality test paper from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format.</p> <p>6. Group presentation</p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>3. <i>Power Point Presentation</i></p> <p>4. <i>Text Book</i></p> <p>Learning methods:</p> <p>4. <i>Lecturer</i></p> <p>5. <i>Discussion</i></p> <p><i>Self-Paced</i></p>	<p>4. factors that reduce feed quality</p>	
8	MID SEMESTER EXAMINATION						15%
9	<p>Sub-CLO 6:</p> <p>After taking this course, students will be able to formulate subjective (sensory) feed quality assessments.</p>	<p>1. Accuracy in explaining the classification of sensory feed quality assessment</p>	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i> 1. <i>Case method</i></p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity:</p> <p>1. Attendance absence</p> <p>2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity:</p> <p>1. <i>Offline Learning</i></p> <p>2. <i>Class Discussion</i></p> <p>3. <i>Note Taking</i></p> <p>Media:</p> <p>1. <i>Power Point Presentation</i></p> <p>2. <i>Text Book</i></p>	<p>Subject:</p> <p>1. Definition</p> <p>2. Feed quality assessment function</p> <p>3. Factors that influence the assessment of feed quality</p>	<p>Case Method 3: 10%</p>

				<p>3. Responding to the opening question</p> <p>Case Method 3:</p> <ol style="list-style-type: none"> 1. Divide the groups evenly (the lecturer divides) 2. Create a 15-page feed quality assessment paper from the table of contents to the bibliography, TMR font size 12, 1.5 spacing, sent in PDF format. <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<p>Learning methods:</p> <ol style="list-style-type: none"> 1. Lecturer 2. Discussion 3. Self-Paced 		
10-13	<p>Sub-CLO 7:</p> <p>After taking this course, students will be able to formulate Hazard Analysis Critical Control Point (HACCP) or control of critical hazard points.</p>	<ol style="list-style-type: none"> 2. Accuracy in explaining the definition of Hazard Analysis Critical Control Point (HACCP) or critical hazard point control 3. Accuracy in formulating factors that influence 4. Accuracy in explaining the 	<p>Criteria: Assessment rubric.</p> <p>Technique: <i>Test:</i></p> <ol style="list-style-type: none"> 1. Case method 	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity:</p> <ol style="list-style-type: none"> 4. Attendance absence 5. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 6. Responding to the opening question <p>Case Method 4:</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity:</p> <ol style="list-style-type: none"> 4. Offline Learning 5. Class Discussion 6. Note Taking <p>Media:</p> <ol style="list-style-type: none"> 3. Power Point Presentation 4. Text Book <p>Learning methods:</p> <ol style="list-style-type: none"> 4. Lecturer 5. Discussion 	<p>Subject:</p> <ol style="list-style-type: none"> 1. definition 2. Implementation factors 3. Hazard Analysis Critical Control Point (HACCP) implementation mechanism or critical hazard point control 	<p>Case Method 4: 10%</p>

		<p>mechanism in the application of Hazard Analysis Critical Control Point (HACCP) or control of critical hazard points</p>		<p>3. Divide the groups evenly (the lecturer divides)</p> <p>4. Making a paper Hazard Analysis Critical Control Point (HACCP) or critical hazard point control 15 pages from the table of contents to the bibliography TMR font size 12, 1.5 spacing sent in PDF format</p> <p>Mode (Learning Management System): elearning@usu.ac.id</p>	<i>Self-Paced</i>		
14-15	<p>Sub-CLO 8:</p> <p>After taking this lecture, students will be able to formulate biosecurity in animal feed.</p>	<p>1. Accuracy in explaining function biosecurity in feed</p>	<p>Criteria: Assessment rubric.</p> <p>Technique: Non-Test:</p>	<p>KM+PT (1 week x 2 credits x 120 minutes)</p> <p>Activity:</p> <ol style="list-style-type: none"> Attendance absence Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Activity:</p> <ol style="list-style-type: none"> Offline Learning Class Discussion Note Taking <p>Media:</p> <ol style="list-style-type: none"> Power Point Presentation Text Book 	<p>Subject:</p> <ol style="list-style-type: none"> Function, biosecurity in feed 	5%

				3. Responding to the opening question Mode (Learning Management System): elearning@usu.ac.id	Learning methods: 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>		
16	FINAL SEMESTER EXAMINATION						15%

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Evaluation Form	Percentage (%)	Total	Implementation of Evaluation
CLO0320 (4%)	Sub-CLO1	Mid Therm Exam	4	4%	Week 8
CLO0617 (40%)	Sub-CLO1	Mid Therm Exam	4	40%	Week 8
	Sub-CLO2	Mid Therm Exam	4		Week 8
	Sub-CLO3	Case Method	4		Week 3
	Sub-CLO4	Quis	4		Week 4
	Sub-CLO5	Case Method	4		Week 6
	Sub-CLO6	Case Method	4		Week 9

	Sub-CLO7	Final Exam	4		Week 10
	Sub-CLO8	Case Method	4		Week 12
	Sub-CLO9	Case Method	4		Week 13
	Sub-CLO10	Quis	4		Week 15
CLO0907 (24%)	Sub-CLO3	Case method	4	24%	Week 3
	Sub-CLO6	Case method	4		Week 9
	Sub-CLO7	Final Exam	4		Week 10
	Sub-CLO8	Case method	4		Week 11
	Sub-CLO9	Case Method	4		Week 13
	Sub-CLO10	Case Method	4		Week 13
CLO1214 (32%)	Sub-CLO9	Case method	16	32%	Week14
	Sub-CLO10	Quis	16		Week15
Total			100%	100%	



Assessment Plan:

Evaluation Form	Sub-CLO	Assessment Instrument [Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
Quiz/Q&A	Sub-CLO3 and Sub-CLO8	Assessment rubric [2 times]	-	Quiz answers uploaded to kelas.usu.ac.id	10
Case Methode	Sub-CLO4 and Sub-CLO9	Feedback results case analysis [5 times]	Assessment rubric [2 times]	Logbook/worksheet/slides uploaded to kelas.usu.ac.id	50
Written exam 1 (UTS)	Sub-CLO1, Sub-CLO2, Sub-CLO3, Sub-CLO4, Sub-CLO5, Sub-CLO6 and Sub-CLO7	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (UAS)	Sub-CLO8, Sub-CLO9, Sub-CLO10, Sub-CLO11, Sub-CLO12, Sub-CLO13 and Sub-CLO14	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

- a) Quiz 10%

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 RPS.

b) *Case Method* 50%

During the semester there will be a case method, each student will make a paper and report from each case method in groups. The case method in this course is done 5 times. The paper that has 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 are presenting.

c) 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.

d) Final Exam 20%

The final semester exam covers all the material that has been discussed since the 9th to 15th meeting, both reading and lecture. This exam is conducted in class in the form of 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 4 times 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 $200 \times 10\%[\text{quiz percentage}] = 20$



Assessment Rubric for Group Presentation Assignment Case Method Knowledge of Livestock Products

Matter	Evaluation criteria				
	Contents	Complete, with additional good material (20)	Complete (18)	Same as text book (16)	Not complete, but most of the material is covered (14)
Answering Discussion Questions	Able to answer all questions correctly (20)	Can answer most of the questions correctly but there are some questions that are not answered (18)	Able to answer some questions correctly, some others did not reach the target and there were questions that were not answered (16)	Most of the answers did not reach the target and there were unanswered questions (14)	Can't answer all questions (12)
Presentation	Clear, concise with good flow (20)	Clear, concise with sometimes poor flow (18)	Moderate presentation skills (16)	Presentation stutters (14)	Presentation not working (12)
Group organization	Very good organization, supporting each other's presentations (20)	Good organization (18)	Medium organization, some people are less organized (16)	Lack of organization often results in communication errors (14)	The organization was chaotic so the presentation was very disrupted (12)
Creativity	Very creative without going off target (20)	Creative creates enthusiasm (18)	Occasionally attracts attention (15)	Occasionally attracts attention (13)	Boring, makes you sleepy (11)
TOTAL	100 (Very Good)	90-80 (Very well)	79-70 (Good)	69-50 (Pretty good)	59-40 (Not good)

Information :

The total maximum score is 100. The numbers in brackets are the scores for each criterion. The number 100 will later be accumulated with the percentage of the Presentation Assignment (PjBL) value of 50%.

$$100 \times 50\% = 50 \text{ points}$$

There are 4 presentation implementations (case method), so the percentage of the Case Method Group Assignment score for each implementation is: $50\% : 4 = 12.5\%$. Points for each implementation of the Case Method Group Assignment: $100 \times 12.5\% = 12.5 \text{ points}$.

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 word choices that interfere with understanding.	Uses foreign/Indonesian language quite well and correctly with some grammatical errors and word choices	Does not use foreign/Indonesian language properly and correctly because the writing contains many

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

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.