



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 Marketing Management	PTN3227	Social	3	VI	February 5, 20	
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Program		Knowing Chairman of LINKUP USU	
	Ir. R. Edhy Mirwandhono, M.Si., MP., IPM., ASEAN. Eng Galih Ari Wirawan Siregar, S.Pt., M.Si Kennie Cendekia Desnamrina, S.Pt.,M.Pt		Dr. Ir. Ma'ruf Tafsin, M.Si., IPM.		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	SLO-PRODI Charged to MK					
	SLO02	Able to apply the concept of leadership and teamwork, communicate, motivate oneself and innovate in compl work in the livestock sector				
	SLO03	Able to identify, formulate, and find solutions to problems related to the livestock sector				
	SLO10	Able to plan, evaluate and manage livestock businesses with agribusiness principles				
	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
	CLO0212: Able to apply basic concepts of marketing management in the livestock sector					19.23%
	CLO0332: Able to identify problems related to livestock product marketing management systems					30.77%
	CLO1010: Able to evaluate marketing management systems related to livestock products					30.77%
	CLO1221: Able to explain marketing techniques for livestock products based on applicable regulations related to the export or import process of livestock products.					19.23%
	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 about organization and institutions in marketing					
Sub-CLO3	After taking this lecture, students will be able to explain the characteristics of livestock products					

	Sub-CLO4	After taking this lecture, students will be able to explain about consumer behavior model												
	Sub-CLO5	After taking this lecture, students will be able to explain the definition of a product												
	Sub-CLO6	After taking this lecture, students will be able to explain market segmentation												
	Sub-CLO7	After taking this lecture, students will be able to explain the definition of marketing channels.												
	Sub-CLO8	After taking this lecture, students will be able to explain pricing strategies												
	Sub-CLO9	After taking this course, students will be able to explain about developing and managing advertising												
	Sub-CLO10	After taking this course, students will be able to explain the risks in marketing livestock products												
	Sub-CLO11	After taking this course, students will be able to explain about differentiating and positioning market offerings												
	Sub-CLO12	After taking this lecture, students will be able to explain the purpose of research												
	Sub-CLO13	After taking this course, students will be able to deliver market research												
		Sub-CLO1	Sub-CL O2	Sub-CL O3	Sub-CL O4	Sub-CL O5	Sub-CL O6	Sub-CL O7	Sub-CL O8	Sub-CL O9	Sub-CL O10	Sub-CL O11	Sub-CL O12	Sub-CL O13
	CLO0212	√	√	√	√	√	√	√						
	CLO0332		√	√	√		√		√	√	√			
	CLO1010			√	√		√		√	√	√		√	
	CLO1221				√				√		√	√		
Brief Course Description	After completing the Livestock Marketing Management course, fifth semester students of the Animal Husbandry Study Program, Faculty of Agriculture, University of North Sumatra are expected to be able to explain and skillfully apply the correct processing techniques for various livestock commodities, so that after taking this course, students are expected to have skills in processing livestock products.													
Study Material: Learning Materials	BK05 Social Sciences and Economics of Animal Husbandry BK06 Literacy, communication, dissemination at national and global levels BK07 Application and development of animal husbandry science and technology 1. Introduction 2. Organizations and institutions in marketing													

	<ol style="list-style-type: none"> 3. Characteristics of livestock products 4. Consumer behavior models 5. Product definition 6. Market segmentation 7. Definition of marketing channels 8. Pricing strategy 9. Develop and manage advertising 10. Risks in marketing livestock products 11. Differentiating and positioning market offerings 12. Purpose of market research 13. Deliver market research 						
Library	Main: <ol style="list-style-type: none"> 1. Umar Husein. 2000. Riset Pemasaran dan Perilaku Konsumen. Gramedia Pustaka: Jakarta 2. Gumbira Said. 2001. Manajemen Agribisnis. Diterjemahkan oleh: Julianto Agung. Edisi I, Cetakan I. Andy: Yogyakarta 						
	Supporters: <ol style="list-style-type: none"> 1. Umar Husein. 2002. Strategic Management in Action. Gramedia Pustaka: Jakarta 2. Sutisna. 2001. Perilaku Konsumen dan Komunikasi Pemasaran. Remaja Rosdakarya: Bandung 						
Lecturer							
Conditional Subjects	-						
	End ability of each learning stage (Sub-CLO)	Assessment		Form of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Material (Learning Material)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CLO1: After taking this lecture, students will be able to explain the general overview of livestock marketing management.	Accuracy in explaining the general description of livestock marketing management in supporting	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</i>	Face to face (TM) (1 week x 3 credits x 50 minutes) Learning Methods: 1. Lecture 2. Discussion	Subject: 1. Lecture Contract 2. Overview of livestock marketing management	This sub will be assessed Mid Semester Examination (UT) (CLO

		knowledge in the field of livestock agribusiness		<p><i>Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Attendance 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials <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 	<ol style="list-style-type: none"> 3. Role of livestock marketing management courses
2	<p>Sub-CLO 2:</p> <p>After taking this course, students will be able to explain about organizations and institutions in marketing.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the meaning of organization and institutions in marketing 2. Accuracy in explaining the grouping of organizations and institutions in marketing 	<p>Criteria: Essay assessment rubric</p> <p>Techniques: <i>Test:</i> Quiz</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 quiz <p>Quiz 1: Quiz to measure student understanding of organizations and</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:</p> <ol style="list-style-type: none"> 1. Understanding organizations and institutions in marketing 2. Grouping organizations and institutions in marketing

Quiz: 1
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CLO0

				institutions in marketing Moda (Learning Management System): class.usu.ac.id		
3	Sub-CLO 3: After taking this lecture, students will be able to explain the characteristics of livestock products	<ol style="list-style-type: none"> 1. Accuracy in explaining the characteristics of livestock products 2. Accuracy in explaining the principles and objectives of knowing the characteristics of products 3. Accuracy in explaining the properties of livestock products 	<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> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 3. Responding to the opening question <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p> <ol style="list-style-type: none"> 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Characteristics of livestock products 2. Principles and objectives of knowing product characteristics 3. Properties of livestock products
4	Sub-CLO 4: After taking this lecture, students will be able to explain consumer behavior models	<ol style="list-style-type: none"> 1. Accuracy in explaining the concept of consumer behavior 2. Accuracy in explaining consumer 	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test:</i> <i>Quiz</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion <p>Activities:</p>	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Definition of consumer behavior 2. Consumer behavior models

This sub will be assessed Mid Semester Examination (UT)

(CLO01)
(CLO02)
(CLO03)

Quiz 1.25

(CLO01)
(CLO02)
(CLO03)

		<p>behavior models</p> <p>3. Accuracy in explaining types of consumer behavior</p>		<p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 3. Responding to the opening question <p>Quiz:</p> <p>Quiz to measure student understanding about consumer behavior models</p> <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 	<p>3. Types of consumer behavior</p>
5	<p>Sub-CLO 5:</p> <p>After taking this lecture, students will be able to explain the definition of a product</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining product definition 2. Accuracy in grouping livestock products 3. Accuracy in explaining livestock product packaging 	<p>Criteria: <i>Essay assessment rubric</i></p> <p>Techniques: <i>Test:</i> <i>Assignment</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 	<p>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>	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Product definition 2. Grouping of livestock products 3. Packaging of livestock products

Assignm
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				<p>Assignment: Resume a journal about the definition of a product</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book</p>		
6	<p>Sub-CLO 6: After taking this lecture, students will be able to explain market segmentation</p>	<p>1. Accuracy in explaining the principles and objectives of market segmentation 2. Accuracy in grouping market segmentation 3. Accuracy in explaining the stages of market segmentation</p>	<p>Criteria: <i>Essay assessment rubric</i></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: 1. <i>Recording attendance</i> 2. <i>Completing assignment</i></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. Principles and objectives of market segmentation 2. Types of market segmentation 3. Stages of market segmentation</p>	<p>This sub will be assessed in Mid Semester Examination (UTS) (CLO1, CLO2, CLO3)</p>
7	<p>Sub-CLO 7: After taking this lecture, students will be able to explain the definition of marketing channels</p>	<p>1. Accuracy in explaining the definition of marketing channels 2. Accuracy in explaining the</p>	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Test:</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods:</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods: 1. Lecture 2. Discussion</p>	<p>Subject matter: 1. Definition of marketing channels 2. Purpose of marketing channels</p>	<p>PBL: (CLO1, CLO2, CLO3)</p>

	<p>purpose of marketing channels</p> <p>3. Accuracy in explaining the levels of marketing channels</p>	<p><i>Problem Based Learning</i></p>	<p><i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment 3. Responding to the opening question <p>Problem-Based Learning:</p> <ol style="list-style-type: none"> 1. Divide the group evenly (lecturer divides) 2. Make a paper on the definition of marketing channels maximum 15 pages from table of contents to bibliography TNR font size 12 spacing 1.5 sent in pdf form. <p>Presentation</p> <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 	<p>3. Levels of marketing channels</p>
8	MID SEMESTER EXAMINATION (UTS)				20

9	<p>Sub-CLO 8:</p> <p>After taking this lecture, students will be able to explain pricing strategies</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the meaning of pricing strategy 2. Accuracy in explaining the purpose of pricing 3. Accuracy in explaining the pricing factors 	<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: <i>1. Recording attendance</i> <i>2. Completing assignment</i> <i>3. Practicum</i></p> <p>Quiz: Quiz to measure student understanding about pricing strategies</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:</p> <ol style="list-style-type: none"> 1. Definition of pricing strategy 2. Purpose of pricing 3. Price determination factors 	<p>Quiz: (CLO CLO CLO1</p>
10	<p>Sub-CLO 9:</p> <p>After taking this course, students will be able to explain about developing and managing advertising</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the principles and objectives of developing and managing advertising 2. Accuracy in explaining the 	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Non-Test:</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p>	<p>Face to face (TM) (1 week x 3 credits x 50 minutes)</p> <p>Learning Methods: 1. Lecture 2. Discussion</p> <p>Activities:</p>	<p>Subject matter:</p> <ol style="list-style-type: none"> 1. Principles and objectives of developing and managing advertising 2. Stages of advertising 	<p>This sub will assessed final Semester Exam (UA) (CLO CLO1</p>

		stages of advertising		<p>1. <i>Recording attendance</i></p> <p>2. <i>Completing assignment</i></p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>1. Online/offline learning</p> <p>2. Class discussion</p> <p>3. Take notes on learning materials</p> <p>Media:</p> <p>1. Slides/ ppt</p> <p>2. Zoom meeting / LCD</p> <p>3. Text book</p>		
11	<p>Sub-CLO 10:</p> <p>After taking this course, students will be able to explain the risks in marketing livestock products</p>	<p>1. Accuracy in explaining the concept of risk in marketing livestock products</p> <p>2. Accuracy in explaining how to minimize risk in marketing</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> <p>1. <i>Recording attendance</i></p> <p>2. <i>Completing assignment</i></p> <p>Assignment: Resume a journal about risks in marketing livestock products</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> <p>1. Lecture</p> <p>2. Discussion</p> <p>Activities:</p> <p>1. Online/offline learning</p> <p>2. Class discussion</p> <p>3. Take notes on learning materials</p> <p>Media:</p> <p>1. Slides/ ppt</p> <p>2. Zoom meeting / LCD</p> <p>3. Text book</p>	<p>Subject matter:</p> <p>1. Understanding risk in marketing livestock products</p> <p>2. How to minimize risk in marketing</p>	<p>Assugn 2.5</p> <p>(CLO1 CLO1 CLO1</p>

12	<p>Sub-CLO 11:</p> <p>After taking this course, students will be able to explain about differentiating and positioning market offerings</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the principles and objectives of differentiating and positioning market offerings 2. Accuracy in explaining the strategy of differentiating and positioning market offerings 	<p>Criteria: Paper assessment rubric</p> <p>Techniques: <i>Test:</i> <i>Problem Based Learning</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>Case Method:</p> <ol style="list-style-type: none"> 1. <u>Divide the group evenly (lecturer divides)</u> 2. <u>Make a paper on genital mutilation, problems caused by genital mutilation, and prevention in subsequent offspring, maximum 15 pages from table of contents to bibliography TNR font size 12 spacing 1.5 sent in pdf form.</u> 	<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:</p> <ol style="list-style-type: none"> 1. Principles and objectives of differentiating and positioning market offerings 2. Strategies for differentiating and positioning market offerings 	<p>CM: 2 (CLO)</p>
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				3. Presentation Moda (Learning Management System): class.usu.ac.id			
13-14	Sub-CLO 12: After taking this course, students will be able to explain the purpose of research	<ol style="list-style-type: none"> 1. Accuracy in explaining the meaning of market research 2. Accuracy in explaining the purpose of market research 3. Accuracy in explaining market research procedures 	<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> <ol style="list-style-type: none"> 1. Recording attendance 2. Completing assignment <p>Assignment: Resume a journal about the purpose of research</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:</p> <ol style="list-style-type: none"> 1. Definition of market research 2. Purpose of market research 3. Market research procedures 	<p>This sub will be assessed in Final Semester Examination (UAS) (CLO 12)</p>
15	Sub-CLO 13: After taking this course, students will be able to deliver market research.	<ol style="list-style-type: none"> 1. Classroom activity 2. Discussion with the forum (Group 1 assesses other 	<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:</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. Group performance 2. Inter-group discussion 	<p>This sub will be assessed in Final Semester Examination (UAS)</p>

		groups and so on) 3.How to write a paper 4.Power point display		<i>Self-Paced Learning</i> Activities: 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> Moda (Learning Management System): class.usu.ac.id	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	(CLO CLO1 CLO1
16	FINAL SEMESTER EXAMINATION (UAS)					20

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Form of Evaluation	Percentage (%)	Total	Evaluation Implementation
CLO 0212	Sub-CLO1	UTS	3.33	34.66	Week 8
	Sub-CLO2	Quiz	0.5		Week 2
	Sub-CLO3	UTS	3.33		Week 8
	Sub-CLO5	Task	2.5		Week 5
	Sub-CLO7	PBL	25		Week 7
CLO0332	Sub-CLO2	Quiz	0.5	18.08	Week 2
	Sub-CLO3	UTS	3.33		Week 8
	Sub-CLO4	Quiz	0.5		Week 4

	Sub-CLO6	UTS	3.33		Week 8
	Sub-CLO8	Quiz	0.42		Week7
	Sub-CLO9	UAS	8.33		Week 16
	Sub-CLO10	Task	1.25		Week 11
	Sub-CLO13	Quiz	0.42		Week 15
CLO1010	Sub-CLO3	UTS	3.33	25.91	Week 8
	Sub-CLO4	Quiz	0.5		Week 4
	Sub-CLO6	UTS	3.33		Week 8
	Sub-CLO8	Quiz	0.42		Week 7
	Sub-CLO9	UAS	8.33		Week 16
	Sub-CLO10	Task	1.25		Week 11
	Sub-CLO12	UAS	8.33		Week16
	Sub-CLO13	Quiz	0.42		Week 15
CLO1221	Sub-CLO4	Quiz	0.5	28.01	Week 4
	Sub-CLO8	Quiz	0.42		Week 7
	Sub-CLO10	Task	1.67		Week 11
	Sub-CLO11	CM	25		Week 12
	Sub-CLO13	Quiz	0.42		Week15

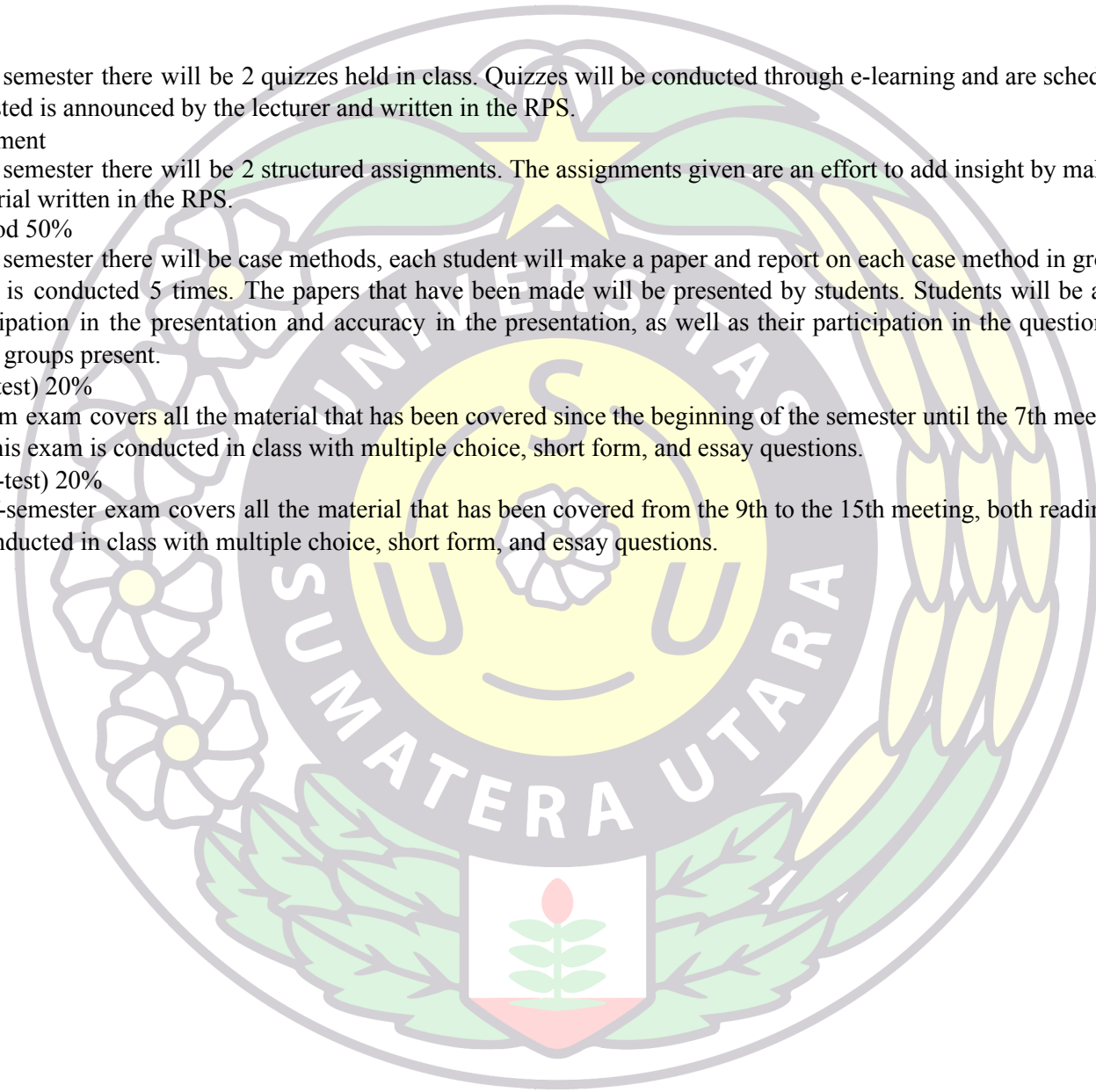
TOTAL			100	100	
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Assessment Plan:

Form of Evaluation	Sub-CLO	Assessment Instrument [Frequency]		Bill (proof)	Assessment Weight (%)
		Formative	Summative		
Quiz/question and answer	Sub-CLO2, CLO4, CLO8 and Sub-CLO13	Assessment rubric [4 times]	-	Quiz answers uploaded to class.usu.ac.id	5
Tasks	Sub-CLO5 and Sub-CLO10	Assessment rubric [2 times]	-	Assignments uploaded to class.usu.ac.id	5
Problem-based Learning and Case Method	Sub-CLO7 and Sub-CLO11	-	Assessment rubric [2 times]	Logbook / worksheets / slides uploaded to class.usu.ac.id	50
Written exam 1 Mid Semester examination (UTS)	Sub-CLO1, CLO3 and Sub-CLO6	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 Final Semester Method (UAS)	Sub-CLO9 and Sub-CLO12	-	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) 5% Assignment
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) 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	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 unresponsive 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/her section in less than half the time allocated to him/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 an audience shows interest and respect for the opinions of others. Responses generally support effective communication. (20)	Some parts of the interaction in the discussion show interest and respect for others' opinions. (15)	Interaction in the discussion shows disrespect for other people's opinions. Responses do not support effective communication. (10)
Total	81-100 (Excellent)	61-80 (Good enough)	41-60 (Enough)	0-40 (Less)

Source: Halimi, Sicily. "Assessment Rubric: Learning Plan Book MK Introduction to Teaching Methods", 2021

Maximum score: 25 x 6 components = 150 points: 1.5 = 100

Essay Writing Exam Scoring Rubric:

Assessment Criteria	4 Very good	3 Good	2 Simply	1 Less
Understanding of the Question	Understand the question exactly once (25)	Understand the question (20)	Does not understand the question fully and correctly (15)	Did not understand the question (10)
Contents	Answers show understanding participants integrate information that has been learned and/or assigned to read during lectures properly and appropriately. (25)	Answers demonstrate an understanding of the material in question and integrate some of the information learned and/or assigned to read during the lecture. (20)	Answers show a lack of understanding of the material in question and only integrate a small portion of the information that has been studied and/or assigned to read during the lecture. (15)	The answer shows a lack of understanding of the material in question, so it is not clear and does not integrate the 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:

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

