



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	
Digital Industry of Livestock Business	PTN3228	Social	3	IV	February 5, 20	
AUTHORIZATION/ATTESTATION	RPS Developer Lecturer		Approved Head of Study Program		Knowing Chairman of LINKUP USU	
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Learning Outcomes	SLO-PRODI Charged to MK					
	CPL03	Able to identify and explain solutions to problems related to the livestock sector				
	CPL10	Able to plan, evaluate and manage livestock businesses with agribusiness principles				
	CPL13	Understanding the concept of identification, security with a multidisciplinary approach in the field of animal husbandry science				
	CPL14	Mampu berkomunikasi secara efektif baik lisan maupun tulisan kepada masyarakat dengan menghormati keanekaragaman budaya, pandangan dan pendapat secara nasional dan global				
	Course Learning Outcomes (CPMK)					CPMK Weight
	CPMK0333:	Able to apply information technology to support marketing, media publication and business in the livestock sector.				28.6%
	CPMK1011:	Able to apply information technology to support marketing, media publication and business in the livestock sector.				23.8%
CPMK1319:	Able to apply information technology to support marketing, media publication and business in the livestock sector.				23.8%	

CPMK1415: Able to apply information technology to support marketing, media publication and business in the livestock sector.

23.8%

End Capability of Each Learning Stage (Sub-CPMK)

Sub-CPMK1	After taking this course, students will be able to explain the general overview of digital business and E-Commerce
Sub-CPMK2	After taking this course, students will be able to explain marketplace analysis for E-Commerce
Sub-CPMK3	After taking this course, students will be able to explain digital business infrastructure
Sub-CPMK4	After taking this course, students will be able to explain digital business strategies
Sub-CPMK5	After taking this course, students will be able to explain digital business ethics
Sub-CPMK6	After taking this course, students will be able to explain change management in digital business
Sub-CPMK7	After taking this course, students will be able to explain about digital business supply chain management
Sub-CPMK8	After taking this course, students will be able to explain about marketing and consumer relationship management of digital business
Sub-CPMK9	After taking this course, students will be able to explain the financial aspects of digital business
Sub-CPMK10	After taking this course, students will be able to explain digital business design analysis
Sub-CPMK11	Setelah mengikuti perkuliahan ini, mahasiswa akan dapat menjelaskan tentang rencana bisnis digital

	Sub-CP MK1	Sub-CP MK2	Sub-CP MK3	Sub-CP MK4	Sub-CP MK5	Sub-CP MK6	Sub-CP MK7	Sub-CP MK8	Sub-CP MK9	Sub-CP MK10	Sub-CP MK11
CPMK0333	√	√		√		√		√		√	
CPMK1011			√		√		√		√		√
CPMK1319			√		√		√		√		√
CPMK1415			√		√		√		√		√

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	BK06 Literacy, communication, dissemination at national and global levels BK07 Application and development of animal husbandry science and technology 1. Introduction 2. Marketplace analysis for E-Commerce 3. Digital business infrastructure 4. Digital business strategy 5. Digital business ethics 6. Change management in digital business 7. Digital business supply chain management 8. Digital business marketing and consumer relationship management 9. Financial aspects of digital business 10. Digital business design analysis 11. Digital business plan						
Library	Main: 1. Endi T., Suharti E. 2021. Bisnis Digital. Universitas Muhammadiyah Tangerang: Tangerang 2. Wahyuni S., Siregar D.J.S., Hernawaty, Afifah N. 2023. Digital Marketing untuk Peternakan dengan Aplikasi Ternakloka. Stindo I Medan						
	Supporters: 1. Suryana Yoga Perdana. 2020. Bisnis Digital: Cara Mudah Bisnis di Era Industri. Salemba Empat: Jakarta 2. Dwi I. 2022. Digital Marketing pada Produk Agribisnis. Widina: Bandung.						
Lecturer							
Conditional Subjects	-						
	End ability of each learning stage (Sub-CPMK)	Assessment		Form of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Material (Learning Material)	Assessment Weight (%)
(1)	(2)	(3)	(4)	Asynchronous (5)	Synchronous (6)	(7)	(8)
1	Sub-CPMK1: After taking this course, students will be able to	Accuracy in explaining the general picture of digital and	Criteria: Essay and multiple choice assessment rubric	Independent Activities (KM) + Structured Assignments (PT) (1	Face to face (TM) (1 week x 2 credits x 50 minutes)	Subject: 1. Lecture Contract	This CPMK is assessed Mid Sem

	explain the general overview of digital and E-Commerce.	E-Commerce in supporting knowledge in the field of livestock agribusiness	Techniques: <i>Non-Test</i>	week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: 1. Attendance 2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials Moda (Learning Management System): class.usu.ac.id	Learning Methods: 1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	2. Overview of digital business and E-Commerce 3. Role of digital and E-Commerce courses	Examini (UT (CPMK
2	Sub-CPMK 2: After taking this course, students will be able to explain marketplace analysis for E-Commerce.	1. Accuracy in explaining the meaning of marketplace analysis for E-Commerce 2. Accuracy in explaining the purpose of Marketplace analysis for E-Commerce	Criteria: Essay assessment rubric Techniques: <i>Test:</i> Quiz	Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: 1. <i>Recording attendance</i> 2. <i>Completing quiz</i> Quiz:	Face to face (TM) (1 week x 2 credits x 50 minutes) Learning Methods: 1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials Media:	Subject matter: 1. Definition and composition of meat 2. Physical, chemical and nutritional properties of meat, and meat structure 3. Post-slaughter handling procedures 4. Principles and objectives of	Quiz: I (CPMK

				<p>Quiz to measure student understanding of marketplace analysis for E-Commerce</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book</p>	<p>meat processing and preservation</p> <p>5. Meat processing methods 6. Simulation of making processed meat products</p>
3	<p>Sub-CPMK 3:</p> <p>After taking this course, students will be able to explain digital business infrastructure.</p>	<p>1. Accuracy in explaining the principles and objectives of digital business infrastructure</p> <p>2. Accuracy in explaining the grouping of digital business infrastructure</p>	<p>Criteria: Paper assessment rubric</p> <p>Techniques: <i>Test:</i> <i>Assignment</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> <i>Recording attendance</i> <i>Completing assignment</i> <i>Responding to the opening question</i> <p>Assignment: <i>Creating a journal resume about digital business infrastructure</i></p> <p>Moda (Learning Management System):</p>	<p>Face to face (TM) (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activities:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting / LCD Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> principles and objectives of digital business infrastructure Grouping of digital business infrastructure

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4	<p>Sub-CPMK4:</p> <p>After taking this course, students will be able to explain digital business strategies.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the concept of digital business strategy 2. Accuracy in explaining the types of digital business strategy 3. Accuracy in explaining the components of digital business strategy 	<p>Criteria: Paper assessment rubric</p> <p>Techniques: <i>Test:</i> <i>Quiz</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> 3. <i>Responding to the opening question</i> <p>Quiz: Quiz to measure student understanding of digital business strategies</p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>Face to face (TM) (1 week x 2 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 digital business strategy 2. Types of digital business strategy 3. Components of digital business strategy
5	<p>Sub-CPMK5:</p> <p>After taking this course, students will be able to explain digital business ethics.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the meaning of digital business ethics 2. Accuracy in explaining the 	<p>Criteria: Essay and multiple choice 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>Face to face (TM) (1 week x 2 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. The meaning of digital business ethics 2. Ethics of stakeholders

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		ethics of stakeholders 3. Accuracy in explaining ethics in marketing and consumers		Activities: 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> 3. <i>Responding to the opening question</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	3. Ethics in marketing and consumers	(CPMK CPMK CPMK
6-7	Sub-CPMK6: After taking this course, students will be able to explain change management in digital business.	1. Accuracy in explaining the principles and objectives of change management in digital business 2. Accuracy in explaining preparation for change in digital business 3. Accuracy in explaining strategies for dealing with change in digital business 4. Accuracy in explaining corporate social responsibility in facing digital	Criteria: Paper assessment rubric Techniques: Test: <i>Problem Based Learning</i>	Independent Activities (KM) + Structured Assignments (PT) (2 week x 3 credits x 120 minutes) Learning Methods: Self-Paced Learning Activities: 1. Recording attendance 2. Completing assignment 3. Responding to the opening question Assignment: Creating a journal resume about digital business infrastructure	Face to face (TM) (1 week x 2 credits x 50 minutes) Learning Methods: 1. Lecture 2. Discussion Activities: 1. Online/offline learning 2. Class discussion 3. Take notes on learning materials Media: 1. Slides/ ppt 2. Zoom meeting / LCD 3. Text book	Subject matter: 1. Principles and objectives of change management in digital business 2. Preparation for change in digital business 3. Strategies for dealing with change in digital business 4. Corporate social responsibility in facing digital business changes 5. Facing the risks of digital business changes	PBL: CPMK

		business changes 5. Accuracy in explaining how to face the risks of digital business changes		Moda (Learning Management System): class.usu.ac.id				
8	MID SEMESTER EXAMINATION (UTS)							20
9-10	Sub-CPMK 7: After taking this course, students will be able to explain digital business supply chain management.	<ol style="list-style-type: none"> 1. Accuracy in explaining digital business supply chain management 2. Accuracy in explaining the objectives of digital business supply chain management 3. Accuracy in explaining factors that influence digital business supply chain management 4. Accuracy in explaining digital business supply chain management strategies 	<p>Criteria: Essay assessment rubric</p> <p>Techniques: <i>Test:</i> <i>Quiz</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (2 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. <i>Recording attendance</i> 2. <i>Completing assignment</i> 3. <i>Practicum</i> <p>Quiz: <i>Quiz to measure student understanding of digital business supply chain management</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:</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 digital business supply chain management 2. Objectives of digital business supply chain management 3. Factors that influence digital business supply chain management 4. Digital business supply chain management strategies 	<p>Quiz: (CPMK CPMK CPMK)</p>	

11-12	<p>Sub-CPMK 8:</p> <p>After taking this course, students will be able to explain marketing and consumer relationship management of digital businesses.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the concept of marketing and consumer relationship management in digital business 2. Accuracy in explaining the nature of consumers in the digital business world 3. Accuracy in explaining how to deal with digital business consumers 4. Accuracy in explaining the marketing approach and consumer relationship management of digital businesses 	<p>Criteria: Use essay and multiple choice assessment rubrics</p> <p>Techniques: <i>Assingment</i></p>	<p>Independent Activities (KM) + Structured Assignments (PT) (2 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> <p>Assignment: Resume a journal on marketing and consumer relationship management of digital businesses and submit it as a pdf.</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:</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 marketing and consumer relationship management in digital business 2. The nature of consumers in the digital business world 3. Dealing with digital business consumers 4. Marketing approaches and digital business consumer relationship management 	<p>Assign 2.5 (CPMK</p>
13	<p>Sub-CPMK 9:</p> <p>After taking this course, students will be able to explain the financial aspects of digital business.</p>	<ol style="list-style-type: none"> 1. Accuracy in explaining the principles and objectives of the financial aspects of digital business 	<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>TM (1 week x 2 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. Principles and objectives of the financial aspects of digital business 2. Categories that affect the 	<p>This CPMK ssessed Final Se Examin (UA</p>

		2. Accuracy in explaining the categories that affect the financial aspects		<p>Activities:</p> <ol style="list-style-type: none"> Recording attendance Completing assignment <p>Moda (Learning Management System): class.usu.ac.id</p>	<ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting / LCD Text book 	financial aspects	(CPMK CPMK CPMK)
14	Sub-CPMK10: After taking this course, students will be able to explain digital business design analysis.	<ol style="list-style-type: none"> Accuracy in explaining the meaning and purpose of digital business design analysis Accuracy in explaining the method of digital business design analysis 	<p>Criteria: Essay and multiple choice assessment rubric</p> <p>Techniques: <i>Test:</i> Problem Based Learning</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"> Recording attendance Completing assignment <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <ol style="list-style-type: none"> Lecture Discussion <p>Activities:</p> <ol style="list-style-type: none"> Online/offline learning Class discussion Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> Slides/ ppt Zoom meeting / LCD Text book 	<p>Subject matter:</p> <ol style="list-style-type: none"> Definition and purpose of digital business design analysis Methods of digital business design analysis 	This CPMK Assessed Final Se Examin (UA (CPMK
15	Sub-CPMK11: After taking this course, students will be able to	<ol style="list-style-type: none"> Classroom activity Discussion with forum 	<p>Criteria: Essay assessment rubric</p> <p>Techniques:</p>	<p>Independent Activities (KM) + Structured Assignments (PT) (1 week x 3 credits x 120 minutes)</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p>	<p>Subject matter:</p> <ol style="list-style-type: none"> Group performance 	CM: 2 (CPMK CPMK CPMK

	<p>deliver a digital business plan.</p>	<p>3. How to write a paper 4. Power point display</p>	<p>Non-test 1. Read the provided section (book) 2. Respond to the opening questions given. 3. Answer questions according to the reading</p>	<p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: 1. <i>Recording attendance</i> 2. <i>Completing assignment</i></p> <p>Case Method: a. <u>Divide the group evenly (lecturer divides)</u> b. <u>Make a paper on digital business plan, maximum 15 pages from table of contents to bibliography TNR font size 12 spacing 1.5 sent in pdf form</u> c. <u>Presentation</u></p> <p>Moda (Learning Management System): class.usu.ac.id</p>	<p>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>2. Inter-group discussion</p>	
16	FINAL SEMESTER EXAMINATION (UAS)						20

Assessment Design:

CPMK Code and Percentage	Sub-CPMK Code	Form of Evaluation	Percentage (%)	Total	Evaluation Implementation
CPMK0333	Sub-CPMK1	UTS	5	44.7	Week 8
	Sub-CPMK2	Quiz	1.25		Week 2
	Sub-CPMK4	Quiz	1.25		Week 4
	Sub-CPMK6	PBL	30		Week 7
	Sub-CPMK8	Task	2.5		Week 12
	Sub-CPMK10	UAS	5		Week 14
CPMK1011	Sub-CPMK3	Task	0.83	18.33	Week 3
	Sub-CPMK5	UTS	5		Week 8
	Sub-CPMK7	Quiz	0.83		Week 10
	Sub-CPMK9	UAS	5		Week 16
	Sub-CPMK11	CM	6.67		Week 16
CPMK1319	Sub-CPMK3	Task	0.83	18.33	Week 3
	Sub-CPMK5	UTS	5		Week 8
	Sub-CPMK7	Quiz	0.83		Week 10
	Sub-CPMK9	UAS	5		Week 16
	Sub-CPMK11	CM	6.67		Week 16
CPMK1415	Sub-CPMK3	Task	0.83	18.33	Week 3

	Sub-CPMK5	UTS	5		Week 8
	Sub-CPMK7	Quiz	0.83		Week 10
	Sub-CPMK9	UAS	5		Week 16
	Sub-CPMK11	CM	6.67		Week 16
TOTAL			100	100	

Assessment Plan:

Form of Evaluation	Sub-CPMK	Assessment Instrument [Frequency]		Bill (proof)	Assessment Weight (%)
		Formative	Summative		
Quiz/question and answer	Sub-CPMK2, Sub-CPMK4 and Sub-CPMK7	Assessment rubric [3 times]	-	Quiz answers uploaded to class.usu.ac.id	5
Tasks	Sub-CPMK3 and Sub-CPMK8	Assessment rubric [2 times]	-	Assignments uploaded to class.usu.ac.id	5
Problem-based Learning and Case Method	Sub-CPMK6 and Sub-CPMK10	-	Assessment rubric [2 times]	Logbook / worksheets / slides uploaded to class.usu.ac.id	50
Written exam 1 Mid Semester Examination (UTS)	Sub-CPMK1 and Sub-CPMK5	-	Assessment rubric [1 time]	Written exam result sheet	20

Written exam 2 Final Semester Examination (UAS)	Sub-CPMK9 and Sub-CPMK11	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

- a) Quiz 5%
During the semester there will be 3 quizzes held in class. Quizzes will be conducted through e-learning and are scheduled in advance. The material tested is announced by the lecturer and written in the RPS.
- b) Assignment 5%
During the semester there will be 2 structured assignments. The assignments given are an effort to add insight by making a resume related to the material written in the RPS.
- c) Problem Based Learning and Case Method 50%
During the semester there will be problem based learning and case methods, each student will make a paper and report on each problem based learning and 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

