



UNIVERSITAS SUMATERA UTARA (USU)
FACULTY OF AGRICULTURE
Animal Science Study Programme

Document Code
(to follow)

SEMESTER LEARNING PLAN (RPS)

COURSE	CODE	Course Group	WEIGHT (credits)	SEMESTER	Date of Preparation	
Livestock Product Processing Industry	PTN3233	Exact	2	VI	22 February 2024	
AUTHORISATION/ ATTESTATION	Developer Lecturer		Approved Head of Study Programme		Knowing Chairman of LINKUP USU	
	Dr Nurjama'yah Br. Ketaren S.Pt, M.Si Ir. Peni Patriani S.Pt., M.P, IPM, ASEAN Eng. Vivi Indriani S.Pt., M.S.		Dr Ir Ma'ruf Tafsin, M.Si., IPM.		Prof. Dr Dwi Suryanto M.Sc.	
Learning Outcomes	LO-Study Programe Charged to Course					
	LO02	Able to apply the concepts of leadership and teamwork, communication, self-motivation, and innovation when completing work in animal husbandry.				
	LO03	Able to identify, formulate, and find solutions to problems related to the field of animal husbandry				
	LO06	Supervise and evaluate the completion of assigned work and be able to manage learning independently throughout life.				
	LO07	Able to disseminate knowledge and application of the latest technology based on TALENTA in the field of animal husbandry				
	LO08	Able to manage integrated and sustainable livestock cultivation based on integration with other agroecosystems and the latest applications in processing livestock products and waste				
	LO10	Able to plan, evaluate and manage livestock businesses with agribusiness principles				
	LO11	Able to develop, understand, and apply various best techniques and methods that combine theory and practice relevant to animal husbandry expertise.				
	LO12	Knowledge of animal science coherent and up-to-date, in accordance with applicable legal regulations, and ability to apply aspects of animal welfare.				
	Course Learning Outcomes (CLO)				CLO Weight	
	CLO0213: Able to apply processing principles in the animal products industry				11.11%	
	CLO0338: Able to identify problems in the livestock product processing industry				16.67%	
	CLO0633: Able to supervise and evaluate technological methods in the process of the livestock product processing industry				13.89%	
	CLO0709: Describe the layout, input and output processes and processing in the animal food industry				12.50%	
CLO0821: Able to manage integrated and sustainable business planning in the livestock product processing industry				12.50%		

CLO1012: Able to plan the development of the best process technology in the livestock product processing industry	11.11%
CLO1133: Able to apply various techniques and best methods that combine theory and practice in technology in the livestock products processing industry.	11.11%
CLO1222: Able to implement coherent and up-to-date knowledge of the livestock product processing industry	11.11%
End Capability of Each Learning Stage (Sub-CLO)	
Sub-CLO1	After attending this lecture, students can explain the introduction of composition, properties and characteristics of ingredients and processed livestock products on an industrial scale.
Sub-CLO2	After attending this lecture, students can explain the introduction of composition, properties and characteristics of ingredients and processed livestock products on an industrial scale.
Sub-CLO3	After attending this lecture, students can explain the processing stage of livestock products
Sub-CLO4	After attending this lecture, students will be able to explain Example of the processing stage of livestock products (Continued)
Sub-CLO5	After attending this lecture, students will be able to explain Example of the processing stage of livestock products (Continued)
Sub-CLO6	After attending this lecture, students will be able to explain Stages of the upstream to downstream livestock industry process
Sub-CLO7	After attending this lecture, students will be able to explain Stages of the upstream to downstream livestock industry process
Midterm exams	
Sub-CLO8	After attending this lecture, students will be able to explain Providing examples and companies of the livestock industry
Sub-CLO9	After attending this lecture, students will be able to explain Analyse industry opportunities and weaknesses with the SWOT method
Sub-CLO10	After attending this lecture, students will be able to explain Making examples and developing commodity ideas for companies engaged in the livestock industry
Sub-CLO11	After attending this lecture, students will be able to explain Able to analyse the differences in several examples of livestock industry in Indonesia
Sub-CLO12	After attending this lecture, students will be able to explain Able to analyse the differences of several examples of livestock industry in Indonesia (Continued)
Sub-CLO13	After attending this lecture, students will be able to explain Able to explain the factors that can hinder the development of the livestock industry system
Sub-CLO14	After attending this lecture, students will be able to explain Able to explain the factors that can hinder the development of the livestock industry system (Continued)
End of Semester Exam	

Correlation of CLO with Sub-CLO	Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6	Sub-CLO7	Sub-CLO8	Sub-CLO9	Sub-CLO10	Sub-CLO11	Sub-CLO12	Sub-CLO13	Sub-CLO14
	CLO0213	√		√			√							√
	CLO0338	√	√		√		√		√			√		
	CLO0633			√		√		√					√	
	CLO0709	√						√		√		√		√
	CLO0821						√				√		√	√
	CLO1012							√	√	√	√			
	CLO1133		√						√			√	√	
CLO1222	√						√					√	√	

Brief Course Description	After completing the Livestock Product Processing Industry course, students can apply the correct processing techniques for various livestock products commodities skillfully.
Study Material: Learning Materials	<ol style="list-style-type: none"> 1. Introduction (Industry definition) 2. Factors affecting the livestock industry 3. Factors affecting the livestock industry (Continued) 4. Example of the processing stage of livestock products 5. Example of the processing stage of livestock products 6. Stages of the upstream to downstream livestock industry process 7. Stages of the upstream to downstream livestock industry process (Continued) 8. Providing examples and companies of the livestock industry 9. Analyse industry opportunities and weaknesses with the SWOT method 10. Making examples and developing commodity ideas for companies engaged in the livestock industry 11. Able to analyse the differences in several examples of livestock industry in Indonesia 12. Able to analyse the differences of several examples of livestock industry in Indonesia (Continued) 13. Able to explain the factors that can hinder the development of the livestock industry system 14. Able to explain the factors that can hinder the development of the livestock industry system (Continued)
Library	Main: <ol style="list-style-type: none"> 1. Hariyono. 2022. Fundamentals of Livestock Industry Management. UB Press, Malang 2. Bacharuddin Z. 2017. Fermentation Technology in the Livestock Industry. UGM Press, Yogyakarta 3. Rosyidi D, Susilo A, Amertaningtyas D, Apriliyan MW, Utama DT. 2021. Industri Pengolahan Daging. UB Press, Malang 4. Soeparno. 2005. Meat Science and Technology. Gajah Mada University Press. ISBN: 9786023860203 5. Lawrie R A 2003 Meat Science, University of Indonesia Press, Jakarta 6. Peni Patriani and Harapin Hafid. 2021. Animal Husbandry Post-Harvest Technology. Widina Bhakti Persada Bandung. ISBN. 9786236092262 7. Peni Patriani and Nezsa Laras Apsari. 2022. Improving meat quality using spices. CV Anugrah Pangeran Jaya. ISBN. 9786235749020

	8. Peni Patriani, Harapin Hafid, Edhy Mirwandhono, Tri Hesti Wahyuni. 2020. Meat Processing Technology. Anugrah Pangeran Jaya Press. ISBN 978-623-92073-6-6-6 9. Harapin Hafid. 2017. Introduction to Meat Processing. Theory and Practice. Alfabeta Publisher, Bandung. ISBN: 9786022893479						
	Supporters: 1. Thohari, I., Mustakim, M. C. Padaga, P. P. Rahayu. 2017. Livestock Product Technology. Malang: UB Press 2. Suharjono Triatmojo and M. Zainal Abidin. 2022. Environmentally Friendly Leather Tanning. Gajah Mada University Press. ISBN. 978-979-420-842-7 3. Regulation of the Minister of Industry of the Republic of Indonesia Green Industry Standard for Milk Powder No. 28 of 2018. 4. Food and Drug Administration Regulation No. 13/2019 on the Maximum Limit of Microbial Contaminants in Processed Food						
Lecturer	Dr Nurjama'yah Br. Ketaren S.Pt, M.Si Ir. Peni Patriani S.Pt., M.P, IPM, ASEAN Eng. Vivi Indriani S.Pt., M.S.						
Conditional Subjects	-						
(1)	End ability of each learning stage (Sub-CLO)	Assessment		Form of Learning; Learning Methods; Student Assignment; [Estimated Time]		Study Material (Learning Material)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CLO1: After attending this lecture, students can explain the scope and role of the Livestock Products Processing Industry, Introduction Industry definition	Accuracy in explaining information about the scope and role of the Animal Products Processing Industry	Criteria: Using an assessment rubric. Shape: a Read the passage provided (book) b Respond to the opening question given. c Answer questions according to the reading.	KM+PT (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. Attendance b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.	TM (1 week x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials Media: a. Slides/ ppt	Subject matter: a. Course contract b. Scope of Livestock Product Processing Industry c. Introduction (Industry definition)	This sub-CLO will be assessed during Midterm exams

				Moda (Learning Management System): Class.usu.ac.id	b. Zoom meeting / LCD c. Textbook		
2	Sub-CLO 2: After attending this lecture, students can explain Factors affecting the livestock industry	a. Accurately expressing the required information about Factors affecting the livestock industry b. Correctness of students' answers (Quiz)	Criteria: Essay assessment rubric Techniques: Test: Quiz	KM+PT (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. <i>Recording attendance</i> b. <i>Completing the quiz</i> Quiz 1: Quiz to measure student understanding. Moda (Learning Management System): Class.usu.ac.id	TM (2 weeks x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials Media: a. Slides/ ppt b. Zoom meeting / LCD a. Textbook	Subject matter: Factors affecting the livestock industry	Quiz 1.25%
3	Sub-CLO 3: After attending this lecture, students can explain Factors affecting the livestock industry (Continued)	a. Accuracy in explaining Factors affecting the livestock industry b. Accuracy in explaining the storage Factors affecting the livestock industry (Continued)	Criteria: Using an assessment rubric. Shape: - Read the passage provided (book) - Respond to the opening question given. - Answer questions according to the reading.	KM+PT (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning</i> Activities: a. <i>Recording attendance</i> b. <i>Completing assignment</i> Assignment 1: a. Review the previous lesson.	TM (1 week x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials d. Presentation	Subject matter: Factors affecting the livestock industry (Continued)	This sub-CLO will be assessed during Midterm exams

				<p>Read the added teaching materials.</p> <p>b Recording attendance.</p> <p>c Respond to the opening question.</p> <p>d <i>Moda (Learning Management System):</i></p> <p>e <i>class.usu.ac.id</i></p>	<p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting / LCD</p> <p>c. Textbook</p>		
4	<p>Sub-CLO 4:</p> <p>After attending this lecture, students can explain Example of the processing stage of livestock products</p>	<p>a. Accuracy in explaining the Example of the processing stage of livestock products</p> <p>b. Accuracy in explaining Example of the processing stage of livestock products</p> <p>c. accuracy in explaining the Example of the processing stage of livestock products</p>	<p>Criteria: Using an assessment rubric.</p> <p>Shape:</p> <ul style="list-style-type: none"> - Read the passage provided (book) - Respond to the opening question given. - Answer questions according to the reading. 	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities:</p> <p>a. <i>Recording attendance</i></p> <p>b. <i>Completing assignment</i></p> <p>c. <i>Practicum</i></p> <p>Problem-Based Learning 1:</p> <p>a. The lecturer divides students into groups.</p> <p>b. Conducting a practicum</p> <p>c. Make a practicum report.</p> <p>Moda (Learning Management System): <i>Class.usu.ac.id</i></p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods:</p> <p>a. Lecture</p> <p>b. Discussion</p> <p>Activities:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Take notes on learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting / LCD</p> <p>c. Textbook</p>	<p>Subject matter:</p> <p>Example of the processing stage of livestock products</p>	<p>This sub-CLO will be assessed during Midterm exams</p>

5	<p>Sub-CLO 5:</p> <p>After attending this lecture, students can explain the Example of the processing stage of livestock products</p>	<p>a. Accuracy in providing the required information about Example of the processing stage of livestock products</p> <p>a. Accuracy in doing assignments</p> <p>b. Correctness of students' answers</p>	<p>Criteria: Use essay and multiple-choice assessment rubrics</p> <p>Techniques: <i>Tasks</i></p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i> <i>Tasks</i></p> <p>Activities: a. <i>Recording attendance</i> b. <i>Practicum</i></p> <p>Moda (Learning Management System): Class.usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning Methods: a. Lecture b. Discussion c. Tasks</p> <p>Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting / LCD c. Textbook</p>	<p>Subject matter: Example of the processing stage of livestock products</p>	<p>Tasks 2,5%</p>
6	<p>Sub-CLO 6:</p> <p>After attending this lecture, students can explain the Stages of the upstream to downstream livestock industry process</p>	<p>a. Accuracy in explaining Stages of the upstream to downstream livestock industry process</p> <p>b. Accuracy in explaining Stages of the upstream to downstream livestock industry process</p>	<p>Criteria: Assessment Rubric</p> <p>Techniques: <i>Quiz</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: c. <i>Recording attendance</i> d. <i>Completing quizzes and assignments</i></p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning Methods: c. Lecture d. Discussion</p> <p>Activities: d. Online/offline learning e. Class discussion f. Take notes on learning materials</p> <p>Media: c. Slides/ ppt d. Zoom meeting/ LCD</p>	<p>Stages of the upstream to downstream livestock industry process</p>	<p>Quiz 1.25%</p>

					Textbook		
7	<p>Advanced Sub-CLO 7</p> <p>After attending this lecture, students can explain the Stages of the upstream to downstream livestock industry process (Continued)</p>	<p>a. Accuracy in explaining the Stages of the upstream to downstream livestock industry process (Continued)</p> <p>a Accuracy in explaining Stages of the upstream to downstream livestock industry process (Continued)</p>	<p>Criteria: Assessment Rubric</p> <p>Techniques: <i>Quiz</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: <i>e. Recording attendance</i> <i>f. Completing quizzes and assignments</i> <i>g. Deepening the Case</i></p> <p>Case Method 1: a. Divide the group evenly (lecturer divides) b. Create a case study on tanning</p> <p>Quiz 3: <i>Quiz to measure students' understanding of the prospects of the leather tanning industry</i></p> <p>Moda (Learning Management System): Class.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning Methods: a. Lecture b. Discussion</p> <p>Activities: g. Online/offline learning h. Class discussion i. Take notes on learning materials</p> <p>Media: e. Slides/ ppt f. Zoom meeting/ LCD Textbook</p>	<p>Stages of the upstream to downstream livestock industry process (Continued)</p>	<p>Quiz 1.25%</p>
MID SEMESTER EXAMINATION (UTS)							
8	Sub-CLO 8:	a. Accuracy in explaining the Providing	<p>Criteria: Paper assessment rubric</p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods:</p>	<p>TM (1 week x 2 credits x 50 minutes)</p>	<p>Subject matter: Providing examples and</p>	<p>20%</p> <p>Tasks 2.5%</p>

	After attending this lecture, students can explain the Providing examples and companies of the livestock industry	<p>examples and companies of the livestock industry</p> <p>b. Accuracy in explaining the Providing examples and companies of the livestock industry</p>	<p>Techniques: <i>Test:Tasks</i></p>	<p><i>Self-Paced Learning</i></p> <p>Activities:</p> <p>a. <i>Recording attendance</i></p> <p>b. <i>Completing assignment</i></p> <p>c. <i>Practicum</i></p> <p>d. <i>Tasks</i></p> <p>Quiz 2: Quiz to measure students' understanding of Hardy-Weinberg probability through calculations on several cases</p> <p>Moda (Learning Management System): Class.usu.ac.id</p>	<p>Learning Methods:</p> <p>a. Lecture</p> <p>b. Discussion</p> <p>Activities:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Take notes on learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting / LCD</p> <p>c. Textbook</p>	companies of the livestock industry	
9	<p>Sub-CLO 9:</p> <p>After attending this lecture, students can explain the Analyse industry opportunities and weaknesses with the SWOT method</p>	Accuracy in explaining the Analyse industry opportunities and weaknesses with the SWOT method	<p>Criteria: Using an assessment rubric.</p> <p>Shape:</p> <ul style="list-style-type: none"> - Read the passage provided (book) - Respond to the opening question given. - Answer questions according to the reading 	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i> <i>Practicum</i></p> <p>Activities:</p> <p>a. <i>Recording attendance</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> <p>a. Lecture</p> <p>b. Discussion</p> <p>Activities:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Take notes on learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p>	<p>Subject matter: Analyse industry opportunities and weaknesses with the SWOT method</p>	This sub-CLO will be assessed during Final exams

					b. Zoom meeting / LCD c. Textbook		
10	Sub-CLO 10 (continued) After attending this lecture, students can explain Making examples and developing commodity ideas for companies engaged in the livestock industri	Accuracy in Accuracy in explaining the idea of making commodities for companies engaged in the livestock industry	Criteria: Paper assessment rubric Techniques: <i>Quiz</i>	KM+PT (1 week x 3 credits x 120 minutes) Learning Methods: <i>Self-Paced Learning Practicum Quiz</i> Activities: <i>Recording attendance</i> Moda (Learning Management System): Class.usu.ac.id	TM (1 week x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion - Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials - Media: a. Slides/ ppt b. Zoom meeting / LCD c. Textbook	Subject matter: Examples and developing commodity ideas for companies engaged in the livestock industri	Quiz 1.25%
11	Sub-CLO 11: After attending this lecture, students can explain Able to analyse the differences in several examples of livestock industry in Indonesia	a. Accurately providing the required information about Making examples and developing commodity ideas for companies engaged in the livestock industri b. Accuracy in doing assignments	Criteria: Essay assessment rubric Techniques: <i>Project Base Learning</i>	KM+PT (1 week x 3 credits x 120 minutes) Learning Methods: <i>Peoject Base Learning Practicum</i> Activities: a. <i>Recording attendance</i> b. <i>Completing assignment</i> c. <i>Project base learning</i>	TM (1 week x 2 credits x 50 minutes) Learning Methods: a. Lecture b. Discussion Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials Media: a. Slides/ ppt	Subject matter: Able to analyse the differences in several examples of livestock industry in Indonesia	Project base learning 30%

		c. Correctness of students' answers		<p>Assignment 2: Resume a journal</p> <p>Moda (Learning Management System): Class.usu.ac.id</p>	b. Zoom meeting / LCD c. Textbook		
12	<p>Sub-CLO 12:</p> <p>After attending this lecture, students will be able to explain and analyze the differences in several examples of the livestock industry in Indonesia (Continued)</p>	a. able to explain and analyze the differences in several examples of the livestock industry in Indonesia (Continued)	<p>Criteria: Use presentation and paper assessment rubrics</p> <p>Techniques: <i>Non-test Assignment</i></p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning Methods: <i>Self-Paced Learning</i></p> <p>Activities: Case Method <i>Deepening the Case</i></p> <p>Case Method 1: a. Divide the group evenly (lecturer divides) b. Create a case study on tanning</p> <p>Quiz: <i>The quiz will measure students' understanding of the processing of livestock products, namely honey, and its standards.</i></p> <p>Moda (Learning Management System): kelas.usu.ac.id</p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning Methods: a. Lecture b. Discussion</p> <p>Activities: a. Online/offline learning b. Class discussion c. Take notes on learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting / LCD c. Textbook</p>	<p>Subject matter: able to explain and analyze the differences in several examples of the livestock industry in Indonesia (Continued)</p>	Case Method 20%

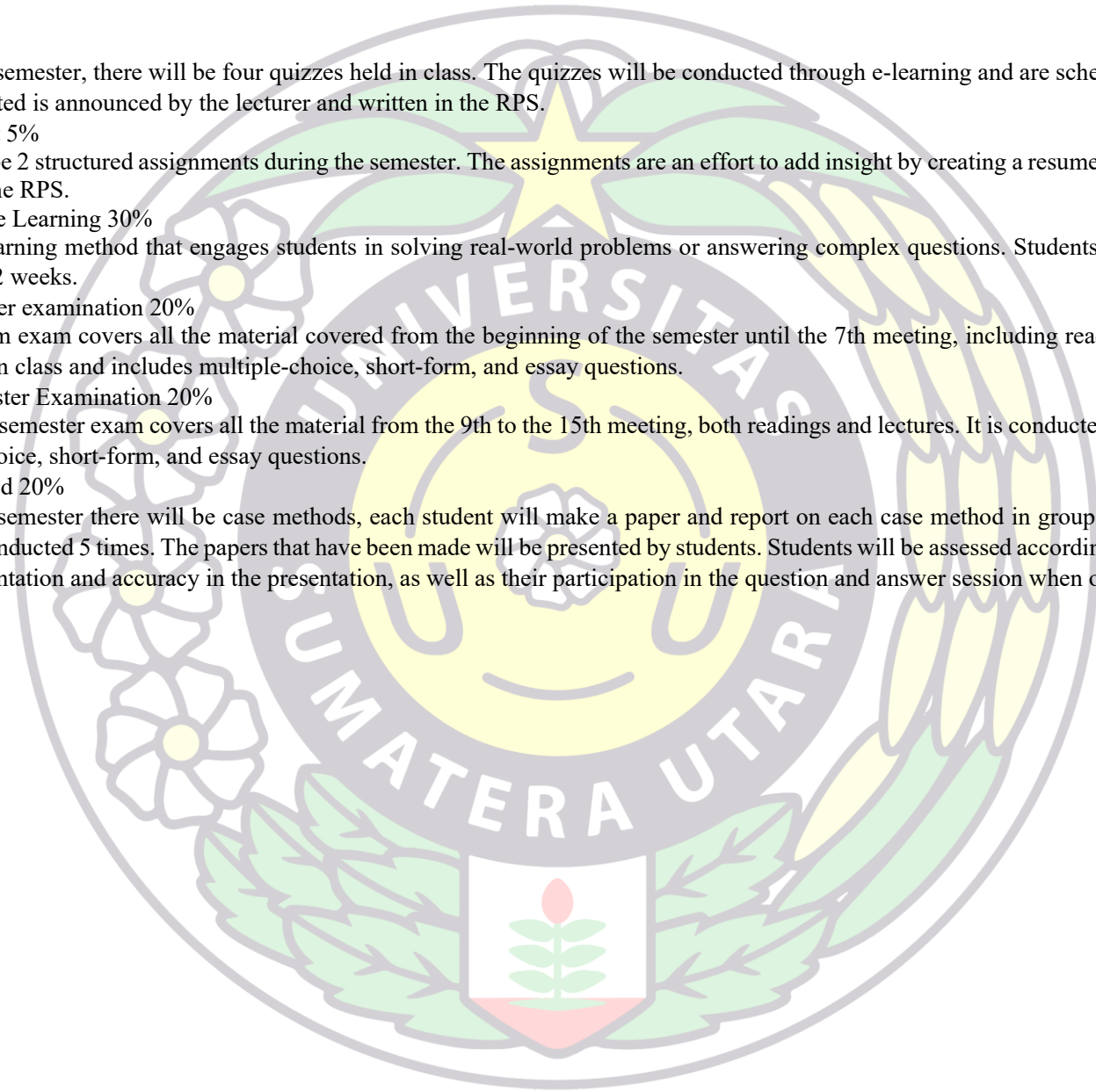
13	<p>Sub-CLO 13:</p> <p>After attending this lecture, students can explain Able to explain the factors that can hinder the development of the livestock industry system</p>	<p>a. Accuracy in providing the information needed</p> <p>b. Accuracy in doing the quiz</p> <p>c. Correctness of students' answers</p>	<p>Criteria: Using an assessment rubric.</p> <p>Shape:</p> <ul style="list-style-type: none"> - Read the passage provided (book) - Respond to the opening question given. - Answer questions according to the reading. 	<p>KM+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"> a. Recording attendance b. Completing assignment c. Practicum d. Case Method <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"> c. Lecture d. Discussion <p>Activities:</p> <ol style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting / LCD c. Textbook 	<p>Subject matter: Able to explain the factors that can hinder the development of the livestock industry system</p>	<p>This sub-CLO will be assessed during Final exams</p>
14	<p>Sub-CLO14:</p> <p>After attending this lecture, students will be able to explain Able to explain the factors that can hinder the development of the livestock industry system (Continued)</p>	<p>a. Accuracy in providing the information needed</p> <p>b. Accuracy in doing the quiz</p> <p>c. Correctness of students' answers</p>	<p>Criteria: Using an assessment rubric.</p> <p>Shape:</p> <ul style="list-style-type: none"> - Read the passage provided (book) - Respond to the opening question given. - Answer questions according to the reading. 	<p>KM+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"> a. Recording attendance b. Completing assignment c. Practicum <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"> a. Lecture b. Discussion <p>Activities:</p> <ol style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Take notes on learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting / LCD, Textbook 	<p>Subject matter: factors that can hinder the development of the livestock industry system (Continued)</p>	<p>This sub-CLO will be assessed during Final exams</p>
FINAL SEMESTER EXAMINATION (UAS)							20%

Assessment Plan:

Form of Evaluation	Sub-CLO	Assessment Instrument [Frequency]		Bill (proof)	Assessment Weight (%)
		Formative	Summative		
Quiz/question and answer	Sub-CLO2 Sub CLO6 Sub-CLO7 Sub CLO10	Assessment rubric [4 times]	-	Quiz answers uploaded to class.usu.ac.id	5
Tasks	Sub-CLO5 Sub-CLO13	Assessment rubric [2 times]	-	Assignments uploaded to class.usu.ac.id	5
Problem-based Learning	Sub-CLO11	-	Assessment rubric [1 times]	Logbook/worksheets / slides uploaded to class.usu.ac.id	30
Case Method	Sub-CLO12	-	Assessment rubric [1 times]	Logbook/worksheets / slides uploaded to class.usu.ac.id	20
Written exam 1 (UTS)	Sub-CLO1 Sub-CLO3 Sub-CLO4	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (final exam)	Sub-CLO8 Sub-CLO9 Sub-CLO14	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

- a) Quiz 5%
During the semester, there will be four quizzes held in class. The 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%
There will be 2 structured assignments during the semester. The assignments are an effort to add insight by creating a resume related to the material written in the RPS.
- c) Project Base Learning 30%
PBL is a learning method that engages students in solving real-world problems or answering complex questions. Students will work on a group project for 2 weeks.
- d) Mid semester examination 20%
The midterm exam covers all the material covered from the beginning of the semester until the 7th meeting, including reading and lectures. It is conducted in class and includes multiple-choice, short-form, and essay questions.
- e) Final Semester Examination 20%
The end-of-semester exam covers all the material from the 9th to the 15th meeting, both readings and lectures. It is conducted in class and includes multiple-choice, short-form, and essay questions.
- f) Case Method 20%
During the semester there will be case methods, each student will make a paper and report on each case method in groups. Case method in this course is conducted 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.



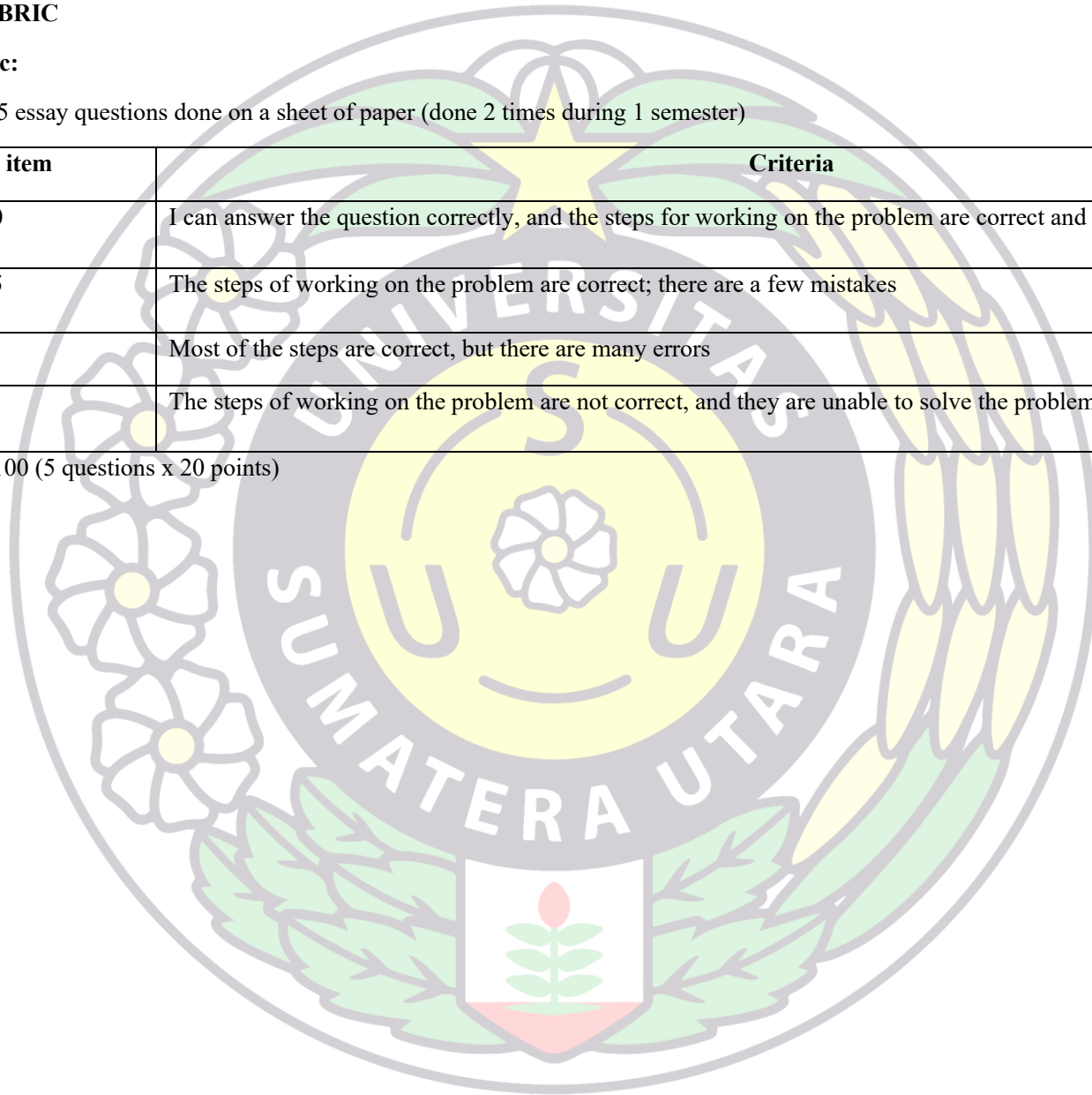
ASSESSMENT RUBRIC

Quiz Scoring Rubric:

The quiz consists of 5 essay questions done on a sheet of paper (done 2 times during 1 semester)

Value per item	Criteria
16-20	I can answer the question correctly, and the steps for working on the problem are correct and complete.
11-15	The steps of working on the problem are correct; there are a few mistakes
6-10	Most of the steps are correct, but there are many errors
0-5	The steps of working on the problem are not correct, and they are 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 learnt and/or assigned to read correctly and appropriately during lectures. (25)	Drafts demonstrate an understanding of the material covered and integrate some of the information learnt 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 learnt and/or assigned to read during the lecture. (15)	Drafts show a need for more understanding of the material discussed, making it unclear and unable to integrate. Information that has been learnt and/or assigned to read during lectures. (10)
Clarity of Writing	All writing ideas are well 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 could be conveyed better and more clearly. (10)
Language Clarity	Uses foreign/Indonesian language well and correctly, with 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 reasonably well and correctly, with some grammatical and word choice errors. (15)	Do not use the 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	<p>The group is fully prepared and has optimised presentation exercises.</p> <p>Mutual complementarity between group members with precise tasks for each group member. (25)</p>	<p>The group seemed reasonably prepared but may need more practice presenting.</p> <p>The responsibilities of each group member need to be identified. (20)</p>	<p>The group tried to prepare but did not do any presentation preparation exercises.</p> <p>Tasks and responsibilities are assigned and accepted without careful consideration. (15)</p>	<p>The group seemed to have not prepared at all for the presentation.</p> <p>Tasks and responsibilities are assigned and accepted randomly. (10)</p>
Presentation Organisation	<p>The group presented the content logically and systematically through a cohesive introduction, main points, and conclusion.</p> <p>The group used visual aids that effectively supported and reinforced the presentation. (25)</p>	<p>The group presented the content logically and systematically, with an introduction, main idea and conclusion.</p> <p>The group used visual aids that linked to the presentation's content. (20)</p>	<p>The group presented the content fairly logically and systematically but needed 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>The group presented the content randomly without any introduction, main idea, or conclusion.</p> <p>Groups using unsupportive visual aids or no visual aids at all. (10)</p>
Task Achievement	<p>Each group member can demonstrate solid knowledge through their exposure and elaboration and deliver the part of the presentation assigned to them within the allotted time. (25)</p>	<p>Each group member demonstrates good knowledge through exposure and elaboration but in less time than the allocated time. (20)</p>	<p>Each group member demonstrated sufficient knowledge but needed to elaborate and present their part in only half the allotted time. (15)</p>	<p>Each group member knows nothing about 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 a complete understanding of the presentation topic.</p>	<p>Each group member demonstrated a good understanding of the presentation topic.</p>	<p>Each group member demonstrated a good understanding of some aspect of the topic.</p>	<p>Each group member did not seem to understand the presentation topic very well.</p>

	The main points presented are supported by evidence and critically evaluated. (25)	Most of the main points are illustrated with relevant evidence. (20)	Some illustrations are given but need to be critically evaluated. (15)	Some evidence was mentioned but needed to be integrated into the presentation or evaluated. (10)
Answers to Questions	The group could correctly answer almost all the questions asked by the audience about their presentation topic. (25)	The group correctly answered most of the audience's questions about the tropes of their presentation. (20)	The group could correctly answer some of the audience's questions about their presentation topic. (15)	The group needed help answering the questions the audience posed on the topic of their presentation appropriately. (10)
Communication Quality	Group interaction with the audience shows interest and respect for the opinions of others. Responses support effective communication. (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)	I did not understand the question (10)
Contents	Answers show understanding Participants integrate information that has been learnt and/or assigned to read correctly and appropriately during lectures. (25)	Answers demonstrate an understanding of the material in question and integrate some of the information learnt and/or assigned to read during the lecture. (20)	Answers show a need for more understanding of the material in question and only integration. A small portion of the information was studied and assigned to be read during the lecture. (15)	The answer shows a lack of understanding of the material in question, so it needs to be clarified and integrated into the material. Information that has been learnt and/or assigned to read during lectures. (10)
Clarity of Writing	All writing ideas are well 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 could be conveyed better and more clearly. (10)
Language Clarity	Uses foreign/Indonesian language well and correctly, with 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 reasonably well and correctly, with some grammatical and word choice errors. (15)	Do not use the 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)

Multiple Choice Exam Scoring Rubric:

Value per item	Criteria
100/many questions	Can answer the question correctly
0	Answers are less precise / not by the answer key that has been provided

