

## **SEMESTER COURSE PLAN (SCP)**

**EXTENSION AND COMMUNICATION  
(23101111202)**



### **TEACHING TEAM**

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**BACHELOR PROGRAMME IN ANIMAL HUSBANDRY  
FACULTY OF ANIMAL SCIENCE  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2025**

**BACHELOR PROGRAMME IN ANIMAL HUSBANDRY  
FACULTY OF ANIMAL SCIENCE  
HASANUDDIN UNIVERSITY**

**Visi**

Vision of the Study Program:

“Becoming an international standard in livestock education provider based on the Indonesian Maritime Continent”

**Program Educational Objectives (PEO)**

- a) Improving the quality of learning implementation that is in line with the needs of industry and society based on research and international standards;
- b) Creating networks and partnerships in the development of Animal Husbandry science and technology and its utilization in the implementation of learning;
- c) Producing graduates who have character, vision, creativity and innovation in the field of animal husbandry science and technology with an entrepreneurial perspective.

**Mission of the Study Program**

- a) Organizing quality learning to produce independent and globally competitive Animal Husbandry scholars.
- b) Developing animal husbandry science for the benefit of the nation.
- c) Providing a conducive academic climate for implementing education with an entrepreneurial perspective.

**Graduate Profile**

No	Profil	Deskripsi
1	Manager	Graduates who apply concepts and techniques in managing livestock farming and institutions related to livestock businesses such as financial institutions
2.	Young Researcher	Graduates who able to apply scientific concepts and methods in solving problems in the development of the field of Animal Husbandry
3.	Planners	Graduates who able to prepare potential and problem analysis, as well as formulate plans and strategies for the development of the livestock and related industries
4.	Educators	Graduates who have the ability and skills to transfer science and technology to students in the field of animal husbandry
5.	Entrepreneur	Graduates who able to apply business in the field of Animal Husbandry as their main business, or business development to support livestock business
6	Bureaucrat	Graduates who are able to organize government duties, especially in the affairs of livestock development

## **ILO charged to Course**

ILO-2 (P1) - Mastering the concepts, theories, and methods of developing effective, efficient, and sustainable livestock (K-01).

ILO-6 (KU3) - Able to be responsible for achieving group work results, supervising and evaluating the completion of work assigned to workers under his/her responsibility (GS-03).

## **Course Learning Outcomes (CLO)**

CLO-1: Students are able to analyze the history of the development of extension, the definition of extension and the role of extension and communication (ILO2)

CLO-2: Students are able to analyze the role and function of clients and extension workers in animal husbandry extension (CLO6)

CLO-3: Students are able to synthesize materials, methods, media and extension tools so that extension can be successful (ILO6)

CLO-4: Students are able to carry out counseling using multimedia in accordance with the ethics of counseling

(ILO6) CLO-5: Students are able to analyze the process of adoption and diffusion of technology in farmers (ILO2)

## **Sub-CLO**

Sub-CLO 1: Students are able to analyze the definition of extension, the history of extension development, the philosophy of extension and the urgency of extension and the history of the development of extension from various paradigms (CLO 1)

Sub-CLO 2: Students are able to analyze the role of communication in development extension (CLO 1)

Sub-CLO 3: Students are able to analyze the urgency of introducing extension clients in animal husbandry extension from various layers (CLO-2)

Sub CLO-4: Students are able to analyze the urgency of extension workers in animal husbandry extension (CLO-2)

Sub-CLO 5: Students are able to organize extension materials according to the problems faced by farmers (CLO-3)

Sub-CLO 6: Students are able to choose the right extension method according to the material (CLO 3)

Sub-CLO 7: Students are able to choose the right counseling media according to the selected counseling material and method (CLO-3)

Sub-CLO 8: Students are able to make extension presentations using Canva media, posters and leaflets (CLO-4)

Sub-CLO-9: Students are able to explain ethics in the implementation of counseling (CLO-4)

Sub-CLO 10: Students are able to conduct counseling using multimedia (CLO 4)

Sub-CLO 11: Students are able to analyze the adoption and diffusion of technology in the field of animal husbandry (CLO-5).

## Learning Analysis

Extension and Communication



Students are able to analyze the adoption and diffusion of technology in animal husbandry (CLO-5)



Students are able to conduct counseling using multimedia (CLO-4)



Students are able to explain ethics in the implementation of counseling (CLO-4)



Students are able to make extension presentations using Canva media, posters and leaflets (CLO-4)



Students are able to choose the right counseling media according to the selected material and counseling methods (CLO-3)



Students are able to choose the right extension method according to the material (CLO-3)



Students are able to compile extension materials in accordance with the problems faced by breeders (CLO-3)



Students are able to analyze the urgency of extension workers in animal husbandry extension (CLO-2)



Students are able to analyze the urgency of introducing extension clients in animal husbandry extension from various layers (CLO-2)



Students are able to analyze the role of communication in development extension (CLO-1)



Students are able to analyze the definition of extension, the history of the development of extension, the philosophy of extension and the urgency of extension and the history of the development of extension from various paradigms (CLO-1)

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Have passed the subject Sociology of Animal Husbandry



**HASANUDDIN UNIVERSITY**  
**FAKULTY OF ANIMAL SCIENCE**  
**BACHELOR PROGRAMME IN ANIMAL HUSBANDRY**  
**SEMESTER LEARNING PLAN**

Course	Code	Course Group	Credits	SEMESTER	Compilation Date
Extension and Communication	23101111202	Social Economy	2	2	February 14, 2025
<b>AUTHORITY</b>	<b>SCP Developer Lecturer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>
	Dr. Syahdar Baba, S.Pt.,M.Si.		Dr. Syahdar Baba, S.Pt., M.Si.		Dr. Agr. Ir. Renny Fatmyah Utamy, S. Pt., M. Agr., IPM
<b>Course Learning Outcomes</b>	<b>ILO that are imposed on the course</b>				
	<b>ILO-2:</b>	Mastering the concepts, theories, and methods of developing effective, efficient, and sustainable livestock (K-01).			
	<b>ILO-6:</b>	Able to be responsible for achieving group work results, supervising and evaluating the completion of work assigned to workers under his/her responsibility (GS-03).			
	<b>ILO⇒ Course Learning Outcomes (CLO)</b>				
	After completing this course, it is expected:				
	<b>ILO-2</b>	<b>CLO-1:</b> Students are able to analyze the history of the development of counseling, the definition of counseling and the role of counseling and communication.			
		<b>CLO-5:</b> Students are able to analyze the process of adoption and diffusion of technology in farmers.			
	<b>ILO-6</b>	<b>CLO-2:</b> Students are able to analyze the roles and functions of clients and extension workers in animal husbandry extension.			
		<b>CLO-3:</b> Students are able to synthesize materials, methods, media and extension tools so that counseling can be successful.			
		<b>CLO-4:</b> Students are able to carry out counseling using multimedia in accordance with the ethics of counseling			
	<b>CLO⇒ Sub-CLO</b>				
	<b>SUB-CLO 1</b>	<b>Sub-CLO 1:</b> Students are able to analyze the meaning of extension, the history of the development of extension, the philosophy of extension and the urgency of extension and the history of the development of extension from various paradigms.			
		<b>Sub-CLO 2:</b> Students are able to analyze the role of Communication in Development Extension			
	<b>CLO-2</b>	<b>Sub-CLO 3:</b> Students are able to analyze the urgency of introducing extension clients in animal husbandry extension from various layers.			
		<b>SUB-CLO 4:</b> Students are able to analyze the urgency of extension workers in livestock extension			
<b>CLO 3</b>	<b>SUB-CLO 5:</b> Students are able to compile extension materials in accordance with the problems faced by breeders				
	<b>SUB-CLO 6:</b> Students are able to choose the right extension method according to the material				
	<b>SUB-CLO-7:</b> Students are able to choose the right extension media in accordance with the selected material and extension methods.				
<b>CLO-4</b>	<b>Sub-CLO 8:</b> Students are able to make extension presentations using Canva media, posters and leaflets				
	<b>Sub-CLO 9:</b> Students are able to explain the Ethics in the implementation of counseling				
	<b>SUB-CLO 10:</b> Students are able to conduct counseling using multimedia				
<b>CLO 5</b>	<b>SUB-CLO-11:</b> Students are able to analyze the adoption and diffusion of technology in the field of animal husbandry				

Correlation between ILO/CLO to Sub-CLO

ILO that are charged on the course	CLO	SUB-CLO	Form of Assessment*							Weight	Value	Student Score
			Formative	Summative								
				Interactive Lecture	Group Presentation	Problem Base Learning	Case Study	Quiz	Group Paper Assignment			
ILO-2	CLO-1	SUB-CLO-1		5	5	0	0	0	0	10		
ILO-2	CLO-1	SUB-CLO-2		5	0	5	0	0	0	10		
ILO-6	CLO-2	SUB-CLO-3		0	0	0	10	0	0	10		
ILO-6	CLO-2	SUB-CLO-4		5	5	0	0	10	0	20		
ILO-6	CLO-3	SUB-CLO-5		0	10	0	10	0	0	20		
ILO-6	CLO-3	SUB-CLO-6		0	0	0	15	0	15	30		
				15	20	5	35	10	15	100		

<b>Course Description</b>	Write down the relevance & scope of the material / study material in accordance with this course and in accordance with the Sub-CLO: This course explains the history of the development of extension theory, the application of communication principles, compiling appropriate extension materials, methods and media and conducting extension presentations in front of audiences.
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<b>Learning Materials / Subject matter</b>	Write down the study materials and elaborate on the learning materials in the subject matter that will be studied by students in accordance with the Sub-CLO mentioned above. <ul style="list-style-type: none"> <li>• History and Philosophy of Extension Development</li> <li>• Communication in counseling</li> <li>• Elements of extension (clients, extension workers, materials, methods and media) Techniques for making extension media in the form of ppt,</li> <li>• posters, brochures and multimedia Techniques for making presentations</li> <li>• Conducting an extension presentation</li> </ul>
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<b>Reference</b>	<b>Main Reference</b>
	Write down the main literature used, including teaching materials prepared by the lecturer in charge of this MK. <ol style="list-style-type: none"> <li>1. Baba, S. Adoption of Innovations by farmers in Indonesia, Unhas Press, Makassar.</li> <li>2. Mardikanto, 2009. Agricultural Extension System in Indonesia, UNS Press, Solo</li> <li>3. Rogers, E. 2003. Diffusion of Innovation, Fifth Ed., New York Press, New York.</li> <li>4. Mikkelsen, B. 2003. Participatory Research Methods and Empowerment Efforts. A Handbook for Field Practitioners. Translation: M. Nalle. Yayasan Obor Indonesia, Jakarta.</li> <li>5. Ibrahim, J.T., A. Sudiyono, and Harpowo. 2003. Communication and Agricultural Extension. Bayu media Publishing and UMM Press, Malang.</li> <li>6. Abdullah, A. Adoption of Feed Technology in the Perspective of Extension Science. Unhas Press, Makassar</li> </ol>
	<b>Additional References</b>

1. [Farmers' Perceptions and Behavior Affecting the Adoption Rate of KUB Chickens](#)
2. [The Influence of Subjective Norms on Farmers' Behavior in Handling Goat Waste](#)
3. [THE INFLUENCE OF SOCIO-ECONOMIC CHARACTERISTICS OF BREEDERS ON THE ADOPTION OF PRODUCTION SHARING SYSTEM \(TESENG\) IN MATTIROWALIE VILLAGE, LIBURENG DISTRICT BONE](#)
4. [Factors Analysis Affecting Breeders' Interest in Adopting KUB Chicken for Sustainable Farming](#) 5.

<b>Teaching Team</b>		Prof. Dr. Ir. Sitti Nurani Sirajuddin, S.Pt., M.Si., Dr. Syahdar Baba, S.Pt., M.Si., Dr. Ir. A. Amidah Amrawaty, S.Pt., M.Si., IPM., Dr. Ir. Agustina Abdullah, S.Pt., M.Si., IPM, ASEAN Eng., Dr. Kasmiyati Kasim, S.Pt., M.Si., Ilham Syarif, S.Pt, M.Si.					
<b>Course requirements</b>		Sociology of Livestock Farming					
Week	Sub CLO (End-of-stage learning ability)	Assessment		Learning Forms and Methods [estimasi waktu] (Learning Method)		Learning Material (Content)	Assessment Weight (%)
		Indicator	Techniques & Criteria	Offline System	Online System		
1	2	3	4	5	6	7	8
1	Students are able to analyze the meaning of extension, the history of the development of extension, the philosophy of extension and the urgency of extension and the history of the development of extension from various paradigms (CLO-1)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p>Accuracy in determining the theory of counseling in accordance with the development of counseling science</p>	<p><b>Formative Criteria:</b></p> <p><b>Summative Criteria:</b></p> <p>Interactive Lecture (5)</p> <p>Group Presentation (5) assessed with rubric I011240001</p> <p><b>Assessment Technique:</b></p> <p>None</p>			<p>History and Philosophy of Extension Development in the World:</p> <ol style="list-style-type: none"> <li>1. Definition of Extension</li> <li>2. History of the development of extension</li> <li>3. Function of extension</li> <li>4. Urgency of extension</li> <li>5. Extension system in Indonesia</li> <li>6. Berlo's extension system (SMCR)</li> <li>7. Extension as adult education</li> <li>8. Participatory extension system</li> </ol>	10

2	Students are able to analyze the role of Communication in Development Counseling (CLO-1)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● The role of communication in counseling</li> <li>● Accuracy in explaining the theory of innovation adoption</li> </ul>	<p><b>Formative Criteria:</b></p> <p><b>Summative Criteria:</b></p> <p>Interactive Lecture (5)</p> <p>Problem Base Learning (5) assessed with rubric I011240003</p> <p><b>Assessment Technique:</b></p> <p>None</p>		<p>Communication in counseling</p> <ol style="list-style-type: none"> <li>1. Definition of communication</li> <li>2. Elements of communication</li> <li>3. Ways and forms of communication and extension as a development communication process</li> <li>4. Fundamentals of communication theory used in development counseling</li> </ol> <p>Adoption and diffusion of technology</p> <ol style="list-style-type: none"> <li>1. Definition of adoption, diffusion and technology <ol style="list-style-type: none"> <li>1. Stages of adoption</li> <li>2. Levels of adoption</li> <li>3. Measuring technology adoption and diffusion Factors affecting technology adoption</li> </ol> </li> </ol>	10
3	Students are able to analyze the urgency of introducing extension clients in animal husbandry extension from various layers (CLO-2)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p>The accuracy of compiling materials based on the needs of farmers and the competency standards of extension workers.</p>	<p><b>Formative criteria:</b></p> <p><b>Summative Criteria:</b></p> <p>Case Study (10) assessed with rubric I011240003</p> <p><b>Assessment Technique:</b></p> <p>None</p>		<p>Extension client urgency</p> <ol style="list-style-type: none"> <li>1. Definition of extension beneficiaries</li> <li>2. Who are the beneficiaries (clients) of counseling</li> <li>3. Characteristics of extension clients</li> <li>4. Farmers as adopters</li> <li>5. Classification of technology</li> </ol> <p>adopters Urgency of extension workers in counseling</p> <ol style="list-style-type: none"> <li>1. Definition of extension agent</li> <li>2. Characteristics of extension workers</li> <li>3. The role of extension workers in some countries <ol style="list-style-type: none"> <li>1. Competence of extension workers</li> <li>2. Preparation of extension workers</li> </ol> </li> </ol> <p>Extension materials</p> <ol style="list-style-type: none"> <li>1. Definition of extension materials</li> <li>2. Sources of extension material</li> <li>3. Properties of extension materials</li> <li>4. Selection of extension material</li> <li>5. Criteria for good extension material</li> </ol>	10

4	Students are able to analyze the urgency of extension workers in animal husbandry extension (CLO-2)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p>Accuracy in developing extension methods</p>	<p><b>Formative criteria:</b></p> <p><b>Summative Criteria:</b></p> <p>Interactive Lecture (5)</p> <p>Group Presentation (5) assessed with rubric I011240001</p> <p>Quiz (10) assessed with rubric I011240004</p> <p><b>Assessment Technique:</b></p> <p>None</p>		<p>Extension Methods</p> <ol style="list-style-type: none"> <li>1. Definition of extension methods</li> <li>2. Selection of good extension methods</li> <li>3. Variety of extension methods,</li> <li>4. Suitability of methods with counseling material</li> </ol>	20
5	Students are able to compile extension materials in accordance with the problems faced by breeders (CLO-3)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Accuracy in choosing counseling methods</li> <li>● Completeness in making counseling media</li> </ul>	<p><b>Formative Criteria:</b></p> <p><b>Summative Criteria:</b></p> <p>Case Study (10) assessed with rubric I011240003</p> <p>Group Presentation (10) assessed with rubric I011240001</p> <p><b>Assessment Technique:</b></p> <p>None</p>		<p>Creating materials and making presentations</p> <ol style="list-style-type: none"> <li>1. Techniques for making ppt</li> <li>2. Techniques for making posters</li> <li>3. Techniques for making leaflets</li> <li>4. Techniques for making brochures</li> <li>5. Techniques for making presentations</li> </ol> <p>Making counseling videos</p> <ol style="list-style-type: none"> <li>1. Short video as an extension media</li> <li>2. Develop a scenario for making a video</li> <li>3. Techniques for making simple videos</li> <li>4. Simple video up load</li> </ol> <p>Ethics in counseling:</p> <ol style="list-style-type: none"> <li>1. Definition of ethics</li> <li>2. Ethics in extension</li> <li>3. Aspects that need to be considered in the implementation of extension ethics</li> <li>4. Behaviors that need to be considered by extension workers</li> </ol>	20

6	Students are able to choose Extension method appropriate in accordance with the material (CLO- 3)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Appropriateness of the selected material, methods and media for</li> <li>● counseling Accuracy in making presentations</li> </ul>	<p><b>Formative criteria:</b></p> <p><b>Summative Criteria:</b></p> <p>Case Study (15) assessed with rubric I011240003</p> <p>Paper Assignment Group (15) graded with rubric I011240001</p> <p><b>Technique Assessment:</b></p> <p>None</p>		Presentation technique	30
7	Student able to choose media counseling in accordance with materials and methods extension selected (CLO-3)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p>-</p>	<p><b>Formative Criteria:</b></p> <p><b>Summative Criteria:</b></p> <p><b>Assessment Technique:</b></p> <p>None</p>		-	0
8-9	Students able to create presentation extension with using Canva media, poster and leaflet (CLO- 4)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p>-</p>	<p><b>Formative Criteria:</b></p> <p><b>Summative Criteria:</b></p> <p><b>Assessment Technique:</b></p> <p>None</p>		-	0
10	Students Able to explain Ethics in implementation counseling (CLO-4)	<p><b>Formative:</b></p> <p>-</p> <p><b>Summative:</b></p> <p>-</p>	<p><b>Criteria Formative:</b></p> <p><b>Summative Criteria:</b></p> <p><b>Assessment Technique:</b></p> <p>None</p>		-	0

11-13	Students are able to conduct counseling using multimedia (CLO-4)	<b>Formative:</b> -  <b>Summative:</b> -	<b>Formative criteria:</b>  <b>Summative Criteria:</b>  <b>Assessment Techniques:</b>  None			-	0
14-15	Students are able to analyze the adoption and diffusion of technology in the field of animal husbandry (CLO-5)	<b>Formative:</b> -  <b>Summative:</b> -	<b>Formative criteria:</b>  <b>Summative Criteria:</b>  <b>Assessment Techniques:</b>  None			-	0
							100

**Matrix of ILO, CLO, and Assessment Methods**

ILO / CLO	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
ILO-2 (P1)	Interactive Lecture (Weight 5%) Group Presentation (Weight 5%) Interactive Lecture (Weight 5%) Problem Base Learning (Weight 5%)				
ILO-6 (KU3)		Case Study (Weight 10%) Interactive Lecture (Weight 5%) Group Presentation (Weight 5%) Quiz (Weight 10%)	Case Study (Weight 10%) Group Presentation (Weight 10%) Case Study (Weight 15%) Group Paper Assignment (Weight 15%)		

**Evaluation Type and Assessment Weight**

<b>Type</b>	<b>Assessment Weight</b>
Interactive Lecture	15
Group Presentation	20
Problem Base Learning	5
Case Study	35
Quiz	10
Group Paper Assignment	15
Total	100

**Assessment and Evaluation of Student Achievement of CLO**

ILO that are charged on the course	CLO	SUB CLO	Form of Assessment*							Weight	Value	Student Score
			Formative	Summative								
				Interactive Lecture	Group Presentation	Problem Base Learning	Case Study	Quiz	Group Paper Assignment			
ILO-2	CLO-1	SUB-CLO-1		5	5	0	0	0	0	10		
ILO-2	CLO-1	SUB-CLO-2		5	0	5	0	0	0	10		
ILO-6	CLO- 2	SUB-CLO-3		0	0	0	10	0	0	10		
ILO-6	CLO- 2	SUB-CLO-4		5	5	0	0	10	0	20		
ILO-6	CLO- 3	SUB-CLO-5		0	10	0	10	0	0	20		
ILO-6	CLO- 3	SUB-CLO-6		0	0	0	15	0	15	30		
				15	20	5	35	10	15	100		



**HASANUDDIN UNIVERSITY  
FACULTY OF ANIMAL SCIENCE  
BACHELOR DEGREE IN ANIMAL HUSBANDRY**

**STUDENT STRUCTURED ASSIGNMENT PLAN**

<b>Course</b>	Extension and Communication				
<b>Code</b>	23101111202	<b>Credits</b>	2	<b>Semester</b>	2 (dua)
<b>Developer Lecturer</b>	Prof. Dr. Syahdar Baba, S.Pt.,M.Si.				
<b>Task Form</b>	<b>Task Time</b>				
Documents/Magazines	2 Weeks				
<b>Task Title</b>					
Explaining extension methods including (Definition, selection of extension models, variety of extension methods, and suitability of methods with extension material.					
<b>Course Learning Outcomes</b>					
Sub-CLO 5: Students are able to organize extension materials according to the problems faced by farmers (ILO- 3)					
<b>Task Description</b>					
The student's assignment is a group task to make a Paper Assignment " Making counseling materials for breeders. The preparation of the paper follows the following procedure:					
<ol style="list-style-type: none"> <li>1) Each group chooses 1 of the sub-topics for 1 group: Community outreach, traditional farmer outreach, and modern farmer outreach</li> <li>2) Discuss among the group members to identify the process stages for each of the selected sub-topics. Information related to the selected sub-topic can be obtained from textbooks and journals.</li> <li>3) Create a paper with the following systematics: <ol style="list-style-type: none"> <li>I. Introduction</li> <li>II. Discussion</li> <li>III. Conclusion</li> <li>IV. Literature</li> </ol> </li> <li>4) Group presentation</li> </ol>					
<b>Assignment Method</b>					
1. Conducted in groups using the Small Group Discussion (SGD) learning method.					
<b>Form and Format of Output</b>					
a. Object of Cultivation: information and communication b. Form of Output: Paper					
<b>Indicators, Criteria and Assessment Weight</b>					
<b>Indicators:</b> <ol style="list-style-type: none"> <li>1. Systematics: 10%</li> <li>2. Accuracy of analysis: 25%</li> <li>3. Depth of material: 30%</li> <li>4. Novelty and reputation of library materials: 10%</li> <li>5. Team cohesiveness: 10%</li> <li>6. Mastery of the material: 15%</li> </ol>					
<b>Implementation Schedule</b>					
2 weeks					
<b>Other</b>					
-					

Reference List	
1.	Baba, S. Adopsi Inovasi oleh petani di Indonesia, Unhas Press, Makassar.
2.	Mardikanto, 2009. Sistem Penyuluhan Pertanian di Indonesia, UNS Press, Solo
3.	Rogers, E. 2003. Diffusion of Innovation, Fifth Ed., New York Press, New York.
4.	Mikkelsen, B. 2003. Metode Penelitian Partisipatoris dan Upaya-Upaya Pemberdayaan. Sebuah Buku Pegangan bagi Para Praktisi Lapangan. Terjemahan: M. Nalle. Yayasan Obor Indonesia, Jakarta.
5.	Ibrahim, J.T., A. Sudiyono, dan Harpowo. 2003. Komunikasi dan Penyuluhan Pertanian. Bayu media Publishing dan UMM Press, Malang.
6.	Abdullah, A. Adopsi Teknologi Pakan dalam Perspektif Ilmu Penyuluhan. Unhas Press, Makassar

DEFINITION OF 1 CREDIT IN THE FORM OF LEARNING				Time
A	Lecture, Reception, Tutorial			
	Face to Face	Structured Assignment	Independent Learning	
	50 minutes/week/semester	60 minutes/week/semester	60 minutes/week/semester	2,83
B	Seminars or other similar forms of learning			
	Face to face	Self-study		
	100 minutes/week/semester	70 minutes/week/semester		2,83
C	Practicum, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning			
	170 minutes/week/semester			2,83

No	Metode Pembelajaran Mahasiswa	Kode
1	Small Group Discussion	SGD
2	Role-Play & Simulation	RPS
3	Discovery Learning	DL
4	Self-Directed Learning	SDL
5	Cooperative Learning	CoL
6	Collaborative Learning	CbL
7	Contextual Learning	CtL
8	Project Based Learning	PjBL
9	Problem Based Learning & Inquiry	PBL
10	Atau metode pembelajaran lain, yang dapat secara efektif memfasilitasi pemenuhan capaian pembelajaran lulusan.	

## Appendix Rubric I011240001| Student Presentation Assessment

[https://drive.google.com/drive/u/0/folders/1D7G-Y8uFtSaBOjbdNzPJW19m-sEbj\\_D](https://drive.google.com/drive/u/0/folders/1D7G-Y8uFtSaBOjbdNzPJW19m-sEbj_D)

## Rubric attachment I011240003| Paper assessment

[https://drive.google.com/file/d/1PFo5\\_f-uXO6NQsF-rG8p6PMZUDoUI6Q9/view?usp=sharing](https://drive.google.com/file/d/1PFo5_f-uXO6NQsF-rG8p6PMZUDoUI6Q9/view?usp=sharing)

## Appendix Rubric I011240004| QUESTS

<https://drive.google.com/file/d/1-G5bqS9MCxOIPd-7sglUD45vUrf8KZhZ/view?usp=sharing>

# QUIZ RUBRIC

### a. Quiz Rubric: Multiple Choice

Question Number	Question Grid	Score
1 - 2	Sub CLO-n, Sub Material 1.	20 (@scores 10/number)
3 - 4	Sub CLO-n, Sub Material 2.	20 (@scores 10/number)
5 - 6	Sub CLO-n, Sub Material 3.	20 (@scores 10/number)
7 - 8	Sub CLO-n, Sub Material 4.	20 (@scores 10/number)
9 - 10	Sub CLO-n, Sub Material 5.	20 (@scores 10/number)
10	<b>Total</b>	<b>100</b>

### Description:

The quiz questions given are based on the sub-material of each meeting;

The number of quiz questions given can be adjusted to the material needs and learning outcomes of each course;

The quiz material should adjust to the lecture material per quiz meeting given;

The provisions of the quiz rubric can be adjusted depending on the course and the lecturer in charge of the course.

### b. Fill-in Quiz Rubric

<b>Grade</b>	<b>Assessment Indicator</b>	<b>Score</b>
Very Good	<ul style="list-style-type: none"> <li>· Answered correctly;</li> <li>· Explains comprehensively;</li> <li>· Uses standard scientific language;</li> <li>· Not plagiarized.</li> </ul>	<input type="text"/>
Good	<ul style="list-style-type: none"> <li>· Answers less precise;</li> <li>· Explaining less comprehensively;</li> <li>· Uses standard scientific language;</li> <li>· No plagiarism.</li> </ul>	71 - 80
Fair	<ul style="list-style-type: none"> <li>· Answered less precisely;</li> <li>· Explanation is not comprehensive;</li> <li>· Uses language that is not standardized;</li> <li>· Not plagiarized</li> </ul>	61 - 70
Less	<ul style="list-style-type: none"> <li>· Answered less precisely;</li> <li>· Explanation is not comprehensive;</li> <li>· Uses language that is not standardized;</li> <li>· Not plagiarized.</li> </ul>	51 - 60
Very Poor	<ul style="list-style-type: none"> <li>· Answered inaccurately;</li> <li>· Explanation is not comprehensive;</li> <li>· Uses language that is not standardized;</li> <li>· Contains plagiarism.</li> </ul>	£ 50
5	<b>Total</b>	<b>100</b>

**c. Essay Quiz Rubric**

<b>Grade</b>	<b>Assessment Indicator</b>	<b>Score</b>
4	Ideas are clear, innovative, and able to solve problems with a wide scope	85 - 100
3	The ideas are clear, able to solve problems, innovative, and not too broad in scope.	60 - 84

2	The ideas are clear, able to solve the problem, but less innovative.	50 - 64
1	Some ideas are presented, but not in accordance with the problem.	40 - 50