

SEMESTER COURSE PLAN (SCP)

**INDONESIAN COURSES
(23U01110902)**



TEACHING TEAM :

**GENERAL REQUIRED COURSES
SUBDIREKTORAT KOORDINASI PERKULIAHAN BERSAMA
HASANUDDIN UNIVERSITY
MAKASSAR
2025**

GENERAL REQUIRED COURSES
SUBDIREKTORAT KOORDINASI PERKULIAHAN BERSAMA
HASANUDDIN UNIVERSITY

Vision

Vision of the study program :

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

Vision Strategi

In accordance with the vision, mission, and objectives that have been set, the Animal Husbandry Study Program of the Faculty of Animal Science sets the following objectives to be achieved:

- 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

The mission carried out in the implementation of the Bachelor of Animal Husbandry Study Program, Faculty of Animal Husbandry, Hasanuddin University is

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

Graduate Profiles

Active Learners Along Hayat

Learning Outcomes imposed on the Course

ILO-2 (P (MKWU)) - Students are able to analyze religious values, nationality, diversity and maritime to achieve independent people who are characterized by the spirit of social sensitivity, struggle, and entrepreneurship.

ILO-1 (S (MKWU)) - Students are able to internalize religious, national, diversity, and maritime values as independent people who have character and have a spirit of social sensitivity, struggle, and entrepreneurship

ILO-3 (KU (MKWU)) - Able to think critically, systematically, innovatively, integrity, and be able to communicate effectively, and can work independently and in teams using science, technology and art (science and technology) that

Course Learning Outcomes (CLO)

CLO-1: Students have pride in using Indonesian in national and international communications related to values religion, nationality, diversity and maritime affairs as independent people with character and

a spirit of social sensitivity, struggle and entrepreneurship through the use of the Indonesian language. (ILO1)

CLO-2: Students are able to identify religious, national, diversity and maritime values in Indonesian language texts in accordance with the rules of EYD Edition V. (ILO2)

CLO-3: Students are able to think critically, systematically, innovatively, integrate, communicate effectively, and can work independently or team in writing scientific papers. (ILO3)

Sub-CLO

Sub CLO-1: Students are able to explain the history, position, function, and development of the Indonesian language. (CLO-1)

Sub CLO-2: Students are able to differentiate the diversity of uses of the Indonesian language. (CLO-1)

Sub CLO-3: Students are able to identify, analyze, and apply the correct rules of the Indonesian language (EYD Edition V) in the context of oral and written communication in the fields of religion and nationality in diversity. (CLO-1)

Sub CLO-4: Students are able to demonstrate effective sentences in religious, national, diversity and maritime texts to achieve independent individuals with character and a spirit of social sensitivity, struggle and entrepreneurship. (CLO-2)

Sub CLO-5: Students are able to construct effective sentences in a cohesive paragraph. (CLO-2)

Sub CLO-6: Students are able to formulate scientific work topics through critical and innovative thinking processes. (CLO-2)

Sub CLO-7: Students are able to create scientific articles, scientific papers, and research proposals according to their respective fields of science. (CLO-3)

Sub CLO-8: Students are able to apply the citation and bibliography systems in scientific works. (CLO-3)

Learning Analytics

INDONESIAN



Students are able to apply the citation and bibliography systems in scientific works. (CLO-3)



Students are able to create scientific articles, scientific papers, and research proposals according to their respective fields of science. (CLO-3)



Students are able to formulate scientific work topics through critical and innovative thinking processes. (CLO- 2)



Students are able to construct effective sentences in a cohesive paragraph. (CLO-2)



Students are able to demonstrate effective sentences in religious, national, diversity and maritime texts to achieve independent individuals with character and a spirit of social sensitivity, struggle and entrepreneurship. (CLO-2)



Students are able to identify, analyze, and apply the correct rules of the Indonesian language (EYD Edition V) in the context of oral and written communication in the fields of religion and nationality in diversity. (CLO-1)



Students are able to differentiate the diversity of uses of the Indonesian language. (CLO-1)



Students are able to explain the history, position, function, and development of the Indonesian language. (CLO-1)



**GENERAL REQUIRED COURSES
SUBDIREKTORAT KOORDINASI PERKULIAHAN BERSAMA
HASANUDDIN UNIVERSITY
SEMESTER COURSE PLAN**

| Course | Code | Course Group | Credit Points | Semester | Date of Preparation |
|--|--|---|------------------------------|----------|---------------------|
| INDONESIAN | 23U01110902 | General Required Courses | 2 | 0 | 1 Agustus 2025 |
| Authority | Developer Lecturer | Course Coordinator | Head of study Program | | |
| | Dr. Hj. Indarwati, S.S., M.Hum | Dr. Hj. Indarwati, S.S., M.Hum | Rahmatullah, SIP., M.Si | | |
| Co urse Learning Outcomes | ILOs that are imposed on the course | | | | |
| | ILO-2 | Students are able to analyze the value of religion, nationality, diversity and maritime to achieve independent people who are characterized by the spirit of social sensitivity, struggle, and entrepreneurship. | | | |
| | ILO-1 | Students are able to internalize religious, national, diversity, and maritime values as independent people with character and have a spirit of social sensitivity, struggle, and entrepreneurship. | | | |
| | ILO-3 | Able to think critically, systematically, innovatively, with integrity, and able to communicate effectively, and can work independently or in teams using science, technology and arts (IPTEKS) that are humanist. | | | |
| | ILO⇒ Course Learning Outcomes (CLO) | | | | |
| | Upon completion of this course, it is expected that: | | | | |
| | ILO-1 | CLO-1: Students have pride in using Indonesian in national and international communications related to values religion, nationality, diversity and maritime affairs as independent people with character and a spirit of social sensitivity, struggle and entrepreneurship through the use of the Indonesian language. | | | |
| | ILO-2 | CLO-2: Students are able to identify religious, national, diversity and maritime values in Indonesian language texts in accordance with the rules of EYD Edition V. | | | |
| | ILO-3 | CLO-3: Students are able to think critically, systematically, innovatively, integrate, communicate effectively, and can work independently or team in writing scientific papers. | | | |
| | CLO⇒ Sub-CLOs | | | | |
| | Sub- CLO 1 | SUB-CLOCK-1: Students are able to explain the history, position, function, and development of the Indonesian language. | | | |
| | | SUB-CLOCK-2: Students are able to differentiate the diversity of uses of the Indonesian language | | | |
| | | SUB-CLOCK-3: Students are able to identify, analyze, and apply the correct rules of the Indonesian language (EYD Edition V) in the context of oral and written communication in the fields of religion and nationality in diversity | | | |
| CLO 2 | SUB-CLOCK-4: Students are able to demonstrate effective sentences in religious, national, diversity and maritime texts to achieve independent individuals with character and a spirit of social sensitivity, struggle and entrepreneurship. | | | | |
| | SUB-CLOCK-5: Students are able to construct effective sentences in a cohesive paragraph | | | | |

| | | |
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| | | SUB-CLOCK-6: Students are able to formulate scientific work topics through critical and innovative thinking processes. |
| | CLO 3 | SUB-CLOCK-7: Students are able to create scientific articles, scientific papers, and research proposals according to their respective fields of science |
| | | SUB-CLOCK-8: Students are able to apply the citation and bibliography systems in scientific works. |

Correlation between ILOs/CLOs to Sub-CLOs

| ILOs that are charged on the Course | CLO | SUB CLO | Form of Assessment* | | | Weight | Value | Student Score | |
|-------------------------------------|-------|-----------|--|------------------|-----------------|--------|-------|---------------|------------------------------|
| | | | Formative | Sumative | | | | | |
| | | | | Individual tasks | Case Study (CS) | | | | PJBL (Project Base Learning) |
| SLO-1 | CLO-1 | SUB-CLO-1 | Question and answer directly in class • Interactive Quiz using Slido and Mentimeters | 10 | 0 | 0 | 10 | | |
| SLO-1 | CLO-1 | SUB-CLO-2 | Accuracy in explaining various types of variations/variations of language | 5 | 0 | 0 | 5 | | |
| SLO-1 | CLO-1 | SUB-CLO-3 | The accuracy and mastery of the material, • Able to answer the quiz questions in Sikola • Answer directly the lecturer questions in the class • Follow the interactive quiz in kahoot and the centimeter | 0 | 15 | 0 | 15 | | |
| SLO-2 | CLO-2 | SUB-CLO-4 | • Able to answer quiz questions in Sikola • Answering the lecturer questions directly in the classroom | 0 | 10 | 0 | 10 | | |
| SLO-2 | CLO-2 | SUB-CLO-5 | | 5 | 0 | 0 | 5 | | |
| SLO-2 | CLO-2 | SUB-CLO-6 | • Able to answer quiz questions in Sikola • Answer directly the lecturer questions in the classroom | 0 | 0 | 10 | 10 | | |
| SLO-3 | CLO-3 | SUB-CLO-7 | Accuracy and mastery of the material, • Able to answer quiz questions in Sikola • Answer directly the lecturer questions in the class • Follow interactive quiz in kahoot | 0 | 0 | 35 | 35 | | |
| SLO-3 | CLO-3 | SUB-CLO-8 | accuracy and accuracy and clarity • Able to answer quiz questions in Sikola • Answer directly the lecturer questions in the class • Follow the interactive quiz in kahoot | 0 | 0 | 10 | 10 | | |
| | | | | 20 | 25 | 55 | 100 | | |

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|---------------------------|--|
| Course Description | This course discusses the rules of standard Indonesian language and its application in writing scientific papers. The objectives to be achieved after taking the Indonesian language course, namely students can explain about language knowledge and apply a positive attitude towards Indonesian as the state and national language, and foster pride in using Indonesian. |
|---------------------------|--|

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|--|---|
| Learning Materials / Subject Matter | <ol style="list-style-type: none"> 1. History, 2. Position, and 3. function of the Indonesian language Varieties of the Indonesian language 4. Ejaan Yang Disempurnempurn (EYD) edition V 5. Effective sentences |
|--|---|

| | 6. Paragraph formation 7. Planning a scientific paper (topic, title, and outline) 8. Writing a scientific paper (article, paper, proposal) 9. Citation system and bibliography | | | | | | |
|----------------------------|---|---|--|---|--------|--|-------------------------|
| Reference | Key Reference | | | | | | |
| | Anggaraini, Asih, dkk.2006. <i>Mengasah Keterampilan Menulis Ilmiah di Perguruan Tinggi</i> . Yogyakarta: Graha Ilmu. Abidin, Yunus, dkk. 2017. <i>Kemahiran Berbahasa Indonesia untuk Perguruan Tinggi</i> . Bandung: PT Bumi Aksara. Chaer, Abdul. 2016. <i>Tata Bahasa Praktis Bahasa Indonesia</i> . Jakarta: Rineka Cipta. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2013. Modul Mata Kuliah Bahasa Indonesia. Jakarta Finoza, Lamuddin. 2001. <i>Komposisi Bahasa Indonesia</i> . Jakarta: Diksi Insan Mulia. Kurniawan, Khaeruddin. 2012. <i>Bahasa Indonesia Keilmuan untuk Perguruan Tinggi</i> . Bandung: PT Refika Aditama. Nurjamal, Daeng, Warta Sumirat, dan Riadi Darwis.2014. <i>Terampil Berbahasa</i> . Bandung: Alfabeta. Sri Nugraheni, Aninditya dan Muhammad Rohmani. 2011. <i>Belajar Bahasa Indonesia: Upaya Terampil Berbicara dan Menulis Karya Ilmiah</i> . Surakarta: Cakra Media. Wiyanto, Asul. 2004. <i>Terampil Menerapkan Kaidah Ejaan Bahasa Indonesia</i> . Jakarta. Grasindo. Widjono H. S. 2005. <i>Bahasa Indonesia</i> . Jakarta: PT Grasindo. | | | | | | |
| | Additional Reference | | | | | | |
| | Alwi, Hasan, dkk. 2000. <i>Tata Bahasa Baku Bahasa Indonesia: Edisi Ketiga</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Arifin, E. Zainal. 2006. <i>Dasar-dasar Penulisan Karya Ilmiah</i> . Jakarta: PT Grasindo. Arifin, E. Zainal& S. AmranTasai. 2008. <i>Cermat Berbahasa Indonesia: untuk Perguruan Tinggi</i> . Jakarta: Akademika Pressindo. Departemen Pendidikan Nasional. 2022. <i>Pedoman Umum Ejaan Bahasa Indonesia edisi V dan Pedoman Umum Pembentukan Istilah</i> . Jakarta: Pusat Bahasa | | | | | | |
| Teaching Team | | Dr. Hj. Indarwati, S.S., M.Hum. | | | | | |
| Prerequisite Course | | Management Of Agribusiness And Animal Husbandry Institutions | | | | | |
| Week | Sub CLO (End-of-stage learning ability)) | Assessment | | Forms and Methods of Learning [time estimate] | | Content | Weight of Assesment (%) |
| | | Indicator | Technique & Criteria | Offline | Online | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1-2 | Students are able to explain the history, position, function, and development of Indonesian language. | Formative: Read and understand the contract and RPS Read Module 1-2 and materials in SIKOLA Watch Youtube videos according to the link provided | Formative Criteria: Summative Criteria: In-class live Q&A - Interactive quiz using Slido and Mentimeter | Studying: Small Group Discussion, Cooperative Learning, Collaborative Learning 2x2x50 | | Material: Lecture contract Introduction of RPS History of Indonesian language, Position and function of Indonesian language, and Development of Indonesian language Library: RPS MKU Indonesian Language | 10 |

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| | (CPMK-1) | <p>Summative: Video observation on YouTube: Video theme about the history of the Indonesian language Video duration of at least 3 minutes A brief description of the content of the video of at least 500 words</p> | <p>Assessment Technique:</p> | | | <p>Book "Indonesian Language for Higher Education" MK module pp. 2</p> | |
|--|----------|--|-------------------------------------|--|--|---|--|

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|---|--|--|---|---|--|
| 3 | Students are able to distinguish the diversity of the use of Indonesian language. (CPMK-1) | <p>Formative:</p> <p>Read Module 3 and the material in SIKOLA Watch Youtube videos according to the link provided</p> <p>Summative:</p> <p>Observasi teman yang ditarget:</p> <ol style="list-style-type: none"> 1. Bukri rekam 2. Bukti catatan pembicaraan 3. Tanggal, waktu, tempat (formal/nonformal) 4. Uraian singkat (bahasa yang digunakan saat situasi formal dan nonformal) 5. Panjang laporan antara 750 s.d. 1.000 kata | <p>Formative Criteria:</p> <p>Accuracy in explaining various types of language varieties/variati ns</p> <p>Sumative Criteria:</p> <p>Problem Base Learning (15)</p> <p>Practicum/Field Practice (5)</p> <p>Assessment Technique:</p> | <p>Studying:</p> <p>Small Group Discussion,</p> <p>Project- based Learning, Problem-based Learning</p> <p>Interactive Studying</p> | <p>- Materi:</p> <ul style="list-style-type: none"> - Ragam bahasa Indonesia Laras bahasa Indonesia - <p>- Pustaka:</p> <ul style="list-style-type: none"> - Buku “Bahasa Indonesia Keilmuan untuk Perguruan Tinggi” Modul MK hlm. 6-8 - |
|---|--|--|---|---|--|

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|-----|---|--|--|---|--|---|
| | | | None | 3 x 2 x 50 | | |
| 4-6 | Students are able to identify, analyze, and apply appropriate Indonesian language rules (EYD Edition V) in the context of oral and written communication in the fields of religion and nationality in diversity. (CPMK-1) | <p>Formative: Summarize Module 4 and the material in SIKOLA Watch Youtube videos according to the link provided</p> <p>Summative:</p> <p>Revise the essay: Summarizing the reading Recording letters, words, and punctuation that are not in accordance with EYD Rewrite the essay according to the rules of EYD Edition V Report length of at least 1,600 words</p> | <p>Formative Criteria:</p> <p>Summative Criteria:</p> <p>Problem Base Learning (15)</p> <p>Practicum/Field Practice (5)</p> <p>Assessment</p> | <p>Studying: Lecture: Case Study</p> <p>3x2x50 Lecture: Problem-based Learning</p> <p>3 x 2 x 50</p> <p>3 x 2 x 50</p> | | <ul style="list-style-type: none"> - EYD EDITION V - - - Lettering rules - Word writing rules - Abbreviation writing rules - Rules for writing numbers and figures - Writing absorbed elements - Rules for using punctuation - - - - Library: - Book "Indonesian Language for Higher Education" Module MK pp. 9-10 - Book "EYD Guideline V" - |

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|-----|---|--|--|---|--|--|
| | | | Technique: | | | |
| | | | None | | | |
| 6-8 | Students are able to demonstrate effective sentences in religious, national, diversity and maritime texts to achieve independent people with character with a spirit of social sensitivity, struggle, and entrepreneurs hip. (CPMK-2) | <p>Formative:</p> <p>Summarize Module 7 and the material in SIKOLA - Watch Youtube videos according to the link provided</p> <p>summative:</p> <p>Revise the sentences in the essay:</p> <p>Determine sentence patterns in essays</p> <p>Determine the types of compound sentences in scientific papers</p> <p>Identifying errors in sentences that cause them to be ineffective</p> <p>Rewrite into effective sentences in a complete essay.</p> <p>The length of the essay/report should be at least 1,700 words</p> | <p>Formative Criteria:</p> <p>Able to answer Quiz questions in SIKOLA - Answer directly to the lecturer's questions in class - Participate in interactive Quiz in Slido</p> <p>Sumative Criteria:</p> <p>Studi Kasus (CS) (10)</p> <p>Assessment Technique:</p> | <p>Studying:</p> <p>Small Group Discussion, Project-based Learning, Problem-based Learning</p> <p>Interactive Studying</p> | <p>Patterns of single sentences</p> <p>Sentence development (compound sentences)</p> <p>Sentence effectiveness</p> <p>Literature:</p> <p>"Practical Indonesian Grammar"</p> <p>- - MK Module pp. 11-12</p> | |

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|--|--|--|------|------------|--|--|
| | | | None | 3 x 2 x 50 | | |
|--|--|--|------|------------|--|--|

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|---|--|--|---|--|---|----|
| 9 | Students are able to compose effective sentences in a cohesive paragraph. (CPMK-2) | <p>Formative:</p> <p>Read Module 9 and materials in SIKOLA Watch Youtube videos according to the link provided</p> <p>Summative:</p> <p>Completeness in identifying paragraphs in the text:</p> <p>Identify the types of paragraphs in the text.</p> <p>Determining the main sentence in each paragraph.</p> <p>Write paragraphs based on the given theme.</p> <p>The sentences used are effective sentences and in accordance with EYD.</p> <p>Writing length is at least 300 words</p> | <p>Formative Criteria:</p> <p>Summative Criteria:</p> <p>Problem Base Learning (10)</p> <p>Practicum/Field Practice (5)</p> <p>Assessment Technique:</p> | <p>Studying:</p> <p>Small Group Discussion,</p> <p>Project-based Learning, Problem-based Learning</p> <p>Interactive Studying</p> | <p>Material:</p> <p>Paragraph formation</p> <p>Types of paragraphs</p> <p>Paragraph development</p> <ul style="list-style-type: none"> • Risk • Things that affect risk • Risk Reduction Techniques Risk Analysis | 15 |
|---|--|--|---|--|---|----|

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|-------|--|---|---|--|---|----|
| | | | None | 3 x 2 x 50 | | |
| 15-16 | Students are able to formulate scientific work topics through a critical and innovative thinking process. (CPMK-2) | <p>Formative: Membaca Modul 10 dan materi yang ada di SIKOLA Menonton video Youtube sesuai link yang diberikan</p> <p>Summative: Completeness in identifying paragraphs in the text: Identify the types of paragraphs in the text Determine the main sentence in each paragraph Write a paragraph based on the theme given by the lecturer of at least 300 words</p> | <p>Formative Criteria: Summative Criteria: Able to answer Quiz questions in SIKOLA - Directly answer lecturer's questions in class - Take interactive quiz in Kahoo</p> <p>Assessment Technique: None</p> | <p>Studying: Small Group Discussion, Project-based Learning, Problem-based Learning Interactive Studying</p> <p>2 x 2 x 50</p> | <p>Material:</p> <p>Topic selection Title formulation Writing an outline</p> <p>Literature: Book "Basics of Scientific Writing"</p> | 15 |

Matrix ILO, CLO, and Assessment Method

| ILO / CLO | CLO-1 |
|-----------|---|
| ILO-11 | INDIVIDUAL ASSIGNMENT (Bobot 10%) INDIVIDUAL ASSIGNMENT (Bobot 5%) Case Study (CS) (Bobot 15%) |
| ILO-2 | Case Study (CS) (Bobot 10%) INDIVIDUAL ASSIGNMENT (Bobot 5%) Pjbl (Project Base Learning) (Bobot 10%) |
| ILO-3 | |

Evaluation Type and Assessment Weight

| Type | Assessment Weight |
|-----------------------|--------------------------|
| INDIVIDUAL ASSIGNMENT | 20 |
| Case Study | 25 |
| Project Base Learning | 55 |
| Total | 100 |

Assessment and Evaluation of Student Achievement of CLO

| ILOs that are charged on the Course | CLO | SUB CLO | Form of Assessment* | | | | | | Weight | Value | Student Score |
|-------------------------------------|-------|------------|--|------------------|-----------------|------------------------------|--------------------------|------------|--------|-------|---------------|
| | | | Formative | Sumative | | | | | | | |
| | | | | Individual tasks | Case Study (CS) | PJBL (Project Base Learning) | Practicum/Field Practice | Case Study | | | |
| SLO-1 | CLO-1 | SUB- CLO-1 | Question and answer directly in class • Interactive Quiz using Slido and Mentimeters | 10 | 0 | 0 | 0 | 0 | 10 | | |
| SLO-1 | CLO-1 | SUB- CLO-2 | Accuracy in explaining various types of variations/variations of language | 5 | 0 | 0 | 5 | 0 | 20 | | |
| SLO-1 | CLO-1 | SUB- CLO-3 | The accuracy and mastery of the material, • Able to answer the quiz questions in Sikola • Answer directly the lecturer questions in the class • Follow the interactive quiz in kahoot and the centimeter | 0 | 15 | 0 | 5 | 0 | 20 | | |
| SLO-2 | CLO-2 | SUB- CLO-4 | Able to answer quiz questions in Sikola • Answering the lecturer questions directly in the classroom | 0 | 10 | 0 | 5 | 0 | 20 | | |
| SLO-2 | CLO-2 | SUB- CLO-5 | | 5 | 0 | 0 | 5 | 0 | 15 | | |

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|-------|-------|------------|---|---|---|----|---|---|----|--|--|
| SLO-2 | CLO-2 | SUB- CLO-6 | Able to answer quiz questions in Sikola • Answer directly the lecturer questions in the classroom | 0 | 0 | 10 | 5 | 0 | 15 | | |
|-------|-------|------------|---|---|---|----|---|---|----|--|--|



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

STUDENT STRUCTURED ASSIGNMENT PLAN

| | | | | | |
|--|---------------------------------|----------------|---|-----------------|---|
| Course | LANGUAGEINDONESIA | | | | |
| Code | 23U01110902 | Credits | 2 | Semester | 0 |
| Developer Lecturer | Dr. Hj. Indarwati, S.S., M.Hum. | | | | |
| Task Form | Task Time | | | | |
| Documents/Magazines | 2 Week | | | | |
| Task Title | | | | | |
| | | | | | |
| Course Learning Outcomes | | | | | |
| <p>ILO-2 (P) - Students are able to analyze religious values, nationality, diversity and maritime to achieve independent people who are characterized by the spirit of social sensitivity, struggle, and entrepreneurship.</p> <p>ILO-1 (S) - Students are able to internalize religious, national, diversity, and maritime values as independent people who have character and have a spirit of social sensitivity, struggle, and entrepreneurship</p> <p>ILO-3 (KU) - Able to think critically, systematically, innovatively, integrity, and be able to communicate effectively, and can work independently and in teams using science, technology and art (science and technology) that</p> | | | | | |
| Task Description | | | | | |
| <p>The student's assignment is a group task to make a Paper Assignment "Dairy Livestock Maintenance Management" by choosing 1 of the sub-topics: Dairy Cattle, Dairy Buffalo, Dairy Goats, and Dairy Sheep The preparation of the paper follows the following procedure:</p> <ol style="list-style-type: none">1) Each group chooses 1 of the sub-topics for 1 group.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.3) Create a paper with the following systematics:<ol style="list-style-type: none">I. IntroductionII. DiscussionIII. ConclusionIV. LiteratureV. Group presentation | | | | | |
| Assignment Method | | | | | |
| 1. Conducted in groups using the Small Group Discussion (SGD) learning method. | | | | | |

| Form and Format of Output | |
|---|--|
| a. Object of Cultivation: Dairy Livestock | |
| b. Form of Output: Paper | |
| Indicators, Criteria and Assessment Weight | |
| Indicators: | |
| 1. Systematics: 10% 2. Accuracy of analysis: 25% 3. Depth of material: 30% 4. Novelty and reputation of library materials: 10% 5. Team cohesiveness: 10% 1. Mastery of the material: 15% | |
| Implementation Schedule | |
| 2 Weeks | |
| Other | |
| - | |
| Reference List | |
| 1. Anggaraini, Asih, dkk.2006. <i>Mengasah Keterampilan Menulis Ilmiah di Perguruan Tinggi</i> . Yogyakarta: Graha Ilmu. Abidin, Yunus, dkk. 2017. <i>Kemahiran Berbahasa Indonesia untuk Perguruan Tinggi</i> . Bandung: PT Bumi Aksara. Chaer, Abdul. 2016. <i>Tata Bahasa Praktis Bahasa Indonesia</i> . Jakarta: Rineka Cipta. 2. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2013. Modul Mata Kuliah Bahasa Indonesia. Jakarta Finoza, Lamuddin. 2001. <i>Komposisi Bahasa Indonesia</i> . Jakarta: Diksi Insan Mulia. 3. Kurniawan, Khaeruddin. 2012. <i>Bahasa Indonesia Keilmuan untuk Perguruan Tinggi</i> . Bandung: PT Refika Aditama. Nurjamal, Daeng, Warta Sumirat, dan Riadi Darwis.2014. <i>Terampil Berbahasa</i> . Bandung: Alfabeta. 4. Sri Nugraheni, Aninditya dan Muhammad Rohmani. 2011. <i>Belajar Bahasa Indonesia: Upaya Terampil Berbicara dan Menulis Karya Ilmiah</i> . Surakarta: Cakra Media. Wiyanto, Asul. 2004. <i>Terampil Menerapkan Kaidah Ejaan Bahasa Indonesia</i> . Jakarta. Grasindo. 5. Widjono H. S. 2005. <i>Bahasa Indonesia</i> . Jakarta: PT Grasin | |

| DEFINITION OF 1 CREDIT IN THE FORM OF LEARNING | | | | Time |
|--|---|--------------------------|--------------------------|------|
| A | Lecture, Reception, Tutorial | | | |
| | Face to Face | Penugasan Terstruktur | Belajara Mandiri | |
| | 50 minutes/week/semester | 60 menit/minggu/semester | 60 menit/minggu/semester | 2,83 |
| B | Seminars or other similar forms of learning | | | |
| | Face to face | | Belajar mandiri | |
| | 100 minutes/week/semester | | 70 menit/minggu/semester | 2,83 |
| C | Practicum, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning | | | |

| 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 | Or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. | |