


# COURSE LEARNING PLAN

	UNIVERSITY OF BRAWIJAYA FACULTY OF ANIMAL SCIENCE DEPARTMENT OF ANIMAL SCIENCE UNDERGRADUATE STUDY PROGRAM OF ANIMAL SCIENCE LEARNING PLAN: RURAL DEVELOPMENT			
Course	Code	Weight (credits)	Semester	Compilation Date
Rural Development	<b>PES 4006</b>	3 (2-1)	Even	January 14, 2020
Authorization	Supervising Lecturer		Head of Undergraduate Study Program of Animal Science	Vice Dean 1
	Dr. Ir. Suprih Bambang Siswijono, MS.		Dr. Herly Evanuarini, S.Pt., MP	Dr. Ir. M. Halim Natsir, S.Pt, MP, IPM
Learning Outcomes (LO)	PLO			
	1. LO 5: Able to give alternative solutions to various problems in the village community 2. LO 11: Able to show performance, wither in independently and in teamwork (interdisciplinary and multi-disciplinary), identify and analyze to formulate solutions to village community problems			
	CLO 1. Students understand the concept of village community development 2. Students are able to plan village community development programs 3. Students can work in teams			
Brief Course Description	Course of Village Community Development (PMD) provides students with knowledge and skills to be able to identify problems, potentials, and plan village community development programs.			
Topic	1. Introduction 2. The Concept of Welfare 3. Village community development concept 4. Village Community Development Dimensions 5. PMD in the context of the balance of PMD (Village Community Empowerment) and PMK (PMD and program issues) 6. Empowerment-based development 7. Empowerment-based development 8. Midterm Exam 9. The principle of community empowerment 10. Community Empowerment Methods 11. Community Empowerment Materials 12. Community empowerment program planning 13. Community participation in PMD 14. Population movement/social mobility and urbanization 15. Final Exam			
References	<b>Main References:</b>			

	<div>1. Mardikato, Totok. 2010. Konsep-konsep pemberdayaan masyarakat. UNS Press. Surakarta</div> <div>2. Maskun, Sumitro. 1995. Pembangunan Masyarakat Desa. PT. Media Widya Mandala. Yogyakarta</div> <div>Supporting References:</div> <div>1. Long, Norman. 1987. Sosiologi Pembangunan Pedesaan. PT. Bina Aksara. Jakarta</div> <div>2. Mardikanto, Totok. 2010. Model-model Pemberdayaan Masyarakat. UNS Press. Surakarta</div> <div>3. Fahrudin, Adi. PemberdayaanPartisipasi dan Penguatan Kapasitas Masyarakat. Humaniora. Bandung.</div>					
Learning Media	Software			Hardware		
	Microsoft Office			<div>● Laptop</div> <div>● LCD</div>		
Teaching Team	<div>1. Dr. Ir. Suprih Bambang Siswijono, MS.</div> <div>2. Anie Eka Kusumastuti,S.Pt, MP., M.Sc.</div> <div>3. Dr. Ir. Priyo Sugeng Winarto, MA.</div> <div>4. Rizki Prafitri, S.Pt., MA., Ph.D</div> <div>5. Dr. Siti Azizah, S.Pt, M. Sos., M. Commun.</div>					
Prerequisite course	-					
Week (s)	Sub-Course Learning Outcomes (SCLO)	Indicators	Learning Materials/ Topics	Learning Methods	Criteria & Form of Assessment	Weighted Scores (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Introduction	Students are able to understand the lecture system, explanation of general livestock counseling course material (Learning Plan), PBM (Learning and studying process) evaluation system reference books	<div>1. Introduction, lecture system 1. Introduction, lecture system Reference book/ reference</div> <div>2. Explanation of the general description of the MKPMD</div>	Lecture	Students are able to explain concepts in their own words	
2	Welfare concept	Students are able to analyze the importance	The importance of the concept of welfare including the concept of	Lecture, SCL and discussion	Students are able to analyze concepts in their own words	


		of the concept of welfare including the concept of poverty, poverty lines and measures	poverty, poverty lines and measures			
3	Village Community Development Concept	Students are able to analyze development concepts and definitions, development objectives and development actors	Definition of development, development objectives and development actors	Lecture, SCL and discussion	Students are able to analyze concepts in their own words	
4	Village Community Development Dimensions	Students are able to identify development dimensions from several dimensions	The development dimensions of several dimensions	Lecture, SCL and discussion	Students are able to analyze concepts in their own words	
5	Village Community Development Issues in the context of Village Community Development and Urban Community Development	Students are able to identify PMD (Village Community Development ) problems / problems, programs in PMD, as well as PMD and PMK imbalances	<ul style="list-style-type: none"> <li>a. PMD problems</li> <li>b. PMD programs,</li> <li>c. PMD and PMK inequality</li> <li>d. Efforts and strategies to overcome PMD and PMK gaps</li> </ul>	Lecture and discussion	Students are able to analyze concepts in their own words	
6	Empowerment-based development	Students are able to analyze the concept of empowerment, community empowerment dilemmas, integrate growth and	<ul style="list-style-type: none"> <li>a. Definition and concept of community empowerment</li> <li>b. Community empowerment problem/ dilemmas</li> <li>c. Efforts to integrate</li> </ul>	Lecture and discussion	Students are able to analyze concepts in their own words	

		equitable development	growth and equitable development			
7	The principle of community empowerment	Students are able to identify the process of community empowerment and sustainable development (sustainable development )	a. Community empowerment goals b. Community empowerment and sustainable development c. Empowerment as a process	Lecture and discussion	Students are able to analyze concepts in their own words	
8	Midterm Exam					
9	Community empowerment goals Community empowerment and sustainable development (sustainable development) Empowerment as a process	Students are expected to be able to identify the principles and goals of community empowerment	a. Community empowerment principles b. Community empowerment goals	Lecture and discussion	Students are able to analyze concepts in their own words	
10	Community Empowerment Methods	Students are expected to be able to identify the type/variety of community empowerment methods, the principles of selecting methods, and approaches for selecting community empowerment methods	a. Types/kinds of community empowerment methods, b. principles of selecting community empowerment methods, c. approaches to select community empowerment methods	Lecture and discussion	Students are able to analyze concepts in their own words	
11	Community Empowerment Materials	Students are expected to be able to identify and analyze	a. Community empowerment innovation	Lecture and discussion	Students are able to analyze concepts in their own words	

		innovations and community empowerment materials, characteristics and sources of community empowerment materials, and material selection.	<ul style="list-style-type: none"> <li>b. Community empowerment materials,</li> <li>c. Characteristics and sources of community empowerment materials,</li> <li>d. Material selection</li> </ul>			
12	Planning for Community Empowerment Programs	Students are expected to be able to identify the meaning, importance, and measurement of good community empowerment program planning	<ul style="list-style-type: none"> <li>a. Definition, the importance of community empowerment programs</li> <li>b. A good measure of community empowerment program planning</li> </ul>	Lecture and discussion	Students are able to analyze concepts in their own words	
13	Community participation in Village community development	Students are expected to be able to identify the meaning and importance of community participation in Village Community Development (PMD)	<ul style="list-style-type: none"> <li>a. Definition and importance of community participation in PMD</li> <li>b. Community participation goals</li> </ul>	Lecture and discussion	Students are able to analyze concepts in their own words	
14	Employment	Students are able to identify definitions and concepts of the workforce, labor force participation, unemployment, job opportunities	<ul style="list-style-type: none"> <li>a. Definition, concepts and problems of the workforce,</li> <li>b. Labor force participation,</li> <li>c. Unemployment,</li> <li>d. Employment Opportunity,</li> <li>e. Labor force projections</li> </ul>	Lecture and discussion	Students are able to analyze concepts in their own words	

		, and workforce projections				
15	Population movement and urbanization	Students are able to identify population movements, emigration, circulation, urbanization and migration measuremen ts	a. Population movement, migration, circulation, urbanization b. Migration measurement	Lecture and discussio n	Students are able to analyze concepts in their own words	
16	FINAL EXAM					

## ASSESSMENT RUBRIC

	UNIVERSITY OF BRAWIJAYA FACULTY OF ANIMAL SCIENCE DEPARTMENT OF ANIMAL SCIENCE UNDERGRADUATE STUDY PROGRAM OF ANIMAL SCIENCE		
Course	<b>Rural Development (PES 4006)</b>		
Score Level	CLO and PLO	Conversion	PLO score
PLO ..::: Able to provide alternative solutions to various problems in the village community Able to identify and analyze to formulate solutions to village community problems CLO ...: Students understand the concept of village community development.			
Very Good (4)	Showing the ability to understand 4 concepts (technology, production facilities, production processes, marketing and distribution) Village community development <b>comprehensively</b>	80-100	
Good (3)	Showing the ability to understand 3 concepts (technology, production facilities, production processes, marketing and distribution) Village community development <b>comprehensively</b>	70-79	
Moderate (2)	Showing the ability to understand 2 concepts (technology, production facilities, production processes, marketing and distribution) Village community development <b>comprehensively</b>	60-69	
Poor (1)	Showing the ability to understand 1 concept (technology, production facilities, production processes, marketing and distribution) Village community development <b>comprehensively</b>	<60	
Score Level	CLO and PLO	Conversion	PLO score
PLO ..::: <ul style="list-style-type: none"> <li>• Able to provide alternative solutions to various problems in the village community</li> <li>• Able to identify and analyze to formulate solutions to village community problems</li> </ul> CLO ....: Students are able to plan village community development programs			
Very Good (4)	Show the ability to formulate a Village Community Development program with reference to 4 aspects (potential, problems, innovation, evaluation) <b>comprehensively</b>	80-100	
Good (3)	Show the ability to formulate a Village Community Development program with reference to 3 aspects (potential, problems, innovation, evaluation) <b>comprehensively</b>	70-79	
Moderate (2)	Show the ability to formulate a Village Community Development program with reference to 2 aspects (potential, problems, innovation, evaluation) <b>comprehensively</b>	60-69	
Poor (1)	Show the ability to formulate a Village Community Development program with	<60	

	reference to 1 aspect (potential, problems, innovation, evaluation) <b>comprehensively</b>		
Score Level	CLO and PLO	Conversion	PLO score
PLO ....: Able to show performance, both independently and in teamwork (interdisciplinary and multi-disciplinary), CLO ...: Able to work in team			
Very Good (4)	Students show 4 abilities to work in teams (active, creative, innovative) <b>cooperatively</b> .	80-100	
Good (3)	Students show 3 abilities to work in teams (active, creative, innovative) <b>cooperatively</b> .	70-79	
Moderate (2)	Students show 2 abilities to work in teams (active, creative, innovative) <b>cooperatively</b> .	60-69	
Poor (1)	Students show 1 ability to work in teams (active, creative, innovative) <b>cooperatively</b> .	<60	

PLO Score Calculation:  $\frac{Level\ Skor}{\Sigma level\ skor} \times \frac{\Sigma CLO}{\Sigma PLO}$



### CLO Score Calculation

Assessed Components	Component Weights	CLO Weight on the Score		
		CLO 1	CLO 2	CLO 3
Midterm Exam	35	0.7	0.3	0
Final Exam	35	0.3	0.35	0.35
Structured Assignment	20	0.1	0.3	0.6
Quiz	10	0.3	0.35	0.35
CLO WEIGHT				

The orange one must be filled by the supervisory team

#### Filling Steps:

1. The assessment component = any components will be assessed in one course (for example Midterm Test, Final Exam, percentage, quiz, etc.)
2. Component weight = Determine the weight of each component where the total of all components is 1.
3. CLO Weight toward Score
  - a. show the number of CLO in each subject (for example, the Animal Feed Industry course has 4 CLOs).
  - b. Determine the components of the assessment aimed at achieving any number of CLO
  - c. The total weight of the CLO value for each component is 1

### PLO Score Calculation


CLO	CLO Score	CLO Weight	PLO	
			PLO 5	PLO 11
CLO 1			0.8	0.2
CLO 2			0.7	0.3
CLO 3			0.2	0.8

The orange one must be filled by the supervisory team

#### Filling steps

1. CLO = write down the amount of CLO in each course (refer to the previous table)
2. PLO = Write down the number of PLO in each course based on the RPS
3. PLO weight
  - a. Show the number of PLO in each course (for example, the Animal Feed Industry course has 3 PLOs).
  - b. Determine the components of the assessment aimed at achieving any PLO number
  - c. The total weight of the PLO value for each component is 1

## Lecture Portfolio

	<b>UNIVERSITY OF BRAWIJAYA</b> <b>FACULTY OF ANIMAL SCIENCE</b> <b>STUDY PROGRAM OF ANIMAL SCIENCE</b>		
Course: <b>Rural Development</b>	Code: <b>PES 4006</b>	RMK:	Semester: Even
Lecturer	Dr. Ir. Suprih Bambang Siswijoyo, MS.		
<b>Introduction</b> (Describe the explanation needed about this course, experiences that have been conducted)			
1	<b>Objectives</b> (Describe general or specific course objectives) The objective of this course is that students are able to: <ol style="list-style-type: none"> <li>1. understand the theories and concepts of village community development</li> <li>2. plan village community development programs</li> <li>3. work in teams (groups)</li> </ol>		
2	<b>Learning Strategy</b> (Describe the strategies used to achieve course objectives - CLO) The Village Community Development (PMD) course provides students with knowledge and skills to be able to identify problems, potentials, and plan village community development programs.		
3	<b>Lecture Management</b> (Describe the management of lectures: lectures, tutorials, practicum, assignments, major assignments, etc.) <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Creating a village community development program plan</li> <li>● Presentation</li> </ul>		
4	<b>Lecture Contents</b> (explain the suitability with the applicable curriculum)		

	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Concept of Welfare</li> <li>3. Village community development concept</li> <li>4. Village Community Development Dimensions</li> <li>5. PMD in the context of the balance of PMD (Village Community Empowerment) and PMK (PMD and program issues)</li> <li>6. Empowerment-based development</li> <li>7. Empowerment-based development</li> <li>8. Midterm Test</li> <li>9. The principle of community empowerment</li> <li>10. Community Empowerment Methods</li> <li>11. Community Empowerment Materials</li> <li>12. Community empowerment program planning</li> <li>13. Community participation in PMD</li> <li>14. Population movement/social mobility and urbanization</li> <li>15. Final Exam</li> </ol>
5	<b>Lecture Participants</b> (provide an overview of lecture participants) The course participants are students who: <ol style="list-style-type: none"> <li>1. Have taken Rural Sociology Course</li> </ol>
6	<b>Attendance Percentage</b> (% attendance of lecturers; % attendance of students) <ul style="list-style-type: none"> <li>- Minimum student attendance is 80%</li> </ul>
7	<b>Evaluation System</b> (explain homework, quizzes, group assignments, practicum, etc.) <ul style="list-style-type: none"> <li>- Quiz</li> <li>- Structured Assignment</li> <li>- Practicum</li> <li>- Midterm Test</li> <li>- Final Exam</li> </ul>
8	<b>Class Observation</b> (explain important and interesting things encountered during the lecture) <ul style="list-style-type: none"> <li>-</li> </ul>
9	<b>Learning Outcomes</b> (explain the achievement of the goals that have been set including learning achievements that can be explained) <ul style="list-style-type: none"> <li>- Students are able to make village community development plans</li> </ul>
10	<b>Obstacles</b> (provide an overview of the main obstacles in learning) <ol style="list-style-type: none"> <li>1. Student cell phones rang during the teaching and learning process</li> <li>2. Hardware compatibility constraints</li> <li>3. Power and internet network failures</li> </ol>
11	<b>Score Distribution</b> (provide the score distribution following the learning achievements of this course) <ul style="list-style-type: none"> <li>- Quiz: 10%</li> <li>- Practicum: 20s%</li> <li>- Structured Assignment: 10%</li> <li>- Midterm Test: 30%</li> <li>- Final Test: 30%</li> </ul>

12	<b>Conclusion</b>
13	<b>Improvement Recommendations</b>
	<b>Appendices:</b>
	1.The examples of village community development program plans 2. etc.